

SYLLABUS

1. Data about the program of study

1.1 Institution	The Technical University of Cluj-Napoca
1.2 Faculty	Faculty of Automation and Computer Science
1.3 Department	Computer Science
1.4 Field of study	Computer Science and Information Technology
1.5 Cycle of study	Masters
1.6 Program of study / Qualification	AIV, CE, DS / Masters
1.7 Form of education	Full time

2. Data about the subject

2.1 Subject name	Volunteering 1/3				Subject code	301 / 303
2.2 Course responsible / lecturer	Faculty Volunteering Comitee					
2.3 Teachers in charge of seminars / Laboratory / project	Faculty Volunteering Comitee					
2.4 Year of study	I/II	2.5 Semester	1	2.6 Type of assessment (E - exam, C - colloquium, V – verification)	V	
2.7 Subject category	Formative category: DF – fundamental, DS – speciality, DC – complementary					DC
	Optionality: DOB – mandatory, DOP – optional (alternative), DFA – optional (free choice)					DFA

3. Estimated total time

3.1 Number of hours per week	1	of which:	Course	-	Seminars	1	Laboratory	-	Project	-
3.2 Number of hours per semester	14	of which:	Course	-	Seminars	14	Laboratory	-	Project	-
3.3 Individual study:										
(a) Manual, lecture material and notes, bibliography										-
(b) Supplementary study in the library, online and in the field										-
(c) Preparation for seminars/laboratory works, homework, reports, portfolios, essays										-
(d) Tutoring										-
(e) Exams and tests										-
(f) Other activities: Volunteering internship within a student organization at TUCN										36
3.4 Total hours of individual study (suma (3.3(a)...3.3(f)))						36				
3.5 Total hours per semester (3.2+3.4)						50				
3.6 Number of credit points						2				

4. Pre-requisites (where appropriate)

4.1 Curriculum	-
4.2 Competence	-

5. Requirements (where appropriate)

5.1. For the course	
5.2. For the applications	- the existence of an institutional agreement between TUCN and the NGO - the implementation by the NGO of projects that allow the involvement of TUCN student volunteers

6. Specific competence

6.1 Professional competences	In accordance with the specific characteristics of each faculty
6.2 Cross competences	1. Communication in the mother tongue – the ability to express and interpret concepts, thoughts, feelings, facts and opinions both orally and in writing (listening, speaking, reading and writing), and to interact linguistically in an appropriate and creative manner across a full range of cultural and social contexts 2. Communication in foreign languages – which, in addition to the main dimensions of communication skills in the mother tongue, also involves mediation skills and intercultural understanding. The level of proficiency depends on several factors and on the ability to listen, speak, read and write 3. Mathematical competence and basic competences in science and technology – the ability to develop and apply mathematical thinking in order to solve a range of problems in everyday situations, with emphasis on process, activity and knowledge. Basic competences in science and technology refer to the mastery, use and application of knowledge and methodologies that explain the natural world. These involve an understanding of changes caused by human activity and of the responsibility of each individual as a citizen 4. Digital competence – the confident and critical use of Information Society Technology (IST), and thus basic skills in Information and Communication Technology (ICT) 5. “Learning to learn” – the ability to pursue and organize one’s own learning, individually or in groups, in accordance with one’s needs, as well as an awareness of methods and opportunities. 6. Social and civic competences – personal, interpersonal and intercultural competences, and all forms of behaviour that enable individuals to participate effectively and constructively in social and professional life. These competences are linked to personal and social well-being. An understanding of codes of conduct and customs in different environments in which individuals operate is essential. Civic competences, in particular knowledge of social and political concepts and structures (democracy, justice, equality, citizenship and civil rights), enable active and democratic participation. 7. Sense of initiative and entrepreneurship – the ability to turn ideas into action. This includes creativity, innovation and risk-taking, as well as the ability to plan and manage projects in order to achieve objectives. The individual is aware of the context of their work and is able to seize emerging opportunities. This forms the foundation for acquiring more specialized skills and knowledge needed by those who establish or contribute to social or commercial activities. It should also include awareness of ethical values and the promotion of good governance 8. Cultural awareness and expression – appreciation of the importance of the creative expression of ideas, experiences and emotions through a range of media (music, theatre, literature and visual arts).

7. Expected Learning Outcomes

Knowledge	- The acquisition of soft skills in non-formal and informal educational contexts through voluntary involvement in activities within non-governmental organizations (NGOs). - Enhancing employability by developing competences aligned with labor market requirements. - Improving the quality of volunteer work or serving as a preparatory step toward undertaking more complex volunteering activities.
Skills	- Teamwork skills - Risk-taking ability - Time management - Awareness of the skills required for each assigned task - Empathy - Open-mindedness / Tolerance
Responsibilities and autonomy	The student will: - Be able to work independently in the analysis, design, and implementation of NGO projects - Be able to take responsibility for the decisions made - Manage professional projects - Be able to work effectively in teams

8. Discipline objective (as results from the *key competences gained*)

8.1 General objective	
8.2 Specific objectives	1. Knowledge and Understanding (acquisition and appropriate use of discipline-specific concepts) - Understanding the relevance of volunteering activities in the context of the student's field of specialization. - Highlighting the particularities of different non-governmental organizations (NGOs) within society as a whole. - Understanding how public NGOs operate in Romania from the perspective of applicable legal regulations. 2. Explanation and Interpretation (explaining and interpreting ideas, projects, processes, and both theoretical and practical content of the discipline) - Explaining the role of volunteering activities in terms of their current relevance. - Interpreting NGO activities from a critical and comparative perspective. - Critically relating volunteering activities to real-life situations and issues encountered. 3. Instrumental and Applied Skills (designing, managing, and evaluating specific practical activities; using investigative and application methods, techniques, and tools) - Participating in concrete volunteering activities according to the NGO's activity profile and personal interests. - Developing a volunteer portfolio. 4. Attitudinal Competences (demonstrating a positive and responsible attitude toward the scientific field / fostering a scientific environment based on values and democratic relationships / promoting cultural, moral, and civic values / creatively and optimally leveraging personal potential in scientific activities / contributing to institutional development and the promotion of scientific innovations / engaging in partnerships with other individuals or institutions with similar responsibilities / participating in one's own professional development) - Stimulating interest in volunteering, civic engagement, and social responsibility.

9. Contents

9.1 Lectures	Hours	Teaching methods	Notes
Bibliography: A. Good practice models or relevant projects implemented at the European level that have focused on significant components related to the recognition of competences developed through volunteering: 1. Competențe-cheie pentru învățarea pe tot parcursul vieții, Recommendation 2006/962/EC of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning [Official Journal L 394 of 30.12.2006] 2. Lista de competențe cheie, comune mai multor ocupații, aprobată prin Hotărârea CNFPA nr. 86/24.06.2008 3. Competențe cheie pentru o lume în curs de schimbare, Proiect de raport de activitate comun pentru anul 2010 al Consiliului și Comisiei privind punerea în aplicare a programului de lucru "Educație și formare profesională 2010" preluat integral în Jurnalul Oficial al Uniunii Europene 2010/C 117/01. 5. Validation of Prior Learning (VPL) – metodă promovată de Movisie International (Netherlands center for social development) 6. Vskills – abordare promovată de Volunteer Development Scotland (www.vds.org.uk) 7. Volunteer Card (Ehrenamtskarte) – serviciu promovat de guvernul federal al Regiunii Rhine-Westphalia (Germania) http://www.ehrensache.nrw.de/ 8. Rubric model – model de autoevaluare a competențelor 9. Bilanțul de competențe (Kompetenzbilanz aus Freiwilligen-Engagement) - model dezvoltat în Germania - http://www.dji.de/5_kompetenznachweis/KB_Kompetenzbilanz_281206.pdf 10. Service Learning – metodă promovată în Slovacia în cadrul Universității Matej Bel 11. Experience, Learning, Description – instrument pentru recunoașterea învățării nonformale și informale în Suedia - http://eldkompetens.se 12. Certificate Generator (Nachweisgenerator) – serviciu dezvoltat online în Germania – http://www.nachweisgenerator.de/ 13. Komprax – Competences for practice, proiect promovat de Iuventa Slovacia (www.iuventa.sk) 14. Benevol – proiect implementat în Elveția 15. Nefix – proiect implementat în Slovenia 16. Resurse online: www.europass.ro, www.youthpass.eu, www.tvet.ro, www.ise.ro 17. ECTS Users' Guide - http://europass.cedefop.europa.eu/en/documents/european-skills-passport/diplomasupplement/info-for-necs/ects-user-guide/pdf.pdf 18. GHID PENTRU RECUNOAȘTEREA COMPETENȚELOR DOBÂNDITE PRIN VOLUNTARIAT - http://www.voluntariat.ro/download/Ghid_pt_recunoasterea_competentelor_dobandite_prin_voluntariat.pdf B. Relevant reports in the field of volunteering and non-formal education: 1. Sunshine Report on Non-Formal Education, publicat de European Youth Forum http://www.youthforum.org/OLD/?q=en/node/162 2. "Volunteering Infrastructure in Europe" - http://www.alliancenetwerk.eu/uploads/Alliance%20documents/Other%20documents%20Volunteering%20and%20Youth/CEV_Volunteering%20infrastructure.pdf 3. Raportul conferinței "Bridges for recognition" (January 2005) www.salto-youth.net 4. Raportul "European inventory on validation of non formal and informal learning" (publicat de Cedefop). 5. European portfolio for youth leaders, raport publicat de Consiliul Europei			
9.2 Applications - Seminars/Laboratory/Project	Hours	Teaching methods	Notes
	14		
Bibliography A. Good practice models or relevant projects implemented at the European level that have focused on significant components related to the recognition of competences developed through volunteering: A. Competențe-cheie pentru învățarea pe tot parcursul vieții, Recommendation 2006/962/EC of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning [Official Journal L 394 of 30.12.2006] B. Lista de competențe cheie, comune mai multor ocupații, aprobată prin Hotărârea CNFPA nr. 86/24.06.2008 C. Competențe cheie pentru o lume în curs de schimbare, Proiect de raport de activitate comun pentru anul 2010 al Consiliului și Comisiei privind punerea în aplicare a programului de lucru "Educație și formare			

profesională 2010” preluat integral în Jurnalul Oficial al Uniunii Europene 2010/C 117/01.

- E. Validation of Prior Learning (VPL) – metodă promovată de Movisie International (Netherlands center for social development)
- F. Vskills – abordare promovată de Volunteer Development Scotland (www.vds.org.uk)
- G. Volunteer Card (Ehrenamtskarte) – serviciu promovat de guvernul federal al Regiunii Rhine-Westphalia (Germania) <http://www.ehrensache.nrw.de/>
- H. Rubric model – model de autoevaluare a competențelor
- I. Bilanțul de competențe (Kompetenzbilanz aus Freiwilligen-Engagement) - model dezvoltat în Germania - http://www.dji.de/5_kompetenznachweis/KB_Kompetenzbilanz_281206.pdf
- 10. Service Learning – metodă promovată în Slovacia în cadrul Universității Matej Bel
- 11. Experience, Learning, Description – instrument pentru recunoașterea învățării nonformale și informale în Suedia - <http://eldkompetens.se>
- 12. Certificate Generator (Nachweisgenerator) – serviciu dezvoltat online în Germania – <http://www.nachweisgenerator.de/>
 - J. Komprax – Competences for practice, proiect promovat de Iuventa Slovacia (www.iuventa.sk)
 - K. Benevol – proiect implementat în Elveția
 - L. Nefix – proiect implementat în Slovenia
 - M. Resurse online: www.europass.ro, www.youthpass.eu, www.tvet.ro, www.ise.ro
 - N. ECTS Users’ Guide - <http://europass.cedefop.europa.eu/en/documents/european-skills-passport/diplomasupplement/info-for-necs/ects-user-guide/pdf.pdf>
 - O. GHID PENTRU RECUNOAȘTEREA COMPETENȚELOR DOBÂNDITE PRIN VOLUNTARIAT - http://www.voluntariat.ro/download/Ghid_pt_recunoasterea_competentelor_dobandite_prin_voluntariat.pdf
- P. Relevant reports in the field of volunteering and non-formal education:**
 - 6. Sunshine Report on Non-Formal Education, publicat de European Youth Forum <http://www.youthforum.org/OLD/?q=en/node/162>
 - 7. “Volunteering Infrastructure in Europe - http://www.alliancennetwork.eu/uploads/Alliance%20documents/Other%20documents%20Volunteering%20and%20Youth/CEV_Volunteering%20infrastructure.pdf
 - 8. Raportul conferinței “Bridges for recognition”(January 2005) www.salto-youth.net
 - 9. Raportul “European inventory on validation of non formal and informal learning” (publicat de Cedefop). European portfolio for youth leaders, raport publicat de Consiliul Europei

**Se vor preciza, după caz: tematica seminariilor, lucrările de laborator, tematica și etapele proiectului.*

9. Bridging course contents with the expectations of the representatives of the community, professional associations and employers in the field

The course content aligns with the European Union’s objectives of fostering volunteering activities and formally recognizing the competences gained through such experiences.

10. Evaluation

Activity type	Assessment criteria	Assessment methods	Weight in the final grade
Course	Undertaking the volunteering internship and compiling the volunteer portfolio	Volunteer portfolio	70%
Seminar	Undertaking the volunteering internship and compiling the volunteer portfolio	Assessment report provided by the host organization	30%
Minimum standard of performance: Passed			

Data completării: 16.04.2026

Decan,

Data aprobării în Consiliul Facultății

Prof.dr.ing. Vlad Mureșan