

Joint EU/CoE Project  
Strategic Development of Higher Education and Qualification Standards



## The Minimal Elements of Qualifications Standard

### 1. BASIC CHARACTERISTICS

#### 1.1 Name(s) of qualification (generic + subject specific)

UNTZ	ERF SZ	FASPER
<p>Having completed the first-cycle studies, the student obtains an academic or professional title in accordance with the Regulation on Academic and Professional Titles and Method of Their Use, adopted by the Ministry of Education, Science, Culture and Sport of TC. In addition to the diploma (degree certificate), the student is also issued a supplement.</p> <p>Bachelor of Special Education and Rehabilitation</p>	<p>Undergraduate Course in Rehabilitation</p>	<p>SPECIAL EDUCATION AND REHABILITATION OF PERSONS WITH MENTAL DEVELOPMENTAL DIFFICULTIES /undergraduate studies/</p>

#### 1.2 Minimal volume

UNTZ	ERF SZ	FASPER
<p>240 ECTS</p>	<p>180 ECTS</p>	<p>240 ECTS</p>

### 1.3 Level

UNTZ	ERF SZ	FASPER
6	6	6

### 1.4 Entry routes

UNTZ	ERF SZ	FASPER
<p><b>Article 2</b> Eligible for admission to the study programme of "Special Education and Rehabilitation" are candidates who are BiH nationals, foreign nationals and stateless persons who have completed a four-year secondary school in Bosnia and Herzegovina, as well as candidates who have completed secondary school outside of Bosnia and Herzegovina, and for whom the validation or equivalence procedure has shown that they have completed appropriate secondary education. Also eligible to participate in the Admissions Competition are candidates who have graduated from a secondary vocational school, provided they have acquired additional education in general subjects in a general secondary school or a secondary vocational school or a similar school. The admission candidates shall be classified and selected based on the results of entrance examination and other criteria in accordance with procedures determined by the Senate of the University of Tuzla.</p>		<p>The admission to the first year of academic studies for the programme of Special Education and Rehabilitation of Persons with Mental Developmental Difficulties is carried out based on a competition announced by the Faculty. The competition includes admission criteria, the number of students admitted, the competition process and the tuition fee. Eligible for undergraduate studies are persons who have completed their secondary education over a four-year period by completing a general secondary school, medical, economic or another school whose educational profile is similar to the programme of study. Candidates competing for admission to the first year of undergraduate studies take an entrance examination to test their knowledge acquired during previous education in the fields of biology, psychology and sociology.</p>

		<p>The Competition Commission for admission to the first year of underground studies, appointed by the Dean, is tasked with conducting the competition, organizing entrance examinations, defining the order of candidates and determining the comprehensive ranking list of candidates who are financed from the budget and self-financed students. The order of candidates for admission is determined based on the overall success achieved in secondary school and the result achieved at the entrance examination, according to established parameters.</p> <p>The admission of candidates to the first year of underground studies without the entrance examination is governed by relevant provisions of the Faculty Statute.</p> <p>The number of students admitted to the first year of underground studies is determined based on the number of teachers and other faculty staff, the available classrooms and technical and library capacities, as well as the needs of relevant institutions for professionals trained by the study programme.</p>
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## 2. COMPETENCIES / LEARNING OUTCOMES

## 2.1 List of competencies at the level of qualification

UNTZ	ERF SZ	FASPER
<p><b>Article 5</b> Having completed the study programme of "Special Education and Rehabilitation" at the first-cycle studies, the students will have been trained for the following:</p> <ul style="list-style-type: none"> <li>• prevention, early detection and identification, diagnosis and treatment of persons with intellectual disabilities, movement disabilities, chronic diseases and visual impairment;</li> <li>• use of basic knowledge and acquired experience related to the understanding of the concept of intellectual disability, movement disability, chronic disease and visual impairment;</li> <li>• application of skills by applying acquired knowledge in order to improve all areas of development of persons with intellectual disabilities, movement disabilities, chronic diseases and visual impairment;</li> <li>• individual and team work;</li> <li>• analysis of the social position of and access to rights by persons with intellectual disabilities, movement disabilities, chronic diseases and visual impairment;</li> <li>• education of persons with intellectual disabilities, movement disabilities, chronic diseases and visual impairment in both segregated settings and in inclusion settings;</li> <li>• application of adapted rehabilitation technologies in education and rehabilitation;</li> <li>• training in the use of special aids;</li> </ul>		<p>Description of general and subject-specific competencies of students General competencies of undergraduate students in Special Education and Rehabilitation of Persons with Mental Developmental Difficulties include: implementation of programmes for primary and secondary prevention, detection, diagnosis, clinical treatment and individual support of persons with mental developmental difficulties; cooperation with parents; promoting the rights of persons with mental developmental difficulties. Subject-specific competencies of undergraduate students: implementation of the educational process in the teaching of native language, mathematics, skills, natural and social sciences and the materials technology and vocations for children with intellectual disability (ID); work in an inclusive educational environment and preparation and implementation of an Individual Education Programme (IEP); participation in all phases of professional and occupational training and social integration of people with ID; assessment and treatment of persons with autism, specific learning disabilities</p>

<ul style="list-style-type: none"> <li>• planning and implementation of specialized education-rehabilitation programmes for psycho-motor re-education of children with multiple disabilities, autistic spectrum disorders and disorders of verbal and nonverbal communication;</li> <li>• integration of acquired knowledge (in education-rehabilitation, medical, pedagogical, psychological and social sciences) and their application to problem-solving and decision-making in practice and to counselling and informing persons with intellectual disabilities, movement disabilities, chronic diseases, visual impairment, multiple disabilities, as well as their families;</li> <li>• acting in compliance with ethical principles of the profession;</li> <li>• self-learning and use of professional literature;</li> <li>• further education at the second-cycle studies in the field of special education and rehabilitation.</li> </ul>		<p>and multiple disabilities.</p>
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*For example:*

- *Plan, supervise and carry out professional, developmental and scientific projects in the construction industry*
- *...*
- *Plan, design, construct, supervise and maintain complex building structures, interventions and systems in terms of stability, security, usability, environment and costs*
- *etc.*

**MATRIX LINKING QUALIFICATIONS OF THE FIRST-CYCLE STUDY PROGRAM IN "SPECIAL EDUCATION AND REHABILITATION" WITH VARIOUS DESCRIPTORS OF BiH FHEQ**

## 2.1 Learning outcomes

(organised in Units of learning outcomes and other groups/modules, where Units have additional information, e.g. ECTS)

UNTZ	ERF SZ	FASPER
<p><b>Article 3</b>            During the undergraduate studies, the students will receive basic knowledge of intellectual disabilities, movement disabilities, chronic diseases, visual impairment (terminology, definitions, classifications), of cognitive processes in these persons (sensory functions, perception, memory, attention, intelligence, application of Piaget's theory and Vygotsky's theory of the zone of proximal development), of their emotional development and of learning and teaching methods.</p> <p>The main aim of the university study programme of "Special Education and Rehabilitation" in the first-cycle studies is to provide students with theoretical knowledge and practical skills in prevention, diagnosis, rehabilitation and education of persons of all ages with intellectual disabilities, movement disabilities, chronic illnesses and visual impairment. In addition, the study programme is aimed at ensuring the students have a positive attitude toward the need for lifelong learning and development of professional competencies.</p> <p>An issued Level 7 degree certificate entitles its holder to use a protected professional title of Bachelor of Special Education and Rehabilitation and to work professionally in the field of prevention, detection, diagnosis and treatment of persons of all ages with intellectual disabilities, movement disabilities, chronic</p>		<p>The undergraduate student will have acquired the following: knowledge about the causes, prevalence, incidence, types, levels, mode of manifestation and consequences of mental developmental difficulties; knowledge and skills in primary prevention, early intervention, specific types of clinical assessment, individual support and clinical treatment of persons with mental developmental difficulties; knowledge and skills in education, vocational and occupational training of persons with mental developmental difficulties; knowledge and skills in assessment and treatment of people with autistic disorder, specific learning disabilities and multiple disabilities; ability to cooperate with parents and to promote rights of persons with mental developmental difficulties.</p>

<p>illness, visual impairment and multiple disabilities, in educational institutions (preschool institutions, mainstream primary and secondary schools, educational institutions for persons with disabilities), health facilities (ophthalmology, neurology, psychiatry, physiotherapy, paediatrics dispensaries and clinics) and social welfare institutions (Centres for Social Work; commissions for capacity assessment and determining the level of support for children and youth with mental or physical developmental difficulties; day care centres for the treatment of persons with disabilities; residential institutions for the elderly, the sick and the infirm; homes for children without parental care); counselling offices, mental health centres, geriatric institutions, non-governmental sector institutions , etc.</p>		
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*For example:*

Databases, minimum 5 ECTS

- *describe and explain the basic terms, technologies and principles of organisation of relational databases;*
- *model databases at the conceptual level, and transform the conceptual model into the relational model;*
- *specify the scheme of a specific relational database in the SQL programming language;*
- *specify constructions to work with data in the relational database in relational algebra, relational calculation and SQL;*
- *work with a specific DBMS system (MySQL) and modelling tools (ERWin);*
- *optimise the organisation of a relational database through the normalisation process.*

**3. RELEVANCE**

**3.1 Labour market**

UNTZ	ERF SZ	FASPER
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<p>A Bachelor of Special Education and Rehabilitation is trained to work and be employed in educational institutions (preschool institutions, mainstream primary and secondary schools, educational institutions for persons with disabilities), health facilities (ophthalmology, neurology, psychiatry, physiotherapy, paediatrics dispensaries and clinics) and social welfare institutions (Centres for Social Work; commissions for capacity assessment and determining the level of support for children and youth with mental or physical developmental difficulties; day care centres for the treatment of persons with disabilities; residential institutions for the elderly, the sick and the infirm; homes for children without parental care); counselling offices, mental health centres, geriatric institutions, non-governmental sector, etc.</p>		
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### 3.2 Further education / progression

UNTZ	ERF SZ	FASPER
further education at the second-cycle studies in the field of special education and rehabilitation		

### 3.3 Other needs

UNTZ	ERF SZ	FASPER
The study programme "Special Education and Rehabilitation" is comparable, in its structure, aims and competencies of		The analysis of foreign study programmes in special education and rehabilitation has shown two basic parameters



<p>undergraduates, to many studies abroad in Europe and the United States of America, of which only some are mentioned below:</p> <ul style="list-style-type: none"> <li>• Department of "Specialna pedagogika", Fakultet po načalna i predučilišna pedagogika, University of "Sveti Kliment Ohridski", Sofia, Bulgaria, <a href="http://www.fnpp.unisofia.bg/index.php/bul/fakulteti/fakultet">www.fnpp.unisofia.bg/index.php/bul/fakulteti/fakultet</a></li> <li>• University of Maryland, Department of Special Education of the College of Education, USA</li> <li>• University of Kansas, School of Education, Special Education, USA;</li> <li>• Utah State University – College of Education and human Service, Department of Special Education and Rehabilitation, USA;</li> <li>• Stockholm University, Department of Special Education, Sweden;</li> <li>• University of London, Institute of Education, UK;</li> <li>• University of Gothenburg, Faculty for Education, Sweden;</li> <li>• University of Cambridge, Faculty of Education, Educational Inclusion and Diversity, UK;</li> <li>• University of Thessaly, Department of Special Education, Greece</li> <li>• Education-Rehabilitation Faculty of the University of Zagreb (<a href="http://www.erf.hr/StudijPredRehKolegiji.html">http://www.erf.hr/StudijPredRehKolegiji.html</a>)</li> <li>• Study Programme of Special and Rehabilitation Pedagogy (Specialna in rehabilitacijska pedagogika, Faculty of Pedagogy, University of Ljubljana, (<a href="http://www.pef.uni-lj.si/st_prog/srp/srp.pdf">http://www.pef.uni-lj.si/st_prog/srp/srp.pdf</a>))</li> <li>• Faculty of Special Education and Rehabilitation of the</li> </ul>		<p>of compatibility with the undergraduate study programme of Special Education and Rehabilitation of Persons with Mental Developmental Difficulties. The first parameter is the alignment of the programme contents, while the second one is the alignment of the profile and structure of the study programme.</p> <p>The alignment of programme contents is most evident when comparing the study programme with the programmes of the Department of Special Pedagogy (Department of "Specialna pedagogika", Fakultet po načalna i predučilišna pedagogika, University of "Sveti Kliment Ohridski", Sofia, Bulgaria, <a href="http://www.fnpp.uni-sofia.bg/index.php/bul/fakulteti/fakultet">www.fnpp.uni-sofia.bg/index.php/bul/fakulteti/fakultet</a>), Education-Rehabilitation Faculty of the University of Zagreb (<a href="http://www.erf.hr/StudijPredRehKolegiji.html">http://www.erf.hr/StudijPredRehKolegiji.html</a>) and the study programme of Special and Rehabilitation Pedagogy (Specialna in rehabilitacijska pedagogika, Faculty of Pedagogy, University of Ljubljana (<a href="http://www.pef.uni-lj.si/st_prog/srp/srp.pdf">http://www.pef.uni-lj.si/st_prog/srp/srp.pdf</a>)). While these study programmes are somewhat different in terms of the terminology used and the profile compared to the study programme of Special Education and Rehabilitation of Persons with Mental Developmental Difficulties, there is an evident significant matching between the programme contents of all categories of courses, particularly in the areas of developmental psychology, neuropsychology, diagnosis of children with intellectual disability, specific learning problems, psychological disability, treatment methods, individual work programs, education methods, teaching methods and inclusive education.</p> <p>The Department of Special Education and Rehabilitation (Institut für Sonderpädagogik, Prävention und Rehabilitation, Carl von Ossietzky Universität, Oldenburg, <a href="http://www.unioldenburg.de/sonderpaedagogik">http://www.unioldenburg.de/sonderpaedagogik</a>), Germany, is profiled into five study programmes, of which the study</p>
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<p>University of Belgrade (<a href="http://www.fasper.bg.ac.rs/st_osnovne.html">http://www.fasper.bg.ac.rs/st_osnovne.html</a>)</p> <ul style="list-style-type: none"> <li>• Department of Special Education and Rehabilitation (Institut für Sonderpädagogik, <b>12</b> Prävention und Rehabilitation, Carl von Ossietzky Universität, Oldenburg, <a href="http://www.unioldenburg.de/sonderpaedagogik">http://www.unioldenburg.de/sonderpaedagogik</a>), Germany</li> <li>• Institute for Special Education Needs at the University of Hamburg (<a href="http://www.jyu.fi/tdk/kastdk/eped/ajankohtaista/infor.pdf">http://www.jyu.fi/tdk/kastdk/eped/ajankohtaista/infor.pdf</a>),</li> <li>• Centre for Disability Research, Uppsala, Sweden (<a href="http://www.chr.uu.se/english.htm">http://www.chr.uu.se/english.htm</a>)</li> <li>• The Scottish Autism Research Group, Scotland (<a href="http://www.education.ed.ac.uk/sarg/index.html">http://www.education.ed.ac.uk/sarg/index.html</a>)</li> <li>• Rehabilitation Pedagogy and Education and Rehabilitation of Persons with Physical Disability (Faculty of Health Pedagogy, University of Cologne, Germany, <a href="http://www.hrf.uni-koeln.de">www.hrf.uni-koeln.de</a>)</li> <li>• Faculty of Corrective Pedagogy of Saint Petersburg, Department for Education of the Blind (Fakul'tet korrekcionnoj pedagogiki Rossijskogo gosudarstvennogo pedagogičeskogo universiteta im. A. I. Gercena, katedra tiflopedagogiki, <a href="http://www.fcp.rbcmail.ru/tiflo.html">www.fcp.rbcmail.ru/tiflo.html</a>)</li> <li>• University of Dortmund, Faculty of Rehabilitation Studies, Departments: "Rehabilitation and Pedagogy for the Blind" and "Rehabilitation and Pedagogy for the Visually Impaired" (Die Fakultät Rehabilitationswissenschaften der Universität Dortmund. Lehrgebieten "Rehabilitation und Pädagogik bei Blindheit" sowie</li> </ul>		<p>programmes of Special Education of Persons with Learning Disabilities and Special Education of Mentally Disabled Persons meet the alignment criteria in terms of alignment with our study programme.</p> <p>Among institutions with similar scientific and professional orientation and research focus, we can note the following: the Institute for Special Education Needs at the University of Hamburg (whose research areas include the theory of evolution in special education, scientific concepts and consultations in the development of curricula, promotional programs and projects in inclusion, and evaluation, development and implementation of methods of diagnosis and support in special education) (<a href="http://www.jyu.fi/tdk/kastdk/eped/ajankohtaista/infor.pdf">http://www.jyu.fi/tdk/kastdk/eped/ajankohtaista/infor.pdf</a>); the Centre for Disability Research, Uppsala, Sweden (<a href="http://www.chr.uu.se/english.htm">http://www.chr.uu.se/english.htm</a>), which deals with research in decentralisation, de-institutionalisation and independent life of people with mental developmental difficulties; and the Scottish Autism Research Group, Scotland (<a href="http://www.education.ed.ac.uk/sarg/index.html">http://www.education.ed.ac.uk/sarg/index.html</a>), whose research focuses on neurocognitive, clinical and therapeutic aspects of autism</p>
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<p>"Rehabilitation und Pädagogik bei Sehbehinderung". )  <a href="http://www.fk-reha.uni-dortmund.de/Blinden-undSehbehinderten/de/">http://www.fk-reha.uni-dortmund.de/Blinden-undSehbehinderten/de/</a></p> <ul style="list-style-type: none"> <li>• University of Oslo, Department of Special Needs Education, Norway</li> <li>• University "Ramon Lui", Special Needs Teaching, "Training leading to specialization in Special Education Therapeutical Pedagogy", Barcelona</li> <li>• Eastern Michigan University, College of Education, Department of Special Educations, USA</li> <li>• Portland State University, Visually Impaired Learner, USA</li> <li>• University of New England, Armidale, New South Wales, Australia, Disability Studies</li> <li>• University of North Texas, Denton, Texas, United States, Disability Studies</li> <li>• Star Education Consultants Ukraine, Odessa, Ukraine, Disability Studies</li> <li>• Liverpool Hope University, Liverpool, United Kingdom, Disability Studies</li> <li>• University of Manitoba, Winnipeg, Canada, Disability Studies</li> </ul>		
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#### 4. QUALITY ASSURANCE

##### 4.1 Working group members

<b>UNMO</b>	<b>SVEMO</b>	<b>UNTZ</b>	<b>UNBL</b>	<b>UNSA</b>	
		<i>Meliha Bijedić Alma (Qualification of the Bachelor of Special Education and Rehabilitation) Selma</i>	<i>Draženko Jorgić</i>	<i>Vanes (Qualification of the Bachelor of Education in Physics)</i>	

**Additional instructions:**

- Search for examples of study programs for acquiring similar qualifications in relevant foreign universities, or other relevant documents (Tuning, Subject benchmark statements, ...)
- Critically compare your learning outcomes with the learning outcomes in the above relevant programs and identified documents, and, as necessary, supplement/amend your learning outcomes.
- Write about challenges during the work and how you overcame them