SLOVENSKO
OGRODJE
KVALIFIKACIJ

# Magister profesor inkluzivne pedagogike/magistrica profesorica inkluzivne pedagogike

## Selected qualifications

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| **Name of qualification** | Magister profesor inkluzivne pedagogike/magistrica profesorica inkluzivne pedagogike |
| **Translated title (no legal status)** | Master of Arts in inclusive pedagogy |
| **Type of qualification** | Diploma druge stopnje |
| **Category of qualification** | Izobrazba |
| **Type of education** | Master's education |
| **Duration** | 2 years |
| **Credits** | 120 credits |

## Admission requirements

• A completed first-cycle study programme in a relevant field (education science, pre-school education, general elementary teaching, pedagogy, psychology, special and rehabilitation pedagogy, social pedagogy, social work, defectology); or
• a completed first-cycle study programme in another field, if prior to enrolment the candidate has completed course units essential for further study, totalling 30 credits; or
• a completed professional higher education programme, adopted before 11 June 2004, in a relevant field (education science, pre-school education, general elementary teaching, pedagogy, psychology, special and rehabilitation pedagogy, social pedagogy, social work, defectology); or
• another professional higher education programme adopted before 11 June 2004, if prior to enrolment the candidate has completed course units essential for further study, totalling 30 credits; or
• another academic higher education programme adopted before 11 June 2004; course units essential for further study, totalling up to 30 credits, will be recognised for these candidates prior to enrolment.

## ISCED field

Field
Izobraževalne znanosti in izobraževanje učiteljev

## ISCED subfield

subfield  izobraževalne znanosti

## Qualification level

SQF 8
EQF 7
Second level

## Learning outcomes

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

- analyse, synthesise and envisage solutions and consequences in the field of work with students with special needs,
- demonstrate proficiency in research methodology for the needs of inclusive education,
- integrate contents in an interdisciplinary manner,
- rationally implement acquired knowledge in practice,
- develop critical and self-critical judgement of work in classes which include children with special needs,
- participate in various expert teams and lead and organise work,
- organise and encourage successful learning,
- develop tolerance and flexibility in the school environment, observe ethical norms and the professional code of ethics,
- be proactive and autonomous in professional work and create new knowledge,
- demonstrate proficiency in communication skills at various levels of interaction (with children, adolescents, adults, parents, professional staff),
- undertake self-reflection and show a commitment to professional ethics, identify and resolve moral

and ethical dilemmas and problems,
- show a cooperative orientation in different groups with users and other groups,
- undertake project work in an inclusive environment,
- demonstrate a capacity for ongoing professional development,
- identify unexploited possibilities for raising quality,

(subject-specific competences)

- demonstrate knowledge of the concept of inclusion and the key factors enabling effective learning and teaching for all students,
- identify students with special needs and provide assistance in directing them towards suitable education programmes at educational institutions,
- demonstrate a capacity for individualised and differentiated planning of activities in the class (group) which includes each individual, for the purpose of facilitating and encouraging the learning process,
- select and implement suitable approaches, methods, techniques and strategies of work and adapt them with regard to the specific needs of the individual,
- adapt work, learning aids and materials for students with special needs,
- lead and organise individual and group educational counselling work for students with special needs and their families,
- encourage and develop social-emotional learning,
- support and develop cooperation, tutoring and assistance between students in order to improve learning, mutual relations and the acceptance of individual differences,
- provide pedagogical leadership for a class, a group or individuals,
- participate in teamwork with other teachers and professional staff involved in the educational process with students with special needs,
- make a comprehensive assessment of the needs of students with special needs and use suitable procedures, methods and techniques to prepare and implement individualised programmes,
- identify and analyse barriers, obstacles and available resources and address problems proactively,
- autonomously carry out and participate in research and create new knowledge, design new practices,
- demonstrate knowledge of methods of reflection and apply them in own professional development and the development of the profession,
- provide support and cooperation to families of students with special needs,
- evaluate/critically evaluate educational work with students with special needs and the existing practice, policy and research of educational institutions for students with special needs,
- demonstrate understanding of and proficiency in strategies of work with students with special needs (preventive, compensatory, personality-based and socially integrative),
- demonstrate understanding of the importance of pluralism, multiculturalism and marginalised groups in modern society and specific cultures,
- demonstrate knowledge of and identify the different needs of students in a multicultural environment,
- demonstrate knowledge of basic strategies to overcome various specificities of multicultural environments (language difference, literacy, cooperation with parents),
- develop students' capacities for lifelong learning (learning to learn, ICT),
- develop own professionalism, knowledge and understanding in the area of inclusive pedagogy.

## 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).

## Progression

In order to progress to the second year, students must complete 45 (75%) of the 60 ECTS credits available in the first year.

## 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 Maribor, Faculty of Education

URL

https://pef.um.si/145/home