

# Magister profesor biologije/magistrica profesorica biologije

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## Selected qualifications

<b>Name of qualification</b>	Magister profesor biologije/magistrica profesorica biologije
<b>Translated title (no legal status)</b>	Master of Arts in teaching biology
<b>Type of qualification</b>	Diploma druge stopnje
<b>Category of qualification</b>	Izobrazba
<b>Type of education</b>	Master's education
<b>Duration</b>	2 years
<b>Credits</b>	120 credits

## Admission requirements

- A completed academic higher education programme (Bologna first cycle) in biology consisting of 180 credits; or
- a completed academic higher education programme (pre-Bologna) in biology or a Bologna second-cycle study programme in biology; or
- a completed two-subject teacher training programme (Bologna first cycle) in biology and another subject, if the candidate makes up deficiencies in the field of biology with subjects from the first-cycle academic higher education programme in Biology; a competent commission defines an individual bridging programme consisting of 10 to 50 ECTS credits for each candidate; or
- a completed academic higher education programme (Bologna first cycle) in other fields, if the candidate makes up deficiencies in the field of biology with subjects from the first-cycle academic higher education programme in Biology; a competent commission defines an individual bridging programme consisting of 10 to 60 ECTS credits for each candidate, depending on previous knowledge from earlier studies; or
- a completed professional higher education programme (Bologna first cycle) in other fields consisting of 180 ECTS credits; a competent commission defines an individual bridging programme consisting of 10 to 60 ECTS credits in subjects from the first-cycle academic higher education programme in biology for each candidate, depending on previous biology knowledge from earlier studies.

## ISCED field

Field  
Izobraževalne znanosti in izobraževanje učiteljev

## ISCED subfield

subfield izobraževanje učiteljev s predmetno specializacijo

## Qualification level

SQF 8  
EQF 7  
Second level

## Learning outcomes

The qualification holder will be able to:  
(general competences)

- demonstrate self-confidence, autonomy and responsibility in contacts with others,
- communicate,
- work in a group while taking into account diversity, multiculturalism and ethnicity,
- give consideration to different value systems,
- solve problems effectively,
- plan and manage time,
- demonstrate proficiency in teaching/learning strategies and different methods of checking and assessing knowledge,
- take into account the developmental characteristics and specificities of children, secondary school

students and adult participants in education (hereinafter: students) in order to encourage successful learning,

- develop students' capacities for lifelong learning,
- use information and communication technologies or develop information literacy in students,
- cooperate with other staff at the school, other schools and institutions and experts in the field of education,
- cooperate with parents and other persons responsible for students,
- collaborate at the local, regional, national, European and wider global levels,
- communicate findings arrived at through own work to the public,
- adopt the position of a reflective practitioner with regard to events in society in the field of education and participate in public discussions,
- reflect self-critically on own work and evaluate it,
- improve the quality of own work by developing study and research skills,
- communicate, be open to advice and contemporary findings in own professional environment, develop and create knowledge,
- plan own career,
- organise and lead the pedagogical process with good knowledge of own profession and regulations governing the work of the school,
- ensure quality in the fields with which entrusted,

(subject-specific competences)

- demonstrate an ethical attitude towards life and living beings,
- demonstrate biological knowledge that enables the teaching of biology and cross-curricular integration,
- seek out and critically evaluate subject-specific sources of knowledge,
- select appropriate learning materials,
- justify the content of teaching on the basis of knowledge and understanding of the learning process, students' stage of development and concrete needs of individual students,
- plan own research work and the research work of students,
- communicate knowledge about life to a wide circle of people,
- adopt the position of a reflective practitioner with regard to events where findings in biology lead to ethical, moral or environmental dilemmas (e.g. genetic engineering),
- present biology from the point of view of science and challenge unscientific views of biological knowledge,
- use scientifically correct language,
- communicate clearly in the language of learning (Slovene),
- integrate biology knowledge and pedagogical-didactic-methodological knowledge,
- translate knowledge from the level of science to the level of the student,
- translate syllabus objectives into lessons,
- use different forms and methods of teaching,
- systematically plan, perform and evaluate teaching work,
- monitor student progress and adapt teaching accordingly,
- identify mistaken concepts and eliminate them,
- create an encouraging learning environment,
- adapt work to students with special educational needs,
- take into account cultural differences between students,
- encourage students to take the initiative and responsibility for their learning,
- critically evaluate own work and the learning process,
- improve own work and the learning process on the basis of findings,
- ensure a well-ordered and safe learning environment,
- create and maintain discipline,
- co-teach and teach in a team,
- create and encourage motivation in students,

- encourage creativity and innovation in students,
- include students in the planning, implementation and evaluation of the learning process,
- evaluate and justify own actions in work with students,
- manage a class as class teacher,
- prepare and implement various techniques of verifying and assessing knowledge,
- formulate criteria for the assessment of knowledge,
- record the progress of individual students and provide suitable feedback,
- improve teaching on the basis of the verification and assessment of knowledge,
- demonstrate knowledge of Slovenia's education system and its development,
- demonstrate knowledge of some successful education systems,
- get involved in school activities,
- demonstrate knowledge of sources of professional assistance at school and their application,
- keep the prescribed school documentation,
- participate in the work and management of the school and communicate with other teachers and parents,
- discharge legal and administrative obligations at the school,
- plan and evaluate own professional progress.

## Assessment and completion

Examination performance is scored as follows: 10 (excellent); 9 (very good: above-average knowledge but with some mistakes); 8 (very good: solid results); 7 (good); 6 (adequate: knowledge satisfies minimum criteria); 5–1 (inadequate). In order to pass an examination, a candidate must achieve a grade between adequate (6) and excellent (10).

Students may enrol in the second year if by the end of the academic year they have accumulated at least 45 ECTS credits from first-year course units.

Students must complete all requirements defined by the study programme in order to complete their studies.

## Progression

Students may enrol in the second year if by the end of the academic year they have accumulated at least 45 ECTS credits from first-year course units.

## Transitions

Third-cycle doctoral study programmes (SQF level 10)

## Condition for obtaining certificate

Students must complete all requirements defined by the study programme in order to complete their

studies.

## Awarding body

University of Ljubljana, Biotechnical Faculty

URL

<http://www.bf.uni-lj.si/en/deans-office/study-programmes/master-study-programs-second-cycle/biology-education/>

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