SLOVENSKO
OGRODJE
KVALIFIKACIJ

Profesor tiflopedagogike in pedagogike specifičnih učnih težav (un)/profesorica tiflopedagogike in pedagogike specifičnih učnih težav (un)

Selected qualifications

Name of qualification	Profesor tiflopedagogike in pedagogike specifičnih učnih težav (un)/profesorica tiflopedagogike in pedagogike specifičnih učnih težav (un)
Translated title (no legal status)	Bachelor of Arts Visually impaired education and specific learning difficulties 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.

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 fields of special education and rehabilitation, visually impaired education and education for specific learning difficulties and apply them in

practice,
- identify the special needs of blind and visually impaired individuals and individuals with specific learning deficits by using suitable (diagnostic) procedures, methods and techniques and plan, implement and evaluate individually tailored programmes or interventions in the special pedagogy and rehabilitation process,
- develop inclusive culture, policy and practice,
- work with parents, guardians and families of blind and visually impaired individuals and individuals with specific learning deficits – 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 the field of visually impaired education and education for specific learning difficulties, 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 professional development and learning by evaluating and reflecting on own work (experience learning, intervision, supervision).

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.).

Awarding body

University of Ljubljana, Faculty of Education

URL

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