SLOVENSKO
OGRODJE
KVALIFIKACIJ

Magister profesor socialne pedagogike/magistrica profesorica socialne pedagogike

Selected qualifications

Name of qualification	Magister profesor socialne pedagogike/magistrica profesorica socialne pedagogike
Translated title (no legal status)	Master of Arts in teaching of social 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

Anyone who has completed the following can enrollin the second-cycle study programme Social Pedagogy:
• first-cycle study programme in Social Pedagogy (in the field of ISCED 14), adopted after 11 June 2004, in the amount of 180 ECTS;
• another first-cycle study programme adopted after 11 June 2004, in the amount of at least 180 ECTS, in professional fields falling within the field of ISCED 14 (Teacher Training and Education Science), or in the field of social work, if the candidate completed study obligations before enrollment, which are essential for further studies; these obligations are determined according to the diversity of the professional field and range from 10 to a maximum of 60 credit points, and the candidate can take them during the first cycle studies, in further training programmes or by taking exams before enrolling in the master's study programme;
• a first-cycle study programme adopted after 11 June 2004, in the amount of at least 180 ECTS, from other professional fields, if the candidate has completed the study obligations that are essential for the continuation of studies before enrollment; these obligations are determined according to the diversity of the professional field and range from 10 to a maximum of 60 credit points, and the candidate can take them during the first-cycle studies, in further training programmes or by taking exams before enrolling in the master's study programme; the candidate must also demonstrate previously acquired knowledge and competences from basic pedagogical subjects and subjects of study Social Pedagogy;
• a university or professional higher study program adopted before 11 June 2004 in the relevant professional fields, i.e. areas falling within the scope of ISCED 14 (Teacher Training and Education Science), or in the field of social work, if the candidate has completed study obligations that are essential for further studies before enrollment; these obligations are determined according to the diversity of the professional field and range from 10 to a maximum of 60 credit points, and the candidate can take them during the first-cycle studies, in further training programmes or by taking exams before enrolling in the master's study programme;
• a university or professional higher study programme adopted before 11 June 2004 in other professional fields, if the candidate has completed the study obligations that are essential for the continuation of studies before enrollment; these obligations are determined according to the diversity of the professional field and range from 10 to a maximum of 60 credit points, and the candidate can take them during the first-cycle studies, in further training programmes or by taking exams before enrolling in the master's study programme; the candidate must also demonstrate previously acquired knowledge and competences from basic pedagogical subjects and subjects of study Social Pedagogy;
• equivalent education abroad.

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:

- Effective teaching and education:
  - mastering the basic principles and procedures of planning, implementation and evaluation of the learning process,
  - taking into account the developmental characteristics and individual differences of students in promoting successful learning,
  - effective implementation of individualization and differentiation of educational work,
  - establishing an optimal learning environment using various learning methods and strategies that encourage students' mental activity and appropriate goal planning, testing and assessment,
  - developing students' abilities for lifelong learning by developing independent learning strategies,
  - use of information and communication technology in class or development of information literacy in students,
  - identifying students with special needs and in cooperation with other teachers and professionals, adapting the work to their specifics,
  - Appropriate use of different ways of monitoring and checking students' progress in accordance with the objectives and giving constructive feedback,
  - effective communication with children, pupils, students and other participants in education (hereinafter: pupils), development of a positive group atmosphere and good relations with pupils and among themselves,
  - developing students' language communication skills,
  - developing students' social skills,
  - creating a safe and stimulating learning environment in which students feel accepted, in which diversity is respected and independence and responsibility are promoted,
  - creating clear rules related to the course of lessons and the implementation of the learning process and the organization of work in the classroom and for the class,
  - creating clear rules of behavior and discipline in the classroom, based on respect for all participants,
  - successfully coping with inappropriate behavior, aggression, conflicts and using appropriate strategies to resolve them,
  - Demonstrating a positive attitude towards students, while understanding and respecting the student's social, cultural, linguistic and religious background, and other personal circumstances,
  - awareness of and observance of the ethical dimensions of their activities;
- Cooperation with the work and social environment (with society and in society):
  - with other employees at the school, other schools and institutions and experts in the field of education,
  - with parents and other persons responsible for students,

    - establishing partnerships and cooperation with other schools, institutions in the school environment and experts in the field of education at local, regional, national, European and wider global levels;
- Qualification for professional development:
    - ability to self-critically reflect on one's own work and evaluate it,
    - improving the quality of their work through self-evaluation and further education and training,
    - ability for constructive participation in research and development projects aimed at improving the quality of educational work;
- Organizational and managerial skills at:
    - good knowledge of their profession and the regulations governing the operation of the school,
    - successful time planning and management,
    - managing organizational and administrative tasks related to the planning, implementation, monitoring and evaluation of the learning process,
    - effective leadership of students, the class community of students and the coordination of the classroom teaching staff,
    - ability to work in a team and solve problems effectively.

Subject-specific competences:

- in-depth knowledge of various socio-pedagogical theories and their application in practice,
- in-depth understanding of the institutional framework of work, the impact of institutions on users and raising awareness of their own involvement in institutions,
- in-depth knowledge and understanding of migration theory, majority-minority relations and the like,
- in-depth understanding of the processes of marginalization, stigmatization, social exclusion and its prevention,
- in-depth knowledge and understanding of various forms of socio-pedagogical work (eg: educational, preventive, counseling, compensatory, social-integrative, etc.),
- independent preparation, management, monitoring and evaluation of socio-pedagogical projects (eg: projects of voluntary and preventive work, advocacy, self-help groups, etc.),
- in-depth understanding and use of counseling in the socio-pedagogical field,
- in-depth use of various methods and techniques in counseling processes in the socio-pedagogical field,
- in-depth knowledge and understanding of various forms of addiction and the possibilities of prevention and treatment of addiction and specific addictions,
- in-depth understanding of various delinquent groups and the role of the social pedagogue in working with prisoners,
- in-depth knowledge, understanding and consideration of the concept of participation as one of the basic concepts in social pedagogy,
- in-depth understanding of therapeutic communication skills and competences for participation in multidisciplinary teams, diagnostic therapy programmes and in resolving ethical dilemmas,
- in-depth knowledge, understanding and development of the model of organization in social pedagogy,
- knowledge and understanding of social frameworks for the development of different concepts of social pedagogy in different countries,
- in-depth knowledge and understanding of various theories of stress management and conceptualization of preventive action to reduce or eliminate it,
- in-depth knowledge and understanding of the role of multimedia resources in socio-pedagogical work,
- in-depth knowledge and understanding of theater pedagogy in socio-pedagogical work,
- in-depth knowledge and understanding of the characteristics of different families, partnerships, parental behavior, relationships between siblings and relationships with the extended family,
- in-depth knowledge and understanding of work with parents and intergenerational relationships,
- in-depth knowledge and understanding of work with the elderly,
- in-depth knowledge of the basic methodological principles and elements of social pedagogy in the

context of mutual relations,
- ability for analytical and research work in the socio-pedagogical field for the needs of the development of practice and the promotion and promotion of social pedagogy in the public.

Assessment and completion

Examination performance is graded 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

To progress to the second year, students must achieve 48 ECTS (80.0%) out of 60 ECTS of the first year of the study programme. In exceptional cases and with the appropriate justification addressed to the competent committee of UP PEF, enrollment in the second year is also allowed with 42 achieved ECTS.

Transitions

Third-cycle doctoral study programmes (SQF level 10)

Condition for obtaining certificate

Successfully completed study obligations and successful defense of a master's thesis.

Awarding body

University of Primorska, Faculty of Education

URL

https://www.pef.upr.si/eng/