

**EDUCATIONAL COUNSELLING AND INTEGRATION  
MASTER PROGRAM**

**EDUCATIONAL PLAN**

Valid starting with the academic year 2022-2023

Faculty:	Sociology and Psychology Faculty
University study cycle:	Master's
Master's university study program name:	Educational counselling and integration
Name of the qualification <sup>1</sup> acquired following graduating the study program:	Educational counselling and integration Education sciences
Title granted:	Education science master's
Study duration (years):	2
Education form <sup>2</sup> :	Full-time education (IF)
Teaching language:	Romanian
Geographic location of conducting the studies:	Timisoara, Romania
Study program classification within the science field framework	
Fundamental field:	Social sciences
Science branch:	Psychology and behavioral sciences
Master's university study field:	Education Sciences
<u>Wide</u> study field name (according to DL-ISCED F-2013):	01 Education
<u>Restricted</u> study field name (according to DR-ISCED F-2013):	001 Education
<u>Detailed</u> study field name (according to DDS-ISCED F-2013):	0111 Education 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) or part-time education (IFR).

## GENERAL UNIVERSITY STUDY PROGRAM INTRODUCTION

### 1. Study program mission

The mission of the Master's program in Counselling and Educational Integration is in line with the mission of the West University of Timisoara, which is to specialize professional school counsellors and teachers working in integrated education, able to coordinate and supervise interdisciplinary educational intervention teams and complex therapies, to propose innovative curricular solutions based on empirical research.

### 2. Competences and expected learning outcomes within the study program

#### A. COMPETENCES<sup>3</sup>

Key-competences<sup>4</sup>:

- Language skills
- Science and technology skills
- Personal, social and learning to learn skills
- Civic skills
- Entrepreneurial skills
- Cultural awareness and expression skills

Professional competences<sup>5</sup>:

1. Carrying out and critically reviewing psycho-pedagogical assessments for the purpose of school guidance, planning educational intervention and monitoring the progress of the pupils/beneficiaries.
2. Carrying out and evaluating curricular developments such as individualized curricular adaptations for pupils with SEN or proposing preventive counselling and personal development programs (school counsellor).
3. Planning, implementing and critically evaluating individual, group and vocational counselling programs and psycho-pedagogical intervention plans by making methodological decisions based on empirical research results.
4. Supervision and management of interdisciplinary psycho-pedagogical intervention teams.
5. Management of the learning community - teachers, students, parents - through counselling, monitoring and supervision.
6. Conducting empirical educational research on which to base methodological decisions.

a) Personal competences:

- ability to filter information and determine its veracity
- ability to analyze and make decisions responsibly, critical and innovative thinking
- ability to manage emotions/emotional intelligence.

b) Interpersonal competences:

- Managerial

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<sup>3</sup> Competence is the demonstrated ability to select, combine and make appropriate use of personal, social and/or methodological knowledge, skills and abilities, and other acquisitions of values and attitudes, for the successful handling of a given category of work or learning situations and for effective and efficient professional or personal development.

<sup>4</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>5</sup> Occupational competences are the ability to perform the activities required in the workplace at the quality level specified in the occupational standard. They are acquired formally, i.e. by completing a programme organised by an accredited institution.

- Communication
  - Teamwork and collaboration
- c) Global citizenship competences:
- Tolerance and respect for diversity
  - Social responsibility

#### B. EXPECTED LEARNING OUTCOMES<sup>6</sup>

a) Knowledge<sup>7</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, some of which are at the forefront of knowledge in a field of work or study, as a basis for original thinking and/or research:

CIERC1. To know and critically analyze methods, techniques and procedures of specialized, cutting-edge psycho-educational assessment;

CIERC2. To argue the methodological choices made in selecting and applying the most up-to-date theories in the field of school counselling and integration;

CIERC3. To choose (differentiate) the most appropriate methodological solutions for educational support in counselling and psycho-educational intervention;

CIERC4. To theoretically ground the educational practice carried out in the school;

CIERC5. To position oneself critically in relation to an educational philosophy applicable to the management of the learning community;

CIERC6. To have advanced knowledge of educational research methodology.

b) Skills<sup>8</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:

CIERA1. To create psycho-pedagogical assessment samples that allow to know the students and monitor their progress;

CIERA2. To coordinate the interdisciplinary psycho-pedagogical assessment team in order to develop individualized educational plans;

CIERA3. To propose innovative solutions for transdisciplinary and ecological psycho-pedagogical assessment;

CIERA4. To create individualized curricular adaptations based on educational research conducted in the school;

CIERA5. To propose preventive counselling and personal development programs for the beneficiaries of the learning community (students, teachers, parents);

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<sup>6</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>7</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.

<sup>8</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.

CIERA6. To implement individual and group educational counselling programs by making methodological decisions based on empirical research results;

CIERA7. To coordinate and supervise the work of implementing psycho-pedagogical intervention in the integrated school;

CIERA8. To coordinate interdisciplinary teams of psycho-pedagogical intervention, having the role of case manager;

CIERA9. To mediate the family-school-county decision-making bodies (expert commissions);

CIERA10. To coordinate teams of class or grade level teachers;

CIERA11. To mediate relationships between members of the learning community - students, teachers, parents, decision makers;

CIERA12. To conduct educational research with transferable results in the school community;

CIERA13. To prove the effectiveness of educational and therapeutic interventions through empirical research conducted in the classroom/school.

c) Responsibility and autonomy<sup>9</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 contributing to professional knowledge and practice and/or reviewing the strategic performance of teams:

CIERAR1. To respect the professional status and code of ethics of the profession of school counsellor and teacher psychologist in the evaluations carried out;

CIERAR2. To respect the legislation in force on school inclusion, the rights of people with disabilities, the right to quality education;

CIERAR3. To effectively and ethically manage risk situations that may arise in school (pupils at risk, discrimination, stigmatization, bullying);

CIERAR4. To be responsible for the decisions and educational intervention actions taken, by being aware of the major impact of his/her actions on the development of pupils and their families;

CIERAR5. To manage the educational teams of which he/she is a member effectively and to the best benefit of the child;

CIERAR6. To manage effectively and ethically the conflict situations that may arise in school (conflicts, problem behavior, barriers in institutional communication, etc.);

CIERAR7. To respect the ethics of educational research.

### **3. Positions being able to be practiced within the labor market**

- 235903 School counsellor
- 263412 Educational psychologist
- 260506 Specialist in educational assessment of people with disabilities
- 263417 Researcher in special education psychology

### **4. Insuring flexible learning trajectories within the study program**

Flexibility in the study program is provided through optional subjects and electives. The Master's degree program Counselling and Educational Integration offers 7 optional subjects, grouped in three packages in the first three semesters of study. Students can opt for one of two or three subjects for each package. Each package includes at least one specific subject on the counselling component and one specific subject on the integration component.

Every semester students can opt for the optional subject volunteering, which is conducive to increasing social responsibility and transversal skills.

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<sup>9</sup> Responsibility and autonomy means the learner's ability to apply his/her knowledge and skills autonomously and responsibly.

## 5. Professional activity and student assessment

The rights, obligations and conditions of students' professional activity at the West University of Timisoara are regulated by the Code of Students' Rights and Obligations and the Regulation on the professional activity of undergraduate and postgraduate students, approved by the UVT Senate.

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

## 6. Study finalization exam

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 program organized at UVT consists of a dissertation examination, for which 10 credits are awarded.

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

Enrolment 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 can be held in 3 sessions, usually in July, September and February.

## 7. Training for the didactic profession (if applicable)

Students wishing to opt for a teaching career in pre-university education must also complete the Psycho-pedagogical Training Program (complementary to this study program) in order to certify their competences for the teaching profession and obtain the Certificate of Completion of this program. At 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 on a postgraduate basis. For more information, visit the link: <https://dppd.uvt.ro>.

**STUDIED SUBJECT LIST, BY STUDY YEAR AND SEMESTER**
**Study year I**

Academic year 2022-2023

No	Subject	C1	C2	Subject code	Semester I				Semester II					
					Hour number/week				Credit number	Hour number/week				Credit number
					C	S	L	P		C	S	L	P	
1.	Educational counselling (S)	Dsi	DO	FSPSECIE01	2	1			7					
2.	Psychological counselling (A)	DA	DO	FSPSECIE02	1	1			5					
3.	Teenager, young and adult psychopedagogy (A)	Dsi	DO	FSPSEM01	2	1			6					
4.	Counselling on learning process optimization (A)	DA	DO	FSPSECIE03	1	2			5					
5.	Research ethics (S)	Dsi	DO	FSPSEM02	1				2					
6.	Educational group management (A)	DA	DOP	FSPDEM03	1	1			5					
	FSPSECIE04													
7.	Psychopedagogic assessment (S)	Dsi	DO	FSPSECIE05						2	2		8	
8.	Inclusive school intervention management (S)	Dsi	DO	FSPSECIE06						1	2		6	

9.	Career counselling, vocational school orientation (A)	D A	DO	FSPDEM04						1	1			5
10.	Educational program management (A)	D A	DO	FSPDEM05						2	1			6
11.	ICT in educational organization management and in counselling activities (A)	D A	DOP	FSPDEM06						1	1			5
	Educational counsellor – professional competence and deontology (S)			FSPSECIE07										
Total					8	6			30	7	7			30
Total weekly didactic hours					14				14					
Elective subjects														
No	Subject	C1	C2	Subject code	Semester I				Credit number	Semester II				Credit number
					Hour number/week					Hour number/week				
					C	S	L	P		C	S	L	P	
1.	Volunteering I	D C	DFA C	DFCIE01			2		2					
2.	Volunteering II	D C	DFA C	DFCIE02								2		2

**Study year II**  
Academic year 2023-2024

No	Subject	C1	C2	Subject code	Semester I				Credit number	Semester II				Credit number
					Hour number/week					Hour number/week				
					C	S	L	P		C	S	L	P	
1.	Psycho-pedagogic research methodology (S)	Disi	DO	FSPDEM07	2	2			7					
2.	Specific psycho-pedagogic interventions for special need persons (A)	DA	DO	FSPSECIE08	1	1			5					
3.	Teacher and family counselling (A)	DA	DO	FSPSEM08	1	1			5					
4.	Education for cultural diversity (S)	Disi	DO	FSPSEM09	1	2			5					
5.	Educational research data analysis (S)	Disi	DO	FSPSEM10	1	1			5					
6.	Special need person and their family counselling (A)	DA	DOP	FSPSECIE09	1	1			4					
	FSPSECIE10													
7.	Differentiation and educational integration management (A)	DA	DO	FSPSEM11						1	1			6
8.	Counselling for integration (A)	DA	DO	FSPSECIE11						1	1			6
9.	Counselling for personal	DA	DO	FSPSECIE12						1	1			6



	development (A)													
10.	Pedagogic practice (A)	D A	DO	FSPSECIE 13									3	5
11.	Specialty/research practice (A)	D A	DO	FSPSECIE 14									3	4
12.	Practice for dissertation (A)	D A	DO	FSPDEM1 2									2	3
Total					7	8				30	3	3	8	30
Total weekly didactic hours					15				14					
Elective subjects														
No	Subject	C1	C2	Subject code	Semester I				Credit number	Semester II				
					Hour number/week					Hour number/week				Credit number
					C	S	L	P		C	S	L	P	
1.	Volunteering III	D C	DFA C	DFCIE03			2		2					
2.	Volunteering IV	D C	DFA C	DFCIE04								2		2

**Remark**

DF	fundamental subjects
DD	field subjects (if applicable)
DS	specialty subjects
DC	complimentary subjects
DO	mandatory subjects
DOP	optional subjects
DFAC	elective subjects
C	course-type didactic activity
S	seminary-type didactic activity
L	practical-laboratory-type didactic activity
P	practice-stage-type didactic activity