EDUCATIONAL MANAGEMENT AND CURRICULAR DEVELOPMENT 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 management and curricular development
Name of the qualification[1] acquired following graduating the study program:	Educational management and curricular development
Title granted:	Education science master's
Study duration (years):	2
Credit number (ECTS):	120
Education form[2]:	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
Wide study field name (according to DL-ISCED F-2013):	01 - Education
Restricted study field name (according to DR-ISCED F-2013):	001 - Education
Detailed study field name (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) or part-time education (IFR).

GENERAL UNIVERSITY STUDY PROGRAM INTRODUCTION

1. Study program mission

The mission of the Master's degree program 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, with the occupational standards related to the occupations Trainer, Competence Evaluator, Project Manager, Educational Designer, with the needs identified on the labor market and with the National Qualifications Framework.

2. Competences and expected learning outcomes within the study program

A. COMPETENCES[3]

Key-competences[4]:

- Multilingual skills;
- Science and technology skills;
- Personal, social and learning to learn skills;
- Civic skills;
- Entrepreneurial skills.

Professional competences[5]:

- Working with fundamental theories and concepts in the field of educational sciences and educational management;
- Educational evaluation of groups and organizations, educational projects and programs;
- Design and implementation of psycho-pedagogical interventions at group and organizational level;
- Design and implementation of educational interventions at organizational and social level;
- Design and implementation of studies and research in the field of educational sciences.

Transversal competences[6]:

a) Personal competences:

- Completion of assignments/projects that demonstrate personal autonomy, critical and entrepreneurial thinking;

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[3] 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.

[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.

[5] 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.

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

- Assumption of a variety of teamwork roles, including leadership and coordination of a group;
- 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[7]

a) Knowledge[8] - 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:

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 prism of different areas of managerial action;

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

MEDCRC5. To position him/herself argumentatively towards a pro-quality educational philosophy;

MEDCRC6. To describe the evolution of the concept of "quality" in general and "quality of education" in particular;

MEDCRC7. To make appropriate use of key concepts in educational policy and educational science, while highlighting the theories that guide different educational policy options;

MEDCRC8. 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, policy formulation, implementation and evaluation;

MEDCRC9. To know the main concepts and theories of career counselling and management;

MEDCRC10. To have an advanced knowledge of educational research methodology.

b) Skills[9] - 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

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[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. 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.

problem-solving in research and/or innovation, for developing new knowledge and procedures and for integrating knowledge from different fields:

MEDCRA1. Design effective managerial strategies;

MEDCRA2. Develop, implement and evaluate strategies in educational organizations with the aim of developing creative approaches in formulating solutions;

MEDCRA3. Apply teaching/training principles and strategies effectively in carrying out educational activities;

MEDCRA4. Identify the needs of trainees and design/adapt the training program, organizing and running it accordingly;

MEDCRA5. Propose and implement an instructional sequence, using the correct methodological steps;

MEDCRA6. 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. Apply methods and techniques used in needs analysis and construction/evaluation of educational programs, enabling them to conceptualize educational programs for any group of learners and educational needs;

MEDCRA8. Construct and evaluate educational programs, highlighting the specifics of these managerial stages;

MEDCRA9. Develop the discursive and argumentative repertoire for designing, implementing and evaluating the impact of educational programs tailored to learners' needs and interests;

MEDCRA10. Develop indicators on the quality of education at the level of the educational organization;

MEDCRA11. Design, organize, coordinate, monitor and evaluate different educational options from the point of view of the valorization of school autonomy and educational partnerships to promote different educational offers, in order to valorize the non-formal and informal learning of learners, respectively their interests and individuality;

MEDCRA12. Critically analyze educational policy documents, from the perspective of the way they respond to the problem they address, from the perspective of coherence of thinking and strategic planning;

MEDCRA13. Design and implement educational interventions at organizational and social level;

MEDCRA14. Apply general principles, strategies, methods and concrete techniques of school and career guidance and career management;

MEDCRA15. Plan, implement and evaluate educational programs of classroom management;

MEDCRA16. Plan, implement and evaluate educational programs of management of extracurricular educational activities;

MEDCRA17. Use digital and on-line tools in the development and implementation of management planning documents.

c) Responsibility and autonomy[10] - 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:

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

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

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 context of work and life centered on values, ethics and social responsibility;

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

MEDCRAR5. To respect the ethics of educational research.

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

- Trainer - COR Code 242401
- Vocational Skills Assessor - COR Code 242405
- Project Manager - COR Code 242101

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 Educational Management and Curriculum Development 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. The optional subjects offered to students in this program are: Management of the educational group, Management of change and problem solving in educational organizations, Educational marketing, ICT in management of educational organizations and in counselling activities, Management of material and financial resources, Management of extracurricular educational activities and Management of public relations and partnerships.

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

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 Hour number/week C	S	L	P	Credit number	Semester II Hour number/week C	S	L	P	Credit number
1.	Educational organization management (S)	DA	DO	FSPSEMED01	2	2			7					
2.	Education science field didactics – modern development (A)	DA	DO	FSPSEMED02	2	1			6					
3.	Teenager, young and adult psycho-pedagogy (A)	Dsi	DO	FSPSEM01	2	1			6					
4.	Organizational culture and educational leadership (A)	DSi	DO	FSPSEMEDC03	1	1			4					
5.	Research ethics (S)	Dsi	DO	FSPSEM02	1				2					
6.	Educational group management (A)	DA	DOP	FSPDEM03	1	1			5					
	Change management and educational organization problem solving (S)			FSPSEMEDC04										
7.	Curriculum management (S)	DA	DO	FSPSEMEDC05						2	1			6

No.	Subject	C1	C2	Subject code	C	S	L	P	Credit	C	S	L	P	Credit
8.	Career counselling, vocational school orientation (A)	DA	DO	FSPSEM04						1	1			5
9.	Educational program management (A)	DA	DO	FSPDEM05						2	1			6
10.	Education quality management (S)	DSi	DO	FSPSEMEDC06						1	1			4
11.	Educational law and policies (S)	DA	DO	FSPSEMEDC07						1	1			4
12.	Educational marketing (A)	DA	DOP	FSPSEMEDC08						1	1			5
	ICT in educational organization management and in counselling activities (A)			FSPDEM06										
	Material and financial resource management (S)			FSPSEMEDC09										
Total					9	6			30	8	6			30
Total weekly didactic hours					15					14				

Elective subjects

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.	Volunteering I	DC	DFAC	DFMEDC01			2		2					
2.	Volunteering II	DC	DFAC	DFMEDC02								2		2

Study year II
Academic year 2023-2024

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.	Psycho-pedagogic research methodology (S)	Dsi	DO	FSPDEM07	2	2			7					
2.	Human resource and personal development management (S)	DSi	DO	FSPSEMEDC10	1	2			4					
3.	Teacher and family counselling (A)	DA	DO	FSPSEM08	1	1			5					
4.	Education for cultural diversity (S)	Dsi	DO	FSPSEM09	1	2			5					
5.	Educational research data analysis (S)	Dsi	DO	FSPSEM10	1	1			5					
6.	Extracurricular educational activity management (A)	DA	DOP	FSPSEMEDC11	1	1			4					
	Public relation and partnership management (A)			FSPSEMEDC12										
7.	Differentiation and educational integration management (A)	DA	DO	FSPSEM11						1	1			6

No.	Subject	C1	C2	Subject code	C	S	L	P	Credit	C	S	L	P	Credit
8.	Project management (A)	DA	DO	FSPSEMEDC13						1	1			6
9.	Competence identification and assessment (S)	DA	DO	FSPSEMEDC14						1	1			6
10.	Pedagogic practice (A)	DA	DO	FSPSEMEDC15								3		5
11.	Specialty/research practice (A)	DA	DO	FSPSEMEDC16								3		4
12.	Practice for dissertation (A)	DA	DO	FSPDEM12								2		3
Total					7	9			30	3	3	8		30
Total weekly didactic hours					16					14				

Elective subjects

No.	Subject	C1	C2	Subject code	Semester I Hour number/week				Credit number	Semester II Hour number/week				Credit number
					C	S	L	P		C	S	L	P	
1.	Volunteering III	DC	DFAC	DFCIE03			2		2					
2.	Volunteering IV	DC	DFAC	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