

CURRICULUM

Valid starting with academic year 2023-2026

Faculty:	Faculty of Sociology and Psychology
University studies:	Bachelor
Name of the bachelor degree programme:	Psychology
Name of the qualification¹ acquired on completion of the study programme:	Psychology
Duration of studies (in years):	3
Education form²:	Full-time education (IF)
Teaching language:	Romanian
Geographical location of studies:	Timisoara
Classification of the study programme in fields of science	
Fundamental field:	Social sciences
Branch of science:	Psychology and behavioural sciences
Undergraduate field of study:	Psychology
Name of the <u>broad</u> field of study (according to DL-ISCED F-2013):	03 - Social sciences, journalism and information
Name of the <u>narrow</u> field of study (according to DR-ISCED F-2013):	031 - Social and behavioural sciences
Name of the <u>detailed</u> field of study (according to DDS-ISCED F-2013):	0313 - Psychology

¹ *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.

² Full-time education (IF), part-time education (IFR) or distance learning (ID)

OVERVIEW OF THE UNIVERSITY STUDIES PROGRAMME

The undergraduate degree programme in Psychology of the Faculty of Sociology and Psychology of the West University of Timisoara aims to meet the most demanding national and international academic evaluation standards, to be comparable with the academic offerings and scientific research offered in other national and international university centres.

Accordingly, the **objectives** of the undergraduate program in Psychology target:

1. Initial training of psychology specialists to the standard required by the current and prospective level of development of society;
2. Integration of current scientific research in the field of psychology, at international level, in the training of students as well as in the contents taught;
3. Supporting the complex training of students by making curricula compatible and promoting training based on scientific evidence, comparable to international standards and adapted to the needs of employers and beneficiaries of psychological services, through the establishment and development of national and international partnerships with higher education and research institutions as well as potential employers and beneficiaries.

General objective of the study programme

Through our undergraduate studies in Psychology we aim to cover all four major areas of applied psychology recognized by the Romanian College of Psychologists: clinical, organizational, educational and national security. At the same time, the focus is on the development of transversal skills, which are in demand on the labour market in most fields of activity.

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

A. COMPETENCES³

Key competences⁴:

- **Personal, social and learning to learn competences** (ability to reflect on self, effective time and information management, working constructively in teams, maintaining resilience and managing one's own learning and career).
- **Digital competences** (confident, critical and responsible use of digital technologies and their use for learning, at work, and for participation in society).

³ *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.

⁴ *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.

- **Entrepreneurial competences** (the ability to act on opportunities and ideas and turn them into value for others. They are based on creativity, critical thinking and problem solving, taking initiative and perseverance and the ability to work collaboratively to plan and manage projects that have cultural, social or financial value).
- **Citizenship competences** (the ability to act as responsible citizens and to participate fully in civic and social life, based on an understanding of social, economic, legal and political concepts and structures, as well as global developments and sustainability).

Professional competences⁵:

- *C1. Working with concepts fundamental to the field of psychology;*
- *C2. Designing and conducting research in psychology;*
- *C3. Critical evaluation of problem situations and possible solutions in psychology;*
- *C4. Individual psychological assessment;*
- *C5. Creative-innovative behaviour formation in psychology as a science;*
- *C6. Relationship and interpersonal communication specific to the field of psychology.*

Cross competences⁶:

a) Personal competences:

- *Awareness of the need for lifelong learning; effective use of learning resources and techniques for personal and professional development;*
- *Problem solving and appropriate decision making;*
- *Use of information and communication technology ICT.*

b) Interpersonal competences:

- *Responsible performance of professional tasks with limited autonomy and qualified support;*
- *Familiarisation with specific teamwork roles and activities and distribution of tasks to subordinate levels.*

c) Globalcitizenship competences:

- *Developing initiative and entrepreneurship;*
- *Respecting and developing professional values and ethics;*
- *Recognition and respect for diversity and multiculturalism.*

B. EXPECTED LEARNING OUTCOMES⁷

a) Knowledge⁸ - According to *the European Qualifications Framework (EQF)*, the learning outcomes at **level 6 of qualification**, corresponding to undergraduate studies, involve *advanced knowledge in a field of work or study involving critical understanding of theories and principles*:

⁵ *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.

⁶ *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.

⁷ *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.

⁸ *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.

C1. Working with concepts fundamental to the field of psychology

- Graduates:
 - a) have the knowledge and ability to understand and describe the main concepts, paradigms and methodologies used in psychological research and practice;
 - b) have the basic knowledge and ability to develop and interpret a psychological assessment using specific psychological terminology, methods and tools;
 - c) have the ability to adapt terminology and communication strategies according to the socio-professional categories targeted as clients and the type of intervention.

C2. Designing and carrying out a research approach in psychology

- a) Graduates have the ability to formulate hypotheses and operationalise key concepts to explain and interpret phenomena faced by individuals in their personal or professional lives;
- b) Graduates can explain and interpret psychological phenomena and processes by applying fundamental knowledge.

b) Skills⁹ - According to *the European Qualifications Framework (EQF)*, the learning outcomes at **level 6 of qualification**, corresponding to undergraduate studies, involve *advanced skills, demonstrating control and innovation, needed to solve complex and unpredictable problems in a specialised field of work or study:*

- *C3. Critical evaluation of problem situations and possible solutions in psychology*
- Graduates should demonstrate skills in:
 - a) analysis and interpretation of empirical data, critical and constructive evaluation of one's own research approach and psychological assessment;
 - b) construction and evaluation of psychological indicators relevant to research in the field of psychology;
 - c) interpretation and critical evaluation of the solutions offered by referential theory.
- *C4. Psychological assessment at individual level*
- a) Graduates should demonstrate the ability to apply the knowledge acquired to situations of medium complexity and to formulate well-argued conclusions by presenting and interpreting a psychological assessment as a means of illustrating the rules, methods, techniques and procedures of analysis and research already known and assimilated;
- b) Graduates should demonstrate the ability to identify key issues for psychological research and practice from situations similar to those already known or encountered in the theories and case studies/examples of good practice reviewed;
- c) Graduates should demonstrate the ability to carry out an anamnestic and primary counselling approach.
- *C5. Training creative-innovative behaviour in psychology as a science*
Graduates should have the ability:

Knowledge is expressed through the following descriptors: knowledge, understanding and use of specific language, explanation and interpretation.

⁹ *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.

- a) to elaborate a psychological research project of medium complexity, based on the main psychological paradigms and theories acquired, including the argumentation of the methods, techniques, procedures and instruments applied;
- b) to create and manage databases of psychological variables.

- **C6. Relationship and interpersonal communication specific to the field of psychology**
Graduates should have the ability:

- a) to correctly use the language and terminology specific to the field of study in which they have been trained, so that they can communicate and interact with other people in teams focused on the achievement of common tasks and with future clients in assessment, counselling, guidance activities;
- b) read and discuss the contents of books, textbooks, case studies, etc. in the field of study, thus demonstrating at least the ability to understand and convey the basic elements of the content;
- c) to present arguments in front of an audience of people with different levels of training and education, so that the language used can be understood by others;
- d) to demonstrate teamwork skills (either through curricular activities, e.g. participation in joint projects, or through extra-curricular activities);
- e) to demonstrate the assimilation of group relationship techniques, empathic interpersonal communication skills and the assumption of specific roles in teamwork.

c) Responsibility and autonomy¹⁰ - According to the European Qualifications Framework (EQF), the learning outcomes at level 6 of qualification, corresponding to undergraduate studies, involve *managing complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study situations and taking responsibility for managing the professional development of individuals and groups:*

- Graduates should demonstrate that:
 - a) have acquired the ability to work independently (possibly with minimal guidance) to obtain the information (bibliographical, case studies, theories, best practice guides, etc.) needed to carry out a specific task associated with one of the fields studied;
 - b) have the ability to identify their own learning sources and resources;
 - c) have the ability to reflect on the progress made in the learning process;
 - d) have learned the strategies of rigorous, efficient and responsible work, punctuality and personal accountability for results, based on the principles, rules and values of the code of professional ethics.
- Graduates should demonstrate:
 - a) the acquisition and use of effective learning methods and techniques;
 - b) the development of skills for continuous and conscious self-monitoring of learning motivations in relation to one's own professional and personal development goals;
 - c) the ability to make distinctions between data, information and knowledge and to apply techniques for managing them;
 - d) awareness of extrinsic and intrinsic motivations for lifelong learning.

3. Occupations that can be practiced on the labour market

¹⁰ *Responsibility and autonomy* means the learner's ability to apply his/her knowledge and skills autonomously and responsibly.

In the related field:

4. Providing flexible learning pathways within the study programme

Flexibility in the study programme is provided through optional subjects, elective subjects and complementary subjects.

Elective subjects are offered for semesters 1 - 6 and are grouped into **optional packages** that complete the student's specialisation pathway.

In the first year, we have a package of optional subjects in the first semester consisting of Debate and Argumentation Techniques and Communication Laboratory, in order to train communication and argumentation skills. In the second semester, the package of optional subjects includes the subjects Manipulation and false techniques of mind-reading, which aims at training students to think critically and orienting them towards valuing the empirical evidence provided by psychological research, versus Psychological Skills, which aims at training the skills needed by professionals in psychology. In year 2, the optional subjects package in semester 1 includes the subjects: Political Psychology, Psychology of Learning, Psychology of Religion and Psychology of Personal Power, being chosen for different specialization directions. In the second semester, we have two subject packages. The first consists of Ethnopsychology, Psychoanalysis and Sport Psychology, built on the same principle of correspondence with different specialization directions. The second package consists of Techniques for Stimulating Creativity, Family Psychology and Dysfunctional Behaviour Profiles. In the 3rd year, the Curriculum contains three or two packages of optional subjects each semester. Thus, in the first semester, the first package of subjects consists of: Defectology and Speech Therapy, Forensic Psychology, Economic Psychology, the second package contains the subjects Applied Social Psychology, Intercultural Psychology and Digital Storytelling, and the third package contains Psycho-Sexology, Counselling in Learning and School Adaptation and Military Psychology. It can be seen that coherent educational pathways can be chosen, with subjects from different fields in each package. In the second semester, we have two packages of optional subjects, the first consisting of Applied Ethics in Psychology, Cognitive Behavioural Interventions and Communication Psychology. The second set of elective subjects contains Applied Psychology in Transport, Environmental Psychology and Transpersonal Psychology.

Optional subjects are offered for semesters 1-6 by both the department or faculty managing the study programme, but they can also be chosen from the packages offered by other faculties.

At the West University of Timisoara, all the curricula of the undergraduate degree programmes have a compulsory **complementary subject that generates transversal competences**, in each of the 3rd, 4th and 5th semesters, which students choose from an annual offer of more than 160 subjects from different fields than the one in which they study (the offer of complementary subjects that generate transversal competences for students of the undergraduate degree programmes at UVT can be consulted on the platform www.dct.uvt.ro). Also, all the curricula of the undergraduate degree programmes contain the four-semester *Physical Education* subject as a compulsory subject, with students having the possibility to opt for a wide range of sports subjects each semester.

In accordance with the provisions of *the Regulation on the development of curricula for study programmes at the West University of Timisoara*, in order for students to receive **credits for**

volunteering activities based on the provisions of the National Education Law no. 1/2011, as amended (Article 203, paragraph (9)), the subject of Volunteering is available every semester in the curricula of all undergraduate and master's degree programmes, with the status of optional subject, with a number of 2 ECTS credits.

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 assessment/examination for each subject in the curriculum are set out in the subject descriptions.

6. Final examination

In accordance with the *Regulations on the organisation 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 undergraduate studies in any undergraduate degree programme organised at UVT consists of two parts:

- test 1 assessing basic and specialist knowledge - written examination: **5 credits**;
- test 2 of elaboration and presentation of the results of the bachelor thesis: **5 credits**.

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 the academic year of the final year of study.

Submission of the final version of the final paper on the e-learning platform must be done 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 the 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.

Period of preparation of the bachelor project (thesis): from the penultimate semester of studies.

Finalisation of the bachelor project: in the last semester of studies.

7. Preparation for the teaching profession (*if applicable*)

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 program 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

Year of study I Academic year 2023-2024

It. no.	Subject	C1	C2	Subject code	Semester I				No. of credits	Semestrul II			
					Number of hours/week					C	S	L	P
					C	S	L	P					
1.	Fundamentals of Psychology I	DD	DO	PIP1101	2	2			6				
2.	Neuropsychology	DD	DO	PIP1102	2	1			5				
3.	Experimental Psychology	DD	DO	PIP1103	2		2		5				
4.	Psychological statistics	DD	DO	PIP1104	2		2		5				
5.	Fundamentals of Psychology II	DD	DO	PIP1201						2	2		5
6.	History of Psychology	DD	DO	PIP1202						2			3
7.	Specialized practice. Academic skills and techniques	DS	DO	PIP1106				3	3				
8.	Debate and argumentation techniques	DS	DOP	PIP1107	1	1			2				
	Communication Laboratory			PIP1108									
9.	Manipulation and false techniques of mind-reading	DS	DOP	PIP1203						1	1		3
	Psychological skills			PIP1204									
10.	Psychology of Ages I	DS	DO	PIP1205						2	2		5
11.	Educational psychology	DS	DO	PIP1206						2	2		5
12.	Cognitive psychology	DS	DO	PIP1207						2	1		4
13.	Genetics of human behaviour	DS	DO	PIP1208						2	1		3
14.	Applied ICT in psychology	DC	DO	PIP1105	1		1		2				
15.	English language 1	DC	DOP	PIP1111		2			2				
	French language 1			PIP1112									
16.	English language 2	DC	DOP	PIP1209						2			2
	French language 2			PIP1210									
17.	Physical Education 1	DC	DO	PIP1113			1		1				
18.	Physical Education 2	DC	DO	PIP1211							1		1
19.	Ethics, Integrity and Academic Writing	DC	DO	PIP1114	1	1			2				
20.	Professional counselling and	DC	DO	PIP1115	-	1			1				

It. no.	Subject	C1	C2	Subject code	Semester I				No. of credits	Semestrul II				
					Number of hours/week					C	S	L	P	
					C	S	L	P						
	career guidance													
Total					11	8	6	3	34	13	11	1		31
Total teaching hours per week					28					25				
Elective subjects														
It. no.	Subject	C1	C2	Subject code	Semester I				Number of credits	Semester II				
					Number of hours/week					C	S	L	P	
					C	S	L	P						
1.	Volunteering I	DC	DFAC	PIP1116				1	2					
2.	Volunteering II	DC	DFAC	PIP1117								1	2	

Caption

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

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

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

Year of study II
Academic year 2024-2025

It. no.	Subject	C1	C2	Subject code	Semester I				Semester II					
					Number of hours/week				Number of credits	Number of hours/week				No. of credits
					C	S	L	P		C	S	L	P	
1.	Personality psychology	DD	DO	PIP2101	2	2			6					
2.	Theoretical foundations of psychological assessment	DD	DO	PIP2102	2	2			4					
3.	Social Psychology I	DD	DO	PIP2103	2	2			5					
4.	Psychology of Ages II	DS	DO	PIP2104	2	1			5					
5.	Political Psychology	DS	DOP	PIP2105	2	1			4					
	Psychology of learning			PIP2106										
	Psychology of religion			PIP2107										
	Gender studies			PIP2108										
6.	Specialized practice	DS	DO	PIP2109				3	3					
7.	Work and staff psychology	DS	DO	PIP2201						2	2			5
8.	Psychopathology	DS	DO	PIP2202						2	2			6
9.	Psychological testing I. Personality assessment	DS	DO	PIP2203						2	2			6
10.	Social Psychology II	DS	DO	PIP2204						2	2			5
11.	Ethnopsychology	DS	DOP	PIP2205						1	1			2
	Psychoanalysis			PIP2206										
	Sport psychology			PIP2207										
12.	Techniques for stimulating creativity	DS	DOP	PIP2208						1	1			2
	Family psychology			PIP2209										
	Dysfunctional behaviour profiles			PIP2210										
13.	Complementary subject that generates transversal competences I	DC	DOP	PIP2110	1	1			2					
14.	Complementary subject that generates transversal competences II	DC	DOP	PIP2211						1	1			2
15.	English language 3	DC	DOP	PIP2111	1	1			2					
	French language 3			PIP2112										
16.	English language 4	DC	DOP	PIP2212						1	1			2
	French language 4			PIP2213										
17.	Physical education 3	DC	DO	PIP2113			1		1					
18.	Physical Education 4	DC	DO	PIP2214								1		1
Total					12	10	1	3	32	12	12	1		31
Total teaching hours per week					26					25				

Elective subjects														
It. no.	Subject	C1	C2	Subject code	Semester I				Semester II					
					Number of hours/week				Number of credits	Number of hours/week				Number of credits
					C	S	L	P		C	S	L	P	
1.	Volunteering 3	DC	DFAC	P1P2114				1	2					
2.	Volunteering 4	DC	DFAC	P1P2115								1	2	
3	Entrepreneurship competences	DC	DFAC	P1P2116	1	1			2					
1.	Entrepreneurship competences-practical applications	DC	DFAC	P1P2117							2		2	

Caption

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Year of study III

Academic year 2025-2026

It. no.	Subject	C1	C2	Subject code	Semester I				Number of credits	Semester II				Number of credits	
					Number of hours/week					Number of hours/week					
					C	S	L	P		C	S	L	P		
1.	Research methodology	DD	DO	P1P3101	1		1		3						
2.	Data analysis	DD	DO	P1P3201						2		2		7	
3.	Clinical and medical psychology	DS	DO	P1P3102	2	2			5						
4.	Organizational psychology	DS	DO	P1P3103	2	2			5						
5.	Psycho-educational and career guidance	DS	DO	P1P3104	2	1			4						
6.	Psychological testing II. Aptitude assessment	DS	DO	P1P3105	1	2			4						
7.	Defectology and speech therapy	DS	DOP	P1P3106	2	1			3						
	Forensic psychology			P1P3107											
	Economic psychology			P1P3807											
8.	Applied social psychology	DS	DOP	P1P3109	2	1			2						
	Intercultural psychology			P1P31010											
	Digital storytelling			P1P3111											
9.	Psycho-sexology	DS	DOP	P1P3112	1	1			2						
	Counselling in learning and school adaptation			P1P3113											
	Military psychology			P1P3114											
10.	Introduction to psychotherapy	DS	DO	P1P3202						2	2			5	
11.	Leadership psychology	DS	DO	P1P3203						2	1			4	
12.	Applied ethics in psychology	DS	DOP	P1P3204						2	1			4	
	Cognitive-behavioural interventions			P1P3205											
	Communication psychology			P1P3206											
13.	Applied psychology in transport	DS	DOP	P1P3207						2	1			4	
	Environmental psychology			P1P3208											
	Transpersonal psychology			P1P3209											
14.	Specialized practice	DS	DO	P1P3210								5		4	
15.	Preparation of the bachelor thesis	DS	DO	P1P3211									3	2	
16.	Complementary subject that generates transversal competences III	DC	DOP	P1P3112	1	1			2						
Total					14	11	1			30	10	5	7	3	30
Total teaching hours per week					26						25				

Elective subjects														
It. no.	Subject	C1	C2	Subject code	Semester I					Semester II				
					Number of hours/week				Number of credits	Number of hours/week				Number of credits
					C	S	L	P		C	S	L	P	
1.	Volunteering 5	DC	DFAC	P1P3113				1	2					
2.	Volunteering 6	DC	DFAC	P1P3114								1	2	

Caption

C1	content criterion
C2	mandatory criterion
DF	core subjects
DD	field subjects (where applicable)
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DC	complementary subjects
DO	compulsory (required) subjects
DOP	elective subjects
DFAC	optional subjects
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GENERAL ASSESSMENT I

(by content criterion)

It. no.	Subject type	Number of hours						Total		Provision for specific ARACIS standards
		Year I		Year II		Year III		Hours	% of total	
		Cour se	S/L	Cour se	S/L	Cour se	S/L			
1.	Field	12	10	6	6	3	3	40	25,97 %	Minimum 20%
2.	Specialist	10	11	14	15	20	23	93	60,38 %	Minimum 50%
3.	Complementary	2	7	4	6	1	1	21	13,63 %	Minimum 5%
TOTAL		24	28	24	26	24	27	154	100%	

GENERAL ASSESSMENT II

(according to the mandatory criterion)

Nr. crt.	Subject type	Number of hours						Total		Provision for specific ARACIS standards
		Year I		Year II		Year III		Hours	% of total	
		Cour se	S/L	Cour se	S/L	Cour se	S/L			
1.	Mandatory	22	20	16	20	13	19	110	74,32%	70-80%
2.	Elective	2	6	8	7	9	6	38	25,67%	20-30%
3.	Optional	-	2	1	5	-	-	-	-	<i>Not included in the calculation of totals</i>
TOTAL		24	26	24	27	22	25	148	100%	

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CORRELATION BETWEEN COMPETENCES, EXPECTED LEARNING OUTCOMES AND SUBJECTS STUDIED

Correlation of expected learning outcomes with subjects studied - Year 1

Expected learning outcomes	Introduction to Psychology	Neuropsychology	Experimental Psychology	Psychological statistics	History of psychology	Specialized practice Academic skills and techniques	Debate and argumentation techniques	Communication laboratory	Manipulation and false mind- reading techniques	Psychological skills	Psychology of Ages I	Educational Psychology	Cognitive psychology	Genetics of human behaviour	Applied ICT in psychology	Physical education	English language/ French	Volunteering
Knowledge																		
Have the knowledge and ability to understand and describe the main concepts, paradigms and methodologies used in psychological research and practice.	x	x	x	x					x		x	x	x	x				
Have the basic knowledge and ability to develop and interpret a psychological assessment	x	x			x						x	x	x	x				
Have the ability to adapt terminology and communication strategies according to the socio-professional categories targeted.					x	x	x	x		x								
Skills																		
Career guidance			x	x		x			x		x	x	x	x				
Ability to apply acquired knowledge to situations of medium complexity and to formulate well-reasoned expert conclusions.	x	x	x	x					x	x	x	x	x	x				
Ability to identify key issues for psychological research and practice.	x	x	x		x						x	x	x	x				
Ability to elaborate a psychological research project of medium complexity, based on the main psychological paradigms and theories learned.	x	x	x	x							x	x	x	x				
Responsibility and autonomy																		
Ability to work independently (possibly with minimal guidance) to obtain the information.			x	x		x	x	x		x					x	x	x	x
Have learned the strategies of rigorous, efficient and responsible work, punctuality and personal accountability for results, based on the principles, rules and values of the code of professional ethics.			x	x	x	x		x	x	x								
Developed skills of continuous and conscious self-monitoring of learning motivations in relation to their own professional and personal development goals.						x	x	x		x						x		

Correlation of expected learning outcomes with subjects studied - Year 2

Expected learning outcomes	Personality psychology	Theoretical principles of psychological assessment	Social Psychology I + II	Psychology of Ages II	Political Psychology	Psychology of learning	Psychology of Religion	Psychology of personal power – Empowerment	Specialized practice	Psychology of work and staff	Psychopathology	Psychological testing I. Personality assessment	Ethnopsychology	Psychoanalysis	Sport physiology	Creativity stimulation techniques	Psychology of the family	Profile of dysfunctional behaviour	Physical education	English / French language	Volunteering	
Knowledge																						
Have the knowledge and ability to understand and describe the main concepts, paradigms and methodologies used in psychological research and practice	x	x	x	x	x	x	x	x		x	x	x	x	x	x		x	x				
Have the basic knowledge and ability to develop and interpret a psychological assessment	x	x		x					x	x	x	x						x				
Have the ability to adapt terminology and communication strategies according to the socio-professional categories targeted.			x						x			x	x			x	x					x
Skills																						
Ability to analyse and interpret empirical data and to critically and constructively evaluate one's own research.	x	x	x	x						x	x	x										
Ability to apply acquired knowledge to situations of medium complexity and to formulate well-founded expert conclusions.	x	x							x			x				x						
Ability to identify key issues for psychological research and practice.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x				
Ability to elaborate a psychological research project of medium complexity, based on the main psychological paradigms and theories learned.	x	x	x	x	x	x	x	x		x	x	x	x		x		x	x				
Responsibility and autonomy																						
Ability to work independently (possibly with minimal guidance) to obtain the information.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Have learned the strategies of rigorous, efficient and responsible work, punctuality and personal accountability for results, based on the principles, rules and values of the code of professional ethics.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x			x	x
Developed skills of continuous and conscious self-monitoring of learning motivations in relation to their own professional and personal development goals.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x

Correlation of expected learning outcomes with subjects studied - Year 3

Expected learning outcomes	Methodology of the research	Data analysis	Clinical and medical psychology	Organizational psychology	Career guidance	Psychological testing II. Aptitude assessment	Defectology and speech therapy	Forensic psychology	Economic psychology	Applied social psychology	Intercultural psychology	Digital storytelling	Psycho-sexology	Counselling in learning and school adaptation	Military psychology	Introduction to psychotherapy	Leadership Psychology	Applied ethics in psychology	Cognitive-behavioral interventions	Communication psychology	Applied psychology in transport	Environmental psychology	Transpersonal psychology	Specialized practice	Preparation of the bachelor thesis	Volunteering
Knowledge																										
Have the knowledge and ability to understand and describe the main concepts, paradigms and methodologies used in psychological research and practice	x	x	x	x		x		x	x	x	x					x	x		x	x	x				x	
Have the basic knowledge and ability to develop and interpret a psychological assessment		x	x	x		x	x	x							x				x		x	x		x		
Have the ability to adapt terminology and communication strategies according to the socio-professional categories targeted.			x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		x
Skills																										
Ability to analyse and interpret empirical data and to critically and constructively evaluate one's own research.	x	x	x	x				x	x	x			x		x		x			x	x	x			x	
Ability to apply acquired knowledge to situations of medium complexity and to formulate well-founded expert conclusions.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Ability to identify key issues for psychological research and practice.	x	x	x	x		x		x	x	x	x		x		x	x	x		x	x	x	x	x		x	
Ability to elaborate a psychological research project of medium complexity, based on the main psychological paradigms and theories learned.	x	x	x	x	x	x	x	x	x	x	x		x		x	x	x	x	x	x	x	x			x	
Responsibility and autonomy																										
Ability to work independently (possibly with minimal guidance) to obtain the information.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Have learned the strategies of rigorous, efficient and responsible work, punctuality and personal accountability for results, based on the principles, rules and values of the code of professional ethics.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Developed skills of continuous and conscious self-monitoring of learning motivations in relation to their own professional and personal development goals.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x

Correlation of expected learning outcomes to key, professional and cross-competences

Expected learning outcomes	Key competences				Professional competences						Cross competences							
	Personal, social and learning to learn competences	Digital competences	Entrepreneurial competence	Citizenship competences	C1. Working with concepts fundamental to the field of psychology	C2. Designing and conducting research in psychology	C3. Critical evaluation of problem situations and possible solutions in psychology	C4. Individual psychological assessment	C5. Creative-innovative behaviour formation in psychology as a science	C6. Relationship and interpersonal communication specific to the field of psychology	Awareness of the need for lifelong learning; effective use of learning resources and techniques for personal and professional development	Problem solving and appropriate decision making	Use of information and communication technology ICT	Responsible performance of professional tasks with limited autonomy and qualified support	Familiarisation with specific teamwork roles and activities and distribution of tasks to subordinate levels	Developing initiative and entrepreneurship	Respecting and developing professional values and ethics	Recognition and respect for diversity and multiculturalism
Knowledge																		
Have the knowledge and ability to understand and describe the main concepts, paradigms and methodologies used in psychological research and practice					X	X	X				X					X	X	X
Have the basic knowledge and ability to develop and interpret a psychological assessment		X	X		X	X	X				X		X					
Have the ability to adapt terminology and communication strategies according to the socio-professional categories targeted.			X	X	X	X	X			X		X	X	X	X	X	X	X
Skills																		
Ability to analyse and interpret empirical data and to critically and constructively evaluate one's own research.	X	X	X			X	X	X	X		X	X						

Expected learning outcomes	Key competences				Professional competences						Cross competences							
	Personal, social and learning to learn competences	Digital competences	Entrepreneurial competence	Citizenship competences	C1. Working with concepts fundamental to the field of psychology	C2. Designing and conducting research in psychology	C3. Critical evaluation of problem situations and possible solutions in psychology	C4. Individual psychological assessment	C5. Creative-innovative behaviour formation in psychology as a science	C6. Relationship and interpersonal communication specific to the field of psychology	Awareness of the need for lifelong learning; effective use of learning resources and techniques for personal and professional development	Problem solving and appropriate decision making	Use of information and communication technology ICT	Responsible performance of professional tasks with limited autonomy and qualified support	Familiarisation with specific teamwork roles and activities and distribution of tasks to subordinate levels	Developing initiative and entrepreneurship	Respecting and developing professional values and ethics	Recognition and respect for diversity and multiculturalism
Ability to analyse and interpret empirical data and to critically and constructively evaluate one's own research.	X	X			X	X	X	X					X	X	X	X		
Ability to apply acquired knowledge to situations of medium complexity and to formulate well-founded expert conclusions.	X			X	X	X	X	X	X			X	X	X	X			
Ability to identify key issues for psychological research and practice.	X					X	X	X			X	X	X					
Responsibility and autonomy																		
Ability to work independently (possibly with minimal guidance) to obtain the information.	X	X			X	X	X	X	X	X		X	X				X	X
Have learned the strategies of rigorous, efficient and responsible work, punctuality and personal accountability for results, based on the principles, rules and values of the code of professional ethics.	X			X	X	X	X	X	X								X	X
Developed skills of continuous and conscious self-monitoring of learning motivations in	X	X	X		X	X	X	X	X	X		X	X	X	X	X	X	X

Expected learning outcomes	Key competences				Professional competences						Cross competences							
	Personal, social and learning to learn competences	Digital competences	Entrepreneurial competence	Citizenship competences	C1. Working with concepts fundamental to the field of psychology	C2. Designing and conducting research in psychology	C3. Critical evaluation of problem situations and possible solutions in psychology	C4. Individual psychological assessment	C5. Creative-innovative behaviour formation in psychology as a science	C6. Relationship and interpersonal communication specific to the field of psychology	Awareness of the need for lifelong learning; effective use of learning resources and techniques for personal and professional development	Problem solving and appropriate decision making	Use of information and communication technology ICT	Responsible performance of professional tasks with limited autonomy and qualified support	Familiarisation with specific teamwork roles and activities and distribution of tasks to subordinate levels	Developing initiative and entrepreneurship	Respecting and developing professional values and ethics	Recognition and respect for diversity and multiculturalism
relation to their own professional and personal development goals.																		