

2ND LEVEL STUDY PROGRAMME
ANDRAGOGY
UNIVERSITY OF LJUBLJANA, FACULTY OF ARTS

STUDY YEAR 2021/2022

1. Study Programme

The study programme of Andragogy lasts **two years** and comprises a total of **120 ECTS** (European Credit Transfer and Accumulation System) credits.

The study programme consists of the following **study tracks**:

- ANDRAGOGY - single teacher education course
- ANDRAGOGY - combined teacher education course

At the end of their studies graduates can receive the following **academic titles**:

1. "**MA professor of andragogy**",
2. "**MA professor of andragogy and...** [name of second programme]".

2. Key Aims, and General Skills Attained During the Programme

Key Aims

The aims of the MA study program of *Andragogy* cover several levels of competencies, as well as various profiles of work carried out by an adult educator (i.e., andragogue).

Students completing the 2nd Level MA study programme of *Andragogy* will have acquired generic competencies of humanities and social sciences scholars, as well as study-specific competencies that will enable them to comprehend the relations between various adult education phenomena and processes, social and cultural environments, and the characteristics and expectations of individuals. In acquiring professional competencies students will consider and address various issues arising from these relations and be able to understand and implement adult education as a social and personal process. The study is designed to guarantee responsible and rational operations in the field of adult education and learning in a variety of organisations and environments.

Graduates of the study programme are qualified to research and develop adult education theory and practice. Graduates are actively involved in scientific development, continue their professional development, show appreciation and respect for multiculturalism, synergy, globalism, the complexity of theoretic principles, and can adopt a reflexive approach to truth and its plurality. The study programme develops the students' desire to maintain and expand knowledge and promotes their capacity to advance into the field of innovation. It prepares students to address adult education issues relating to the organisation and management of educational projects and institutions, as well as to develop educational programmes, provide independent counselling, and use other methods for the education of adults.

Generic Competencies:

- collect and use information, perform analyses and syntheses, transfer knowledge into practice, and create new knowledge,
- understand the procedures for argumentation and verification of scientific theories,
- apply interdisciplinary approach to critical and comprehensive thinking,
- understand and embrace the complexity of adult education,
- establish and develop relationships with learning adults,
- be open to communication and able to balance different interests,
- be open to alternative views and solutions,
- able to work with others in a group, or independently within a team.

3. Admission Requirements and Limited Access Criteria

Enrolment to the study programme is open to:

- graduates of 1st Level programmes evaluated with at least 180 ECTS credits, from the same or related field of expertise (Pedagogy and Andragogy, Psychology, Social Pedagogy, Sociology – Human Resource Management, or Social Work), or an equivalent study programme obtained under the regulations in the Republic of Slovenia or abroad,
- graduates of 1st Level programmes evaluated with at least 180 ECTS credits from other fields of study, provided that, prior to enrolment, he has completed the study obligations essential for the continuation of the studies. These obligations shall be determined by the department implementing the programme and shall comprise between 10 and 60 ECTS credits.

In cases of limited access, candidates will be ranked based on their undergraduate Grade Point Average.

4. Criteria for Recognition of Prior Learning (RPL)

The Faculty of Arts may recognize qualifying knowledge, qualifications, and/or competencies the content and level of which meet, in full or in part, the general or subject-specific competencies of the relevant study programme.

In the RPL process, the faculty:

- considers certificates and other documents,
- assesses the products, services, publications, and other copyright works of student candidates.

The recognised knowledge, qualification, or competence may be considered a prerequisite of entering a study programme (if so, permitted by the rules of the relevant study programme), of entering a limited access programme, or leading to the award of credit to count towards the programme's requirements. Knowledge, qualification, or competence recognised as completed academic requirement must be evaluated under ECTS criteria.

Based on recognition criteria, all RPL applications supported by documents are assessed by the Faculty of Arts in a standardised procedure, as laid down in the Statute of the University of Ljubljana and the Rules of the Faculty of Arts.

5. Progression Requirements

To meet the requirements for promotion to a higher year of the study programme of *Andragogy*, students must obtain a minimum of 90% of the ECTS credits (54 out of 60 credits) from the courses prescribed by the curriculum for the first year. Under exceptional circumstances, as defined in Article 153 of the Statute of the University of Ljubljana, students who have completed 85% of coursework (i.e., they have obtained 51 credit points) may advance to the higher year based on an approved application. This application is processed by the Committee for Students' Questions and Direction, and the Department can give an advisory opinion. Students must obtain the missing credits before advancing to the subsequent year.

In accordance with Article 152 of the Statute of the University of Ljubljana, students who have failed to complete the coursework required for progression to the subsequent year have the right to repeat one year during their study provided they have earned 15 ECTS credits (25% of the year's total) from completed courses prescribed for the study programme.

The conditions for extending student status are specified in Article 238 of the Statute of the University of Ljubljana, and the conditions for reposing student status are given in Article 240 of the same.

6. Programme Completion

To complete the programme, students must complete all requirements defined by the programme and for syllabi required for their chosen option totalling 120 ECTS credits. The programme is completed with a successful oral defence of a positively evaluated master's thesis.

7. Transferring between Study Programmes

Transfers are only possible among other study programmes of the 2nd Level.

Students may transfer among study programmes:

- which ensure acquisition of comparable competencies upon completion of the study,
- where, according to the RPL criteria, at least half of the required coursework completed in the original study programme may be recognised under the ECTS as relating to compulsory coursework requirement of the second study programme.

A student may enrol in the higher year of the new study programme if during the recognition procedure s/he has been awarded sufficient number and type of ECTS credits that are prerequisite for progression to a higher year of a valid study programme. Enrolment in the first year of study is not considered transfer of a study programme.

The following may be recognised during study transfers:

- comparable courses which the students have completed in the original study programme,
- comparable knowledge and experiences obtained through informal learning.

Qualifying documents must be submitted as evidence of prior learning.

In accordance with Article 5 of the Criteria for Transitions between Study Programmes, students may also change from university (non-Bologna) study programmes approved before 11 June 2004 to the Bologna study programmes.

Changing the programme is possible:

- within the framework of study programmes of the same discipline,
- if not more than two years have passed from the candidate's last enrolment in the university study programme which s/he is changing, but no later than by the end of the 2015/16 academic year.

Based on the candidate's application and evidence of completed coursework requirements, the faculty's competent body, following the department's proposal, determines whether the candidate fulfils the criteria for changing the programme and whether these obligations can be recognized following the procedure determined by the Statute of the University of Ljubljana.

If the student has fulfilled obligations at a higher education institution abroad, s/he can apply for the recognition of education abroad. The application must be submitted on a prescribed form in accordance with the Evaluation and Recognition of Education Act and valid rules and regulations. The application should be accompanied by the prescribed documents.

8. Forms of Assessment

Students' attainment is assessed and evaluated by individual subject. In all subjects, the learning process must end with an assessment of learning outcomes. Examination methods are defined in the syllabus of individual courses. General rules governing knowledge assessment and evaluation are laid down in the Rules on the Examination Regime of the Faculty of Arts, University of Ljubljana. The grading scale used is in accordance with the Statute of the University of Ljubljana.

9. Curriculum

(See next page)

ANDRAGOGY - single teacher education course

FIRST YEAR

No.	Course	Course Instructor	Contact Hours					Individual work	Total hours	ECTS	Semester
			Lect.	Sem.	Pract.	Clinical pract.	Other				
1	International Perspectives in Adult Education	Assoc. Prof. Dr. Borut Mikulec	30	60				120	210	7	1st
2	Selected Methods of Adult Education	Assoc. Prof. Dr. Marko Radovan	30	30				90	150	5	1st
3	Programme Planning in Adult Education	Assoc. Prof. Dr. Nives Ličen	30	30	30			120	210	7	1st
4	Specialist Elective Course 1		30	30				90	150	5	1st
5	Practicum I	Prof. Dr. Monika Govekar Okoliš			15			135	150	5	1st
6	Mentoring and Mentors' Education	Prof. Dr. Monika Govekar Okoliš	45	15				90	150	5	2nd
7	Human Resource Development and Career Counselling	Assist. Prof. Dr. Danijela Makovec Radovan	30		30			90	150	5	2nd
8	Psychology of Learning and Adult Education	Assoc. Prof. Dr. Barbara Šteh	30	30				90	150	5	2nd
9	Selected Research Methods	Assoc. Prof. Dr. Jasna Mažgon	15	30	15			90	150	5	2nd
10	Specialist Elective Course 2		*	*				90	150	5	2nd
11	Elective Course		*	*	*			*	180	6	
TOTAL			240	225	90			1005	1800	60	

Specialist Elective Course 1

No.	Course	Course Instructor	Contact Hours					Individual work	Total hours	ECTS	Semester
			Lect.	Sem.	Pract.	Clinical Pract.	Other				
1	Theory of Organisation and Management	Assist. Prof. Dr. Danijela Makovec Radovan	30	30				90	150	5	1st
2	Selected Topics in Sociology of Adult Education	Assoc. Prof. Dr. Borut Mikulec	30	30				90	150	5	1st

Specialist Elective Course 2

No.	Course	Course Instructor	Contact Hours					Individual work	Total hours	ECTS	Semester
			Lect.	Sem.	Pract.	Clinical Pract.	Other				
1	Didactic Strategies	Prof. Dr. Jana Kalin	60					90	150	5	2nd
2	Adult Education and Local Development	Assoc. Prof. Dr. Nives Ličen	30	30				90	150	5	2nd

SECOND YEAR

No.	Course	Course Instructor	Contact Hours					Individual work	Total hours	ECTS	Semester
			Lect.	Sem.	Pract.	Clinical Pract.	Other				
1	Research Seminar in Adult Education	Assoc. Prof. Dr. Barbara Samaluk	30	60				120	210	7	1st
2	Specialist Elective Course 3		*	*				90	150	5	1st
3	Specialist Elective Course 4		*	*				90	150	5	1st
4	Elective Course		*	*	*			*	300	10	
5	Practicum II	Prof. Dr. Monika Govekar Okoliš			15			135	150	5	1st
6	Master's thesis							840	840	28	2nd
TOTAL			30	60	15			1275	1800	60	

Specialist Elective Course 3

No.	Course	Course Instructor	Contact Hours					Individual work	Total hours	ECTS	Semester
			Lect.	Sem.	Pract.	Clinical Pract.	Other				
1	Professional Adult Education	Assist. Prof. Dr. Danijela Makovec Radovan	30	30				90	150	5	1st
2	Education of Older Adults*	Assoc. Prof. Dr. Nives Ličen	30		30			90	150	5	1st
3	Family Life Education *	Assoc. Prof. Dr. Nives Ličen	30		30			90	150	5	1st

* Courses are carried out cyclically

Specialist Elective Course 4

No.	Course	Course Instructor	Contact Hours					Individual work	Total hours	ECTS	Semester
			Lect.	Sem.	Pract.	Clinical Pract.	Other				
1	E-learning	Assoc. Prof. Dr. Marko Radovan	30	30				90	150	5	1st
2	History of Adult Education in Slovenia	Prof. Dr. Monika Govekar Okoliš	60					90	150	5	1st

ANDRAGOGY - combined teacher education course

FIRST YEAR

No.	Course	Course Instructor	Contact Hours					Individual work	Total hours	ECTS	Semester
			Lect.	Sem.	Pract.	Clinical Pract.	Other				
1	Specialist Elective Course 1		*	*				90	150	5	1st
2	Specialist Elective Course 2		*	*				90	150	5	1st
3	Specialist Elective Course 3		*	*				90	150	5	1st
4	Methodology	Assoc. Prof. Dr. Jasna Mažgon	45	15				90	150	5	2nd
5	Specialist Elective Course 4		*	*				90	150	5	2nd
6	Practicum	Prof. Dr. Monika Govekar Okoliš							150	5	2nd
TOTAL			45	15				450	900	30	

Specialist Elective Course 1

No.	Course	Course Instructor	Contact Hours					Individual work	Total hours	ECTS	Semester
			Lect.	Sem.	Pract.	Clinical Pract.	Other				
1	History of Adult Education in Slovenia	Prof. Dr. Monika Govekar Okoliš	60					90	150	5	1st
2	International Perspectives in Adult Education	Assoc. Prof. Dr. Borut Mikulec	30	30				90	150	5	1st

Specialist Elective Course 2

No.	Course	Course Instructor	Contact Hours					Individual work	Total hours	ECTS	Semester
			Lect.	Sem.	Pract.	Clinical Pract.	Other				
1	Didactics of Adult Education	Assoc. Prof. Dr. Marko Radovan	30	30				90	150	5	1st
2	Programme Planning in Adult Education	Assoc. Prof. Dr. Nives Ličen	30		30			90	150	5	1st

Specialist Elective Course 3

No.	Course	Course Instructor	Contact Hours					Individual work	Total hours	ECTS	Semester
			Lect.	Sem.	Pract.	Clinical pract.	Other				
1	Education of Older Adults	Assoc. Prof. Dr. Nives Ličen	30		30			90	150	5	1st
2	Theory of Organisation and Management	Assist. Prof. Dr. Danijela Makovec Radovan	30	30				90	150	5	1st

Specialist Elective Course 4

No.	Course	Course Instructor	Contact Hours					Individual work	Total hours	ECTS	Semester
			Lect.	Sem.	Pract.	Clinical Pract.	Other				
1	Human Resource Development and Career Counselling	Assist. Prof. Dr. Danijela Makovec Radovan	30		30			90	150	5	2nd
2	Adult Education and Local Development	Assoc. Prof. Dr. Nives Ličen	30	30				90	150	5	2nd

SECOND YEAR

No.	Course	Course Instructor	Contact Hours					Individual work	Total hours	ECTS	Semester
			Lect.	Sem.	Pract.	Clinical Pract.	Other				
1	Specialist Elective Course 5		*	*				90	150	5	1st
2	Specialist Elective Course 6		*	*				90	150	5	1st
3	Elective Course		*	*	*			90	150	5	1st
4	Master's Thesis							450	450	15	2nd
TOTAL			*	*	*			720	900	30	

Specialist Elective Course 5

No.	Course	Course Instructor	Contact Hours					Individual work	Total hours	ECTS	Semester
			Lect.	Sem.	Pract.	Clinical Pract.	Other				
1	Target Groups in Adult Education	Assoc. Prof. Dr. Barbara Samaluk	45	15				90	150	5	1st
2	Selected Methods of Adult Education	Assoc. Prof. Dr. Marko Radovan	30	30				90	150	5	1st

Specialist Elective Course 6

No.	Course	Course Instructor	Contact Hours					Individual work	Total hours	ECTS	Semester
			Lect.	Sem.	Pract.	Clinical Pract.	Other				
1	Professional Adult Education	Assist. Prof. Dr. Danijela Makovec Radovan	30	30				90	150	5	1st
2	Selected Topics in Sociology of Adult Education	Assoc. Prof. Dr. Borut Mikulec	30	30				90	150	5	1st

10. Course Description

International Perspectives in Adult Education

The course provides in-depth and extensive study of international and comparative research in adult education, global and European adult education policies, analysis of conceptual developments and practices of adult education in the varied social, economic, political, and cultural environments in different countries and regions of the world.

Human Resource Development Planning

The course deals with the development of human resources from the earliest human resource policies to the current human resource development models. Students will examine the role of human resource management in a company, explore the dilemmas of human resource development and planning at the national and corporate levels, and consider the beneficiaries (individuals, the society) of the process. At a more applicative level, the course will provide an in-depth study of human resources (induction training, education, training, career development, selection of education and training programs, information system and databases, employee education monitoring) and outlines the legislative and other groundwork of this field.

Selected Methods of Adult Education

Participants in the course will explore the theoretical background as well as different classifications of experiential learning. They will develop a detailed understanding of specific target groups, plan in-depth interviews for specific target groups, and analyse these interviews using the project method. The course will also deal with the assessment and validation of experiential learning, as well as with the preparation and evaluation of a prior learning portfolio.

Adult Education and Local Development

Students in the course will learn to recognise contemporary social and cultural phenomena and strategies and techniques to adapt to these phenomena through adult education and community involvement. Knowledge can be applied to all situations where innovation is required by the community (company, local community, organisations, societies). The course will also present selected strategies (e. g. design thinking research) and successful international projects in sustainable development which promote better life in society.

Programme Planning in Adult Education

The purpose of this course is to provide an overview of theoretical models and environmental factors which affect the planning of programmes for adults, as regards informal and non-formal education and training. Students will be able to use a range of instruments to determine the educational needs of individuals and groups within an organisation, company, or local environment, as well as to design functional programs and evaluate their effectiveness.

Education of Older Adults

The course provides study of non-formal education and informal learning in later life. Students will explore anthropological, sociological, and psychological perspectives on aging and older adults. The course also deals with the impact of demographic challenges on lifelong learning. Students will learn about learning abilities, motivation of older adults to participate in educational programmes, planning programmes for older adults, educational strategies, and evaluation of educational programmes for older adults.

Mentoring and Mentors' Education

The course acquaints students with modern basic theoretical and practical knowledge about the mentor (importance, roles, tasks, competences of the mentor, etc.) and mentoring (importance, forms, types, functions, levels of mentoring, etc.) and encourages them to seek their own mentoring approach and critical professional reflection.

The course trains students in quality mentoring: planning, implementation and evaluation of mentoring and self-evaluation, so that they know how to effectively organize and manage mentoring regardless of professional activity. Students get acquainted with the effects of mentoring and with examples of good mentoring practices from various organizations in the economy and non-economy.

History of Adult Education in Slovenia

In the History of Adult Education, students learn about the principles behind the fundamental theories of education of adults and the functioning of the educational process when serving adults in various historical periods in Slovenia. Students explore the role of formal and informal education of adults. They understand the role of teachers in the history of adult education in Slovenia, the principles of developing various forms and methods of adult education, and the role of continuous development and lifelong learning of adults.

Didactic Strategies

In this course, students will get to know various didactic strategies required in modern teaching. Their qualifications will include the use of project work, problem-based learning, cooperative learning, and pupils' research work. They will learn about the process of planning and introducing didactic innovations and develop their ability to use critical thinking to select appropriate methods and didactic strategies for set goals.

Psychology of Learning in Adult Education

The course content is chosen from the following themes: types and models of communication; leadership styles; learning in groups; cooperative learning; affective factors of learning; models of development of learning strategies; psychological aspects of (self) evaluation and assessment of learning results, and supervision in professional development. Special emphasis is given to the development of different communication skills in connection with experiential learning: active listening, giving feedback, assertive communication, solving conflicts, counselling skills, etc. Within the framework of these topics, the students learn how to approach the psychological aspects of education critically and comprehensively while they also develop skills that allow them to plan and conduct seminars and workshops for different target groups.

Selected Research Methods

Students will expand their knowledge of general components of educational research methodology and fundamental methods for studying various educational phenomena. They will explore the basic characteristics of qualitative research, types of qualitative research, and the level of qualitative research knowledge. Together with other methodological courses, this course qualifies students for all types of empirical research in the field of adult education, for understanding more complex research methodology, and for critical use of their findings.

Theory of Organization and Management

Participants in the course develop basic competencies required for efficient organisation and management of non-profit organisations, those dedicated to education and training. Students learn contemporary organisation theories and their application in current conditions. Emphasis is placed on studying the role of professional bodies in educational organisations for young people and adults.

Selected Topics in Sociology of Adult Education

The course deals with contemporary theoretic principles in sociology of adult education (e.g., feminist theories, constructivism, transformative learning, and reproduction theory) and recent research approaches used in sociology of education (action research, biographic methods, determination of social origin).

Research Seminar in Adult Education

Students engage in empirical research of selected theoretic concepts, analysing the selected phenomena in the field and studying their occurrence in different time periods, as well as social, economic, and political circumstances. Students carry out a small-scale empirical research project that includes the use of various research methods.

Professional Adult Education

Participants in the course will learn about the operation of educational organisations serving adults, in particular those parts of these organisations which include or perform education and training for the needs of work. They will be trained to organise and manage educational activities within companies and other organisations. Students will develop the knowledge and skills necessary to set up an educational organisation and obtain the competencies to run it. They will be able to analyse the relationships between work and adult education and prepare short training programmes.

Family Life Education

The focus of the course is on studying family life learning and family life education. Students analyse and explore family practices in various stages of life or history in relation to biographical learning, based on specific transformational and experiential learning theories. Students develop their competence for critical reflection on learning as part of everyday life and learn to plan and organise educational programmes for family life education.

E-learning

Participants in the course will learn and understand the theoretical groundwork of e-learning and the advantages offered by the changing and increasingly accessible modern technology. They will distinguish several forms of e-learning based on their developmental typology, degree of formalisation, education level, and target group. Students will gain in-depth knowledge of the planning and organisation of e-learning, e.g., informal education of adults.

Practicum I & II

In the first and the second year of the programme student visit institutions for adult education. Students are given the instructions and support in selecting and establishing contacts with the organisation where they will carry out adult education practicum. Students will have an in-take interview with the selected service provider and will be awarded a mentor with whom they will draw up a practicum plan. The practicum is pursued under the mentorship of a university professor and a site supervisor working for the partner school or institution where the studied adult learning programme is carried out. Upon completing the Practicum, the student is obliged to draw up a Practicum Report, which is reviewed and evaluated by the site supervisor, and present it in the form of a seminar to other students at the faculty.