

Programme name	Pedagogical preparation postgraduate studies Opening cycle: 2026/2027-Z Closing cycle: -
Name of the organisational unit	Institute of Educational Sciences
Programme Director	mgr Joanna Zubel
Name of postgraduate programme	Pedagogical preparation
Level of study	Postgraduate studies
Field of study profile	Not applicable
Form of studies	Others studies
Duration of postgraduate programme	3
Number of ECTS credits	42
Professional title awarded to graduates	
Indication of fields of science and scientific disciplines as well as artistic disciplines, together with the specification of their percentage share of ECTS credits and the identification of the leading discipline	Social Sciences - discipline: education - 100.00%
Courses or groups of courses together with the assigned learning outcomes and curriculum content ensuring the achievement of these outcomes	Specified in Course Syllabuses
Methods of verification and assessment of learning outcomes achieved throughout the entire cycle of education	
Graduate profile, qualifications obtained by postgraduate students	Postgraduate studies in the field of: Pedagogical preparation enable students to obtain pedagogical qualifications to work as teachers in primary and secondary schools and educational institutions, which consist of psychological, pedagogical and didactic preparation, as well as the acquisition of knowledge and skills in the field of pedagogy, psychology, the basics of didactics, including methodology, voice emission and pedagogical (professional) placement. The aim of the programme is to prepare graduates for the comprehensive implementation of teaching, educational and care tasks in schools and other educational institutions. The education process is focused on developing teachers' competences that enable them to organise and conduct classes in a substantive and methodical manner through the appropriate selection of aims, objectives, methods and teaching aids, including digital tools, raising awareness of the need to update and integrate acquired psychological and pedagogical knowledge with other fields of knowledge, and, in addition, the responsible performance of educational functions, taking into account the specific needs of pupils and students, the individualisation of activities and professional ethics. Postgraduate education is conducted in accordance with the Regulation of 25 July 2019 of the Minister of Science and Higher Education on the standard of education preparing for the teaching profession (Journal of Laws of 2019, item 1450, as amended) issued on the basis of Article 68, para. 3, item 4 of the Act of 20 July 2018 – Law on Higher Education and Science (Journal of Laws of 2018, item 1668, as amended).
Employment opportunities for graduates	

(examples of employing institutions)	Graduates of postgraduate studies in the field of Pedagogical Preparation have comprehensive psychological and pedagogical training, as well as methodological, substantive, social and communication skills. They have the knowledge and skills to understand the processes of development, upbringing and teaching – learning. An integral part of the programme is a 150-hour pedagogical placement carried out in accordance with the plan in educational institutions and schools. Postgraduate studies in Pedagogical Preparation enable students to obtain teaching qualifications to work as teachers in accordance with their field of study, providing them with the substantive preparation to teach a subject or conduct classes in primary and secondary schools and educational institutions.
Description of the intended learning outcomes	CATEGORY: KNOWLEDGE: Graduates know and understand the basic concepts of psychology: cognitive processes, perception, information reception and processing, speech and language, thinking and reasoning, learning and memory, the role of attention, emotions and motivations in behaviour regulation processes, abilities and talents, the psychology of individual differences – differences in intelligence, temperament, personality and cognitive style. Graduates know and understand classical and contemporary theories of human development and the process of student development during childhood, adolescence and early adulthood: physical, motor and psychosexual development, cognitive development (thinking, speech, perception, attention and memory), social-emotional and moral development, physical and psychological changes during puberty, the development of selected mental functions, developmental norms, personality development and formation, development in the context of upbringing, disorders in the development of basic mental processes, theories of integral student development, disharmonies and developmental disorders in students, behavioural disorders, issues of shyness and hyperactivity, special talents, functional disorders during adolescence, low mood, depression, identity crystallisation, adulthood, identification with new social roles, and lifestyle formation. Graduates know and understand the specifics of the main educational environments and the processes taking place within them; theories of social perception and communication: social behaviour and its determinants, interpersonal situations, empathy, assertive, aggressive and submissive behaviour, attitudes, stereotypes, prejudices, stress and coping with it, communication between people in institutions, rules of cooperation, communication processes, barriers to communication, the media and their educational influence, communication styles of students and teachers, barriers to communication in the classroom, various forms of communication – self-presentation, active listening, effective communication, non-verbal communication, emotional communication in the classroom, communication in conflict situations. Graduates know and understand the learning process: learning models, including classical concepts and contemporary approaches based on the results of neuropsychological research, learning methods and techniques, including the development of metacognition, learning difficulties, their causes and strategies for overcoming them, methods and techniques for identifying and supporting the development of talents and interests, barriers and difficulties in the communication process, techniques and methods for improving communication with students and between students. Graduates know and understand issues related to self-reflection and self-development: personal resources in teaching – identification and development, individual strategies for coping with difficulties, stress and teacher burnout. Graduates know and understand the education system: the organisation and functioning of the education system, basic issues of education law, national and international regulations concerning human rights, children's rights, students' rights and the rights of persons with disabilities, the importance of the school as an educational institution, the functions and objectives of school education, models of the modern school, the concept of the hidden school curriculum,

alternative forms of education, the issue of internal school law, the core curriculum in the context of the teaching programme and educational and preventive activities, the subject of assessment, and the quality of the activities of a school or educational institution.

Graduates know and understand the role of a teacher and the concepts of their work: standards, procedures and good practices used in teaching, professional ethics of teachers, teaching pragmatics – rights and obligations of teachers, rules of legal responsibility of guardians, teachers, class tutors and for the safety and health protection of students, the subject of assessment, the quality of a teacher's work, the principles of designing one's own professional development path, the role of a novice teacher in the school environment, the conditions for success in the work of a teacher and illnesses related to the teaching profession.

Graduates know and understand education in the context of development: the ontological, axiological and anthropological foundations of education; the essence and functions of education and the educational process, its structure, characteristics and dynamics; psychological and pedagogical assistance at school – legal regulations, forms and principles of providing support in educational institutions, as well as the importance of cooperation between the student's family and the school, and between the school and the extracurricular environment.

Graduates know and understand the principles of teacher's care and educational role, including teacher's responsibilities as a class tutor, methods and programmes of educational work, classroom management styles, personalised work with students, the functioning of the school class, social processes in the classroom, conflict resolution, fostering the social and cultural life of the class, and supporting student self-governance and autonomy. They understand the concepts of integration, inclusion and inclusive education, as well as methods of implementing inclusion. They are familiar with the situation of children with physical and intellectual disabilities in mainstream schools, children with autism spectrum disorders, neglected and unprotected children, and children with a migration background. They also understand issues related to children in crisis or traumatic situations, aggression, violence, addictions, informal groups, youth subcultures and sects.

Graduates are familiar with and understand the circumstances of students with special educational needs: the nature of students' special educational needs and the factors underlying them (the scope of functional assessment, methods and tools used in assessment), the need to adapt the educational process to the special educational needs of students (designing support, developing individual programmes) and the assessment of the effectiveness of support for students with special educational needs.

Graduates are familiar with and understand the principles of working with students with learning difficulties; the causes and manifestations of learning difficulties, the prevention of learning difficulties and their early detection, specific learning difficulties – dyslexia, dysgraphia, dysorthography and dyscalculia, as well as learning difficulties resulting from perceptual-motor dysfunction and developmental disorders, including language and arithmetic disorders and methods of overcoming them; the principles of educational diagnosis and diagnostic techniques in pedagogy.

Graduates are familiar with and understand career guidance: supporting students in planning their educational and career pathways, methods and techniques for identifying students' potential, and the need to prepare students for lifelong learning.

Graduates know and understand the specific tasks of schools or educational institutions and the environment in which they operate.

Graduates know and understand the school's organisation, statutes and work plan, as well as the educational and preventive programme and the career guidance programme.

Graduates know and understand the principles of ensuring students' safety both in and outside school, including the principles of first aid.

Graduates know and understand the place of didactics within the field of pedagogy, as well as the subject matter and objectives of contemporary didactics and the relationship between general didactics and detailed (subject-specific) didactics.

Graduates know and understand the concept of the school classroom as an educational environment: classroom management styles, issues of order and

discipline, social processes within the classroom, class integration, creating an environment conducive to academic progress, and teaching methods in a class that is diverse in terms of cognitive ability, culture, social status or material circumstances.

Graduates know and understand contemporary teaching concepts and educational objectives – their sources, how they are formulated and the different types; the principles of didactics, teaching methods, teaching content, and the organisation of the educational process and students' work.

Graduates know and understand the concept of the lesson as a teaching unit, its structure, lesson models and the art of teaching, as well as styles and techniques for working with students; classroom interactions; teaching aids.

Graduates know and understand the need to design educational activities tailored to the diverse needs and abilities of students, in particular their psychological and physical abilities and learning pace, as well as the need for and methods of levelling the playing field in education, the importance of discovering and developing aptitudes and talents, and issues related to preparing students to take part in subject competitions and Olympiads; the teacher's pedagogical autonomy.

Graduates know and understand the methods and significance of assessing students' academic achievement: formative assessment in the context of teaching effectiveness, the internal school assessment system, and the types and methods of conducting tests and external examinations; the subject of assessing a teacher's teaching effectiveness and the quality of the school's activities, as well as educational added value.

Graduates know and understand the importance of language as a tool in a teacher's work: the challenges of working with students with limited knowledge of Polish or language communication disorders, methods of communication for teaching purposes – the art of lecturing and asking questions, ways of increasing students' communicative engagement, and practical aspects of public speaking – linguistic correctness, language ethics, etiquette in traditional and electronic correspondence, and issues related to voice production – the structure, function and protection of the speech organs, and the principles of voice production.

Graduates know and understand the place of a given subject or type of course within the framework curricula at the various stages of education.

Graduates know and understand the curriculum for the particular subject, the learning aims and objectives and teaching content of the subject or classes conducted at specific stages of education, the subject or type of class in the context of prior and subsequent education, the structure of knowledge within the subject or classes conducted, and the key competences and their development within the framework of teaching the subject or conducting classes.

Graduates know and understand intra- and interdisciplinary integration; issues relating to the curriculum – its development and modification, analysis, evaluation, selection and approval; and the principles of designing the educational process and the structure of the syllabus.

Graduates know and understand the subject-specific, teaching and educational competences of a teacher, including the need for professional development – also through the use of information and communication technology – as well as the need to adapt their communication style to the students' level of development and to stimulate students' cognitive activity, including the creation of teaching situations; the importance of the teacher's authority and the principles of student-teacher interaction during lessons; moderating interactions between students; the role of the teacher as a disseminator of knowledge; and the importance of the teacher's cooperation in the teaching process with students' parents or guardians, school staff and the wider community.

Graduates know and understand conventional and unconventional teaching methods, including active learning methods and the project-based approach, the process of learning by doing, discovery or scientific inquiry, as well as the principles for selecting teaching methods typical of a given subject or type of class.

Graduates know and understand the methodology for delivering specific learning content within a subject or course – including substantive and methodological approaches, best practices, and the adaptation of teaching methods to the needs and abilities of pupils or groups of pupils with varying potential and learning styles, student errors typical of the subject or type of class, their role

and how to utilise them in the teaching process.

Graduates know and understand how work is organised in the classroom and in groups: the need for personalised teaching, the concept of interdisciplinary teaching, and forms of work specific to a particular subject or type of lesson, such as field trips, fieldwork and laboratory work, experiments and competitions, as well as issues relating to homework.

Graduates know and understand how to organise the classroom space, taking into account the principles of universal design: teaching materials (textbooks and educational packages), teaching aids – the selection and use of educational resources, including electronic and foreign-language resources, and the educational applications of media and information and communication technology; commutative thinking in problem-solving within the subject taught or the classes conducted; the need to search for, adapt and create electronic educational resources and design multimedia.

Graduates know and understand teaching methods in relation to the subject they teach or the classes they run, as well as the importance of fostering an attitude of responsible and critical use of digital media and respect for intellectual property rights.

Graduates know and understand the role of assessment, methods of designing and conducting assessment activities in educational practice; monitoring and assessment in teaching; assessment and its types: ongoing, semester and annual assessment, as well as internal and external assessment; the functions of assessment.

Graduates know and understand the exams marking the end of an educational stage, as well as the methods used to design tests, assessments and other tools useful in the process of assessing students in the subject they teach.

Graduates know and understand how to carry out an initial assessment of a group of students and of each individual student in the context of the subject being taught or the lessons being conducted, as well as methods for supporting students' cognitive development; the need to develop concepts, attitudes and practical skills, including problem-solving, and the application of knowledge; methods and techniques for effective learning; methods for structuring knowledge; and the necessity of revising and consolidating knowledge and skills.

Graduates are aware of and understand the importance of developing students' personal and socio-emotional skills: the need to foster students' collaborative skills, including group problem-solving, and to help them build a system of values and develop ethical attitudes, as well as to cultivate communication skills and cultural behaviour patterns.

Graduates know and understand the practical aspects of a teacher's work; the appropriate use of lesson time by both students and teachers; issues relating to assessment and grading, the quality of education and its evaluation; and the need to analyse and evaluate their own teaching and educational work.

Graduates are aware of and understand the need to foster a positive attitude towards learning in students, to develop their curiosity, active engagement and independent thinking, logical and critical thinking, to cultivate motivation to learn a particular subject and habits of systematic learning, and to make use of various sources of knowledge, including the internet, and preparing students for lifelong learning by encouraging them to work independently.

Graduates know and understand the educational objectives pursued by the school or educational institution.

Graduates know and understand how the school or educational institution operates and how its teaching activities are organised.

Graduates know and understand the types of documentation relating to teaching activities carried out in a school or educational institution.

CATEGORY: SKILLS:

Graduates can observe students' developmental processes.

Graduates can observe social behaviour and the factors influencing it.

Graduates can communicate effectively and thoughtfully.

Graduates can communicate effectively in conflict situations.

Graduates can identify the barriers and difficulties students face in the learning process.

Graduates can identify students' needs in terms of developing their talents and interests.

Graduates can cope with stress and apply strategies to deal with difficulties.

	Graduates can plan their professional development based on conscious self-reflection and feedback from others. Graduates can select a curriculum that complies with the core curriculum requirements and adapt it to the educational needs of students. Absolvent can design their own career development path and independently develop their pedagogical knowledge and skills using a variety of resources, including foreign-language materials and technology. Graduates can formulate ethical judgements relating to the teaching profession. Graduates can establish partnerships with teachers and the out-of-school environment. Graduates can identify situations where students are at risk or facing addiction, and design and implement educational and preventive programmes covering educational and preventive content and activities aimed at students, their parents or guardians, and teachers. Graduates can diagnose student's educational needs and designing appropriate support for them, as well as work with children with special educational needs, including those with adjustment difficulties linked to their migration experience, those from culturally diverse backgrounds. Graduates can assess student's estimated potential, advise them on a development path, and foster their creativity and ability to think independently and critically. Graduates can draw conclusions from observing the work of a class tutor, their interactions with students and the way in which they plan and conduct class-tutor lessons. Graduates can draw conclusions from observing how subject teachers integrate care, educational and teaching activities. Graduates can draw conclusions, where possible, from direct observation of the work of the teaching staff and the team of class tutors. Graduates can draw conclusions from direct observation of teachers' extracurricular care and educational activities, including during supervision duties at break times and on organised school trips. Graduates can plan and conduct educational activities under the supervision of a work placement supervisor. Graduates can analyse, with the assistance of their placement supervisor and academic staff teaching courses in psychological and pedagogical preparation, the educational situations and events they have observed or experienced during their placements. Graduates can identify the need to adapt teaching methods to a class that is diverse in terms of cognitive ability, culture, social status or financial circumstances. Graduates can design activities aimed at fostering school class integration. Graduates can select teaching methods appropriate to the subject matter and organising students' work. Graduates can choose a lesson model and designing its structure. Graduates can plan work with gifted students, preparing them to take part in subject competitions or sporting competitions. Graduates can assess student's work and present this assessment in the form of formative assessment. Graduates can use vocal apparatus in accordance with the relevant principles. Graduates can use the English language correctly. Graduates can identify typical school tasks in relation to learning objectives, in particular the general requirements of the core curriculum, and key competences. Graduates can analyse the course content and its structure. Graduates can identify links between the content of the subject taught or the classes conducted and other teaching content. Graduates can adapt their communication style to the students' developmental level. Graduates can create teaching situations that encourage student engagement and the development of their interests, as well as the dissemination of knowledge. Graduates can effectively collaborate with students' parents or guardians, school staff and the out-of-school environment in the teaching process. Graduates can select classroom teaching methods and teaching materials, including those involving information and communication technology, which
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engage students and take into account their diverse educational needs.
 Graduates can substantively, professionally and fairly assess students' work in class and at home.
 Graduates can design a test to assess students' skills.
 Graduates can identify common student errors specific to the subject they teach or the classes they run, and use these in the teaching process.
 Graduates can conduct an initial assessment of student's skills.
 Graduates can draw conclusions from observing teacher's teaching practice, their interaction with students, and the way in which lessons are planned and delivered; they can actively observe the methods and forms of work employed by the teacher, the teaching aids used, as well as the methods of assessing students and setting and marking homework.
 Graduates can plan and deliver a series of lessons or classes under the supervision of a work placement supervisor.
 Graduates can analyse, with the assistance of their placement supervisor and academic staff teaching courses in psychological and pedagogical preparation, the educational situations and events they have observed or experienced during their placements.

CATEGORY: SOCIAL COMPETENCE:

Graduates are capable of self-reflection on their own professional development.
 Graduates are ready to apply the psychological knowledge they have acquired to the analysis of educational events.
 Graduates are equipped to show empathy towards students, provide them with support and assistance, and build relationships based on mutual trust between all parties involved in the education and upbringing process, including the student's parents or guardians.
 Graduates are equipped to resolve conflicts professionally within a school class or educational group, to communicate with people from different backgrounds and with varying emotional states, to resolve conflicts through dialogue, and to foster a positive atmosphere for communication both within and outside the classroom.
 Graduates are equipped to continue developing their pedagogical knowledge through independent study.
 Graduates are prepared to work with teachers and specialists to refine their teaching skills and make decisions regarding the organisation of the educational process in inclusive education.
 Graduates are ready to work effectively with their work placement supervisors and teachers in order to broaden their knowledge.
 Graduates are equipped to creatively seek out the best teaching methods to support students' progress.
 Graduates can effectively correct their linguistic errors and refining their voice production apparatus.
 Graduates are prepared to adapt their teaching methods to the needs and different learning styles of their students.
 Graduates are equipped to promote knowledge among students and within both school and non-school settings; furthermore, they are able to recognise the specific characteristics of the local community and to collaborate for the benefit of students and that community.
 Graduates are equipped to encourage students to undertake research projects and engage in regular physical activity.
 Graduates are equipped to promote the responsible and critical use of digital media and respect for intellectual property rights.
 Graduates are equipped to develop students' cooperation skills, including group problem-solving.
 Graduates are equipped to apply universal ethical principles and standards in their professional practice, to foster a system of values and develop ethical attitudes among students, and to cultivate their communication skills and cultural habits.
 Graduates are equipped to foster curiosity, engagement and independent learning in students, as well as logical and critical thinking.
 Graduates are ready to develop the habit of regular learning and to make use of various sources of knowledge, including the internet.
 Graduates are equipped to encourage students to engage in lifelong learning through independent study.

	Graduates are prepared to work as part of a team, take on various roles within it, and collaborate effectively with their work placement supervisor and teachers in order to broaden their pedagogical knowledge and develop their teaching skills.
Proposed schedule for the implementation of the study programme in individual semesters and years of the education cycle	Courses may be delivered using distance learning methods and techniques, provided that this does not exceed 25 per cent of the total credits for the entire degree programme, spread evenly across the individual semesters. A detailed list of distance learning courses is specified by the Director of the Institute. Study Plan Presented in the Following Section of this Document

LEARNING OUTCOMES

(description of the assumed learning outcomes for the field of study in relation to the characteristics of the second level of learning outcomes for qualifications at levels 6-8 of the Polish Qualifications Framework)

Unit name: Institute of Educational Sciences

Name of the field of study: **\$Pedagogical preparation**

Education level: Postgraduate studies

Education profile: Not applicable

Effect code	Description of the effect	Reference to the universal characteristics of the PRK	Reference to the II degree characteristics of the PRK
Knowledge			
PEP_W01	Graduates know and understand the basic concepts of psychology: cognitive processes, perception, information reception and processing, speech and language, thinking and reasoning, learning and memory, the role of attention, emotions and motivations in behaviour regulation processes, abilities and talents, the psychology of individual differences – differences in intelligence, temperament, personality and cognitive style.	P6U_W	P6S_WG
PEP_W02	Graduates know and understand classical and contemporary theories of human development and the process of student development during childhood, adolescence and early adulthood: physical, motor and psychosexual development, cognitive development (thinking, speech, perception, attention and memory), social-emotional and moral development, physical and psychological changes during puberty, the development of selected mental functions, developmental norms, personality development and formation, development in the context of upbringing, disorders in the development of basic mental processes, theories of integral student development, disharmonies and developmental disorders in students, behavioural disorders, issues of shyness and hyperactivity, special talents, functional disorders during adolescence, low mood, depression, identity crystallisation, adulthood, identification with new social roles, and lifestyle formation.	P7U_W	P7S_WG

PEP_W03	Graduates know and understand the specifics of the main educational environments and the processes taking place within them; theories of social perception and communication: social behaviour and its determinants, interpersonal situations, empathy, assertive, aggressive and submissive behaviour, attitudes, stereotypes, prejudices, stress and coping with it, communication between people in institutions, rules of cooperation, communication processes, barriers to communication, the media and their educational influence, communication styles of students and teachers, barriers to communication in the classroom, various forms of communication – self-presentation, active listening, effective communication, non-verbal communication, emotional communication in the classroom, communication in conflict situations.	P7U_W	P7S_WG
PEP_W04	Graduates know and understand the learning process: learning models, including classical concepts and contemporary approaches based on the results of neuropsychological research, learning methods and techniques, including the development of metacognition, learning difficulties, their causes and strategies for overcoming them, methods and techniques for identifying and supporting the development of talents and interests, barriers and difficulties in the communication process, techniques and methods for improving communication with students and between students.	P7U_W	P7S_WK
PEP_W05	Graduates know and understand issues related to self-reflection and self-development: personal resources in teaching – identification and development, individual strategies for coping with difficulties, stress and teacher burnout.	P6U_W	P6S_WK
PEP_W06	Graduates know and understand the education system: the organisation and functioning of the education system, basic issues of education law, national and international regulations concerning human rights, children's rights, students' rights and the rights of persons with disabilities, the importance of the school as an educational institution, the functions and objectives of school education, models of the modern school, the concept of the hidden school curriculum, alternative forms of education, the issue of internal school law, the core curriculum in the context of the teaching programme and educational and preventive activities, the subject of assessment, and the quality of the activities of a school or educational institution.	P7U_W	P7S_WK
PEP_W07	Graduates know and understand the role of a teacher and the concepts of their work: standards, procedures and good practices used in teaching, professional ethics of teachers, teaching pragmatics – rights and obligations of teachers, rules of legal responsibility of guardians, teachers, class tutors and for the safety and health protection of students, the subject of assessment, the quality of a teacher's work, the principles of designing one's own professional development path, the role of a novice teacher in the school environment, the conditions for success in the work of a teacher and illnesses related to the teaching profession.	P7U_W	P7S_WK

PEP_W08	Graduates know and understand education in the context of development: the ontological, axiological and anthropological foundations of education; the essence and functions of education and the educational process, its structure, characteristics and dynamics; psychological and pedagogical assistance at school – legal regulations, forms and principles of providing support in educational institutions, as well as the importance of cooperation between the student's family and the school, and between the school and the extracurricular environment.	P6U_W	P6S_WG
PEP_W09	Graduates know and understand the principles of teacher's care and educational role, including teacher's responsibilities as a class tutor, methods and programmes of educational work, classroom management styles, personalised work with students, the functioning of the school class, social processes in the classroom, conflict resolution, fostering the social and cultural life of the class, and supporting student self-governance and autonomy. They understand the concepts of integration, inclusion and inclusive education, as well as methods of implementing inclusion. They are familiar with the situation of children with physical and intellectual disabilities in mainstream schools, children with autism spectrum disorders, neglected and unprotected children, and children with a migration background. They also understand issues related to children in crisis or traumatic situations, aggression, violence, addictions, informal groups, youth subcultures and sects.	P7U_W	P7S_WG
PEP_W10	Graduates are familiar with and understand the circumstances of students with special educational needs: the nature of students' special educational needs and the factors underlying them (the scope of functional assessment, methods and tools used in assessment), the need to adapt the educational process to the special educational needs of students (designing support, developing individual programmes) and the assessment of the effectiveness of support for students with special educational needs.	P7U_W	P7S_WG
PEP_W11	Graduates are familiar with and understand the principles of working with students with learning difficulties; the causes and manifestations of learning difficulties, the prevention of learning difficulties and their early detection, specific learning difficulties – dyslexia, dysgraphia, dysorthography and dyscalculia, as well as learning difficulties resulting from perceptual-motor dysfunction and developmental disorders, including language and arithmetic disorders, and methods of overcoming them; the principles of educational diagnosis and diagnostic techniques in pedagogy.	P7U_W	P7S_WK
PEP_W12	Graduates are familiar with and understand career guidance: supporting students in planning their educational and career pathways, methods and techniques for identifying students' potential, and the need to prepare students for lifelong learning.	P6U_W	P6S_WG
PEP_W13	Graduates know and understand the specific tasks of schools or educational institutions and the environment in which they operate.	P6U_W	P6S_WG
PEP_W14	Graduates know and understand the school's organisation, statutes and work plan, as well as the educational and preventive programme and the career guidance programme.	P6U_W	P6S_WK

PEP_W15	Graduates know and understand the principles of ensuring students' safety both in and outside school, including the principles of first aid.	P6U_W	P6S_WK
PEP_W16	Graduates know and understand the place of didactics within the field of pedagogy, as well as the subject matter and objectives of contemporary didactics and the relationship between general didactics and detailed (subject-specific) didactics.	P7U_W	P7S_WG
PEP_W17	Graduates know and understand the concept of the school classroom as an educational environment: classroom management styles, issues of order and discipline, social processes within the classroom, class integration, creating an environment conducive to academic progress, and teaching methods in a class that is diverse in terms of cognitive ability, culture, social status or material circumstances.	P7U_W	P7S_WG
PEP_W18	Graduates know and understand contemporary teaching concepts and educational objectives – their sources, how they are formulated and the different types; the principles of didactics, teaching methods, teaching content, and the organisation of the educational process and students' work.	P6U_W	P6S_WG
PEP_W19	Graduates know and understand the concept of the lesson as a teaching unit, its structure, lesson models and the art of teaching, as well as styles and techniques for working with students; classroom interactions; teaching aids.	P7U_W	P7S_WG
PEP_W20	Graduates know and understand the need to design educational activities tailored to the diverse needs and abilities of students, in particular their psychological and physical abilities and learning pace, as well as the need for and methods of levelling the playing field in education, the importance of discovering and developing aptitudes and talents, and issues related to preparing students to take part in subject competitions and Olympiads; the teacher's pedagogical autonomy.	P7U_W	P7S_WG
PEP_W21	Graduates know and understand the methods and significance of assessing students' academic achievement: formative assessment in the context of teaching effectiveness, the internal school assessment system, and the types and methods of conducting tests and external examinations; the subject of assessing a teacher's teaching effectiveness and the quality of the school's activities, as well as educational added value.	P6U_W	P7S_WG
PEP_W22	Graduates know and understand the importance of language as a tool in a teacher's work: the challenges of working with students with limited knowledge of Polish or language communication disorders, methods of communication for teaching purposes – the art of lecturing and asking questions, ways of increasing students' communicative engagement, and practical aspects of public speaking – linguistic correctness, language ethics, etiquette in traditional and electronic correspondence, and issues related to voice production – the structure, function and protection of the speech organs, and the principles of voice production.	P7U_W	P7S_WG
PEP_W23	Graduates know and understand the place of a given subject or type of course within the framework curricula at the various stages of education.	P6U_W	P6S_WG

PEP_W24	Graduates know and understand the curriculum for the particular subject, the learning aims and objectives and teaching content of the subject or classes conducted at specific stages of education, the subject or type of class in the context of prior and subsequent education, the structure of knowledge within the subject or classes conducted, and the key competences and their development within the framework of teaching the subject or conducting classes.	P7U_W	P7S_WG
PEP_W25	Graduates know and understand intra- and interdisciplinary integration; issues relating to the curriculum – its development and modification, analysis, evaluation, selection and approval; and the principles of designing the educational process and the structure of the syllabus.	P7U_W	P7S_WG
PEP_W26	Graduates know and understand the subject-specific, teaching and educational competences of a teacher, including the need for professional development – also through the use of information and communication technology – as well as the need to adapt their communication style to the students' level of development and to stimulate students' cognitive activity, including the creation of teaching situations; the importance of the teacher's authority and the principles of student-teacher interaction during lessons; moderating interactions between students; the role of the teacher as a disseminator of knowledge; and the importance of the teacher's cooperation in the teaching process with students' parents or guardians, school staff and the wider community.	P6U_W	P6S_WG
PEP_W27	Graduates know and understand conventional and unconventional teaching methods, including active learning methods and the project-based approach, the process of learning by doing, discovery or scientific inquiry, as well as the principles for selecting teaching methods typical of a given subject or type of class.	P7U_W	P7S_WG
PEP_W28	Graduates know and understand the methodology for delivering specific learning content within a subject or course – including substantive and methodological approaches, best practices, and the adaptation of teaching methods to the needs and abilities of pupils or groups of pupils with varying potential and learning styles, student errors typical of the subject or type of class, their role and how to utilise them in the teaching process.	P7U_W	P7S_WG
PEP_W29	Graduates know and understand how work is organised in the classroom and in groups: the need for personalised teaching, the concept of interdisciplinary teaching, and forms of work specific to a particular subject or type of lesson, such as field trips, fieldwork and laboratory work, experiments and competitions, as well as issues relating to homework.	P6U_W	P6S_WG
PEP_W30	Graduates know and understand how to organise the classroom space, taking into account the principles of universal design: teaching materials (textbooks and educational packages), teaching aids – the selection and use of educational resources, including electronic and foreign-language resources, and the educational applications of media and information and communication technology; commutative thinking in problem-solving within the subject taught or the classes conducted; the need to search for, adapt and create electronic educational resources and design multimedia.	P6U_W	P6S_WK

PEP_W31	Graduates know and understand teaching methods in relation to the subject they teach or the classes they run, as well as the importance of fostering an attitude of responsible and critical use of digital media and respect for intellectual property rights.	P7U_W	P7S_WK
PEP_W32	Graduates know and understand the role of assessment, methods of designing and conducting assessment activities in educational practice; monitoring and assessment in teaching; assessment and its types: ongoing, semester and annual assessment, as well as internal and external assessment; the functions of assessment.	P6U_W	P6S_WG
PEP_W33	Graduates know and understand the exams marking the end of an educational stage, as well as the methods used to design tests, assessments and other tools useful in the process of assessing students in the subject they teach.	P6U_W	P6S_WG
PEP_W34	Graduates know and understand how to carry out an initial assessment of a group of students and of each individual student in the context of the subject being taught or the lessons being conducted, as well as methods for supporting students' cognitive development; the need to develop concepts, attitudes and practical skills, including problem-solving, and the application of knowledge; methods and techniques for effective learning; methods for structuring knowledge; and the necessity of revising and consolidating knowledge and skills.	P6U_W	P6S_WG
PEP_W35	Graduates are aware of and understand the importance of developing students' personal and socio-emotional skills: the need to foster students' collaborative skills, including group problem-solving, and to help them build a system of values and develop ethical attitudes, as well as to cultivate communication skills and cultural behaviour patterns.	P7U_W	P7S_WG
PEP_W36	Graduates know and understand the practical aspects of a teacher's work; the appropriate use of lesson time by both students and teachers; issues relating to assessment and grading, the quality of education and its evaluation; and the need to analyse and evaluate their own teaching and educational work.	P7U_W	P7S_WG
PEP_W37	Graduates are aware of and understand the need to foster a positive attitude towards learning in students, to develop their curiosity, active engagement and independent thinking, logical and critical thinking, to cultivate motivation to learn a particular subject and habits of systematic learning, and to make use of various sources of knowledge, including the internet, and preparing students for lifelong learning by encouraging them to work independently.	P7U_W	P7S_WG
PEP_W38	Graduates know and understand the educational objectives pursued by the school or educational institution.	P6U_W	P6S_WG
PEP_W39	Graduates know and understand how the school or educational institution operates and how its teaching activities are organised.	P6U_W	P6S_WK
PEP_W40	Graduates know and understand the types of documentation relating to teaching activities carried out in a school or educational institution.	P6U_W	P6S_WG
Skills			
PEP_U01	Graduates can observe students' developmental processes.	P6U_U	P6S_UW
PEP_U02	Graduates can observe social behaviour and the factors influencing it.	P7U_U	P7S_UW

PEP_U03	Graduates can communicate effectively and thoughtfully.	P7U_U	P7S_UK
PEP_U04	Graduates can communicate effectively in conflict situations.	P6U_U	P6S_UK
PEP_U05	Graduates can identify the barriers and difficulties students face in the learning process.	P7U_U	P7S_UW
PEP_U06	Graduates can identify students' needs in terms of developing their talents and interests.	P6U_U	P7S_UW
PEP_U07	Graduates can cope with stress and apply strategies to deal with difficulties.	P6U_U	P6S_UU
PEP_U08	Graduates can plan their professional development based on conscious self-reflection and feedback from others.	P6U_U	P6S_UU
PEP_U09	Graduates can select a curriculum that complies with the core curriculum requirements and adapt it to the educational needs of students.	P6U_U	P6S_UW
PEP_U10	Absolvent can design their own career development path and independently develop their pedagogical knowledge and skills using a variety of resources, including foreign-language materials and technology.	P7U_U	P7S_UU
PEP_U11	Graduates can formulate ethical judgements relating to the teaching profession.	P7U_U	P7S_UW
PEP_U12	Graduates can establish partnerships with teachers and the out-of-school environment.	P6U_U	P6S_UO
PEP_U13	Graduates can identify situations where students are at risk or facing addiction, and design and implement educational and preventive programmes covering educational and preventive content and activities aimed at students, their parents or guardians, and teachers.	P7U_U	P7S_UO
PEP_U14	Graduates can diagnose student's educational needs and designing appropriate support for them, as well as work with children with special educational needs, including those with adjustment difficulties linked to their migration experience, those from culturally diverse backgrounds.	P7U_U	P7S_UW
PEP_U15	Graduates can assess student's estimated potential, advise them on a development path, and foster their creativity and ability to think independently and critically.	P6U_U	P6S_UW
PEP_U16	Graduates can draw conclusions from observing the work of a class tutor, their interactions with students and the way in which they plan and conduct class-tutor lessons.	P6U_U	P6S_UW
PEP_U17	Graduates can draw conclusions from observing how subject teachers integrate care, educational and teaching activities.	P6U_U	P6S_UW
PEP_U18	Graduates can draw conclusions, where possible, from direct observation of the work of the teaching staff and the team of class tutors.	P6U_U	P6S_UW
PEP_U19	Graduates can draw conclusions from direct observation of teachers' extracurricular care and educational activities, including during supervision duties at break times and on organised school trips.	P6U_U	P6S_UW
PEP_U20	Graduates can plan and conduct educational activities under the supervision of a work placement supervisor.	P7U_U	P7S_UO
PEP_U21	Graduates can analyse, with the assistance of their placement supervisor and academic staff teaching courses in psychological and pedagogical preparation, the educational situations and events they have observed or experienced during their placements.	P6U_U	P6S_UO

PEP_U22	Graduates can identify the need to adapt teaching methods to a class that is diverse in terms of cognitive ability, culture, social status or financial circumstances.	P6U_U	P6S_UO
PEP_U23	Graduates can design activities aimed at fostering school class integration.	P6U_U	P6S_UO
PEP_U24	Graduates can select teaching methods appropriate to the subject matter and organising students' work.	P6U_U	P6S_UU
PEP_U25	Graduates can choose a lesson model and designing its structure.	P6U_U	P6S_UW
PEP_U26	Graduates can plan work with gifted students, preparing them to take part in subject competitions or sporting competitions.	P7U_U	P7S_UO
PEP_U27	Graduates can assess students' work and present this assessment in the form of formative assessment.	P7U_U	P7S_UW
PEP_U28	Graduates can use vocal apparatus in accordance with the relevant principles.	P7U_U	P7S_UK
PEP_U29	Graduates can use the English language correctly.	P7U_U	P7S_UK
PEP_U30	Graduates can identify typical school tasks in relation to learning objectives, in particular the general requirements of the core curriculum, and key competences.	P7U_U	P7S_UW
PEP_U31	Graduates can analyse the course content and its structure.	P6U_U	P6S_UW
PEP_U32	Graduates can identify links between the content of the subject taught or the classes conducted and other teaching content.	P6U_U	P6S_UW
PEP_U33	Graduates can adapt their communication style to the students' developmental level.	P6U_U	P6S_UK
PEP_U34	Graduates can create teaching situations that encourage student engagement and the development of their interests, as well as the dissemination of knowledge.	P7U_U	P7S_UW
PEP_U35	Graduates can effectively collaborate with students' parents or guardians, school staff and the out-of-school environment in the teaching process.	P7U_U	P7S_UO
PEP_U36	Graduates can select classroom teaching methods and teaching materials, including those involving information and communication technology, which engage students and take into account their diverse educational needs.	P6U_U	P6S_UW
PEP_U37	Graduates can substantively, professionally and fairly assess students' work in class and at home.	P7U_U	P7S_UW
PEP_U38	Graduates can design a test to assess students' skills.	P6U_U	P6S_UW
PEP_U39	Graduates can identify common student errors specific to the subject they teach or the classes they run, and use these in the teaching process.	P6U_U	P6S_UW
PEP_U40	Graduates can conduct an initial assessment of student's skills.	P6U_U	P6S_UW
PEP_U41	Graduates can draw conclusions from observing teacher's teaching practice, their interaction with students, and the way in which lessons are planned and delivered; they can actively observe the methods and forms of work employed by the teacher, the teaching aids used, as well as the methods of assessing students and setting and marking homework.	P6U_U	P6S_UW
PEP_U42	Graduates can plan and deliver a series of lessons or classes under the supervision of a work placement supervisor.	P7U_U	P7S_UO

PEP_U43	Graduates can analyse, with the assistance of their placement supervisor and academic staff teaching courses in psychological and pedagogical preparation, the educational situations and events they have observed or experienced during their placements.	P7U_U	P7S_UW
Social competence			
PEP_K01	Graduates are capable of self-reflection on their own professional development.	P7U_K	P7S_KK
PEP_K02	Graduates are ready to apply the psychological knowledge they have acquired to the analysis of educational events.	P6U_K	P6S_KK
PEP_K03	Graduates are equipped to show empathy towards students, provide them with support and assistance, and build relationships based on mutual trust between all parties involved in the education and upbringing process, including the student's parents or guardians.	P6U_K	P6S_KO
PEP_K04	Graduates are equipped to resolve conflicts professionally within a school class or educational group, to communicate with people from different backgrounds and with varying emotional states, to resolve conflicts through dialogue, and to foster a positive atmosphere for communication both within and outside the classroom.	P7U_K	P7S_KO
PEP_K05	Graduates are equipped to continue developing their pedagogical knowledge through independent study.	P7U_K	P7S_KK
PEP_K06	Graduates are prepared to work with teachers and specialists to refine their teaching skills and make decisions regarding the organisation of the educational process in inclusive education.	P6U_K	P6S_KK
PEP_K07	Graduates are ready to work effectively with their work placement supervisors and teachers in order to broaden their knowledge.	P6U_K	P7S_KK
PEP_K08	Graduates are equipped to creatively seek out the best teaching methods to support students' progress.	P6U_K	P6S_KR
PEP_K09	Graduates can effectively correct their linguistic errors and refining their voice production apparatus.	P6U_K	P6S_KO
PEP_K10	Graduates are prepared to adapt their teaching methods to the needs and different learning styles of their students.	P7U_K	P7S_KO
PEP_K11	Graduates are equipped to promote knowledge among students and within both school and non-school settings; furthermore, they are able to recognise the specific characteristics of the local community and to collaborate for the benefit of students and that community.	P7U_K	P7S_KR
PEP_K12	Graduates are equipped to encourage students to undertake research projects and engage in regular physical activity.	P6U_K	P6S_KR
PEP_K13	Graduates are equipped to promote the responsible and critical use of digital media and respect for intellectual property rights.	P7U_K	P7S_KR
PEP_K14	Graduates are equipped to develop students' cooperation skills, including group problem-solving.	P6U_K	P6S_KK
PEP_K15	Graduates are equipped to apply universal ethical principles and standards in their professional practice, to foster a system of values and develop ethical attitudes among students, and to cultivate their communication skills and cultural habits.	P7U_K	P7S_KR
PEP_K16	Graduates are equipped to foster curiosity, engagement and independent learning in students, as well as logical and critical thinking.	P7U_K	P7S_KK

PEP_K17	Graduates are ready to develop the habit of regular learning and to make use of various sources of knowledge, including the internet.	P7U_K	P7S_KK
PEP_K18	Graduates are equipped to encourage students to engage in lifelong learning through independent study.	P7U_K	P7S_KR
PEP_K19	Graduates are prepared to work as part of a team, take on various roles within it, and collaborate effectively with their work placement supervisor and teachers in order to broaden their pedagogical knowledge and develop their teaching skills.	P6U_K	P6S_KR

Abbreviations used

(pursuant to the Regulation of the Ministry of Science and Higher Education):

After the underscore:

W – learning outcomes in terms of knowledge

U – learning outcomes in terms of skills

K – learning outcomes in terms of social competences

01, 02, 03, etc. – consecutive learning outcome numbers

G (second character after the underscore) – Scope and depth – completeness of the cognitive perspective and dependencies;

K (second character after the underscore) – Context – conditions, consequences;

W (second character after the underscore) – Use of knowledge – solved problems and performed tasks;

K (second character after the underscore) – Communication – receiving and creating expressions, dissemination of knowledge in the academic community, and foreign language use;

O (second character after the underscore) – Work organization – planning and teamwork;

U (second character after the underscore) – Learning – planning personal development and the development of others;

K (second character after the underscore) – Assessment – critical approach to assessment;

O (second character after the underscore) – Responsibility – fulfilling social obligations and acting in the public interest;

R (second character after the underscore) – Professional role – independence and development of the ethos;

P6U_W, P6U_U, P6U_K – components of the description of universal first-stage

characteristics for knowledge, skills, and social competences, respectively, for

qualifications at level 6 of the Polish Qualifications Framework (PQF);

P6S_WG, P6S_WK, P6S_UW, P6S_UK, P6S_UO, P6S_UU, P6S_KK, P6S_KO, P6S_KR – components of the description of second-stage

characteristics for knowledge, skills, and social competences, respectively, for qualifications at level 6 of the PQF;

P7S_WG, P7S_WK, P7S_UW, P7S_UK, P7S_UO, P7S_UU, P7S_KK, P7S_KO, P7S_KR – components of the description of second-stage

characteristics for knowledge, skills, and social competences, respectively, for qualifications at level 7 of the PQF;

P8S_WG, P8S_WK, P8S_UW, P8S_UK, P8S_UO, P8S_UU, P8S_KK, P8S_KO, P8S_KR – components of the description of second-stage

characteristics for knowledge, skills, and social competences, respectively, for qualifications at level 8 of the PQF.

Name of the program: Pedagogical preparation postgraduate studies

Study plan

Sem: 01

PEP-PD-1(1)

No	StatusX	Optional module	Course code	Course name	Ects	FA	Lec.	Tut.	Prac.	Cls.	Tot.
1	Obligatory		PEP-PD>DEPS	Developme- ntal psychology	3	OK	20			20	40
2	Obligatory		PEP-PD>ORFU	Organisat- ion and functioni- ng of the system of education	1	OK	14				14
3	Obligatory		PEP-PD>SCPE	School pedagogy	2	OK		20			20
4	Obligatory		PEP-PD>FIDI	Fundament- als of didactics	3	OK	14			16	30
5	Obligatory		PEP-PD>COTR	Communica- tion training	2	OK			20		20
6	Obligatory		PEP-PD>PSYP	Psycholog- ical and pedagogic- al practical placement	2	OK			30		30
				SUBTOTAL	13		48	20	50	36	154

Sem: 02
PEP-PD-1(2)

No	StatusX	Optional module	Course code	Course name	Ects	FA	Lec.	Tut.	Prac.	Cls.	Tot.
1	Obligatory		PEP-PD>PSTE	Psychology for teachers	3	OK	30			20	50
2	Obligatory		PEP-PD>TEBA	Theoretical basis of education	2	OK		16			16
3	Obligatory		PEP-PD>FUPE	Fundamentals of pedagogical diagnosis	2	OK		16			16
4	Obligatory		PEP-PD>VOEM	Voice emission	2	OK				30	30
5	Obligatory		PEP-PD>MECA	Methodology of care and educational activities	2	OK				20	20
6	Obligatory		PEP-PD>TEME	Teaching methodology	2	OK				20	20
7	Obligatory		PEP-PD>NETE	New technologies and media in the teaching process	1	OK				10	10
				SUBTOTAL	14		30	32		100	162

Sem: 03
PEP-PD-2(3)

No	StatusX	Optional module	Course code	Course name	Ects	FA	Lec.	Tut.	Prac.	Cls.	Tot.
1	Obligatory		PEP-PD>TEPR	Teacher's professional ethics	1	OK	10				10
2	Obligatory		PEP-PD>FUSP	Fundamentals of special needs education	1	OK	14				14
3	Obligatory		PEP-PD>TEWO	Teacher's workshop	3	OK				30	30
4	Obligatory		PEP-PD>MEWO	Methodology for working with children with special educational needs	2	OK		20			20
5	Obligatory		PEP-PD>EVWO	Evaluation in the work of a teacher	2	OK				20	20
6	Obligatory		PEP-PD>PEPR	Personal and professional development workshop	1	OK			10		10
7	Obligatory		PEP-PD>PRPL	Professional placement	5	OK			120		120
				SUBTOTAL	15		24	20	130	50	224

TOTAL
PEP-PD-2(3)

No	StatusX	Optional module	Course code	Course name	Ects	FA	Lec.	Tut.	Prac.	Cls.	Tot.
				SUBTOTAL	42		102	72	180	186	540

COURSE SYLLABUS

Course code	PEP-PD>DEPS
Course name	Developmental psychology
Course version	2026/2027-Z..
Level of education	Postgraduate studies
Form and mode of conducting studies	Others studies
Profile of studies	Not applicable
Field of study	-
Scope	-
Organizational unit	Institute of Educational Sciences
Status of the course	Obligatory
Language of conducting the course	English
Study stage code	PEP-PD-1(1)
Number of ECTS credits	3

Part I**01. Learning outcomes and the method of conducting classes**

Objective of the course	The aim of the course is to equip participants with the fundamental knowledge, skills and competences relating to human development across the entire life cycle. Through lectures and classes, the course will explore the prevailing theoretical and research approaches, as well as the key patterns in human development and the functioning of the personality. Particular attention will be paid to the implications of this knowledge that can be applied in educational practice.
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Forms of classes and their dimension in the semester

Lectures	20,00 h
Classes	20,00 h
Protocol type	Final grade

02. ECTS balance sheet

Course workload	Hours	ECTS
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Total number of ECTS credits for the subject:

Contact	50	2,00
Non-contact	25	1,00
Total	75	3,00

Number of contact hours:

Realised at university	40	1,60
• CW	20	
• W	20	
Number of contact hours for exam / tests and consultation	10	0,40
• Exam	4	
• Midterm	6	
Total	50	2,00

Number of non-contact hours for students independent activity:

Number of non-contact hours for students independent activity	25	1,00
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Part I

• Preparation for participation in classes	8
• Exam preparation	10
• Preparation of an essay, written assignment, or project	7

03. Learning outcomes

Code Learning Outcome Description	Reference to program outcomes	Methods of verification
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Knowledge

W_01 Participants know and understand classical and contemporary theories of human development, as well as the developmental processes of students during childhood, adolescence and early adulthood: physical, motor and psychosexual development; the development of cognitive processes (thinking, speech, perception, attention and memory); socio-emotional and moral development, physical and psychological changes during puberty, the development of selected mental functions, developmental norms, personality development and formation, development in the context of upbringing, disorders in the development of basic mental processes, theories of the student's holistic development, developmental disharmonies and disorders in students, behavioural disorders, issues including: shyness and hyperactivity, giftedness, functional disorders during adolescence, low mood, depression, the crystallisation of identity, adulthood, identification with new social roles, and the formation of lifestyle;	PEP_W02	Exam:Exam Project /Projects:Project/ projects
W_02 Participants know and understand the concepts of self-reflection and self-development: personal resources in the teaching profession – identification and development; individual strategies for coping with difficulties; stress and teacher burnout	PEP_W05	Exam:Exam Project /Projects:Project/ projects

Skills

U_01 Participants can observe students' developmental processes	PEP_U01	Exam:Exam Project /Projects:Project/ projects
U_02 Participants can plan activities aimed at professional development based on conscious self-reflection and feedback from others;	PEP_U08	Exam:Exam Project /Projects:Project/ projects

Social competence

K_01 Participants are ready to reflect on their own professional development	PEP_K01	Exam:Exam Project /Projects:Project/ projects
K_02 Participants are ready to apply the psychological knowledge they have acquired to the analysis of educational situations	PEP_K02	Exam:Exam Project /Projects:Project/ projects

COURSE SYLLABUS

Course code	PEP-PD>ORFU
Course name	Organisation and functioning of the system of education
Course version	2026/2027-Z..
Level of education	Postgraduate studies
Form and mode of conducting studies	Others studies
Profile of studies	Not applicable
Field of study	-
Scope	-
Organizational unit	Institute of Educational Sciences
Status of the course	Obligatory
Language of conducting the course	English
Study stage code	PEP-PD-1(1)
Number of ECTS credits	1

Part I**01. Learning outcomes and the method of conducting classes**

Objective of the course	The course covers issues relating to the organisation, management and funding of educational institutions, taking into account the various ways in which they are run. The primary aim of the course is to equip participants with the knowledge necessary to understand the specific nature of how an educational institution operates, which is essential for them to function effectively as teachers in the future.
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Forms of classes and their dimension in the semester

Lectures	14,00 h
Protocol type	Final grade

02. ECTS balance sheet

Course workload	Hours	ECTS
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Total number of ECTS credits for the subject:

Contact	18	0,70
Non-contact	7	0,30
Total	25	1,00

Number of contact hours:

Realised at university	14	0,60
• W	14	
Number of contact hours for exam / tests and consultation	4	0,20
• Exam	2	
• Consultations	2	
Total	18	0,80

Number of non-contact hours for students independent activity:

Number of non-contact hours for students independent activity	7	0,30
• Exam preparation	7	

03. Learning outcomes

Part I

Code Learning Outcome Description	Reference to program outcomes	Methods of verification
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Knowledge

W_01 Participants know and understand the education system: the organisation and functioning of the education system; key issues in education law; national and international regulations concerning human rights, children's rights, students' rights and the rights of people with disabilities; the significance of the school's role as an educational institution; the functions and objectives of school education; models of the modern school; the concept of the hidden curriculum, alternative forms of education, the issue of internal school regulations, the core curriculum in the context of the syllabus and educational and preventive measures, and the subject of assessment and the quality of the activities of a school or educational institution	PEP_W06	Test:Test
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COURSE SYLLABUS

Course code	PEP-PD>SCPE
Course name	School pedagogy
Course version	2026/2027-Z..
Level of education	Postgraduate studies
Form and mode of conducting studies	Others studies
Profile of studies	Not applicable
Field of study	-
Scope	-
Organizational unit	Institute of Educational Sciences
Status of the course	Obligatory
Language of conducting the course	English
Study stage code	PEP-PD-1(1)
Number of ECTS credits	2

Part I**01. Learning outcomes and the method of conducting classes**

Objective of the course	The aim of the course is to explore the phenomena and educational situations that arise within the formal and informal contexts of the school; the functioning of the school at local, regional, national and societal levels, with a focus on the constructive analysis and interpretation of school models and typologies in a practical context
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Forms of classes and their dimension in the semester

Tutorial	20,00 h
Protocol type	Final grade

02. ECTS balance sheet

Course workload	Hours	ECTS
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Total number of ECTS credits for the subject:

Contact	30	1,20
Non-contact	20	0,80
Total	50	2,00

Number of contact hours:

Realised at university	20	0,80
• KW	20	
Number of contact hours for exam / tests and consultation	10	0,40
• Consultations	6	
• Exam	4	
Total	30	1,20

Number of non-contact hours for students independent activity:

Number of non-contact hours for students independent activity	20	0,80
• Preparation for participation in classes	7	
• Preparation of an essay, written assignment, or project	6	
• Exam preparation	7	

03. Learning outcomes

Part I		
Code Learning Outcome Description	Reference to program outcomes	Methods of verification
Knowledge		
W_01 Participants know and understand the principles of a teacher's care and educational role: the teacher's responsibilities as a class tutor, the educational programme, fostering the class social and cultural life, supporting students' self-government and autonomy, the issues faced by neglected and unprotected children, and the school situation of children with a migration background; the issues facing children in crisis or traumatic situations; risks to children and young people: aggression and violence, including cyberbullying, and addiction, as well as issues related to informal groups, youth subcultures and sects	PEP_W09	Exam:Exam Project /Projects:Project/ projects
W_02 Participants know and understand career guidance: supporting students in designing their educational and career pathways, methods and techniques for identifying students' potential, and the need to prepare students for lifelong learning	PEP_W12	Exam:Exam Project /Projects:Project/ projects
Skills		
U_01 Participants can select a curriculum that complies with the core curriculum requirements and adapting it to the educational needs of their students	PEP_U09	Exam:Exam Project /Projects:Project/ projects
Social competence		
K_01 Participants are ready to promote knowledge among students and within the school and out-of-school environment, as well as to recognise the specific characteristics of the local community and to collaborate for the benefit of students and that community	PEP_K11	Exam:Exam Project /Projects:Project/ projects

COURSE SYLLABUS

Course code	PEP-PD>FIDI
Course name	Fundamentals of didactics
Course version	2026/2027-Z..
Level of education	Postgraduate studies
Form and mode of conducting studies	Others studies
Profile of studies	Not applicable
Field of study	-
Scope	-
Organizational unit	Institute of Educational Sciences
Status of the course	Obligatory
Language of conducting the course	English
Study stage code	PEP-PD-1(1)
Number of ECTS credits	3

Part I**01. Learning outcomes and the method of conducting classes**

Objective of the course	The aim of the course is to present general didactics as a sub-discipline of pedagogy, its origins and development, its subject matter and objectives, basic didactic concepts, methods, forms and aims of general education, and the main didactic systems. The aim is also to familiarise participants with the planning of teaching work, instructional design, the conditions for effective and innovative teaching, and the evaluation of the educational process.
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Forms of classes and their dimension in the semester

Classes	16,00 h
Lectures	14,00 h
Protocol type	Final grade

02. ECTS balance sheet

Course workload	Hours	ECTS
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Total number of ECTS credits for the subject:

Contact	45	1,80
Non-contact	30	1,20
Total	75	3,00

Number of contact hours:

Realised at university	30	1,20
• W	14	
• CW	16	
Number of contact hours for exam / tests and consultation	15	0,60
• Exam	5	
• Consultations	10	
Total	45	1,80

Number of non-contact hours for students independent activity:

Number of non-contact hours for students independent activity	30	1,20
• Preparation of an essay, written assignment, or project	10	

Part I

• Preparation for participation in classes	10
• Exam preparation	10

03. Learning outcomes

Code Learning Outcome Description	Reference to program outcomes	Methods of verification
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Knowledge

W_01 Participants know and understand the place of didactics within the field of pedagogy, as well as the subject matter and objectives of contemporary didactics and the relationship between general didactics and specific didactics;	PEP_W16	Exam:Exam Project /Projects:Project/ projects
W_02 Participants know and understand the concept of the school class as an educational environment: classroom management styles, issues of order and discipline, social processes within the classroom, class integration, creating an environment conducive to academic progress, and teaching methods in a class that is diverse in terms of cognitive ability, culture, social status or material circumstances	PEP_W17	Exam:Exam Project /Projects:Project/ projects
W_03 Participants know and understand contemporary teaching concepts and educational objectives – their sources, how they are formulated and the different types; the principles of didactics, teaching methods, teaching content, and the organisation of the educational process and students' work	PEP_W18	Exam:Exam Project /Projects:Project/ projects
W_04 Participants know and understand the concept of the lesson as a teaching unit, its structure, lesson models and the art of teaching, as well as styles and techniques for working with students; classroom interactions; teaching aids	PEP_W19	Exam:Exam Project /Projects:Project/ projects
W_05 Participants know and understand the need to design educational activities tailored to the diverse needs and abilities of students, in particular their psychological and physical abilities and learning pace, as well as the need for and methods of levelling the playing field in education, the importance of discovering and developing aptitudes and talents, and issues related to preparing students to participate in subject-based competitions and olympiads; the teacher's pedagogical autonomy;	PEP_W20	Exam:Exam Project /Projects:Project/ projects
W_06 Participants know and understand the methods and significance of assessing students' academic achievement: formative assessment in the context of teaching effectiveness, the internal school assessment system, and the types and methods of conducting tests and external examinations; the subject of assessing a teacher's teaching effectiveness and the quality of the school's activities, as well as educational added value	PEP_W21	Exam:Exam Project /Projects:Project/ projects

Skills

Part I

U_01 Participants can identify the need to adapt teaching methods to a class that is diverse in terms of cognitive ability, culture, social status or financial circumstances	PEP_U22	Exam:Exam Project /Projects:Project/ projects
U_02 Participants can design activities aimed at fostering school class integration	PEP_U23	Exam:Exam Project /Projects:Project/ projects
U_03 Participants can select teaching methods appropriate to the subject matter and organising students' work	PEP_U24	Exam:Exam Project /Projects:Project/ projects
U_04 Participants can choose a lesson model and designing its structure	PEP_U25	Exam:Exam Project /Projects:Project/ projects
U_05 Participants can plan work with gifted students to prepare them for subject competitions or sporting events	PEP_U26	Exam:Exam Project /Projects:Project/ projects
U_06 Participants can assess student's work and present this assessment in the form of formative assessment	PEP_U27	Exam:Exam Project /Projects:Project/ projects

Social competence

K_01 Participants are ready to explore, in a creative manner, the best teaching methods to support students' progress	PEP_K08	Exam:Exam Project /Projects:Project/ projects
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COURSE SYLLABUS

Course code	PEP-PD>COTR
Course name	Communication training
Course version	2026/2027-Z..
Level of education	Postgraduate studies
Form and mode of conducting studies	Others studies
Profile of studies	Not applicable
Field of study	-
Scope	-
Organizational unit	Institute of Educational Sciences
Status of the course	Obligatory
Language of conducting the course	English
Study stage code	PEP-PD-1(1)
Number of ECTS credits	2

Part I

01. Learning outcomes and the method of conducting classes

Objective of the course	The aim of the course is to develop interpersonal skills, particularly in the areas of emotional and social intelligence and interpersonal communication. The course is based on a group process designed to create the conditions for developing the skills needed to build relationships with others.
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Forms of classes and their dimension in the semester

Practical classes	20,00 h
Protocol type	Final grade

02. ECTS balance sheet

Course workload	Hours	ECTS
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Total number of ECTS credits for the subject:

Contact	30	1,20
Non-contact	20	0,80
Total	50	2,00

Number of contact hours:

Realised at university	20	0,80
• Practical classes	20	
Number of contact hours for exam / tests and consultation	10	0,40
• Consultations	10	
Total	30	1,20

Number of non-contact hours for students independent activity:

Number of non-contact hours for students independent activity	20	0,80
• Preparation for participation in classes	10	
• Preparation of an essay, written assignment, or project	10	

03. Learning outcomes

Code Learning Outcome Description	Reference to program outcomes	Methods of verification
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Skills

Part I

U_01 Participants can adapt their communication style to the students' level of development	PEP_U33	Practical exercises:Practical exercises Project /Projects:Project/projects
U_02 Participants can establish effective cooperation in the teaching process with students' parents or guardians, school staff and the out-of-school environment	PEP_U35	Practical exercises:Practical exercises Project /Projects:Project/projects

COURSE SYLLABUS

Course code	PEP-PD>PSYP
Course name	Psychological and pedagogical practical placement
Course version	2026/2027-Z..
Level of education	Postgraduate studies
Form and mode of conducting studies	Others studies
Profile of studies	Not applicable
Field of study	-
Scope	-
Organizational unit	Institute of Educational Sciences
Status of the course	Obligatory
Language of conducting the course	English
Study stage code	PEP-PD-1(1)
Number of ECTS credits	2

Part I

01. Learning outcomes and the method of conducting classes

Objective of the course	The aim of the placement is to provide students with practical preparation for carrying out their professional duties (teaching, care and educational, and preventive) by familiarising them with the organisation of educational institutions and by observing teaching and care, as well as educational situations and the actions taken by teachers to the create and resolve students' problems. This is the first, introductory stage of placement, which is of a psychological and pedagogical nature.
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Forms of classes and their dimension in the semester

Practical classes	30,00 h
Protocol type	Final grade

02. ECTS balance sheet

Course workload	Hours	ECTS
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Total number of ECTS credits for the subject:

Contact	35	1,40
Non-contact	15	0,60
Total	50	2,00

Number of contact hours:

Realised at university	30	1,20
• Practical classes	30	
Number of contact hours for exam / tests and consultation	5	0,20
• Consultations	5	
Total	35	1,40

Number of non-contact hours for students independent activity:

Number of non-contact hours for students independent activity	15	0,60
• Other independent student work	15	

03. Learning outcomes

Part I

Code Learning Outcome Description	Reference to program outcomes	Methods of verification
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Knowledge

W_01 Participants know and understand the tasks typical of schools or educational institutions and the environment in which they operate	PEP_W13	Internship documentation: Placement documentation
W_02 Participants know and understand the school's organisation, statutes and work plan, as well as its educational and preventive programme and career guidance programme	PEP_W14	Internship documentation: Placement documentation
W_03 Participants know and understand the principles of ensuring students' safety both in and outside school, as well as the principles of first aid	PEP_W15	Internship documentation: Placement documentation

Skills

U_01 Participants can draw conclusions from observing the class teacher's work, their interactions with students and the way in which they plan and conduct class-tutor sessions	PEP_U16	Internship documentation: Placement documentation
U_02 Participants can draw conclusions from observing how subject teachers integrate care, educational and teaching activities	PEP_U17	Internship documentation: Placement documentation
U_03 Participants can draw conclusions, where possible, from direct observation of the work of the teaching staff and the team of class tutors	PEP_U18	Internship documentation: Placement documentation
U_04 Participants can draw conclusions from direct observation of teachers' extracurricular supervisory and educational activities, including during break-time supervision and organised school trips	PEP_U19	Internship documentation: Placement documentation
U_05 Participants can plan and conduct educational activities under the supervision of a work placement supervisor	PEP_U20	Internship documentation: Placement documentation
U_06 Participants can analyse, with the assistance of their placement supervisor and academic staff teaching courses in psychological and pedagogical preparation, the pedagogical situations and events observed or experienced during their placement	PEP_U21	Internship documentation: Placement documentation

Social competence

K_01 Participants are ready to work effectively with their work placement supervisor and teachers to broaden their knowledge	PEP_K07	Internship documentation: Placement documentation
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COURSE SYLLABUS

Course code	PEP-PD>PSTE
Course name	Psychology for teachers
Course version	2026/2027-L..
Level of education	Postgraduate studies
Form and mode of conducting studies	Others studies
Profile of studies	Not applicable
Field of study	-
Scope	-
Organizational unit	Institute of Educational Sciences
Status of the course	Obligatory
Language of conducting the course	English
Study stage code	PEP-PD-1(2)
Number of ECTS credits	3

Part I

01. Learning outcomes and the method of conducting classes

Objective of the course	The aim of the course is to familiarise participants with psychological concepts as they apply to the analysis of the upbringing and teaching process within educational settings – the family, kindergarten, and peer groups – at various stages of development. Issues relating to the upbringing and socialisation of children, analysed from the perspective of psychological theories, will be linked to considerations regarding psychological prevention and the resolution of difficulties arising in the educational process.
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Forms of classes and their dimension in the semester

Lectures	30,00 h
Classes	20,00 h
Protocol type	Final grade

02. ECTS balance sheet

Course workload	Hours	ECTS
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Total number of ECTS credits for the subject:

Contact	60	2,40
Non-contact	15	0,60
Total	75	3,00

Number of contact hours:

Realised at university	50	2,00
• W	30	
• CW	20	
Number of contact hours for exam / tests and consultation	10	0,40
• Consultations	6	
• Exam	4	
Total	60	2,40

Number of non-contact hours for students independent activity:

Number of non-contact hours for students independent activity	15	0,60
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Part I

• Preparation of an essay, written assignment, or project	5
• Exam preparation	5
• Preparation for participation in classes	5

03. Learning outcomes

Code Learning Outcome Description	Reference to program outcomes	Methods of verification
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Knowledge

W_01 Participants know and understand the basic concepts of psychology: cognitive processes, perception, information reception and processing, speech and language, thinking and reasoning, learning and memory, the role of attention, emotions and motivations in behavioural regulation processes, abilities and aptitudes, and the psychology of individual differences – differences in intelligence, temperament, personality and cognitive style	PEP_W01	Exam:Exam Project /Projects:Project/ projects
W_02 Participants know and understand the specific characteristics of the main educational environments and the processes taking place within them, as well as theories of social perception and communication: social behaviour and its determinants, interpersonal situations, empathy, assertive, aggressive and submissive behaviour, attitudes, stereotypes, prejudices, stress and coping with it, communication between people in institutions, rules of cooperation, communication processes, barriers to communication, the media and their educational influence, communication styles of students and teachers, barriers to communication in the classroom, various forms of communication – self-presentation, active listening, effective speaking, non-verbal communication, emotional communication in the classroom, communication in conflict situations	PEP_W03	Exam:Exam Project /Projects:Project/ projects
W_03 Participants know and understand the learning process: learning models, including classical concepts and contemporary approaches based on the findings of neuropsychological research; learning methods and techniques, with a focus on the development of metacognition; learning difficulties, their causes and strategies for overcoming them, methods and techniques for identifying and supporting the development of talents and interests, barriers and difficulties in the communication	PEP_W04	Exam:Exam Project /Projects:Project/ projects

Skills

U_01 Participants can observe social behaviour and the factors that influence it	PEP_U02	Exam:Exam Project /Projects:Project/ projects
U_02 Participants can communicate in a conflict situation	PEP_U04	Exam:Exam Project /Projects:Project/ projects
U_03 Participants can identify the barriers and difficulties that students face in the learning process	PEP_U05	Exam:Exam Project /Projects:Project/ projects

Part I

U_04 Participants can identify students' needs in terms of developing their talents and interests	PEP_U06	Exam:Exam Project /Projects:Project/ projects
U_05 Participants can cope with stress and applying strategies for dealing with difficulties	PEP_U07	Exam:Exam Project /Projects:Project/ projects

Social competence

K_01 Participants are ready to reflect on their own professional development;	PEP_K01	Exam:Exam Project /Projects:Project/ projects
K_02 Participants are ready to apply the psychological knowledge they have acquired to the analysis of educational situations	PEP_K02	Exam:Exam Project /Projects:Project/ projects

COURSE SYLLABUS

Course code	PEP-PD>TEBA
Course name	Theoretical basis of education
Course version	2026/2027-L..
Level of education	Postgraduate studies
Form and mode of conducting studies	Others studies
Profile of studies	Not applicable
Field of study	-
Scope	-
Organizational unit	Institute of Educational Sciences
Status of the course	Obligatory
Language of conducting the course	English
Study stage code	PEP-PD-1(2)
Number of ECTS credits	2

Part I**01. Learning outcomes and the method of conducting classes**

Objective of the course	The aim of the course is to enable participants to learn about the various aspects of organising the educational process, which should be geared towards supporting the student in their individual and social development, the factors determining its success or failure, to highlight the threats posed by the modern world to human development, and to outline the role of values and norms in the educational process.
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Forms of classes and their dimension in the semester

Tutorial	16,00 h
Protocol type	Final grade

02. ECTS balance sheet

Course workload	Hours	ECTS
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Total number of ECTS credits for the subject:

Contact	25	1,00
Non-contact	25	1,00
Total	50	2,00

Number of contact hours:

Realised at university	16	0,60
• KW	16	
Number of contact hours for exam / tests and consultation	9	0,40
• Exam	4	
• Consultations	5	
Total	25	1,00

Number of non-contact hours for students independent activity:

Number of non-contact hours for students independent activity	25	1,00
• Preparation for participation in classes	15	
• Preparation of an essay, written assignment, or project	10	

03. Learning outcomes

Part I		
Code Learning Outcome Description	Reference to program outcomes	Methods of verification
Knowledge		
W_01 Participants know and understand education in the context of development: the ontological, axiological and anthropological foundations of education; the nature and functions of education, as well as the educational process, its structure, characteristics and dynamics; psychological and pedagogical support in schools – legal regulations, forms and principles of providing support in educational institutions, as well as the importance of cooperation between the student's family and school, and between the school and the out-of-school environment	PEP_W08	Exam:Exam Project /Projects:Project/ projects
W_02 Participants know and understand the principles of a teacher's care and educational work: a teacher's responsibilities as a class tutor, the methodology of educational work, styles of classroom management, order and discipline, respect for the dignity of the child, student, differentiation, individualisation and personalisation of work with students, the functioning of the school class as a social group, supporting student self-governance and autonomy, and developing in children, students the communication skills and social skills necessary for establishing healthy relationships	PEP_W09	Exam:Exam Project /Projects:Project/ projects
Skills		
U_01 Participants can cooperate with teachers and with the out-of-school environment	PEP_U12	Exam:Exam Project /Projects:Project/ projects
Social competence		
K_01 Participants are ready to show empathy towards pupils, to provide them with support and assistance, and to build relationships based on mutual trust between all those involved in the education and upbringing process, including the students' parents or guardians	PEP_K03	Exam:Exam Project /Projects:Project/ projects
K_02 Participants are ready to resolve conflicts professionally in the classroom or in a class group	PEP_K04	Exam:Exam Project /Projects:Project/ projects

COURSE SYLLABUS

Course code	PEP-PD>FUPE
Course name	Fundamentals of pedagogical diagnosis
Course version	2026/2027-L..
Level of education	Postgraduate studies
Form and mode of conducting studies	Others studies
Profile of studies	Not applicable
Field of study	-
Scope	-
Organizational unit	Institute of Educational Sciences
Status of the course	Obligatory
Language of conducting the course	English
Study stage code	PEP-PD-1(2)
Number of ECTS credits	2

Part I**01. Learning outcomes and the method of conducting classes**

Objective of the course	The aim of the course is for participants to acquire knowledge of diagnostic methods and basic measurement techniques, the ability to formulate diagnostic questions and issues; the ability to take a holistic view of the diagnostic process, to apply individual and environmental diagnosis, and to utilise diagnostic data from various sources in educational work with children and young people.
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Forms of classes and their dimension in the semester

Tutorial	16,00 h
Protocol type	Final grade

02. ECTS balance sheet

Course workload	Hours	ECTS
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Total number of ECTS credits for the subject:

Contact	25	1,00
Non-contact	25	1,00
Total	50	2,00

Number of contact hours:

Realised at university	16	0,60
• KW	16	
Number of contact hours for exam / tests and consultation	9	0,40
• Consultations	9	
Total	25	1,00

Number of non-contact hours for students independent activity:

Number of non-contact hours for students independent activity	25	1,00
• Preparation for participation in classes	15	
• Preparation of an essay, written assignment, or project	10	

03. Learning outcomes

Part I		
Code Learning Outcome Description	Reference to program outcomes	Methods of verification
Knowledge		
W_01 Participants know and understand the circumstances of students with special educational needs; as well as the special educational needs of students and the factors underlying them (the scope of functional assessment, methods and tools used in assessment), the need to adapt the educational process to the special educational needs of students (designing support, developing individual programmes) and the topic of evaluating the effectiveness of support for students with special educational needs	PEP_W10	Project /Projects:Project/ projects
W_02 Participants know and understand the principles of working with students with learning difficulties; the causes and manifestations of learning difficulties, the prevention of learning difficulties and their early detection, specific learning difficulties – dyslexia, dysgraphia, dysorthography and dyscalculia, as well as learning difficulties resulting from perceptual-motor dysfunction and developmental disorders, including language and arithmetic disorders, and methods of overcoming them; the principles of making a teacher's diagnosis and diagnostic techniques in pedagogy	PEP_W11	Project /Projects:Project/ projects
W_03 Participants know and understand the role of assessment, as well as how to design and carry out assessment activities in educational practice	PEP_W32	Project /Projects:Project/ projects
Skills		
U_01 Participants can identify situations involving risks and addictions among students, and of designing and implementing educational and preventive programmes covering educational and preventive content and activities aimed at students, their parents or guardians, and teachers	PEP_U13	Project /Projects:Project/ projects
U_02 Participants can conduct an initial assessment of student's skills	PEP_U40	Project /Projects:Project/ projects
Social competence		
K_01 Participants are ready to communicate with people from different backgrounds and in different emotional states, to resolve conflicts through dialogue, and to foster a positive atmosphere for communication both in and outside the classroom	PEP_K04	Project /Projects:Project/ projects

COURSE SYLLABUS

Course code	PEP-PD>VOEM
Course name	Voice emission
Course version	2026/2027-L..
Level of education	Postgraduate studies
Form and mode of conducting studies	Others studies
Profile of studies	Not applicable
Field of study	-
Scope	-
Organizational unit	Institute of Educational Sciences
Status of the course	Obligatory
Language of conducting the course	English
Study stage code	PEP-PD-1(2)
Number of ECTS credits	2

Part I**01. Learning outcomes and the method of conducting classes**

Objective of the course	The aim of the course is to prepare participants to work with children and young people on voice training and the use of the voice in speech and singing. The course focuses on improving vocal skills and general voice use through a variety of diction and vocal projection exercises.
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Forms of classes and their dimension in the semester

Classes	30,00 h
Protocol type	Final grade

02. ECTS balance sheet

Course workload	Hours	ECTS
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Total number of ECTS credits for the subject:

Contact	40	1,60
Non-contact	10	0,40
Total	50	2,00

Number of contact hours:

Realised at university	30	1,20
• CW	30	
Number of contact hours for exam / tests and consultation	10	0,40
• Consultations	10	
Total	40	1,60

Number of non-contact hours for students independent activity:

Number of non-contact hours for students independent activity	10	0,40
• Preparation for participation in classes	5	
• Samodzielna nauka dotycząca treści poruszanych na zajęciach	5	

03. Learning outcomes

Code Learning Outcome Description	Reference to program outcomes	Methods of verification
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Part I**Knowledge**

W_01 Participants know and understand the importance of language as a tool for teachers: the challenges of working with students with limited knowledge of English or language communication disorders, methods of communication for teaching purposes – the art of lecturing and asking questions, ways of increasing students' communicative engagement, practical aspects of public speaking – linguistic correctness, linguistic ethics, etiquette in traditional and electronic correspondence, and issues related to voice production – the structure, function and protection of the vocal organs, and the principles of voice production	PEP_W22	Practical exercises:Practical exercises Practical tasks:Practical assessment
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Skills

U_01 Participants can communicate effectively and thoughtfully	PEP_U03	Practical exercises:Practical exercises Practical tasks:Practical assessment
U_02 Participants can use their vocal apparatus correctly	PEP_U28	Practical exercises:Practical exercises Practical tasks:Practical assessment
U_03 Participants can use the English language correctly	PEP_U29	Practical exercises:Practical exercises Practical tasks:Practical assessment

Social competence

K_01 Participants are ready to effectively correct their linguistic errors and improve their voice production	PEP_K09	Practical exercises:Practical exercises Practical tasks:Practical assessment
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COURSE SYLLABUS

Course code	PEP-PD>MECA
Course name	Methodology of care and educational activities
Course version	2026/2027-L..
Level of education	Postgraduate studies
Form and mode of conducting studies	Others studies
Profile of studies	Not applicable
Field of study	-
Scope	-
Organizational unit	Institute of Educational Sciences
Status of the course	Obligatory
Language of conducting the course	English
Study stage code	PEP-PD-1(2)
Number of ECTS credits	2

Part I

01. Learning outcomes and the method of conducting classes

Objective of the course	The aim of the course is to familiarise participants with working methods, planning and evaluation of care and educational work, taking into account the diverse needs of students, as well as the conditions for effective and innovative work with individual students and groups.
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Forms of classes and their dimension in the semester

Classes	20,00 h
Protocol type	Final grade

02. ECTS balance sheet

Course workload	Hours	ECTS
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Total number of ECTS credits for the subject:

Contact	30	1,20
Non-contact	20	0,80
Total	50	2,00

Number of contact hours:

Realised at university	20	0,80
• CW	20	
Number of contact hours for exam / tests and consultation	10	0,40
• Consultations	10	
Total	30	1,20

Number of non-contact hours for students independent activity:

Number of non-contact hours for students independent activity	20	0,80
• Preparation for participation in classes	10	
• Preparation of an essay, written assignment, or project	10	

03. Learning outcomes

Code Learning Outcome Description	Reference to program outcomes	Methods of verification
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Knowledge

Part I

W_01 Participants know and understand how work is organised in the classroom and in groups: the need for individualised teaching, the concept of interdisciplinary teaching, and forms of work specific to a particular subject or type of lesson, such as field trips, fieldwork and laboratory work, experiments and competitions, as well as issues relating to homework	PEP_W29	Project /Projects:Project/projects
W_02 Participants know and understand the importance of developing students' personal and socio-emotional skills: the need to foster students' collaborative skills, including group problem-solving, and to help them develop a system of values and ethical attitudes, as well as to cultivate their communication skills and cultural habits	PEP_W35	Project /Projects:Project/projects
W_03 Participants know and understand the need to foster a positive attitude towards learning in students, to develop their curiosity, active engagement and independent thinking, logical and critical thinking, to build motivation for learning a particular subject and habits of systematic study, and to make use of various sources of knowledge, including the internet, and preparing students for lifelong learning by encouraging them to work independently	PEP_W37	Project /Projects:Project/projects

Skills

U_01 Participants can identify common mistakes made by students in the subject being taught or during the course, and of using these in the teaching process	PEP_U39	Project /Projects:Project/projects
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Social competence

K_01 Participants are ready to develop students' cooperation skills, including group problem-solving	PEP_K14	Project /Projects:Project/projects
K_02 Participants are ready to help build a system of values and foster ethical attitudes among students, as well as to develop their communication skills and cultural habits;	PEP_K15	Project /Projects:Project/projects

COURSE SYLLABUS

Course code	PEP-PD>TEME
Course name	Teaching methodology
Course version	2026/2027-L..
Level of education	Postgraduate studies
Form and mode of conducting studies	Others studies
Profile of studies	Not applicable
Field of study	-
Scope	-
Organizational unit	Institute of Educational Sciences
Status of the course	Obligatory
Language of conducting the course	English
Study stage code	PEP-PD-1(2)
Number of ECTS credits	2

Part I
01. Learning outcomes and the method of conducting classes

Objective of the course	The aim of the course is to familiarise participants with the skills required to organise the educational process and understand its context; to foster a reflective approach to the analysis and interpretation of teaching and educational situations; and to develop critical, independent thinking that translates into the design of teaching tasks, both individually and as part of a team.
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Forms of classes and their dimension in the semester

Classes	20,00 h
Protocol type	Final grade

02. ECTS balance sheet

Course workload	Hours	ECTS
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Total number of ECTS credits for the subject:

Contact	30	1,20
Non-contact	20	0,80
Total	50	2,00

Number of contact hours:

Realised at university	20	0,80
• CW	20	
Number of contact hours for exam / tests and consultation	10	0,40
• Consultations	10	
Total	30	1,20

Number of non-contact hours for students independent activity:

Number of non-contact hours for students independent activity	20	0,80
• Preparation of an essay, written assignment, or project	10	
• Preparation for participation in classes	10	

03. Learning outcomes

Part I

Code Learning Outcome Description	Reference to program outcomes	Methods of verification
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Knowledge

W_01 Participants know and understand the place of a given subject or type of activity within the framework curricula at the various stages of education;	PEP_W23	Project /Projects:Project/ projects
W_02 Participants know and understand the curriculum for the given subject, the learning objectives and content of the subject or the classes taught at each stage of education, the subject or type of class in the context of prior and subsequent education, the structure of knowledge within the subject or classes taught, and the key competences and their development within the teaching of the subject or the classes	PEP_W24	Project /Projects:Project/ projects
W_03 Participants know and understand the teaching methods relevant to the subject being taught or the course being delivered, as well as the importance of fostering a responsible and critical approach to the use of digital media and respect for intellectual property rights	PEP_W31	Project /Projects:Project/ projects
W_04 Participants know and understand conventional and unconventional teaching methods, including active learning methods and the project-based approach, learning by doing, discovery or scientific inquiry, and student-led research, as well as the principles governing the selection of teaching methods appropriate to a given subject or type of lesson	PEP_W27	Project /Projects:Project/ projects
W_05 Participants know and understand how to organise the classroom space, taking into account the principles of universal design: teaching materials (textbooks and educational packs), teaching aids – the selection and use of educational resources, including electronic and foreign-language materials	PEP_W30	Project /Projects:Project/ projects

Skills

U_01 Participants can identify typical school tasks in relation to learning objectives, in particular the general requirements of the core curriculum and key competences	PEP_U30	Project /Projects:Project/ projects
U_02 Participants can analyse the course content and its structure	PEP_U31	Project /Projects:Project/ projects
U_03 Participants can identify links between the content of the subject being taught or the classes being held and other aspects of the curriculum	PEP_U32	Project /Projects:Project/ projects
U_04 Participants can create teaching situations designed to encourage students' active participation and foster their interests, as well as to promote knowledge	PEP_U34	Project /Projects:Project/ projects

Social competence

Part I

K_01 Participants are ready to adapt their working methods to the needs and different learning styles of their students	PEP_K10	Project /Projects:Project/ projects
K_02 Participants are ready to develop students' curiosity, active engagement and independent learning, as well as their logical and critical thinking	PEP_K16	Project /Projects:Project/ projects
K_03 Participants are ready to develop the habit of regular learning and to make use of various sources of knowledge, including the internet	PEP_K17	Project /Projects:Project/ projects

COURSE SYLLABUS

Course code	PEP-PD>NETE
Course name	New technologies and media in the teaching process
Course version	2026/2027-L..
Level of education	Postgraduate studies
Form and mode of conducting studies	Others studies
Profile of studies	Not applicable
Field of study	-
Scope	-
Organizational unit	Institute of Educational Sciences
Status of the course	Obligatory
Language of conducting the course	English
Study stage code	PEP-PD-1(2)
Number of ECTS credits	1

Part I**01. Learning outcomes and the method of conducting classes**

Objective of the course	The aim of the course is to familiarise participants with the potential applications of modern information and communication technologies in care, educational and teaching work, to broaden their knowledge of the risks associated with the use of digital media, and to carry out preventive measures in this area.
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Forms of classes and their dimension in the semester

Classes	10,00 h
Protocol type	Final grade

02. ECTS balance sheet

Course workload	Hours	ECTS
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Total number of ECTS credits for the subject:

Contact	15	0,60
Non-contact	10	0,40
Total	25	1,00

Number of contact hours:

Realised at university	10	0,40
• CW	10	
Number of contact hours for exam / tests and consultation	5	0,20
• Consultations	5	
Total	15	0,60

Number of non-contact hours for students independent activity:

Number of non-contact hours for students independent activity	10	0,40
• Preparation for participation in classes	5	
• Preparation of an essay, written assignment, or project	5	

03. Learning outcomes

Code Learning Outcome Description	Reference to program outcomes	Methods of verification
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Part I**Knowledge**

W_01 Participants know and understand the educational applications of media and information and communication technology; computational thinking in problem-solving within the subject being taught or the course being delivered; the need to search for, adapt and create digital learning resources and design multimedia;	PEP_W30	Project /Projects:Project/ projects
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Skills

U_01 Participants can select appropriate teaching methods and teaching materials, including those relating to information and communication technology	PEP_U36	Project /Projects:Project/ projects
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Social competence

K_01 Participants are ready to promote the responsible and critical use of digital media and respect for intellectual property rights	PEP_K13	Project /Projects:Project/ projects
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COURSE SYLLABUS

Course code	PEP-PD>TEPR
Course name	Teacher's professional ethics
Course version	2027/2028-Z..
Level of education	Postgraduate studies
Form and mode of conducting studies	Others studies
Profile of studies	Not applicable
Field of study	-
Scope	-
Organizational unit	Institute of Educational Sciences
Status of the course	Obligatory
Language of conducting the course	English
Study stage code	PEP-PD-2(3)
Number of ECTS credits	1

Part I**01. Learning outcomes and the method of conducting classes**

Objective of the course	The aim of the course is to introduce participants to the subject of professional ethics in teaching. It addresses the ethical significance of the profession and the issue of codes of ethics applicable to the specific ethical context of the helping professions, particularly the teaching profession. The course also aims to equip participants with conceptual and methodological tools for personal ethical reflection in their teaching practice.
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Forms of classes and their dimension in the semester

Lectures	10,00 h
Protocol type	Final grade

02. ECTS balance sheet

Course workload	Hours	ECTS
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Total number of ECTS credits for the subject:

Contact	15	0,60
Non-contact	10	0,40
Total	25	1,00

Number of contact hours:

Realised at university	10	0,40
• W	10	
Number of contact hours for exam / tests and consultation	5	0,20
• Exam	3	
• Consultations	2	
Total	15	0,60

Number of non-contact hours for students independent activity:

Number of non-contact hours for students independent activity	10	0,40
• Exam preparation	7	
• Independent study of the topics covered during the classes	3	

Part I**03. Learning outcomes**

Code Learning Outcome Description	Reference to program outcomes	Methods of verification
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Knowledge

W_01 Participants know and understand the role of a teacher and the principles underpinning their work: the standards, procedures and best practices applied in teaching, professional ethics, and professional practice – the rights and duties of teachers, the principles of legal responsibility of the guardian, teacher and class tutor, and responsibility for safety and health protection	PEP_W07	Test:Test
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Skills

U_01 Participants are ready to apply universal ethical principles and standards in their professional practice, as well as to foster a system of values and develop ethical attitudes in their students	PEP_U15	Test:Test
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Social competence

K_01 Participants can formulate ethical judgements relating to the teaching profession	PEP_K11	Test:Test
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COURSE SYLLABUS

Course code	PEP-PD>FUSP
Course name	Fundamentals of special needs education
Course version	2027/2028-Z..
Level of education	Postgraduate studies
Form and mode of conducting studies	Others studies
Profile of studies	Not applicable
Field of study	-
Scope	-
Organizational unit	Institute of Educational Sciences
Status of the course	Obligatory
Language of conducting the course	English
Study stage code	PEP-PD-2(3)
Number of ECTS credits	1

Part I**01. Learning outcomes and the method of conducting classes**

Objective of the course	The aim of the course is to equip students with knowledge of special education, as well as the skills and competences required to implement educational interventions that take into account the specific needs of students with special educational needs.
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Forms of classes and their dimension in the semester

Lectures	14,00 h
Protocol type	Final grade

02. ECTS balance sheet

Course workload	Hours	ECTS
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Total number of ECTS credits for the subject:

Contact	18	0,70
Non-contact	8	0,30
Total	26	1,00

Number of contact hours:

Realised at university	14	0,60
• W	14	
Number of contact hours for exam / tests and consultation	4	0,20
• Exam	4	
Total	18	0,80

Number of non-contact hours for students independent activity:

Number of non-contact hours for students independent activity	8	0,30
• Exam preparation	6	
• Preparation for participation in classes	2	

03. Learning outcomes

Code Learning Outcome Description	Reference to program outcomes	Methods of verification
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Knowledge

Part I

W_01 Participants know and understand the concepts of integration and inclusion, as well as inclusive education and how to implement the principles of inclusion; the situation of children with physical and intellectual disabilities in mainstream schools; the challenges faced by children with autism spectrum disorders and their functioning; the challenges faced by neglected and unprotected children; and the school situation of children with a migration background; issues relating to children in crisis or traumatic situations; risks to children and young people: aggression and violence, including cyberbullying, and addictions, including to psychoactive substances and computers, as well as issues related to informal groups, youth subcultures and sects	PEP_W09	Test:Test
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Skills

U_01 Participants can diagnose student's educational needs, design appropriate support for them, and work with children with special educational needs, including those with adjustment difficulties linked to their migration experience, those from culturally diverse backgrounds	PEP_U14	Test:Test
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COURSE SYLLABUS

Course code	PEP-PD>TEWO
Course name	Teacher's workshop
Course version	2027/2028-Z..
Level of education	Postgraduate studies
Form and mode of conducting studies	Others studies
Profile of studies	Not applicable
Field of study	-
Scope	-
Organizational unit	Institute of Educational Sciences
Status of the course	Obligatory
Language of conducting the course	English
Study stage code	PEP-PD-2(3)
Number of ECTS credits	3

Part I**01. Learning outcomes and the method of conducting classes**

Objective of the course	The aim of the course is to enable participants to explore various aspects of the organisation of the educational process, which should be geared towards supporting students in their individual and social development, as well as the factors that influence its success or failure.
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Forms of classes and their dimension in the semester

Classes	30,00 h
Protocol type	Final grade

02. ECTS balance sheet

Course workload	Hours	ECTS
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Total number of ECTS credits for the subject:

Contact	40	1,60
Non-contact	35	1,40
Total	75	3,00

Number of contact hours:

Realised at university	30	1,20
• CW	30	
Number of contact hours for exam / tests and consultation	10	0,40
• Consultations	10	
Total	40	1,60

Number of non-contact hours for students independent activity:

Number of non-contact hours for students independent activity	35	1,40
• Preparation of an essay, written assignment, or project	15	
• Preparation for participation in classes	10	
• Other independent student work	10	

03. Learning outcomes

Code Learning Outcome Description	Reference to program outcomes	Methods of verification
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Part I**Knowledge**

W_01 Participants know and understand intra- and inter-disciplinary integration; issues relating to the curriculum – its development and modification, analysis, evaluation, selection and approval; and the principles of designing the educational process and the structure of the syllabus;	PEP_W25	Project /Projects:Project/ projects
W_02 Participants know and understand teaching methodology; the effective use of lesson time by both students and teachers; issues relating to assessment and grading, the quality of education and its evaluation, as well as the need to analyse and evaluate their own teaching and educational work	PEP_W36	Project /Projects:Project/ projects
W_03 Participants know and understand the initial assessment of a group of students and each individual student in the context of the subject being taught or the classes being conducted, as well as methods for supporting students' cognitive development; the need to develop concepts, attitudes and practical skills, including problem-solving, and the application of knowledge; methods and techniques for effective learning; methods for structuring knowledge; and the necessity of revising and consolidating knowledge and skills	PEP_W34	Project /Projects:Project/ projects

Skills

U_01 Participants can assess student's estimated potential, advise them on a development path, and foster their creativity and ability to think independently and critically	PEP_U15	Project /Projects:Project/ projects
U_02 Participants can design a test to assess students' specific skills	PEP_U38	Project /Projects:Project/ projects

Social competence

K_01 Participants are ready to encourage students to engage in lifelong learning through independent study;	PEP_K18	Project /Projects:Project/ projects
K_02 Participants are ready to encourage students to undertake research projects and engage in regular physical activity	PEP_K12	Project /Projects:Project/ projects

COURSE SYLLABUS

Course code	PEP-PD>MEWO
Course name	Methodology for working with children with special educational needs
Course version	2027/2028-Z..
Level of education	Postgraduate studies
Form and mode of conducting studies	Others studies
Profile of studies	Not applicable
Field of study	-
Scope	-
Organizational unit	Institute of Educational Sciences
Status of the course	Obligatory
Language of conducting the course	English
Study stage code	PEP-PD-2(3)
Number of ECTS credits	2

Part I**01. Learning outcomes and the method of conducting classes**

Objective of the course	The aim of the course is to prepare participants to work with students with special educational needs. The early identification of children's needs is intended to ensure they are referred for professional assessment and therapy, which should protect these children from academic failure and its consequences
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Forms of classes and their dimension in the semester

Tutorial	20,00 h
Protocol type	Final grade

02. ECTS balance sheet

Course workload	Hours	ECTS
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Total number of ECTS credits for the subject:

Contact	30	1,20
Non-contact	20	0,80
Total	50	2,00

Number of contact hours:

Realised at university	20	0,80
• KW	20	
Number of contact hours for exam / tests and consultation	10	0,40
• Consultations	10	
Total	30	1,20

Number of non-contact hours for students independent activity:

Number of non-contact hours for students independent activity	20	0,80
• Preparation of an essay, written assignment, or project	10	
• Preparation for participation in classes	10	

03. Learning outcomes

Part I		
Code Learning Outcome Description	Reference to program outcomes	Methods of verification
Knowledge		
W_01 Participants know and understand the methodology for delivering specific learning content within a subject or class – including substantive and methodological approaches, best practices, and the adaptation of teaching strategies to the needs and abilities of students or groups of students with varying potential and learning styles, student errors typical of the subject or type of class, their role and how they can be utilised in the teaching process	PEP_W28	Project /Projects:Project/ projects
Skills		
U_01 Participants can select classroom teaching methods and teaching materials that engage students and take into account their diverse educational needs	PEP_U36	Project /Projects:Project/ projects
Social competence		
K_01 Participants are ready to cooperate with teachers and specialists in order to improve their professional skills	PEP_K06	Project /Projects:Project/ projects

COURSE SYLLABUS

Course code	PEP-PD>EVWO
Course name	Evaluation in the work of a teacher
Course version	2027/2028-Z..
Level of education	Postgraduate studies
Form and mode of conducting studies	Others studies
Profile of studies	Not applicable
Field of study	-
Scope	-
Organizational unit	Institute of Educational Sciences
Status of the course	Obligatory
Language of conducting the course	English
Study stage code	PEP-PD-2(3)
Number of ECTS credits	2

Part I**01. Learning outcomes and the method of conducting classes**

Objective of the course	The aim of the course is to impart knowledge and skills and to enable participants to develop the ability to refine their professional practice in the area of monitoring and evaluating the educational process.
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Forms of classes and their dimension in the semester

Classes	20,00 h
Protocol type	Final grade

02. ECTS balance sheet

Course workload	Hours	ECTS
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Total number of ECTS credits for the subject:

Contact	30	1,20
Non-contact	20	0,80
Total	50	2,00

Number of contact hours:

Realised at university	20	0,80
• CW	20	
Number of contact hours for exam / tests and consultation	10	0,40
• Consultations	10	
Total	30	1,20

Number of non-contact hours for students independent activity:

Number of non-contact hours for students independent activity	20	0,80
• Preparation for participation in classes	10	
• Preparation of an essay, written assignment, or project	10	

03. Learning outcomes

Code Learning Outcome Description	Reference to program outcomes	Methods of verification
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Knowledge

Part I

W_01 Participants know and understand the role of the teacher and the concepts underpinning their work: standards, procedures and best practices applied in teaching, the subject of assessment, the quality of a teacher's work, the principles of designing one's own professional development path, the role of a novice teacher in the school environment, the factors determining success in a teacher's work, and illnesses associated with the teaching profession;	PEP_W07	Project /Projects:Project/ projects
W_02 Participants know and understand the role of monitoring and assessment in teaching; assessment and its types: ongoing, semester and annual assessment, internal and external assessment; the functions of assessment	PEP_W32	Project /Projects:Project/ projects
W_03 Participants know and understand the exams marking the end of an educational stage, as well as the methods used to design tests, assessments and other tools useful in the process of assessing students within the subject being taught;	PEP_W33	Project /Projects:Project/ projects

Skills

U_01 Participants can assess students' work carried out in class and at home in a substantive, professional and reliable manner;	PEP_U37	Project /Projects:Project/ projects
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Social competence

K_01 Participants are prepared to work with teachers and specialists to improve their professional skills and to make decisions regarding the organisation of the learning process in inclusive education	PEP_K06	Project /Projects:Project/ projects
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COURSE SYLLABUS

Course code	PEP-PD>PEPR
Course name	Personal and professional development workshop
Course version	2027/2028-Z..
Level of education	Postgraduate studies
Form and mode of conducting studies	Others studies
Profile of studies	Not applicable
Field of study	-
Scope	-
Organizational unit	Institute of Educational Sciences
Status of the course	Obligatory
Language of conducting the course	English
Study stage code	PEP-PD-2(3)
Number of ECTS credits	1

Part I**01. Learning outcomes and the method of conducting classes**

Objective of the course	The aim of the course is to provide knowledge and skills useful for the personal and professional development of teachers and class tutors. The workshop sessions are designed to demonstrate to participants the practical application of elements of personal and professional development and to highlight the need for continuous self-improvement.
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Forms of classes and their dimension in the semester

Practical classes	10,00 h
Protocol type	Final grade

02. ECTS balance sheet

Course workload	Hours	ECTS
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Total number of ECTS credits for the subject:

Contact	15	0,60
Non-contact	10	0,40
Total	25	1,00

Number of contact hours:

Realised at university	10	0,40
• Practical classes	10	
Number of contact hours for exam / tests and consultation	5	0,20
• Consultations	5	
Total	15	0,60

Number of non-contact hours for students independent activity:

Number of non-contact hours for students independent activity	10	0,40
• Preparation for participation in classes	5	
• Preparation of an essay, written assignment, or project	5	

03. Learning outcomes

Part I		
Code Learning Outcome Description	Reference to program outcomes	Methods of verification
Knowledge		
W_01 Participants know and understand the subject-specific, teaching and educational competences of a teacher, including the need for professional development – also through the use of information and communication technology – and the need to adapt their communication style to the students' level of development and to stimulate students' cognitive activity, including the creation of teaching situations; the importance of the teacher's authority and the principles of student-teacher interaction during lessons; moderating interactions between students; the role of the teacher as a disseminator of knowledge; and the importance of the teacher's cooperation in the teaching process with students' parents or guardians, school staff and the out-of-school environment	PEP_W13	Project /Projects:Project/projects
Skills		
U_01 Participants can map out their own career development path and independently develop their pedagogical knowledge and skills using a variety of resources, including foreign-language materials and technology	PEP_U10	Project /Projects:Project/projects
Social competence		
K_01 Participants are ready to deepen their pedagogical knowledge independently	PEP_K05	Project /Projects:Project/projects

COURSE SYLLABUS

Course code	PEP-PD>PRPL
Course name	Professional placement
Course version	2027/2028-Z..
Level of education	Postgraduate studies
Form and mode of conducting studies	Others studies
Profile of studies	Not applicable
Field of study	-
Scope	-
Organizational unit	Institute of Educational Sciences
Status of the course	Obligatory
Language of conducting the course	English
Study stage code	PEP-PD-2(3)
Number of ECTS credits	5

Part I**01. Learning outcomes and the method of conducting classes**

Objective of the course	The aim of the placement is to apply pedagogical and psychological knowledge in practice when designing educational and teaching scenarios in educational institutions, and to plan and deliver classes/lessons; for students to apply the knowledge they have acquired in the field of pedagogical methodology and to develop the skills and competences necessary to carry out care, educational and teaching tasks in selected institutions during their professional placement.
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Forms of classes and their dimension in the semester

Practical classes	120,00 h
Protocol type	Final grade

02. ECTS balance sheet

Course workload	Hours	ECTS
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Total number of ECTS credits for the subject:

Contact	122	4,90
Non-contact	3	0,10
Total	125	5,00

Number of contact hours:

Realised at university	120	4,80
• Practical classes	120	
Number of contact hours for exam / tests and consultation	2	0,10
• Consultations	2	
Total	122	4,90

Number of non-contact hours for students independent activity:

Number of non-contact hours for students independent activity	3	0,10
• Other independent student work	3	

03. Learning outcomes

Part I

Code Learning Outcome Description	Reference to program outcomes	Methods of verification
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Knowledge

W_01 Participants know and understand the educational objectives pursued by the school or educational institution	PEP_W38	Internship documentation: Placement documentation
W_02 Participants know and understand how the school or educational institution operates and how its teaching activities are organised	PEP_W39	Internship documentation: Placement documentation
W_03 Participants know and understand the types of documentation relating to teaching activities carried out in a school or educational institution	PEP_W40	Internship documentation: Placement documentation

Skills

U_01 Participants can draw conclusions from observing the teacher's teaching practice, their interaction with students, and the way they plan and conduct lessons; actively observe the methods and forms of work used by the teacher, as well as the teaching aids employed, and the ways in which students are assessed and homework is set and checked	PEP_U41	Internship documentation: Placement documentation
U_02 Participants can plan and deliver a series of lessons or classes under the supervision of a work placement supervisor	PEP_U42	Internship documentation: Placement documentation
U_03 Participants can analyse, with the assistance of their placement supervisor and academic staff teaching courses in psychological and pedagogical preparation, the pedagogical situations and events observed or experienced during their placement	PEP_U43	Internship documentation: Placement documentation

Social competence

K_01 Participants are prepared to work as part of a team, take on various roles within it, and collaborate effectively with the work placement supervisor and teachers in order to broaden their pedagogical knowledge and develop their teaching skills	PEP_K19	Internship documentation: Placement documentation
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