CURRICULUM

Valid starting with academic year 2023-2024

Faculty:	Faculty of Sociology and Psychology
University studies:	Bachelor
Name of the bachelor degree programme:	Pedagogy
Name of the qualification[1] acquired on completion of the study programme:	Pedagogy
Title awarded:	Bachelor of Education
Duration of studies (in years):	3
Number of credits (ECTS):	180
Education form[2]:	Full-time education (IF)
Teaching language:	Romanian
Geographical location of studies:	Timisoara, Romania
Classification of the study programme in fields of science	
Fundamental field:	Social sciences
Branch of science:	Psychology and behavioural sciences
Undergraduate field of study:	Educational sciences
Name of the <u>broad</u> field of study (according to DL-ISCED F-2013):	01- Education
Name of the <u>narrow</u> field of study (according to DR-ISCED F-2013):	011 - Education
Name of the <u>detailed</u> field of study (according to DDS-ISCED F-2013):	0111 - Education sciences

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[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

1. Mission of the study programme[3]

The mission of the Bachelor degree programme with major in Pedagogy is in line with the mission of the West University of Timisoara, which is to train pedagogical specialists able to provide qualified assistance in the design and implementation of any teaching and training activity, regardless of age, educational institution or educational context, formal or non-formal.

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

A.   COMPETENCES[4]

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[3] *The mission and objectives of the degree programme must be 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.

[4] *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.

Key competences[5]:

CC1. Literacy skills;

CC2. Multilingual competences;

CC3. Personal, social and learning to learn competences.

Professional competences[6]:

CP1. Design tailored educational programmes for different levels and target groups;

CP2. Implementation of educational programmes;

CP3. Evaluation of educational programmes;

CP4. Managing groups and educational projects;

CP5. Counselling, guidance and psycho-pedagogical assistance to various categories of people/educational groups (children/students, families, teachers, employees, etc.);

CP6. Develop and promote the specific professional practice of the educational scientist.

Cross competences[7]:

a) Personal competences:

CT1. Using effective lifelong learning methods and techniques for continuous personal and professional training and development.

b) Interpersonal competences:

CT2. Effective cooperation in interdisciplinary professional teams specific to projects and programmes in the field of Educational Sciences.

c) Globalcitizenship competences:

CT3. Application of professional deontological principles and norms based on explicit value options specific to the specialist in Educational Sciences and based on respect for the principle of justice and human rights, respect for other human beings, other cultures and other religions, the cultivation of a sense of belonging and understanding of environmental and sustainability issues.

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[5] *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.

[6] *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.

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

B. EXPECTED LEARNING OUTCOMES[8]

a) Knowledge[9] - 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*:

- PRC1.1. The student will be able to identify and critically appraise the pedagogical knowledge needed in the design of education and training activities: concepts, stages, models, methods, methods, techniques and alternative scenarios in design; psycho-social particularities of educational groups, educational software;

- PRC1.2. The student will be able to analyse, interpret and correlate intra-/interdisciplinary pedagogical knowledge appropriate to the macro/meso/micro design of educational and training activities and teaching materials;

- PRC2.1. The student will be able to identify and use concepts, models and strategies from education and training in a process approach to educational programmes;

- PRC2.2. The learner will be able to explain and interpret educational/ continuing education/training situations/ contexts and methods of converting knowledge, skills, attitudes into pedagogical plans/ scenarios of training;

- PRC2.3 The student will be able to critically relate fundamental theories and models of learning to specific educational situations;

- PRC3.1. The student will be able to identify and compare theories, models, methods, techniques and tools specific to educational assessment;

- PRC4.1. The student will be able to adequately interpret the concepts, theories and methodologies specific to the management of educational groups and projects;

- PRC4.2. The student will be able to explain and interpret the different pedagogical theories, models and contexts from an educational management perspective;

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[8] *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.

[9] *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.

- PRC5.1. The student will be able to analyse concepts, theories, models, specific techniques of counselling, guidance and psycho-pedagogical assistance to various categories of persons/ educational groups;

- PRC6.1. The student will be able to identify specific role requirements, specific professional standards and fundamental concepts of pedagogical research.

b) Skills[10] - 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*:

- PRA1.1. The learner will be able to adapt and make appropriate use of models for the design of educational/training activities, adapted to the specific target group;

- PRA1.2. The student will be able to adapt and make appropriate use of evaluation methodologies in relation to specific norms, criteria and standards in analysing and assessing the quality of educational projects;

- PRA1.3. The student will be able to develop educational projects using the concepts, theories, paradigms, instructional-educational models, principles and methodologies specific to pedagogical design;

- PRA2.1. The student will be able to effectively apply design principles and teaching/training strategies in the realisation of educational activities;

- PRA2.2 The learner will be able to use standard methods and criteria for evaluating the quality of theories, models, teaching strategies and the educational process;

- PRA2.3. The student will be able to develop educational programmes, alternative teaching scenarios and action-research micro-projects in the field of training/continuing education;

- PRA3.1. The learner will be able to analyse, interpret and explain the results of individual and institutional performance assessment;

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[10] *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.

- PRA3.2. The student will be able to apply basic methodologies, techniques and tools specific to the evaluation of learning outcomes in different educational/continuing professional development contexts;

- PRA3.3. The student will be able to realise evaluative strategies including alternative tools/ tests for differentiated assessment of learning outcomes;

- PRA3.4. The student will be able to use standard criteria and methods to assess the quality/ appropriateness of evaluation methods, tools and processes;

- PRA4.1. The student will be able to apply management knowledge of school group management, to organise and make efficient use of resources in educational projects/programmes and to use methods and techniques to solve educational crisis situations;

- PRA4.2. The student will be able to use standard methods of evaluation and identification of progress or managerial dysfunctions in the development of educational activities with young people/adults and to develop optimal solutions for making processes more efficient;

- PRA4.3. The student will be able to create educational projects/programmes concerning the efficient organisation of the learning environment and resources developed according to the specific principles and functions of educational management;

- PRA5.1. The student will be able to analyse and interpret different educational contexts using concepts, paradigms and scientific theories regarding counselling, guidance and psycho-pedagogical assistance of people with different educational needs;

- PRA5.2. The student will be able to apply specific principles and methodologies of personality knowledge of students and adults in the appropriate implementation of counselling, guidance and psycho-pedagogical assistance to people with different educational needs, in specific situations of team counselling, with qualified assistance;

- PRA5.3. The student will be able to apply basic criteria, methods and tools in assessing the adequacy and effectiveness of counselling, guidance and psycho-pedagogical counselling activities;

- PRA5.4. The student will be able to develop projects/ programmes for counselling, guidance and psycho-pedagogical assistance for people with different educational needs and for getting to know the personality of pupils/adults;

- PRA6.1. The student will be able to make appropriate use of specific knowledge and results of pedagogical research in analysing professional activity;

- PRA6.2. The student will be able to apply principles and methodologies specific to professional development and empirical research in identifying and solving educational problems;

- PRA6.3. The student will be able to relate to specific professional standards and the results of educational research and to make appropriate use of methods and criteria for evaluation and self-evaluation, and for analysing the feedback obtained for the objective assessment of the quality of their own work;

- PRA6.4. The student will be able to develop good professional practices and to participate in the elaboration of research projects, respecting specific methodological principles and rules;

c) Responsibility and autonomy[11] - 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*:

- PRRA1. The student will be able to apply the principles and rules of professional ethics based on explicit value options specific to the specialist in Educational Sciences;

- PRRA2. The student will be able to cooperate effectively in professional interdisciplinary teams specific to projects and programmes in the field of Educational Sciences;

- PRRA3. The student will be able to utilise effective lifelong learning methods and techniques for further training and professional development.

3. Occupations that can be practiced on the labour market

- *Secondary school teacher - COD COR 233002*
- *School counsellor - COD COR 235903*
- *Research Assistant in Pedagogy - COD COR 235102*

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

4. Providing flexible learning pathways within the study programme

Flexible learning pathways within the *Pedagogy* programme of study are ensured by offering 9 optional subject packages, which include: *Non-formal education and community development, Psycho-pedagogy of creativity, Pedagogy of digital play, Digital education, Remedial pedagogy, Educational alternatives, Education of children with high abilities, Educational entrepreneurship, Pedagogy of university education, Cognitive sciences and learning, Anthropology of education, Participatory methods in educational research, Community pedagogy, Management of educational programmes and projects, Education for sustainable development, Educational marketing, Ethics and professional deontology, Personal and group development strategies, Competence development and assessment, Educational assistance and intervention for vulnerable groups, Education and innovation in diverse educational contexts, Family counselling, Inclusive education of children with special needs, Case management in inclusive education.*

Students can choose one of two or three subjects for each package.

The optional subjects offered are *Entrepreneurship Skills* and *Entrepreneurship Skills - practical applications*.

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: **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.

7. Preparation for the teaching profession

For the *Pedagogy* university study programme, the psycho-pedagogical subjects related to the *Psycho-pedagogical Training Programme for the certification of competences for the teaching profession*, Level I, are included in the curriculum as follows:

LEVEL I

- *Educational Psychology* (2-2, 5 credits, first year);
- Pedagogy I (*Foundations of Pedagogy* and *Curriculum Theory and Methodology*, 2-2, 2-2, 10 credits, first year)
- Pedagogy II (*Theory and Methodology of Training*, *Theory and Methodology of Assessment*, 2-2, 2-2, 10 credits, year II)
- Pupil Classroom Management (*Pupil Classroom/Preschool Group Management*, 2-1, 3 credits, year III)
- Speciality didactics (*Didactics of Educational Sciences*, 2-2, 5 credits, year II)
- IAC (*Information and Communication Technologies*, *Computer Assisted Instruction* 1-1, 1-1, 6 credits, year I)
- Pedagogical Practice (*Pedagogical Practice*, 3 hours, 4 credits, year II)
- Pedagogical Practice (*Pedagogical Practice*, 3 hours, 3 credits, year III)

Thus, for the undergraduate programme *Pedagogy*, students do not have to complete the *Psycho-pedagogical Training Programme for the Certification of Competences for the Teaching Profession*, Level I, in order to enter the teaching profession.

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

PEDAGOGY

Year of study I

Academic year 2023-2024

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.	Foundations of Pedagogy	DF	DO	FSPSE001	2	2			5					
2.	Foundations of Psychology	DF	DO	FSPSE002	2	2			5					
3.	History of educational paradigms	DF	DO	FSPSE004	2	1			4					
4.	Philosophy of education	DF	DO	FSPSE051	2	1			4					
5.	Foundations of special educational psychology	DF	DO	FSPSE003	2	2			5					
6.	Curriculum theory and methodology	DF	DO	FSPSE005						2	2			5
7.	Introduction to social pedagogy	DF	DO	FSPSE006						2	1			3
8.	Developmental psychology	DS	DO	FSPSE009						2	2			4
9.	Learning theories, methods and techniques	DS	DO	FSPSE007	1	1			2					
10.	Information and communication technologies	DS	DO	FSPSE053	1		1		3					
11.	Educational Psychology	DS	DO	FSPSE008						2	2			5
12.	Computer-assisted instruction	DS	DO	FSPSE010						1		1		4
13.	Sociology of Education	DS	DO	FSPSE054						2	2			5
14.	Specialised practice I	DS	DO	FSPSE055									2	2
15.	Foreign language I	DC	DOP	FSPSE011		2			2					

It. no.	Subject	C1	C2	Subject code	C	S	L	P	credits	C	S	L	P	credits
16.	Foreign language II	DC	DOP	FSPSE012							2			2
17.	Physical Education I	DC	DO	FSPSE013		1		1						
18.	Physical Education II	DC	DO	FSPSE014							1			1
19.	Professional counselling and career guidance	DC	DO	FSPSE015		1		1						
20.	Ethics, Integrity and Academic Writing	DC	DO	FSPSE016	1	1		2						
Total					13	13 + 1	1			11	12	1	2	
Total teaching hours per week					27 + 1				30	25 + 1				30

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 I	DC	DFAC	FSPSE133			1		2					
2.	Volunteering II	DC	DFAC	FSPSE134								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.>

PEDAGOGY
Year of study II
Academic year 2024-2025

It. no.	Subject	C1	C2	Subject code	Semester I Number of hours/week C	S	L	P	Semester I No. of credits	Semester II Number of hours/week C	S	L	P	Semester II No. of credits
1.	Theory and Methodology of Training	DF	DO	FSPSE017	2	2			5					
2.	Theory and Methodology of Assessment	DF	DO	FSPSE018						2	2			5
3.	Methodology of educational science research	DF	DO	FSPSE019						2	2			5
4.	Didactics of educational sciences	DS	DO	FSPSE056	2	2			5					
5.	Adult education	DS	DO	FSPSE057	2	1			5					
6.	Specialised practice II	DS	DO	FSPSE058				4	3					
7.	Theory and practice of civic and social education	DS	DO	FSPSE059	2	2			4					
8.	Non-formal education and community development	DS	DOP	FSPSE029	1	1			2					
	Psycho-pedagogy of creativity			FSPSE042										
9.	Early education	DS	DO	FSPSE045	1	1			2					
10.	Workplace education and training	DS	DO	FSPSE060						2	1			4
11.	Pedagogical practice I	DS	DO	FSPSE061									3	4
12.	Specialised practice III	DS	DO	FSPSE062									2	3
13.	Pedagogy of digital play	DS	DOP	FSPSE063						1		2		3
	Digital education			FSPSE064										
14.	Remedial pedagogy	DS	DOP	FSPSE066						1	1			2
	Educational alternatives			FSPSE037										
	Education of children with high abilities			FSPSE036										
15.	Elective complementary subject forming cross-competences I	DC	DOP	FSPSE020	1	1			2					
16.	Elective complementary subject forming cross-competences II	DC	DOP	FSPSE021						1	1			2
17.	Foreign language III	DC	DOP	FSPSE022		2			2					
18.	Foreign language IV	DC	DOP	FSPSE023							2			2
19.	Physical Education III	DC	DO	FSPSE024		1			1					
20.	Physical Education IV	DC	DO	FSPSE025							1			1
	Total				11	12 +		4	30	9	9 +	2	5	30

		1				1		
Total teaching hours per week		**27+1**				**25+1**		

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 III	DC	DFAC	FSPSE135				1	2					
2.	Volunteering IV	DC	DFAC	FSPSE136									1	
3.	Entrepreneurship Competences	DC	DFAC	FSPSE139	1	1			2					
4.	Entrepreneurship Competences - practical applications	DC	DFAC	FSPSE140									2	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.>

PEDAGOGY
Year of study III
Academic year 2025-2026

It. no.	Subject	C1	C2	Subject code	Semester I Number of hours/week C	S	L	P	No. of credits	Semester II Number of hours/week C	S	L	P	No. of credits
					Core/ Field subjects									
1.	Educational research: data analysis and processing	DF	DO	FSPSE026	2	2			5					
2.	Educational and social policies	DF	DO	FSPSE027						2	1			4
3.	Educational communication	DS	DO	FSPSE052	1	1			3					
4.	Pupil Classroom/Preschool Group Management	DS	DO	FSPSE028	2	1			3					
5.	Introduction to speech therapy	DS	DO	FSPSE048	2	1			3					
6.	Specialised practice IV	DS	DO	FSPSE067				3	3					
7.	Pedagogical practice II	DS	DO	FSPSE068				3	3					
8.	Comparative pedagogy	DS	DO	FSPSE038	1	1			2					
9.	Educational entrepreneurship	DS	DOP	FSPSE041	2	1			3					
	Pedagogy of university education			FSPSE065										
	Cognitive sciences and learning			FSPSE047										
10.	Anthropology of education	DS	DOP	FSPSE069	1	2			3					
	Participatory methods in educational research,			FSPSE139										
	Community pedagogy			FSPSE070										
11.	Educational management	DS	DO	FSPSE043						2	1			3
12.	Educational counselling	DS	DO	FSPSE030						2	2			5
13.	Intercultural education	DS	DO	FSPSE044						2	1			4
14.	Practice for the bachelor thesis	DS	DO	FSPSE071									3	3
15.	Management of educational programmes and projects	DS	DOP	FSPSE031						2	1			3
	Education for sustainable development			FSPSE072										
	Educational marketing			FSPSE049										
16.	Ethics and professional deontology	DS	DOP	FSPSE039						2	1			3
	Personal and group development strategies			FSPSE040										
	Competence development and assessment			FSPSE073										
17.	Educational assistance and intervention for vulnerable groups	DS	DOP	FSPSE033						2				2
	Education and innovation in diverse educational contexts			FSPSE074										
18.	Family counselling	DS	DOP	FSPSE034						2	1			3
	Inclusive education of children with special needs			FSPSE032										

	Case management in inclusive education			FSPSE050									
Complementary subject													
19.	Elective complementary subject forming cross-competences III	DC	DOP	FSPSE035	1	1			2				
Total					12	10	6	30		16	8	3	30
Total teaching hours per week					28					27			

						Elective subjects						
					Semester I				**Semester II**			
It. no.	**Subject**	**C1**	**C2**	**Subject code**	**Number of hours/week**				**Number of credits**	**Number of hours/week**				**Number of credits**
					C	**S**	**L**	**P**		**C**	**S**	**L**	**P**	
1.	Volunteering V	DC	DFAC	FSPSE137				1	2					
2.	Volunteering VI	DC	DFAC	FSPSE138									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.>

GENERAL ASSESSMENT I
(by content criterion)

It. no.	Subject type	Total number of hours						Total		Provision for specific ARACIS standards
		1st year		2nd year		3rd year		Hours	% of total	
		Course	S/L	Course	S/L	Course	S/L			
1.	Core	14	11	6	6	4	3	44	27,16%	Minimum 20%
2.	Field (if any)									
3.	Specialist	9	11	12	20	23	23	97	59,87%	Minimum 50%
4.	Complementary	1	8	2	8	1	1	21	12,96%	Minimum 5%
	TOTAL	**24**	**31**	**20**	**34**	**28**	**27**	162	**100%**	

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		3rd year		Hours	% of total	
		Course	S/L	Course	S/L	Course	S/L			
1.	Mandatory	24	27	15	20	17	11	114	70,37%	Minimum 70%
2.	Elective	-	4	5	10	11	6	36	22,22%	Minimum 20%
3.	Optional		2	3	5		2	12	7,40%	*Not included in the calculation of totals*
	TOTAL	**24**	**31**	**20**	**30**	**28**	**17**	**162**	**100%**	

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