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# Magister profesor inkluzivne pedagogike/magistrica profesorica inkluzivne pedagogike

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## Selected qualifications

<b>Name of qualification</b>	Magister profesor inkluzivne pedagogike/magistrica profesorica inkluzivne pedagogike
<b>Translated title (no legal status)</b>	Master of Arts in inclusive pedagogy
<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 first-cycle study programme in a relevant professional field (education science, pre-school education, general elementary teaching, pedagogy, psychology, 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, consisting of 30 credits in the subject fields of pedagogy, pedagogical psychology, psychology of personality, special pedagogy and pedagogical research; or
- a completed professional higher education programme in Pre-school Education adopted before 11 June 2004; or
- another professional or academic higher education programme adopted before 11 June 2004, if prior to enrolment the candidate has completed course units essential for further study, consisting of 30 credits in the subject fields of pedagogy, pedagogical psychology, psychology of personality, special pedagogy and pedagogical research.

## 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)

- develop inclusive culture, put inclusive practice into effect, and influence inclusive policy,
- demonstrate understanding of relations between educational institutions and the social environment,
- evaluate/critically evaluate existing practice, policy and research into the education of diverse groups and inclusion,
- use suitable procedures, methods and techniques to prepare and implement individualised programmes,
- integrate contents in an interdisciplinary manner,
- select suitable approaches, methods, techniques and strategies of work with regard to the specific needs of the individual,
- work with parents, families, relatives or guardians in the sense of informing, educating, counselling and providing support,
- provide support in self-evaluation, confidence in own strengths and development of positive expectations,
- identify and address moral and ethical dilemmas and problems: act in a manner that respects and gives due consideration to the human rights, integrity and dignity of the individual,

- organise forms of active and independent learning that will train the individual for successful learning,
- establish and maintain partnerships with users and other participants,
- use appropriate methods of research and development of practice in (field of work), e.g. case study, action research, etc.,
- apply special pedagogical knowledge to work with children with special needs,
- provide pedagogical leadership for a class and/or group,
- accept the interests of the individual and use the internal motivation of the individual to develop the necessary skills,
- formulate expectations for every learner with regard to his or her abilities and skills,
- demonstrate a capacity for individualised and differentiated planning of activities in the class (group) which includes each individual,
- demonstrate a capacity to adapt to individuals with learning aids, materials, etc.,
- develop flexibility and tolerance,
- demonstrate a capacity for critical reading in the field of the development, identification and contextual processes that help shape the education of diverse groups and inclusion, at both the group and individual levels,
- analyse and critically evaluate teaching practices and materials in the field of inclusive pedagogy,
- work independently, work independently with guidance and work in a group,
- plan and implement projects, observing agreed deadlines, and present own achievements and findings in various forms,

(subject-specific competences)

- demonstrate knowledge and application of various forms of cooperation with co-workers, management and the broader social environment and develop skills in establishing partnerships with parents, families and the environment,
- develop teamwork and strategic action skills,
- demonstrate familiarity with the concept of advocacy,
- demonstrate openness and sensitivity to people and social situations,
- develop ethical and responsible behaviour,
- give due consideration to the environment of each and every individual participant in education,
- master individual and group educational counselling work,
- provide pedagogical leadership for a class, a group or individuals,
- demonstrate understanding of the causes and consequences of social inclusion and exclusion,
- demonstrate understanding of learning as a process that is organised in such a way as to take into account the theoretical knowledge and needs of participants,
- demonstrate knowledge of the activation of self-regulating mechanisms in participants,
- demonstrate knowledge of strategies to encourage development in individual fields and encourage the development of social and other skills, including in weaker areas of the child's development,
- demonstrate a capacity to identify and adapt work to students with different abilities in different fields,
- develop faculties for criticism and reflection and develop the strategies of a reflective practitioner,
- undertake self-reflection and plan changes and work on the self (introspection, self-reflection, self-evaluation),
- develop observation and counselling skills,
- demonstrate knowledge of the principles of research,
- develop the ability to critically assess data and their significance, etc.

## 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 of the study programme, students must complete 48 (80%) of the 60 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 Primorska, Faculty of Education

URL

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

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