

# CURRICULUM

Valid from academic year 2023-2024

<b>Faculty:</b>	<b>Faculty of Sociology and Psychology</b>
<b>Undergraduate studies:</b>	Master's degree
<b>Name of the Master's degree programme:</b>	Educational management and curriculum development
<b>Name of the qualification<sup>1</sup> acquired on completion of the study programme:</b>	Educational management and curriculum development
<b>Title awarded:</b>	Master of Educational sciences
<b>Duration of studies (in years):</b>	2
<b>Number of credits (ECTS):</b>	120
<b>Education form<sup>2</sup>:</b>	Full-time education (IF)
<b>Teaching language:</b>	Romanian
<b>Geographical location of studies:</b>	Timisoara, Romania
<b>Classification of the study programme in fields of science</b>	
<b>Fundamental field:</b>	Social sciences
<b>Branch of science:</b>	Psychology and behavioral sciences
<b>Master's degree field of study:</b>	Educational sciences
<b>Name of the <u>broad</u> field of study (according to DL-ISCED F-2013):</b>	01 - Education
<b>Name of the <u>narrow</u> field of study (according to DR-ISCED F-2013):</b>	001 - Education
<b>Name of the <u>detailed</u> field of study (according to DDS-ISCED F-2013):</b>	0111 - Educational sciences

<sup>1</sup> *Qualification* is the formal outcome of an assessment and validation process, which is obtained when a competent body/authority determines that a person has achieved learning outcomes corresponding to pre-established standards. Qualifications acquired by graduates of higher education study programmes are attested by diplomas, certificates and other academic documents issued only by accredited higher education institutions.

<sup>2</sup> Full-time education (IF), part-time education (IFR) or distance learning (ID)

# OVERVIEW OF THE UNIVERSITY STUDIES PROGRAMME

## 1. Mission of the study programme<sup>3</sup>

The mission of the Master's degree programme *Educational Management and Curriculum Development* is in line with the mission of the West University of Timisoara to propose innovative curricular solutions, based on empirical research, to train specialists in the fields of educational management for all specializations in the field of Educational Sciences.

The objectives and competence profile are developed in accordance with the specific professional competences of the Register of Experts in Educational Management, the occupational standards for the occupations Trainer, Competence Evaluator, Project Manager, Educational Designer, the needs identified in the labour market and the national qualifications framework.

These competences are summarized below and detailed in the subject sheets of the curriculum.

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<sup>3</sup> The mission and objectives of the degree programme are in line with the mission of the West University of Timisoara and the requirements identified on the labour market.

According to *University Charter* (Article 5), the **general mission of UVT is advanced scientific research and education, generating and transferring knowledge to society** through:

a) scientific research, development, innovation and technology transfer, through individual and collective creation, in the fields of science, engineering, literature and the arts, by ensuring physical and sports performance and development, and the exploitation and dissemination of their results;

b) initial and continuing training at university level, with a view to personal development, the professional integration of the individual and meeting the skills needs of the socio-economic environment.

UVT assumes its mission as a catalyst for the development of Romanian society by creating an innovative and participatory environment for scientific research, learning, cultural-artistic creation and sports performance, transferring skills and knowledge to the community through the education, research and consultancy services it offers to partners in the economic and socio-cultural environment.

The realisation of the UVT mission is concretised in (*Article 6 of the UVT Charter*):

- promoting scientific research, literary and artistic creation and sporting performance;
- initial and continuous training of qualified and highly qualified human resources;
- development of critical thinking and creative potential of members of the university community;
- creating, storing and spreading the values of human culture and civilisation;
- promoting multicultural, multilingual and interfaith interference;
- the affirmation of Romanian culture and science in the world circuit of values;
- the development of Romanian society within the framework of a free and democratic state governed by the rule of law.

## 2. Competences and expected learning outcomes formed in the study programme

### A. COMPETENCES<sup>4</sup>

#### Key competences<sup>5</sup>:

- Multilingual competences;
- Competences in science and technology;
- Personal, social and learning to learn competences;
- Civic competences;
- Entrepreneurial competences.

#### Professional competencies<sup>6</sup>:

- Working with fundamental theories and concepts in the field of educational sciences and educational management;
- Educational evaluation of the group and organisation, educational projects and programmes;
- Design and implementation of psycho-pedagogical interventions at group and organisational level;
- Design and implementation of educational interventions at organisational and social level;
- Designing and carrying out studies and research in the field of educational sciences.

#### Cross competences<sup>7</sup>:

##### a) Personal competencies:

- Completion of works/projects that demonstrate personal autonomy, critical and entrepreneurial thinking;
- Assuming a variety of roles in the teamwork, including leadership and coordination of a group;

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<sup>4</sup> *Competence* is the proven ability to select, combine and use appropriately personal, social and/or methodological knowledge, skills and abilities and other acquisitions consisting of values and attitudes, for the successful resolution of a given category of work or learning situations and for professional or personal development in an effective and efficient manner.

<sup>5</sup> *Key competences for lifelong learning* are those competences that all citizens need for personal fulfilment and development, employment, social inclusion and active citizenship, and are developed in the perspective of lifelong learning, from early childhood and throughout adult life, through formal, non-formal and informal learning.

<sup>6</sup> *Professional competences* is the ability to perform the activities required in the workplace to the quality level specified in the occupational standard. They are acquired formally, i.e. by completing a programme organised by an accredited institution.

<sup>7</sup> *Cross-competences* represent value and attitudinal acquisitions that go beyond a specific field/programme of study and are expressed through the following descriptors: autonomy and responsibility, social interaction, personal and professional development.

- Self-assessment and diagnosis of training needs.
  
- b) Interpersonal competences:
  - Managerial;
  - Communication;
  - Teamwork and collaboration
  
- c) Global citizenship competences:
  - Tolerance and respect for diversity;
  - Social responsibility.

## B. EXPECTED LEARNING OUTCOMES<sup>8</sup>

**a) Knowledge<sup>9</sup>** - According to *the European Qualifications Framework (EQF)*, the learning outcomes at **level 7 of qualification**, corresponding to Master's degree studies, involve *highly specialized knowledge and critical awareness of it, some of which is at the forefront of knowledge in a field of work or study as a basis for original thinking and/or research*:

MEDCRC1 To know and critically analyze concepts, theories, models specific to strategic and operational management;

MEDCRC2 To analyze, interpret, interrelate intra/interdisciplinary and apply pedagogical knowledge in the meso/micro design of educational and training activities and teaching materials;

MEDCRC3 To analyze the specificity of management in an adult education institution through the lens of different areas of managerial action;

MEDCRC4 To critically analyze studies, research reports, literature on various issues related to the field, being able to provide scientific arguments, based on research data, for various assertions;

MEDCRC5 To take a reasoned stance towards a pro-quality educational philosophy;

MEDCRA6 To describe the evolution of the concept of 'quality' in general and 'quality of education' in particular;

MEDCRA7 To make appropriate use of the key concepts of educational policy and educational science, while highlighting the theories that guide different educational policy options;

MEDCRA8 To describe the institutional specificity of the various formal and non-formal education institutions, highlighting their role and importance in the overall national education system and in the formulation, implementation and evaluation of public policies;

MEDCRA9 To know the main concepts and theories of career counselling and management;

MEDCRC10 To have advanced knowledge of educational research methodology.

**b) Skills<sup>10</sup>** - According to *the European Qualifications Framework (EQF)*, the learning outcomes at **level 7 of the qualification**, corresponding to Master's degree studies, involve *specialist skills for problem-solving in research and/or innovation, for developing new knowledge and procedures and for integrating knowledge from different fields*:

MEDCRA1 To design effective management strategies;

MEDCRA2 To develop, implement and evaluate strategies in educational organizations with the aim of developing creative approaches to formulating solutions;

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<sup>8</sup> *Learning outcomes* are statements that refer to what a learner knows, understands and is able to do at the end of a learning process and are defined as knowledge, skills, responsibility and autonomy.

<sup>9</sup> *Knowledge* is the result of assimilating information through learning. Knowledge is the body of facts, principles, theories and practices related to a particular field of work or study. Knowledge is described as theoretical and/or factual. Knowledge is expressed through the following descriptors: knowledge, understanding and use of specific language, explanation and interpretation.

MEDCRA3 To apply teaching/training principles and strategies effectively in carrying out educational activities;

MEDCRA4 To identify the needs of trainees and design/adapt the training programme, organizing and running it accordingly;

MEDCRA5 To propose and implement an instructional sequence, using the correct methodological steps; MEDCRA6 To apply specific methods and techniques used in adult education, facilitate learners to acquire the competences of "trainer" in adult education, according to the occupational standard of Trainer;

MEDCRA7 To apply methods and techniques used in needs analysis and educational program construction/evaluation, enabling them to conceptualize educational programs for any group of learners and educational needs;

MEDCRA8 To construct and evaluate educational programmes, with specific emphasis on these managerial stages;

MEDCRA9 To develop the discursive and argumentative repertoire for designing, implementing and evaluating the impact of educational programmes tailored to learners' needs and interests;

MEDCRA10 To develop indicators on the quality of education at the level of the educational organisation;

MEDCRA11 To design, organize, coordinate, monitor and evaluate different educational options from the perspective of school autonomy and educational partnerships to promote different educational offers, in order to enhance pupils' non-formal and informal learning and their interests and individuality;

MEDCRA12 To critically analyze education policy documents in terms of how they respond to the problem they address, in terms of coherence of strategic thinking and planning;

MEDCRA13 To design and implement educational interventions at organizational and social level;

MEDCRA14 To apply general principles, strategies, methods and practical techniques of school and career guidance and career management;

MEDCRA15 To plan, implement and evaluate educational programs for classroom management;

MEDCRA16 To plan, implement and evaluate educational programmes for the management of extra-school and extracurricular educational activities;

MEDCRA17 To use digital and online tools in the development and implementation of management planning documents.

**c) Autonomy and responsibility** <sup>11</sup> - According to the *European Qualifications Framework (EQF)*, the learning outcomes related to **level 7 qualifications**, corresponding to Master's degree studies, involve *managing and transforming work or study situations that are complex, unpredictable and require new strategic approaches, by taking responsibility for*

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<sup>10</sup> Skill is the ability to apply and use knowledge to accomplish tasks and solve problems. Skills are described as cognitive (involving the use of logical, intuitive and creative thinking) or practical (involving manual dexterity and the use of methods, materials, tools and instruments). Skills are expressed by the following descriptors: application, transfer and problem solving, critical and constructive reflection, creativity and innovation.

*contributing to professional knowledge and practice and/or reviewing the strategic performance of teams:*

MEDCRAR1 To respect the professional status and code of ethics of the school manager, trainer;

MEDCRAR2 To show a constructive attitude, an objective distance in the debate of educational policies, their argumentation and critical analysis;

MEDCRAR3 To cultivate and promote a work and life context centred on values, ethics and social responsibility;

MEDCRAR4 To manage effectively and ethically conflict situations that may arise in school (conflicts, problem behaviors, barriers in institutional communication, etc.);

MEDCRAR5 To respect the ethics of educational research.

### **3. Occupations that can be practiced on the labor market**

*Trainer - COR Code 242401*

*Professional competence assessor - COR Code 242405*

*Project Manager - COR Code 242101*

### **4. Providing flexible learning pathways within the study programme**

Flexibility in the study programme is provided through optional subjects and facultative subjects. The Master's degree programme *Educational Management and Curriculum Development* proposes 7 optional subjects, grouped in three packages in the first three semesters of study. The students can opt for one of two or three subjects per package. The optional subjects offered to students in this program are: *Educational Group Management, Change Management and Problem Solving in Educational Organizations, Educational Marketing, TIC in Educational Organizations Management and Counseling Activities, Management of Material and Financial Resources, Management of Extracurricular Educational Activities and Management of Public Relations and Partnerships.*

Every semester students can opt for the optional subject *Volunteering*, which is conducive to increasing social responsibility and cross competences.

### **5. Professional activity and student assessment**

The rights, obligations and conditions for the professional activity of students at the West University of Timisoara are regulated by the *Code of Students' Rights and Obligations and the Regulation on the professional activity of students in undergraduate and master's degree courses at the West University of Timisoara*, approved by the Senate of the West University of Timisoara.

The form and methods of evaluation/examination for each subject in the curriculum are set out in the subject descriptions.

<sup>11</sup> *Responsibility and autonomy* means the learner's ability to apply his/her knowledge and skills autonomously and responsibly.

## 6. Final examination

In accordance with the *Regulations on the organization and conduct of the examinations for the completion of undergraduate and master's degree studies at the West University of Timisoara*, approved by the UVT Senate, the examination for the completion of master's degree studies in any master's degree programme organized at UVT consists of a dissertation examination, for which **10 credits** are awarded.

The topics and bibliography corresponding to the final exams are published on the website of each faculty and/or on the UVT website before the beginning of each academic year.

Registration for the final examination is subject to the student's choice of the subject of the final thesis within 60 days of the beginning of academic year of the final year of study.

Submission of the final version of the final paper on the e-learning platform must be achieved at least 5 working days before the scheduled starting date of the exam.

Each graduation thesis will be accompanied, at the time of submission, by the *Similarity Report* resulting from the verification of originality of the graduation thesis through a specialized software on the UVT e-learning platform.

According to the structure of the academic year, at UVT the final exams for the completion of the university studies can be organized in 3 sessions, usually in July, September and February.

## 7. Preparation for the teaching profession

The students wishing to opt for a teaching career in pre-university education must also complete the *Psycho-pedagogical Training Programme* (complementary to the present study programme) in *order to certify their competences for the teaching profession* and obtain the Certificate of Completion of this programme. In the West University of Timisoara, this programme is organized through the Department for the Preparation of Teaching Staff (DPPD) and can be followed in parallel with university studies or in a postgraduate regime. For more information, go to the link: <https://dppd.uvt.ro>.



# LIST OF SUBJECTS STUDIED, GROUPED BY YEAR AND SEMESTER OF STUDY

## EDUCATIONAL MANAGEMENT AND CURRICULUM DEVELOPMENT

### Year of study I

Academic year 2023-2024

It. no.	Subject	C1	C2	Subject code	Semester I				No. of credits	Semester II				
					Number of hours/week					Number of hours/week				No. of credits
					C	S	L	P		C	S	L	P	
1.	Management of Educational Organizations (S)	DA	DO	FSPSEMEDC01	2	2			7					
2.	Didactics of educational sciences - modern developments (A)	DA	DO	FSPSEMEDC02	2	1			6					
3.	Educational Psychology of Adolescents, Youth and Adults (A)	Dsi	DO	FSPSEM01	2	1			6					
4.	Organizational culture and educational leadership (A)	DA	DO	FSPSEMEDC03	1	1			4					
5.	Research Ethics (S)	Dsi	DO	FSPSEM02	1				2					
6.	Educational Group Management (A)	DA	DOP	FSPSEM03	1	1			5					
	Change Management and Problem Solving in Educational Organizations (S)			FSPSEMEDC04										
7.	Curriculum Management (A)	DA	DO	FSPSEMEDC05						2	1			6
8.	Career counseling, vocational school guidance (A)	DA	DO	FSPSEM04						1	1			5
9.	Management of educational programs (A)	DA	DO	FSPSEM05						2	1			6
10.	Quality management in education (S)	Dsi	DO	FSPSEMEDC06						1	1			4
11.	Educational legislation and policy (S)	DA	DO	FSPSEMEDC07						1	1			4
12.	Educational Marketing (A)	DA	DOP	FSPSEMEDC08						1	1			5
	TIC in Educational Organizations Management and Counseling Activities (A)			FSPSEM06										
	Management of Material and Financial Resources (S)			FSPSEMEDC09										
Total					9	6					8	6		
<b>Total teaching hours per week</b>					15				30	14				30

**Elective subjects**

It. no.	Subject	C1	C2	Subject code	Semester I				Semester II					
					Number of hours/week				No. of credits	Number of hours/week				No. of credits
					C	S	L	P		C	S	L	P	
1.	Volunteering I	DC	DFAC	DFMEDC01				2	2					
2.	Volunteering II	DC	DFAC	DFMEDC02								2	2	

**EDUCATIONAL MANAGEMENT AND CURRICULUM DEVELOPMENT**
**Year of study II**
**Academic year 2024-2025**

It. no.	Subject	C1	C2	Subject code	Semester I				Semester II					
					Number of hours/week				No. of credits	Number of hours/week				No. of credits
					C	S	L	P		C	S	L	P	
1.	Methodology of psychopedagogical research (S)	Dsi	DO	FSPSEM07	2	2			7					
2.	Management of human resources and professional development (S)	Dsi	DO	FSPSEME DC10	1	2			4					
3.	Teacher and family counseling (A)	DA	DO	FSPSEM08	1	1			5					
4.	Education for cultural diversity (S)	Dsi	DO	FSPSEM09	1	2			5					
5.	Educational research data analysis (A)	Dsi	DO	FSPSEM10	1	1			5					
6.	Management of extracurricular educational activities (A)	DA	DO P	FSPSEME DC11					4					
	Public relations and partnership management (A)	DA	DO P	FSPSEME DC12	1	1								
7.	Management of educational differentiation and integration (A)	DA	DO	FSPSEM11						1	1		6	
8.	Project management (S)	DA	DO	FSPSEME DC13						1	1		6	
9.	Competence identification and assessment (S)	DA	DO	FSPSEME DC14						1	1		6	
10.	Pedagogical Practice (A)	DA	DO	FSPSEME DC15						-	.	3	5	

11.	Specialist practice/research (A)	DA	DO	FSPSEME DC16						-	-	3		4
12.	Practice of dissertation (A)	DA	DO	FSPSEM12								2		3
Total					7	9				3	3	8		
<b>Total teaching hours per week</b>					16				30	14				30

Elective subjects														
It. no.	Subject	C1	C2	Subject code	Semester I				No. of credits	Semester II				
					Number of hours/week					Number of hours/week				No. of credits
					C	S	L	P		C	S	L	P	
1.	Volunteering III	DC	DFAC	DFACIE03				2	2					
2.	Volunteering IV	DC	DFAC	DFACIE04								2		2
...														

**Caption**

<b>C1</b>	content criterion
<b>C2</b>	mandatory criterion
<b>DF</b>	core subjects
<b>DD</b>	field subjects (where applicable)
<b>DS</b>	specialist subjects
<b>DC</b>	complementary subjects
<b>DO</b>	compulsory (required) subjects
<b>DOP</b>	elective subjects
<b>DFAC</b>	optional subjects
<b>CP</b>	professional competence
<b>CT</b>	cross-competence
<b>C</b>	course-type teaching activity
<b>S</b>	seminar-type teaching activity
<b>L</b>	practical laboratory-type teaching activity
<b>P</b>	teaching activity as an internship

**Subject code:** <faculty><department><subject no.>

## GENERAL ASSESSMENT I (by content criterion)

It. no.	Subject type	Total number of hours				Total		Provision for specific ARACIS standards
		1st year		2nd year		Hours	% of total	
		Course	S/L	Course	S/L			
1.	Compulsory (required)	13	10	5	13	41	69,49 %	60-70%
2.	Elective	4	2	5	7	18	30,59 %	25-30%
<b>TOTAL</b>		<b>17</b>	<b>12</b>	<b>10</b>	<b>20</b>	<b>59</b>	<b>100 %</b>	

## GENERAL ASSESSMENT II

(according to the mandatory criterion)

It. no.	Subject type	Total number of hours				Total		Provision for specific ARACIS standards
		1st year		2nd year		Hours	% of total	
		Course	S/L	Course	S/L			
1.	Mandatory	15	10	9	19	53	89.83%	Not foreseen
2.	Elective	2	2	1	1	6	10.16 %	Not foreseen
3.	Optional		4		4			<i>Not included in the calculation of totals</i>
<b>TOTAL</b>		<b>17</b>	<b>12</b>	<b>10</b>	<b>20</b>	<b>59</b>	<b>100%</b>	

Responsible for the study program,  
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