

PRIMARY AND PRESCHOOL PEDAGOGY BACHELOR PROGRAM

EDUCATIONAL PLAN

Valid starting with the academic year 2022-2023

Faculty:	Sociology and Psychology Faculty
University study cycle:	Bachelor's
Bachelor's university study program name:	Elementary and pre-school education pedagogy
Name of the qualification ¹ acquired following graduating the study program:	Elementary and pre-school education pedagogy
Title granted:	Elementary and pre-school education pedagogy 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

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 mission³

The mission of the Pedagogy of Primary and Pre-school Education program is in line with the mission of the West University of Timisoara to train specialists in education, with a focus on professionalizing specialists to work with primary and pre-school students. The program develops professional competences necessary for the realization, planning and implementation of education and training programs for children and students in pre-school and primary education.

2. Competences and expected learning outcomes within the study program

A. COMPETENCES⁴

Key-competences⁵:

CC1. Literacy skills;

CC2. Personal, social and learning to learn skills;

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.

CC3. Cultural awareness and expression skills;

CC4. Civic competences.

Professional competences⁶:

CP1. Designing training or educational programs adapted to different age/training levels and different target groups;

CP2. Carrying out activities specific to the instructional-educational process in primary and pre-school education;

CP3. Evaluation of learning processes, outcomes and progress of pre-school/early school age children;

CP4. Managerial approach to the preschool/early school age group, the educational process and the learning/social integration activities specific to the age of the target group;

CP5. Counselling, guidance and psycho-pedagogical assistance to various categories of persons/educational groups (pre-school/toddler/pupils, families, teachers, staff, etc.);

CP6. Self-evaluation and continuous improvement of professional practices and career development.

Transversal competences⁷:

a) Personal competences:

CT1. Flexibility and adaptability;

CT2. Perseverance and autonomy;

CT3. Integrity and self-respect.

b) Interpersonal competences:

CT4. Organization;

CT5. Teamwork and collaboration;

CT6. Sociability and collegiality;

CT7. Empathy and compassion.

c) Global citizenship competences:

CT8. Accountability;

CT9. Tolerance and respect for diversity;

CT10. Awareness and open attitude.

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B. EXPECTED LEARNING OUTCOMES⁸

a) Knowledge⁹ - 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:

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.

- PPRC1. The student will be able to explain and critically interpret relevant theories of human development and learning, the laws of psychological processes and the psychological characteristics of pre-school and primary school children;
- PPRC2. The student will be able to critically analyze and interpret the contents of the subjects/fields/disciplines they teach;
- PPRC3. The student will be able to present and explain the principles of planning and organizing group and individual activities designed to facilitate the development of children/students in terms of motor skills, cooperation, social skills, confidence;
- PPRC4. The learner will be able to present, classify and interpret in terms of appropriateness and effectiveness, the main methods and tools for assessing the academic progress of children/young learners;
- PPRC5. The learner will be able to explain, demonstrate and interpret a variety of effective preschool/classroom management strategies;
- PPRC6. The student will be able to explain ways of interacting, both horizontally and vertically, with both direct beneficiaries, parents and children/students, and with peers or the community;
- PPRC7. The student will be able to identify and classify the main methods of educational research according to the principle of compatibility with qualitative and quantitative paradigms.

b) Skills¹⁰ - 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:

- PPRA1. The student will be able to assess the level of development of the targeted competences and formulate the learning needs of students with disabilities;
- PPRA2. The learner will be able to plan long, medium and short term activities, taking into account curricular specifications;
- PPRA3. The learner will be able to interact with pre-school/early school age children, individually and in groups, using a variety of teaching strategies, adapted to the learning needs of the children/students;
- PPRA4. The learner will be able to observe and monitor children/pupils to assess progress and identify areas of development or factors hindering children/pupils' progress;
- PPRA5. The learner will be able to collect and use relevant data in order to monitor progress, set targets to be achieved and appropriate sequences of lessons/activities;
- PPRA6. The learner will be able to apply a varied repertoire of strategies for leading groups of learners effectively, using learner-friendly approaches based on the principles of learner engagement and motivation;
- PPRA7. The learner will be able to communicate effectively with parents or other professionals about pupils' progress, children's future developmental directions and well-being;

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.

- PPRA8. The learner will be able to design activities in partnership with various institutions in the community, harnessing broad educational goals;
- PPRA9. The student will be able to integrate evidence-based research data conducted by him/her, research data from the literature and the findings of his/her own reflections in order to make teaching activities more effective.

c) Responsibility and autonomy¹¹ - 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:

- PPRRA1. Takes responsibility for own continuous professional development process and positively integrates feed-back from learners, parents, teachers;
- PPRRA2. Promotes non-discrimination and equity in society;
- PPRRA3. Respects the code of ethics of the teaching profession and professional ethics;
- PPRRA4. Reflects systematically on the effectiveness of activities carried out and approaches implemented;
- PPRRA5. Initiates and conducts own research projects with the aim of validating or empirically testing own research projects aimed at different educational approaches.

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

- Primary school teacher - COD COR 234101
- Pre-school teacher - COD COR 234201

4. Insuring flexible learning trajectories within the study program

Flexible learning pathways within the Primary and Early Childhood Pedagogy program are provided by offering 7 optional subject packages, which include Non-Formal Education and Community Development, Creative Psycho-pedagogy, Education of High Ability Children, Ethics and Ethics of Teaching, Personal and Group Development Strategies, Educational Alternatives, Digital Education, Educational Research: Data analysis and processing, Design of afterschool activities, Educational and social policies, Educational counselling, Education and innovation in diverse educational contexts, Family counselling, Management of educational programs and projects, Intercultural 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

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

(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 undergraduate degree program in Early Childhood and Primary Education Pedagogy, 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, 17-13, 37 credits, year II and III);
- Computer-assisted instruction 1-1, 2 credits, year I;
- Pedagogical practice I (Pedagogical practice primary and preschool education, 12 hours, 10 credits, year I and II);
- Pedagogical practice (Pedagogical practice primary and preschool education, 13 hours, 13 credits, year III).

Thus, for the Bachelor's degree program in Primary and Early Childhood Education, 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	FSPSE004	2				2					
4.	Special psycho-pedagogy fundamentals	DF	DO	FSPSE003						2	2		4	
5.	Curriculum theory and methodology	DF	DO	FSPSE005						2	2		5	
6.	Social pedagogy introduction	DF	DO	FSPSE006						2	1		3	
7.	Development psychology	DS	DO	FSPSE009	2	2			4					
8.	Learning theories, methods and techniques	DS	DO	FSPSE007	1	1			2					
9.	Play psycho-pedagogy	DS	DO	FSPSE041	1	1			2					
10.	Early education	DS	DO	FSPSE045	1	1			2					
11.	Romanian language	DS	DO	FSPSE077	2	2			4					
12.	Elementary and pre-school education pedagogic practice	DS	DO	FSPSE079				2	2					
13.	Mathematics – elementary and pre-school education	DS	DO	FSPSE075						2	2		4	
14.	Education psychology	DS	DO	FSPSE008						2	2		5	
15.	Computer-assisted instruction	DC	DO	FSPSE010						1		1	2	
16.	Children literature	DS	DO	FSPSE078						1	2		3	
17.	Elementary and pre-school pedagogic practice	DS	DO	FSPSE079								2	2	
Complementary subjects														
18.	Foreign language I	DC	DOP	FSPSE011		2			2					
	Foreign language II	DC	DOP	FSPSE012						2			2	
19.	Physical education I	DC	DO	FSPSE013				1	1					
	Physical education II	DC	DO	FSPSE014								1	1	

20.	Professional counselling and career orientation	DC	DO	FSPSE015		1			1					
21.	Academic ethics, integrity and writing	DC	DO	FSPSE016	1	1			2					
TOTAL					14	14 + 1		3	30 + 4	12	13	1	2 + 1	30 + 1
Total weekly didactic hours					31 + 1				29 + 1					
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	FSPSE133				1	2					
2.	Volunteering II	DC	DFAC	FSPSE134						1				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					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.	Pre-school education mathematical activity didactics	DS	DO	FSPSE080	2	1			3					
5.	Elementary education mathematics didactics	DS	DO	FSPSE081	2	2			4					
6.	Language and communication field didactics (pre-school education)	DS	DO	FSPSE082	2	1			3					
7.	Plastic education and plastic education didactics (pre-school and elementary education)	DS	DO	FSPSE083	1	1			3					
8.	Pre-school education pedagogic practice	DS	DO	FSPSE084				4	3					
9.	Physical and psychomotor education didactics (pre-school and elementary education)	DS	DO	FSPSE086	1	1			3					
10.	Non-formal education and common development	DS	DOP	FSPSE029	1	1			2					
	Creativity psycho-pedagogy*			FSPSE042										
11.	Music and musical education didactics	DS	DO	FSPSE087						2	1			3
12.	Elementary and pre-school education pedagogy	DS	DO	FSPSE090						1	1			3
13.	Elementary education pedagogic practice	DS	DO	FSPSE088									4	3
14.	Romanian language and literature didactics –	DS	DO	FSPSE085						2	1			3

	elementary education														
15.	High ability child education*	DS	DOP	FSPSE036						1	1			2	
	Pedagogic ethics and deontology			FSPSE039											
	Personal and group development strategies			FSPSE040											
16.	Educational alternatives*	DS	DOP	FSPSE037						1	1			2	
	Digital education			FSPSE064											
17.	Optional complementary subject forming transversal competences I	DC	DOP	FSPSE020	1	1			2						
18.	Optional complementary subject forming transversal competences II	DC	DOP	FSPSE021						1	1			2	
19.	Foreign language III	DC	DOP	FSPSE022		2			2						
	Foreign language IV			FSPSE023							2				2
20.	Physical education III	DC	DO	FSPSE024				1	1						
21.	Physical education IV	DC	DO	FSPSE025									1	1	
TOTAL					12	12		4	30	12	12		4	30	
Total weekly didactic hours					28 + 1				28 + 1						
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 III	DC	DFAC	FSPSE135				1	2						
2.	Volunteering IV	DC	DFAC	FSPSE136									1	2	
3.	Entrepreneurship competences	DC	DFAC	FSPSE139	1	1			2						
4.	Entrepreneurship competences – practical applications	DC	DFAC	FSPSE140								2		2	

*Of the optional subject packages 1 of the 2 is chosen, each semester.

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				Semester II					
					Hour number/week				Credit number	Hour number/week				Credit number
					C	S	L	P		C	S	L	P	
1.	Romanian literature	DF	DO	FSPSE076	1	1			3					
2.	Mathematics – elementary and pre-school	DF	DO	FSPSE075	1	1			3					
3.	Form/group management	DS	DO	FSPSE028	2	1			3					
4.	Technological education didactic	DS	DO	FSPSE091	1	1			2					
5.	History and history didactics	DS	DO	FSPSE092	1	1			3					
6.	Pre-school education pedagogic practice I	DS	DO	FSPSE093				3	3					
7.	Educational research: data analysis and operation*	DS	DOP	FSPSE026	2	2			3					
	After-school-type activity design			FSPSE089										
8.	Elementary education pedagogic practice I	DS	DO	FSPSE094				3	4					
9.	Man and society field didactics (pre-school and elementary education)	DS	DO	FSPSE095	1	2			3					
10.	SEN child inclusive education	DS	DO	FSPSE032						2			3	
11.	Educational management	DS	DO	FSPSE043						2	1		3	
12.	Geography and geography didactics	DS	DO	FSPSE096						1	1		3	
13.	Sciences and Science field didactics (pre-school and elementary education)	DS	DO	FSPSE097						1	1		3	
14.	Pre-school education pedagogic practice II	DS	DO	FSPSE098								3	3	
15.	Elementary education pedagogic practice II	DS	DO	FSPSE099								4	3	
16.	Bachelor's paper elaboration practice	DS	DO	FSPSE100								3	3	

17.	Educational and social policies	DS	DOP	FSPSE027						2	1			3
	Educational counselling*			FSPSE030										
18.	Various educational context education and innovation	DS	DOP	FSPSE074						2	1			3
	Family counselling*			FSPSE034										
19.	Educational program and project management*	DS	DOP	FSPSE031						2	1			3
	Intercultural education			FSPSE044										
20.	Optional complementary subject forming transversal competences III	DC	DOP	FSPSE032	1	1			2					
TOTAL					10	10		6	30	12	6		10	30
Total weekly didactic hours					26					28				
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 V	DC	DFAC	FSPSE137				1	2					
2.	Volunteering VI	DC	DFAC	FSPSE138									1	2

*Of the optional subject packages 1 of the 2 is chosen, each semester.

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	12	9	6	6	2	2	37	22.28%	At least 20%
2.	Field (if applicable)									
3.	Specialty	13	18	16	20	18	25	110	66.26%	At least 50%
4.	Complementary		9	2	6	1	1	19	11.44%	At least 5%
TOTAL			36	24	32	21	28	166	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	25	27	19	23	14	25	132	79.52%	At least 70%
2.	Optional		4	5	9	9	7	34	20.48%	At least 20%
3.	Elective		2	2	2		2			Is not calculated for the total
TOTAL		25	31	24	32	23	32	166	100%	