



## UČNI NAČRT / COURSE SYLLABUS

Študijsko leto 2021/2022

<b>Predmet / Course</b>	Razvoj kompetenc in vseživljensko učenje / Competence Development and Lifelong Learning
<b>Šifra predmeta / Course Code</b>	B212RKVU-RKVŽU-VKI
<b>Nosilec predmeta / Course Coordinator</b>	Prof. dr. Jana Goriup
<b>Vrsta predmeta / Type of the course</b>	izbirni / elective
<b>Jezik / Language</b> - Vaje / Tutorials - Predavanja / Lecture	Slovenski / Slovene, Angleški / English Slovenski / Slovene, Angleški / English
<b>Študijski program / Programme</b>	Vodenje in kakovost v izobraževanju (2. stopnja) / Management and Quality in Education (2nd cycle)
<b>Letnik / Year</b>	1.
<b>Pogoji za vključitev / Requirements</b>	/

Predavanja Lectures	Vaje Tutorials	Druge oblike študija Other Type of Study	Samostojno delo Individual work	Ure dela Work hours	ECTS
16	8	0	126	150	6

### Vsebina / Content:

<ul style="list-style-type: none"><li>Analiza koncepta kompetence (razvoj pojma, kontekst, v katerem je nastal, protislovja)</li><li>Kompetence vs. znanje</li><li>Kompetence v formalnem in neformalnem izobraževanju</li><li>Kompetence, opredeljene v klasifikacijskih sistemih, namenjenih ugotavljanju usposobljenosti delovne sile (razlike, vzroki ...)</li><li>Načini ugotavljanja oz. merjenja kompetenc.</li></ul>	<ul style="list-style-type: none"><li>Analysis of the concept of competence (development of the concept, the context in which it was created, contradictions)</li><li>Competences vs. knowledge</li><li>Competences in formal education</li><li>Competences defined in classification systems aimed at determining qualifications of the workforce (differences, causes ...)</li><li>Methods of competence assessment and measurement</li></ul>
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### Splošne kompetence / General Competencies:

Študent bo pridobil znanje in spretnosti na naslednjih splošnih vsebinskih področjih: <ul style="list-style-type: none"><li><b>SPL3:</b> Medosebne, socialne spretnosti;</li><li><b>SPL4:</b> Sodelovalno, timsko delo, delo v skupini; <b>SPL6:</b> Etičnost;</li><li><b>SPL7:</b> Raznolikost in multikulturalnost;</li><li><b>SPL8:</b> Spretnosti kritičnega mišljenja;</li></ul>	Student will acquire knowledge and skills in the following general areas: <ul style="list-style-type: none"><li><b>SPL3:</b> Interpersonal, social skills; <b>SPL4:</b> Cooperation, team work, group work;</li><li><b>SPL6:</b> Ethics;</li><li><b>SPL7:</b> Diversity and multi-cultural skills;</li><li><b>SPL8:</b> Critical thinking;</li></ul>
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### Predmetno specifične kompetence / Course Specific Competencies:

Študent bo pridobil znanje in spretnosti na naslednjih specifičnih vsebinskih področjih: <ul style="list-style-type: none"><li><b>PSP7:</b> Upravljanje s spremembami;</li><li><b>PSP8:</b> Kultura in njeni vplivi na vsebinskem področju predmeta;</li><li><b>PSP9:</b> Vidik etike na vsebinskem področju predmeta;</li><li><b>PSP15:</b> Družbena in okoljska odgovornost na vsebinskem področju predmeta</li></ul>	Student will acquire knowledge and skills in the following specific areas: <ul style="list-style-type: none"><li><b>PSP7:</b> Change management;</li><li><b>PSP8:</b> Culture and its influence in the field of the course;</li><li><b>PSP9:</b> Principles of ethics;</li><li><b>PSP15:</b> Social and environmental responsibility in the fields of the course;</li><li><b>PSP18:</b> General overview of the course content area.</li></ul>
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<ul style="list-style-type: none"> <li>• <b>PSP18:</b> Splošna razgledanost na vsebinskem področju predmeta.</li> </ul>	
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### Predvideni študijski rezultati / Intended Learning Outcomes:

<p>Študent bo:</p> <ul style="list-style-type: none"> <li>• Pozna različne koncepte in pristope k ugotavljanju in zagotavljanju kompetenc in razume razliko med kompetencami in znanji, zmožnostmi.</li> <li>• Razume vlogo kompetenčnega pristopa pri oblikovanju klasifikacijskih sistemov, namenjenih ugotavljanju usposobljenosti delovne sile in vpliv družbenih procesov nanje.</li> <li>• Pozna vlogo in odgovornost posameznika, družbenih skupin, institucij, države in družbenih podsistemov.</li> <li>• Pozna vlogo in odgovornost posameznika, družbe in institucij v pridobivanju in usvajanju kompetenc za uspešno delovanje v okolju.</li> <li>• Pozna vlogo formalnega in neformalnega izobraževanja ter sistema vzgoje in izobraževanja za uspešen razvoj kompetenc posameznika.</li> </ul>	<p>Student will:</p> <ul style="list-style-type: none"> <li>• Know various concepts and approaches to competence assessment and assurance and . Understand the difference between competences, and knowledge and abilities.</li> <li>• Understands the role of the competence approach to designing classification systems aimed at determining qualifications of the workforce the impact of social processes on them.</li> <li>• Knows the role and responsibility of individuals, social groups, institutions, state and social subsystems.</li> <li>• Knows the role and responsibility of individuals, society and institutions in the acquisition of competencies for successful functioning in the environment.</li> <li>• Knows the role of formal and informal education and the education system for the successful development of competencies of the individual.</li> </ul>
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### Oblike in metode poučevanja in učenja / Types and Methods of Teaching and Learning

<b>Oblike dela</b>	Frontalna oblika poučevanja; Delo v manjših skupinah; Samostojno delo študenta;
<b>Types of Teaching and Learning</b>	Frontal teaching; Work in smaller groups or pairs; Independent student work;
<b>Metode dela</b>	Razlaga; Razgovor/diskusija/debata; Delo z besedilom; Proučevanje primera; Igra vlog; Javni nastop; Gost iz prakse;
<b>Teaching and Learning Methods</b>	Explanation; Conversation/discussion/debate; Work with text; Case study; Role-play; Public presentation; Guest from practice;

### Načini ocenjevanja v % / Types of Student Assessment

Sprotno ustno ocenjevanje / Oral Assessment	/
Sprotno pisno ocenjevanje / Written Assessment /	/
Daljši pisni izdelek / Longer written casework <sup>1</sup>	30 %
Javni nastop s predstavitvijo rezultatov / Presentations <sup>2</sup>	20 %
Končni pisni izpit / Final oral examination	50 %
Končni ustni izpit / Final written examination	/
Udeležba in sodelovanje / Participation and cooperation	/
<b>Lestvica ocenjevanja / Grading scale</b>	Številska / numeric

### Temeljna literatura / Literature:

1. Štefanec, D. (2006). Koncept kompetence v izobraževanju: definicije, pristopi, dileme. <i>Sodobna pedagogika</i> , 57(5), 66–85.
2. Muršak, J. (2001). Kompetence kot osnova razvoja sodobnih sistemov poklicnega izobraževanja. <i>Sodobna pedagogika</i> , 52(4), 66–79.
3. Bae, T.J, Qian, S., Miao, C., & Fiet, J.O. (2014). The relationship between entrepreneurship education and entrepreneurial intentions: A meta-analytic review. <i>Entrepreneurship Theory and Practice</i> 38(2), 217-254.

<sup>1</sup> Seminarska ali projektna naloga, raziskovalna naloga ipd.

<sup>2</sup> Plakat, naloga, prispevek

4. Canen, A. G. and Canen, A. (2004), 'Multicultural competence and trust: a new road for logistics management?', *Cross Cultural Management*, Vol. 11, No. 3, pp. 38–52.
5. Draganidis, F. and Mentzas, G. (2006), 'Competency based management: a review of systems and approaches', *Information Management and Computer Security*, Vol. 14, No. 1, pp. 51–64.
6. Lundqvist, M. A., & Williams Middleton, K. L. (2013). Academic entrepreneurship revisited – University scientists and venture creation. *Journal of Small Business and Enterprise Development*, 20(3), 603-617.
7. Martín-Rojas, R., García-Morales, V.J., & Bolívar-Ramos, M.T. (2013). Influence of technological support, skills and competencies, and learning on corporate entrepreneurship in European technology firms. *Technovation*, 33(12), 417-430.
8. Sanchez, J. C. (2013). The impact of an entrepreneurship education program on entrepreneurial competencies and intention. *Journal of Small Business Management*, 51(3), 447-465.
9. Flynn, T. (2014). Do They Have What It Takes? A Review of the Literature on Knowledge, competencies, and Skills Necessary for Twenty-First-Century Public Relations Practitioners in Canada. *Canadian Journal of Communication Corporation* Vol 39 (2014) 361–384.
10. Görlitz et al. (2015). Core Competencies for Medical Teachers (KLM) (*GMS Zeitschrift für Medizinische Ausbildung*, Vol. 32(2), ISSN 1860-3572).
11. Anuja Johri(2014). Competency Mapping as a Strategic HR Tool in Manufacturing Industry:  
12. An Empirical Study. *The IUP Journal of Management Research*, Vol. XIII, No. 3.
13. Latukha, M.; Panibratov, A.Y.(2015). The Braybrooke Press Ltd. *Journal of General Management* Vol. 40 No. 4 Summer 2015.
14. Hernández-Pina, F.; F. Monroy, F.(2015). A preliminary study of teachers' perception of core  
15. competencies for undergraduate students/ *Psicología Educativa* 21 (2015)11-16.

**Reference nosilca / Lecturer's references:**

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