PEDAGOGY BACHELOR PROGRAM

EDUCATIONAL PLAN
TRANSCRIPT OF TRAINING
Valid starting with the academic year 2022-2023

Faculty:	Sociology and Psychology Faculty
University study cycle:	Bachelor's
Bachelor's university study program name:	Pedagogy
Name of the qualification[1] acquired following graduating the study program:	Pedagogy
Title granted:	Education science bachelor
Study duration (years):	3 years
Credit number (ECTS):	180
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
Bachelor'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):	011 - 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[3]

The mission of the Bachelor's degree program 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 for the design and implementation of any teaching and training act, regardless of age, educational institution or educational context, formal or non-formal.

2. Competences and expected learning outcomes within the study program

A. COMPETENCES[4]

Key-competences[5]:

CC1. Literacy skills;

CC2. Multilingual skills;

CC3. Personal, social and learning to learn skills.

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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 the 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, as well as the exploitation and dissemination of their results;

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

UVT assumes its own mission as a catalyst for the development of Romanian society by creating an innovative and participative 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 UVT's mission is embodied in (article 6 of the UVT Charter):

- promotion of scientific research, literary-artistic creation and sports performance;
- initial and continuous training of qualified and highly qualified human resources;
- development of critical thinking and creative potential of the members of the university community;
- creation, hoarding and dissemination of the values of human culture and civilization;
- promotion of multicultural, multilingual and interfaith interferences;
- affirmation of Romanian culture and science in the world circuit of values;
- development of the Romanian society within the framework of a free and democratic state based on the rule of law.

[4] 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.

[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.

Professional competences[6]:

CP1. Designing educational programs adapted to different levels and target groups;

CP2. Implementing educational programs;

CP3. Evaluation of educational programs;

CP4. Management of educational groups and projects;

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

CP6. Development and promotion of professional practices specific to the specialist in educational sciences.

Transversal competences[7]:

a) Personal competences:

CT1. The use of 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 programs in Education Sciences.

c) Global citizenship competences:

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

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, imply 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, techniques and alternative scenarios in design; psycho-social particularities of educational groups, educational software;

- PRC1.2. The student will be able to analyze, interpret and correlate intra-/interdisciplinary pedagogical knowledge suitable for macro/medium/micro design of educational and training activities and teaching materials;

- PRC2.1. The learner will be able to identify and use concepts, models and strategies from education and training in the processual approach to educational programs;

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[6] 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.

[7] 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.

[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.

- PRC2.2. The learner will be able to explain and interpret educational/training situations/contexts and methods of converting knowledge, skills, attitudes into pedagogical instruction/training plans/scenarios;
- PRC2.3. The student will be able to establish critical correlations between fundamental theories and models of learning and specific educational situations;
- PRC3.1. The student will be able to identify and compare specific theories, models, methods, techniques and tools of educational evaluation;
- PRC4.1. The student will be able to interpret adequately concepts, theories and methodologies specific to group and project management in education;
- PRC4.2. The student will be able to explain and interpret different pedagogical theories, models and contexts from the perspective of educational management;
- PRC5.1. The student will be able to analyze specific concepts, theories, models, techniques of counselling, guidance and psycho-pedagogical assistance to different categories of individuals/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 specialized field of work or study:

- PRA1.1. The student will be able to adapt and use appropriately the models of designing educational/training activities, adapted to the specific target group;
- PRA1.2. The student will be able to adapt and use appropriately the evaluation methodologies, in relation to specific norms, criteria and standards in the analysis and assessment of 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 instructional/training strategies in carrying out educational activities;
- PRA2.2 The student will be able to use standard methods and criteria for evaluating the quality of theories, models, instructional strategies and the educational process;
- PRA2.3. The student will be able to develop educational programs, alternative teaching scenarios and micro-projects of action research in the field of instruction/continuing education;
- PRA3.1. The student will be able to analyze, interpret and explain the results obtained from performance evaluation at individual and institutional level;
- PRA3.2. The student will be able to apply basic methodologies, techniques and tools specific to the assessment of learning outcomes in different educational/continuing professional development contexts;

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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.

- PRA3.3. The student will be able to develop assessment strategies that include alternative tools/samples 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 assessment methods, tools and processes;
- PRA4.1. The learner will be able to apply management knowledge of school group management, organize and use resources efficiently in educational projects/programs and use methods and techniques to solve educational crisis situations;
- PRA4.2. The learner will be able to use standard methods of evaluation and identification of managerial progress or dysfunctions in educational activities with young people/adults and develop optimal solutions to make processes more efficient;
- PRA4.3. The student will be able to create educational projects/programs concerning the efficient organization of the learning environment and resources developed according to the principles and functions specific to educational management;
- PRA5.1. The student will be able to analyze and interpret different educational contexts using scientific concepts, paradigms and theories concerning counselling, guidance and psycho-pedagogical assistance to people with differentiated educational needs;
- PRA5.2. The student will be able to apply principles and methodologies specific to the knowledge of the personality of students and adults in the appropriate implementation of counselling, guidance and psycho-pedagogical assistance of people with differentiated 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 the evaluation of the degree of appropriateness and effectiveness of counselling, guidance and psycho-pedagogical assistance activities;
- PRA5.4. The student will be able to develop projects/programs for counselling, guidance and psycho-pedagogical assistance to persons with differentiated educational needs and for the knowledge of the personality of students/adults;
- PRA6.1. The student will be able to use specific knowledge and results of pedagogical research appropriately in the analysis of professional work;
- 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 results of educational research and make appropriate use of methods and criteria for evaluation and self-evaluation, and analysis of feed-back obtained for objective assessment of the quality of own work;
- PRA6.4. The student will be able to develop good professional practice and participate in the development of research projects, respecting specific methodological principles and norms.

c) Responsibility and autonomy[11] - According to the European Qualifications Framework (EQF), the learning outcomes related to level 6 qualifications, corresponding to undergraduate studies, involve managing complex technical or professional activities or projects, taking responsibility for making decisions in unpredictable work or study situations and taking responsibility for managing the professional development of individuals and groups:

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

- 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 Education Sciences;
- PRRA2. The student will be able to cooperate effectively in interdisciplinary professional teams specific to projects and programs in the field of Educational Sciences;
- PRRA3. The student will be able to use effective lifelong learning methods and techniques for training and continuing professional development.

3. Positions being able to be practiced within the labor market
- Secondary school teacher - COR code 233002
- School counsellor - COR code 235903
- Research assistant in pedagogy - COR code 235102

4. Insuring flexible learning trajectories within the study program

Flexible learning pathways within the Pedagogy study program are provided by offering 9 optional subject packages, which include: Non-formal Education and Community Development, Creative Psycho-pedagogy, Digital Play Pedagogy, Digital Education, Remedial Pedagogy, Educational Alternatives, Education of High Ability Children, Educational Entrepreneurship, Pedagogy of Undergraduate Education, Cognitive Science and Learning, Anthropology of Education, Participatory Methods in Educational Research, Community Pedagogy, Management of educational programs 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 ESC, Case management in inclusive education.

Students can opt for one of two or three subjects per package.

The elective subjects offered are Entrepreneurship Skills and Entrepreneurship Skills - Practical Applications.

At the West University of Timisoara, all the curricula of the undergraduate degree programs 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 they are studying (the offer of complementary subjects that generate transversal competences for students of the undergraduate degree programs at UVT can be consulted on www.dct.uvt.ro). In addition, all the curricula of the undergraduate degree programs also contain the compulsory four-semester Physical Education subject, with students having the possibility to choose from a wide range of sports subjects each semester.

In accordance with the provisions of the Regulation on the development of curricula for study programs at the West University of Timisoara, in order for students to receive credits for volunteering activities under the provisions of the National Education Act no. 1/2011, as amended (article 203, paragraph (9)), the subject Volunteering is available every semester in the curricula of all undergraduate and master's degree programs, with the status of optional subject, with a number of 2 ECTS credits.

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 bachelor's and master's degree studies at the West University of Timisoara, approved by the UVT Senate, the examination for the completion of bachelor's degree studies in any bachelor's degree program organized at UVT consists of two tests:

- test 1 of evaluation of fundamental and specialized knowledge: 5 credits;
- test 2 of elaboration and presentation of the results of the bachelor's thesis: 5 credits.

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

For the Pedagogy degree program, the psycho-pedagogical subjects related to the Psycho-pedagogical Training Program 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 (Fundamentals of Pedagogy and Curriculum Theory and Methodology, 2-2, 2-2, 10 credits, year I);
- Pedagogy II (Theory and Methodology of Instruction, Theory and Methodology of Evaluation, 2-2, 2-2, 10 credits, year II);
- Classroom Management (Classroom/Preschool Group Management, 2-1, 3 credits, year III);
- Specialty Teaching (Specialty Teaching, 2-2, 5 credits, year III);
- Computer-assisted instruction 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 Bachelor's degree program in Pedagogy students do not have to complete the Psycho-pedagogical Training Program for the Certification of Competences for the Teaching Profession, Level I, in order to enter the teaching profession.

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.	Pedagogy fundamentals	DF	DO	FSPSE001	2	2			5					
2.	Psychology fundamentals	DF	DO	FSPSE002	2	2			5					
3.	Educational paradigm history	DF	DO	FSPSE04	2	1			4					
4.	Education philosophy	DF	DO	FSPSE051	2	1			5					
5.	Special psycho-pedagogy fundamentals	DF	DO	FSPSE003						2	2			4
6.	Curriculum theory and methodology	DF	DO	FSPSE005						2	2			5
7.	Social pedagogy introduction	DF	DO	FSPSE006						2	1			3
8.	Development psychology	DS	DO	FSPSE009	2	2			4					
9.	Learning theories, methods and techniques	DS	DO	FSPSE007	1	1			2					
10.	Informational and communication technologies	DS	DO	FSPSE053	1		1		3					
11.	Education psychology	DS	DO	FSPSE008						2	2			5
12.	Computer-assisted instruction	DS	DO	FSPSE010						1		1		4
13.	Education sociology	DS	DO	FSPSE054						2	2			5
14.	Specialty practice I	DS	DO	FSPSE055									2	2
15.	Foreign language I	DC	DOP	FSPSE011		2			2					
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 orientation	DC	DO	FSPSE015		1			1					
20.	Academic ethics, integrity and writing	DC	DO	FSPSE016	1	1			2					
Total					13	13 + 1	1		30 + 4	11	12	1	2	30 + 1
Total weekly didactic hours					27 + 1					26				
Elective subjects														
No.	Subject	C1	C2		Semester I					Semester II				

				Subject code	Hour number/week				Credit number	Hour number/week				Credit number
					C	S	L	P		C	S	L	P	
1.	Volunteering I	DC	DFAC	FSPSE133				1	2					
2.	Volunteering II	DC	DFAC	FSPSE134						1				2

Remark

C1	content criterion
C2	obligation criterion
DF	fundamental subjects
DD	field subjects (if applicable)
DS	specialty subjects
DC	complimentary subjects
DO	mandatory subjects
DOP	optional subjects
DFAC	elective subjects
CP	professional competence
CT	transversal competence
C	course-type didactic activity
S	seminary-type didactic activity
L	practical-laboratory-type didactic activity
P	practice-stage-type didactic activity

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.	Instruction theory and methodology	DF	DO	FSPSE017	2	2			5					
2.	Assessment theory and methodology	DF	DO	FSPSE018						2	2			5
3.	Education science research methodology	DF	DO	FSPSE019						2	2			5
4.	Education science didactics	DS	DO	FSPSE056	2	2			5					
5.	Adult education	DS	DO	FSPSE057	2	1			5					
6.	Specialty practice II	DS	DO	FSPSE058				4	3					
7.	Civic and social education theory and practice	DS	DO	FSPSE059	2	2			4					
8.	Non-formal education and common development	DS	DOP	FSPSE029	1	1			2					
	Creativity psycho-pedagogy			FSPSE042										
9.	Early education	DS	DO	FSPSE045	1	1			2					
10.	Work place education and training	DS	DO	FSPSE060						2	1			4
11.	Pedagogic practice I	DS	DO	FSPSE061									3	4
12.	Specialty practice II	DS	DO	FSPSE062									2	3
13.	Digital game pedagogy	DS	DOP	FSPSE063						1		2		3
	Digital education			FSPSE064										
14.	Remedial pedagogy	DS	DOP	FSPSE066						1	1			2
	Educational alternatives			FSPSE037										
	High ability child education			FSPSE036										
15.	Optional complementary subject forming transversal competences I	DC	DOP	FSPSE020	1	1			2					
16.	Optional complementary subject forming transversal 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					

No.	Subject	C1	C2	Subject code	C	S	L	P	30 + 1	C	S	L	P	30 + 1
20.	Physical education IV	DC	DO	FSPSE025							1			1
Total					11	13		4	30 + 1	9	10	2	5	30 + 1
Total weekly didactic hours					28					26				

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 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

Remark

C1	content criterion
C2	obligation criterion
DF	fundamental subjects
DD	field subjects (if applicable)
DS	specialty subjects
DC	complimentary subjects
DO	mandatory subjects
DOP	optional subjects
DFAC	elective subjects
CP	professional competence
CT	transversal competence
C	course-type didactic activity
S	seminary-type didactic activity
L	practical-laboratory-type didactic activity
P	practice-stage-type didactic activity

Study year III
Academic year 2024-2025

No.	Subject	C1	C2	Subject code	Semester I				Credit number	Semester II				Credit number
					C	S	L	P		C	S	L	P	
Fundamental/field subjects														
1.	Educational research – data operation and interpretation	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.	Form/group management	DS	DO	FSPSE028	2	1			3					
5.	Speech therapy introduction	DS	DO	FSPSE048	2	1			3					
6.	Specialty practice IV	DS	DO	FSPSE067				3	3					
7.	Pedagogic practice II	DS	DO	FSPSE068				3	3					
8.	Compared pedagogy	DS	DO	FSPSE038	1	1			2					
9.	Educational entrepreneurship	DS	DOP	FSPSE041	2	1			3					
	University education pedagogy			FSPSE065										
	Cognitive and learning sciences			FSPSE047										
10.	Education anthropology	DS	DOP	FSPSE069	1	2			3					
	Educational research participative methods			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.	Bachelor practice	DS	DO	FSPSE071									3	3
15.	Educational program and project management	DS	DOP	FSPSE031						2	1			3
	Durable development education			FSPSE072										
	Educational marketing			FSPSE049										
16.	Professional ethics and deontology	DS	DOP	FSPSE039						2	1			3
	Personal and group development strategies			FSPSE040										

No.	Subject	C1	C2	Subject code	C	S	L	P	Credit	C	S	L	P	Credit
	Competence development and assessment			FSPSE073										
17.	Vulnerable group educational assistance and intervention	DS	DOP	FSPSE033						2				2
	Various educational context education and innovation			FSPSE074										
18.	Family counselling	DS	DOP	FSPSE034						2	1			3
	SEN child inclusive education			FSPSE032										
	Inclusive education case management			FSPSE050										
Complementary subjects														
19.	Optional complementary subject forming transversal competences III	DC	DOP	FSPSE035	1	1			2					
Total					12	10		6	30	16	8		3	30
Total weekly didactic hours					28					27				
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 V	DC	DFAC	FSPSE137				1	2					
2.	Volunteering VI	DC	DFAC	FSPSE138									1	2

Remark

C1	content criterion
C2	obligation criterion
DF	fundamental subjects
DD	field subjects (if applicable)
DS	specialty subjects
DC	complimentary subjects
DO	mandatory subjects
DOP	optional subjects
DFAC	elective subjects
CP	professional competence
CT	transversal competence
C	course-type didactic activity
S	seminary-type didactic activity
L	practical-laboratory-type didactic activity
P	practice-stage-type didactic activity

GENERAL ROUND-UP I (according to the content criterion)

No.	Subject type	Total hour number						Total		Specific standard ARACIS provision
		Year I		Year II		Year III		Hours	% of total	
		Course	S/L	Course	S/L	Course	S/L			
1.	Fundamental	14	11	6	6	4	3	44	26.99%	At least 20%
2.	Field (if applicable)									
3.	Specialty	9	11	12	20	23	23	98	60.12%	At least 50%
4.	Complementary	1	8	2	8	1	1	21	12.88%	At least 5%
TOTAL		24	31	20	34	29	27	163	100%	

GENERAL ROUND-UP II (according to the obligation criterion)

No.	Subject type	Total hour number						Total		Specific standard ARACIS provision
		Year I		Year II		Year III		Hours	% of total	
		Course	S/L	Course	S/L	Course	S/L			
1.	Mandatory	24	27	15	20	17	11	114	70.37%	At least 70%
2.	Optional		4	5	10	11	6	36	22.22%	At least 20%
3.	Elective		2	3	5		2	12	7.40%	Is not calculated for the total
TOTAL		24	31	20	30	28	17	162	100%	