SLOVENSKO
OGRODJE
KVALIFIKACIJ

Profesor logoped surdopedagog (un)/profesorica logopedinja surdopedagoginja (un)

Selected qualifications

Name of qualification	Profesor logoped surdopedagog (un)/profesorica logopedinja surdopedagoginja (un)
Translated title (no legal status)	Bachelor of Arts Speech therapy/hearing impaired education teacher
Type of qualification	Diploma prve stopnje (UN)
Category of qualification	Izobrazba
Type of education	Academic bachelor's education
Duration	4 years
Credits	240 credits

Admission requirements

• Matura or
• school-leaving examination (prior to 1 June 1995) under any four-year secondary school programme.
Additional admission requirements:
• must be a person with no speech or language impairments and
• a person who is non-verbally expressive in communication.

ISCED field

Field
Izobraževalne znanosti in izobraževanje učiteljev

ISCED subfield

subfield izobraževanje učiteljev brez predmetne specializacije

Qualification level

SQF 7
EQF 6
First level

Learning outcomes

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

- communicate, provide advice and work as part of a team,
- demonstrate a capacity for synthetic, analytical and creative thinking and problem-solving,
- apply knowledge flexibly in practice,
- be autonomous, (self-)critical and reflective, carry out (self-)evaluation and strive for quality,
- demonstrate general knowledge, communicate with experts from other professional and academic fields,
- demonstrate initiative/ambition (value of ongoing personal development and professional training),
- demonstrate information literacy,
- manage time, undertake own preparations and planning, and check own implementation of plans,
- communicate in a foreign language,
- demonstrate knowledge and understanding of social systems, leadership and institutional frameworks of work (particularly of processes in education and culture),
- demonstrate openness and sensitivity to people and social situations,
- demonstrate knowledge and understanding of the development processes, differences and needs of the individual,
- demonstrate knowledge of concepts in education and their philosophical and historical foundations,
- demonstrate knowledge and understanding of the institutional frameworks of work (requirements, legislation, documentation, legal aspects of education),
- use of information and communication technologies in education,
- demonstrate understanding of individual values and value systems and deal with questions of professional ethics,
- demonstrate knowledge and understanding of and an orientation towards inclusive, non-discriminatory work and multiculturalism,

(subject-specific competences)

- demonstrate knowledge of the theoretical bases of the field of special education and rehabilitation and apply them in practice,
- identify the special needs of the individual by using suitable procedures, methods and techniques to verify and assess the child's environment and the child, and planning individually tailored programmes or interventions in the rehabilitation process,
- develop inclusive culture, policy and practice,
- work with parents, guardians and families – informing, educating, counselling and providing emotional support,
- demonstrate knowledge of social systems, non-governmental organisations, voluntary work, advocacy,
- use appropriate procedures (methods) of research and development of practice in (field of work), e.g. case study, action research, etc.,
- work synergistically in an organisation/(interdisciplinary) team,
- resolve conflicts at the relational and professional level,
- work in accordance with professional ethics and codes of conduct; identify and address moral and ethical dilemmas and problems: act in a manner that protects the basic rights, integrity and dignity of the individual,
- take responsibility for own development and learning by evaluating and reflecting on own work,
- demonstrate understanding of the relationship between the educational institution and the social environment and a capacity to take a systemic view and act systemically,
- demonstrate knowledge of the theoretical bases of the fields of speech therapy and deaf/hearing impaired education and apply them in practice,
- demonstrate knowledge and critical understanding of various speech and language pathologies,
- demonstrate understanding of the processes of stigmatisation, marginalisation, social exclusion and therapeutic assistance,
- demonstrate understanding of the different forms in which speech and language pathologies can appear, their main causes and therapeutic interventions,
- demonstrate knowledge, understanding and consideration of the individual through the prism of various therapeutic models,
- demonstrate understanding of diversity as a quality, accept difference, deviance and other cultures and subcultures; work in a non-judgemental manner,
- demonstrate empathy and openness in communication,
- demonstrate awareness of and capacity for reflection on own contributions in work with people; take responsibility for own professional development; be motivated for supervisory and intervention-based forms of work,
- assess quality and opportunities in the individual's social networks (family, neighbours, institutions, etc.),
- demonstrate understanding of the functioning of institutions and the impact of institutions on users and raise awareness of own institutional involvement,
- plan and design individualised programmes of speech therapy and deaf/hearing impaired education,
- demonstrate understanding of and proficiency in various forms and methods of speech therapy and deaf/hearing impaired education work (preventive, rehabilitative, educational, counselling-based, compensatory, socially integrative, etc.),
- undertake professional work oriented towards the life field of the user; work in existing social conditions,
- cooperate and work with parents, families and the user's other important social groups,
- undertake educational/counselling work with individuals and groups in the context of institutions,
- undertake extra-institutional and community work,
- cooperate in multidisciplinary expert groups, project groups, analytical groups, evaluation groups,
- prepare, lead and evaluate special projects (e.g. voluntary or preventive work projects, advocacy, self-help groups, etc.),
- demonstrate understanding of and proficiency in basic forms of professional deaf/hearing impaired

education and visually impaired education in connection with deaf-blind individuals,
- carry out analysis in the fields of speech therapy and deaf/hearing impaired education in order to develop own practical experience.

Assessment and completion

Students' knowledge is assessed by means of practical exercises and seminar papers, and also via products, projects, performances, services, etc. and by examinations. 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

A general condition for progression from one year to the next is the completion of at least 54 credits. A further condition for progression is the completion of all practical exercises and all other forms of practical pedagogical training. Students must make up missing credits from a previous year during the following year at the latest.

Transitions

Second-cycle master's study programmes (SQF level 8)

Condition for obtaining certificate

To complete their studies, students must complete all credits envisaged in all parts of the programme (compulsory, elective, etc.). Students complete their studies with a presentation and a defence of a diploma project.

Awarding body

University of Ljubljana, Faculty of Education

URL

https://www.pef.uni-lj.si/12.html