


Archived

# Magister profesor razrednega pouka/magistrica profesorica razrednega pouka

## Selected qualifications

Magister medkulturne germanistike in .../magistrica medkulturne germanistike in ... 

### Name of qualification

Magister profesor razrednega pouka/magistrica profesorica razrednega pouka

### Translated title (no legal status)

Master's degree in general elementary teaching

### Type of qualification

Diploma druge stopnje

### Category of qualification

Izobrazba

### Type of education

Master's education

### Duration

1 year

### Credits

60 credits

## Admission requirements

- A completed first-cycle study programme adopted after 11 June 2004, consisting of 240 ECTS credits, in a relevant field, i.e. fields that fall into the field of ISCED 14 (Teacher training and education science), where the field of study is General elementary education; or
- a completed first-cycle study programme adopted after 11 June 2004, consisting of 240 ECTS credits, in a relevant field, i.e. fields that fall into the field of ISCED 14 (Teacher training and education science), if prior to enrolment the candidate has completed course units essential for further study; or
- a completed first-cycle study programme adopted after 11 June 2004, consisting of 240 ECTS credits, in another field, if prior to enrolment the candidate has completed course units essential for further study; or
- a completed first-cycle study programme adopted after 11 June 2004, consisting of 180 ECTS credits, in a field which falls into the field of ISCED 14 (Teacher training and education science), where the field of study is Pre-school education, and a successfully completed additional year, which is an integral part of this study programme and which provides the missing 60 ECTS credits; or
- a completed first-cycle study programme adopted after 11 June 2004, consisting of 180 ECTS credits, in a relevant field, i.e. fields that fall into the field of ISCED 14 (Teacher training and education science), if prior to enrolment the candidate has completed course units essential for further study; or
- a completed first-cycle study programme adopted after 11 June 2004, consisting of 180 ECTS credits, in another field, if prior to enrolment the candidate has completed course units essential for further study; or
- a completed professional higher education programme, adopted before 11 June 2004, in a field which falls into the field of ISCED 14 (Teacher training and education science), Pre-school education programme, and a successfully completed additional year, which is an integral part of this study programme; or
- a completed professional higher education programme adopted before 11 June 2004, in a relevant field, i.e. fields that fall into the field of ISCED 14 (Teacher training and education science), if prior to enrolment the candidate has completed course units essential for further study; or
- a completed professional higher education programme, adopted before 11 June 2004, in another field, if prior to enrolment the candidate has completed the course units that are essential for further study.

## ISCED field

Field  
Izobraževalne znanosti in izobraževanje učiteljev

## ISCED subfield

subfield izobraževanje učiteljev brez predmetne specializacije

## Qualification level

SQF 8  
EQF 7  
Second level

## Learning outcomes

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

- communicate effectively with children, students and other participants in education (hereinafter: students) and develop a positive group atmosphere and good relationships with and among students,
- develop students' linguistic communication skills,
- develop students' social skills,
- create a safe and encouraging learning environment in which students feel accepted, in which difference is respected, and which offers independence and responsibility,
- formulate clear rules relating to lessons and the implementation of the learning process, organise work in the class and for the class, and provide effective leadership and coordination of department teaching staff,
- demonstrate knowledge and application of suitable strategies to encourage behaviour where zero tolerance for violence is clearly evident, where conflicts are resolved through mediation and where the integrity of all participants in the process is protected,
- demonstrate a positive attitude to students through understanding of and respect for their social, cultural, linguistic and religious origins and other personal circumstances,
- demonstrate awareness of the ethical dimensions of own actions, and give due consideration to them,
- demonstrate e-competences,
- demonstrate didactic knowledge and an interpretative capacity for teaching and research in multimedia learning environments, including the rational and effective use of ICT in the learning process and understanding the influence of media technologies in the subject field of teaching,
- demonstrate mastery of basic principles and processes in the planning, implementation and evaluation of the learning process,
- take into account the developmental characteristics and individual differences of students when encouraging successful learning,
- individualise and differentiate educational work,
- establish an optimal learning environment by employing various learning methods and strategies to encourage mental activity in students, and plan objectives, verification and assessment accordingly,
- develop students' capacities for lifelong learning by developing strategies for independent learning,
- use information and communication technologies or develop information literacy in students,
- identify students with special needs and adapt work to their specificities in cooperation with other teachers and experts,
- appropriately use various methods to monitor, verify and assess student progress in accordance with objectives and provide constructive feedback,
- cooperate with the working and social environment (with society and in society): with other staff at the school, other schools and institutions and experts in the field of education, parents and other persons responsible for students,
- establish partnerships with other schools, institutions in the educational environment and experts in the field of education at the local, regional, national, European and wider global levels,
- demonstrate a capacity for professional development,
- reflect self-critically on own work and evaluate it,
- improve the quality of own work through self-evaluation and continuing education and training,
- participate creatively in research and development projects aimed at improving the quality of work

in the field of education,

- demonstrate a capacity to organise and lead, with good knowledge of own profession and regulations governing the functioning of the school,
- successfully plan and manage time,
- demonstrate proficiency in organisational and administrative tasks relating to the planning, implementation, monitoring and evaluation of the learning process,
- lead students effectively,
- work in a team and solve problems effectively,

(subject-specific competences)

- create the adaptations and assistance needed by children with special needs in the education process,
- demonstrate awareness of the importance of research as a tool for the professional development of the pedagogical worker and innovation in practice,
- perform independent research,
- present research problems in a synthetic manner,
- logically and effectively make suitable preparations for a selected topic and implement and evaluate them,
- develop a reflective approach in educational work.

## 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

Students may progress to the next year if by the end of the academic year they have completed all course units prescribed by the study programme for progression to the next year.

## Transitions

Third-cycle doctoral study programmes (SQF level 10)

## Condition for obtaining certificate

In order to complete the programme, students must complete all course units in all subjects in which they have enrolled and successfully defend a master's thesis via a public presentation.

## Awarding body

University of Primorska, Faculty of Education

URL

<http://www.pef.upr.si/eng/>

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