

CURRICULUM

Valid starting with the 2026-2027 academic year

Faculty:	Faculty of Psychology and Education Sciences
Academic degree:	Undergraduate
Undergraduate degree program:	Psychology - Cognitive Science
Qualification¹ obtained upon graduation:	Psychology - Cognitive Science
Degree title:	Bachelor in Psychology
Duration of degree studies (in years):	3
Number of transferable study credits (ECTS):	180
Form of education:	Full-time education (IF)
Teaching language:	English
Location:	Timișoara
Science fields:	
Main field:	Social sciences
Branch of science:	Psychology and behavioral sciences
Bachelor field:	Psychology
General field of study (according to DL-ISCED F-2013):	03 - Social sciences, journalism and information
Specific field of study (according to DR-ISCED F-2013):	031 - Social and behavioral sciences
Specialized field of study (according to DDS-ISCED F-2013):	0313 - Psychology

¹ *Qualification* is the formal result of an assessment and validation process, which is achieved when a competent body/authority determines that a person has acquired learning outcomes corresponding to pre-set standards. The qualifications acquired by graduates of higher education study programs are attested by diplomas, certificates and other study documents issued only by accredited higher education institutions.

GENERAL PRESENTATION OF THE UNDERGRADUATE PROGRAM

1. Mission of the study program²

The undergraduate degree program in *Psychology - Cognitive Science* at the Faculty of Psychology and Educational Science from the West University of Timișoara aims to meet the most demanding national and international academic evaluation standards. Its objective is to measure up to the academic programs and scientific research in other universities, at the national and international levels. Consequently, the objectives of the undergraduate program in *Psychology - Cognitive Science* are:

1. The initial training of psychology specialists, up to the current and prospective standards of development in society;

² The mission and objectives of the study programme must be consistent with the mission of the West University of Timișoara and with the requirements identified on the labour market.

According to the University Charter ([Carta universitară](#)) (Article 5), the general mission of UVT is **advanced education and research, generating, transferring and certifying knowledge to society** through:

- a) initial and continuing university and postgraduate training, for the purpose of the professional and personal development of students, doctoral students and learners, as well as for the labour market insertion of graduates and for meeting the competence needs of the socio-economic environment;
- b) scientific research, development, innovation and technological transfer, through individual and collective creation, relevant to the advancement of knowledge and the socio-economic environment;
- c) community engagement, through the conduct of joint activities for the benefit of the university and the social, economic and cultural environment.

UVT assumes its own mission as a catalyst for the development of Romanian society by creating an innovative and participatory environment for scientific research, learning, cultural-artistic creation and sporting performance, transferring competences and knowledge to the community through the education, research and consultancy services it offers to partners from the economic and socio-cultural environment, as well as through the promotion and fostering of democratic values, the rule of law, and fundamental rights and freedoms, preparing active and engaged citizens in society.

The fulfilment of UVT's mission is reflected in (*Article 6 of the UVT Charter*):

- promotion of scientific research, development and innovation, technological transfer, literary-artistic creation and sporting performance;
- initial and continuing training of qualified and highly qualified human resources;
- development of critical thinking and the creative potential of members of the university community;
- creation, preservation and dissemination of the values of human culture and civilisation;
- promotion of multicultural, multilingual and inter-confessional interactions;
- affirmation of Romanian culture and science within the global circuit of values;
- development of Romanian society within a free and democratic rule-of-law state;
- affiliation with European university alliances.

2. The integration of current scientific research activity in the field of psychology and cognitive sciences, at international level, in the training of students and in the contents taught;

3. Supporting the complex training of students by making the curricula compatible and by promoting training based on scientific evidence, comparable to those at international level and adapted to the needs of employers and beneficiaries of psychological services. This aim will be achieved by establishing and developing national and international partnerships with higher education institutions and research centers, as well as with potential employers and beneficiaries.

4. Fostering competency in computational thinking, programming, and quantitative data science as integral tools for psychological and cognitive science research and practice.

5. Providing students with solid introductory grounding in neuroscience methods — including electrophysiology and neuroimaging — to enable evidence-based approaches to the study of cognition and behaviour.

The undergraduate degree program in *Psychology - Cognitive Science* aims to cover all four major directions in applied psychology recognized by the Romanian College of Psychologists (Colegiul Psihologilor din România): clinical, organizational, educational, and national security. At the same time, the emphasis is placed on the development of transversal skills, requested on the labor market in most fields of activity, particularly in the area of cognitive sciences.

2. Competences and expected learning outcomes acquired during the study program

A. COMPETENCES³

Key-competences⁴:

- **Personal, social and learning to learn skills** (the ability to self-reflect, manage time and information effectively, work constructively in a team, remain resilient and manage one's own learning process and career).

³ *Competence* represents the proven ability to select, combine and appropriately use personal, social and/or methodological knowledge, skills and abilities and other acquisitions consisting of values and attitudes, in order to successfully solve a certain category of work or learning situations, and for professional or personal development in conditions of effectiveness and efficiency.

⁴ [Key-competences for lifelong learning](#) are those skills that all citizens need for personal fulfillment and development, finding employment, social inclusion and active citizenship, being developed from a lifelong learning perspective, starting from early childhood and continued throughout adulthood, through formal, non-formal, and informal learning.

- **Digital competences** (the confident, critical and responsible use of digital technologies, as well as their use for learning, at work and for participation in society; including the use of programming tools and computational data analysis).
- **Entrepreneurial skills** (the ability to act on opportunities and ideas and turn them into value for others. They are based on creativity, critical thinking and problem solving, taking initiative and persistence and the ability to work collaboratively with the goal of planning and managing projects that have a cultural, social or financial value).
- **Civic competences** (the ability to act as responsible citizens and participate fully in civic and social life, based on an understanding of social, economic, legal and political concepts and structures, as well as global developments and sustainability).

Professional competences⁵:

- *Apply blended learning*: Be familiar with blended learning tools by combining traditional face-to-face and online learning, using digital tools, online technologies, and e-learning methods.
- *Apply for research funding*: Identify key relevant funding sources and prepare research grant application in order to obtain funds and grants. Write research proposals.
- *Apply knowledge of human behaviour*: Practice principles related to group behaviour, trends in society, and influence of societal dynamics.
- *Apply research ethics and scientific integrity principles in research activities*: Apply fundamental ethical principles and legislation to scientific research, including issues of research integrity. Perform, review, or report research avoiding misconducts such as fabrication, falsification, and plagiarism.
- *Apply scientific methods*: Apply scientific methods and techniques to investigate phenomena, by acquiring new knowledge or correcting and integrating previous knowledge.
- *Apply statistical analysis techniques*: Use models (descriptive or inferential statistics) and techniques (data mining or machine learning) for statistical analysis and ICT tools to analyse data, uncover correlations and forecast trends.
- *Build trust*: Express intentions and behaviour in a coherent and transparent manner, inviting reciprocity and establishing the grounds for a trusting and reliable connection between people and teams.

⁵ *Professional competences* (ordered alphabetically) represent the ability to perform the activities required at the workplace at the qualitative level specified in the occupational standard. They are acquired formally, by completing a program organized by an accredited institution. They are extracted from the ESCO classification (European Skills, Competences, Qualifications and Occupations) for the profession of Psychologist (ESCO 2634.2) and Behavioural Scientist (ESCO 2632.3).

- *Communicate with a non-scientific audience:* Communicate about scientific findings to a non-scientific audience, including the general public. Tailor the communication of scientific concepts, debates, findings to the audience, using a variety of methods for different target groups, including visual presentations.
- *Conduct psychological assessment:* Assess patient's behaviour and needs via observation and tailored interviews, administering and interpreting psychometric and idiosyncratic assessments.
- *Conduct research across disciplines:* Work and use research findings and data across disciplinary and/or functional boundaries.
- *Counsel clients:* Assist and guide clients to overcome their personal, social, or psychological issues.
- *Demonstrate disciplinary expertise:* Demonstrate deep knowledge and complex understanding of a specific research area, including responsible research, research ethics and scientific integrity principles, privacy and GDPR requirements, related to research activities within a specific discipline.
- *Develop professional network with researchers and scientists:* Develop alliances, contacts or partnerships, and exchange information with others. Foster integrated and open collaborations where different stakeholders co-create shared value research and innovations. Develop your personal profile or brand and make yourself visible and available in face-to-face and online networking environments.
- *Diagnose mental disorders:* Formulate a diagnosis for people with a variety of issues and mental disorders, ranging from short-term personal and emotional problems to severe, chronic mental conditions, recognising and critically evaluating any possible mental health issues.
- *Disseminate results to the scientific community:* Publicly disclose scientific results by any appropriate means, including conferences, workshops, colloquia and scientific publications.
- *Draft scientific or academic papers and technical documentation:* Draft and edit scientific, academic or technical texts on different subjects.
- *Evaluate research activities:* Review proposals, progress, impact and outcomes of peer researchers, including through open peer review.
- *Follow clinical guidelines:* Follow agreed protocols and guidelines in support of healthcare practice which are provided by healthcare institutions, professional associations, or authorities and also scientific organisations.
- *Identify mental health issues:* Recognise and critically evaluate any possible mental health/illness issues.

- *Increase the impact of science on policy and society:* Influence evidence-informed policy and decision making by providing scientific input to and maintaining professional relationships with policymakers and other stakeholders.
- *Integrate gender dimension in research:* Take into account in the whole research process the biological characteristics and the evolving social and cultural features of women and men (gender).
- *Interact professionally in research and professional environments:* Show consideration to others as well as collegiality. Listen, give and receive feedback and respond perceptively to others, also involving staff supervision and leadership in a professional setting.
- *Interpret psychological tests:* Interpret psychological tests in order to obtain information on patients' intelligence, achievements, interests, and personality.
- *Listen actively:* Give attention to what other people say, patiently understand points being made, asking questions as appropriate, and not interrupting at inappropriate times; able to listen carefully the needs of customers, clients, passengers, service users or others, and provide solutions accordingly.
- *Manage findable accessible interoperable and reusable data:* Produce, describe, store, preserve and (re) use scientific data based on FAIR (Findable, Accessible, Interoperable, and Reusable) principles, making data as open as possible, and as closed as necessary.
- *Manage intellectual property rights:* Deal with the private legal rights that protect the products of the intellect from unlawful infringement.
- *Manage open publications:* Be familiar with Open Publication strategies, with the use of information technology to support research, and with the development and management of CRIS (current research information systems) and institutional repositories. Provide licensing and copyright advice, use bibliometric indicators, and measure and report research impact.
- *Manage personal professional development:* Take responsibility for lifelong learning and continuous professional development. Engage in learning to support and update professional competence. Identify priority areas for professional development based on reflection about own practice and through contact with peers and stakeholders. Pursue a cycle of self-improvement and develop credible career plans.
- *Manage research data:* Produce and analyse scientific data originating from qualitative and quantitative research methods. Store and maintain the data in research databases. Support the re-use of scientific data and be familiar with open data management principles.
- *Mentor individuals:* Mentor individuals by providing emotional support, sharing experiences and giving advice to the individual to help them in their personal development, as well as adapting the support to the specific needs of the individual and heeding their requests and expectations.

- *Operate open source software:* Operate Open Source software, knowing the main Open Source models, licensing schemes, and the coding practices commonly adopted in the production of Open Source software.
- *Perform project management:* Manage and plan various resources, such as human resources, budget, deadline, results, and quality necessary for a specific project, and monitor the project's progress in order to achieve a specific goal within a set time and budget.
- *Perform scientific research:* Gain, correct or improve knowledge about phenomena by using scientific methods and techniques, based on empirical or measurable observations.
- *Promote mental health:* Promote factors that enhance emotional well-being such as self-acceptance, personal growth, purpose in life, control of one's environment, spirituality, self-direction and positive relationships.
- *Promote open innovation in research:* Apply techniques, models, methods and strategies which contribute to the promotion of steps towards innovation through collaboration with people and organizations outside the organization.
- *Promote the participation of citizens in scientific and research activities:* Engage citizens in scientific and research activities and promote their contribution in terms of knowledge, time or resources invested.
- *Promote the transfer of knowledge:* Deploy broad awareness of processes of knowledge valorization aimed to maximize the two-way flow of technology, intellectual property, expertise and capability between the research base and industry or the public sector.
- *Provide health education:* Provide evidence-based strategies to promote healthy living, disease prevention and management.
- *Publish academic research:* Conduct academic research, in universities and research institutions, or on a personal account, publish it in books or academic journals with the aim of contributing to a field of expertise and achieving personal academic accreditation.
- *Report analysis results:* Produce research documents or give presentations to report the results of a conducted research and analysis project, indicating the analysis procedures and methods which led to the results, as well as potential interpretations of the results.
- *Research human behavior:* Analyze, study, and explain human behaviour, uncover the reasons why individuals and groups behave as they do, and look for patterns in order to predict future behaviour.
- *Speak different languages:* Master foreign languages to be able to communicate in one or more foreign languages.
- *Synthesize information:* Critically read, interpret, and summaries new and complex information from diverse sources.
- *Test for behavioral patterns:* Discern patterns in the behaviour of individuals by using various tests in order to understand the causes of their behaviour.

- *Test for emotional patterns:* Discern patterns in the emotions of individuals by using various tests in order to understand the causes of these emotions.
- *Think abstractly:* Demonstrate the ability to use concepts in order to make and understand generalisations, and relate or connect them to other items, events, or experiences.
- *Use clinical assessment techniques:* Use clinical reasoning techniques and clinical judgement when applying a range of appropriate assessment techniques, such as mental status assessment, diagnosis, dynamic formulation, and potential treatment planning.
- *Use psychoeducation:* Work with patients and their families through psychoeducation.
- *Work on the effects of abuse:* Work with individuals on the effects of abuse and trauma; such as sexual, physical, psychological, cultural and neglect.
- *Work with patterns of psychological behaviour:* Work with the patterns of a patient or client's psychological behaviour, which may be outside of their conscious awareness, such as non-verbal and pre-verbal patterns, clinical processes of defence mechanisms, resistances, transference and counter-transference.
- *Write scientific publications:* Present the hypothesis, findings, and conclusions of your scientific research in your field of expertise in a professional publication.
- *Cfct1⁶. Operating with fundamental concepts of the psychology field,* in order to identify needs, clarify the contract/tasks and establish objectives within the psychologist-client relationship, under supervision (clients may be individuals, groups or organisations, communities or societies, in diverse contexts/situations)
- *Cfct2. Designing and implementing a research/assessment/intervention approach in psychology,* by designing relevant assessments, interventions or products/services, according to clients' needs and context/situations and agreed objectives, under supervision (clients may be individuals, groups or organisations, communities or societies).
- *Cfct3. Critical evaluation of problematic situations and possible solutions within the psychological approach,* in implementing psychological assessments, interventions or psychological services/products, under supervision.
- *Cfct4. Psychological evaluation at individual/group/community/societal level,* by evaluating the characteristics of processes, outcomes, effects and impact of psychological assessments and/or interventions or services/products, under supervision. Following evaluations, a decision may be made to revise procedures if necessary during the implementation process (formative evaluation) and at the end (summative evaluation). If necessary, this may mean returning to section 1 (needs analysis and goal setting) and restarting the process.

⁶ Cfct1-4 and CF1-6 represent the professional competencies according to the [ARACIS Specific Standards for Fundamental Domain 4 – Social Sciences \(Psychology\)](#), developed through the integration of the EuroPsy Regulations v2.0 (2023).

- *CF1. Application of professional ethics principles and norms, grounded in value choices specific to the Psychology field*, through knowing and operationalising ethical principles in psychological conduct, by recognising and resolving ethical dilemmas and deviations from professional standards in professional practice and research, using an appropriate decision-making and quality management approach, under professional supervision.
- *CF2. Interpersonal communication and relationship-building specific to the psychology field*, through establishing a working alliance, adopting the perspective of others and recognising their experiences, expressing own thoughts, professional contributions and sharing information with clients, other professionals and the general public, as well as adequately managing professional and personal boundaries, under supervision.
- *CF3. Using efficient learning methods and techniques throughout life* (Continuing Professional Development – CPD), for continuous professional training and development in the field of Psychology, through developing professional qualities and maintaining, improving and broadening multidimensional knowledge, expertise and competencies.
- *CF4. Developing a creative-innovative approach in psychology as a science*, through a psychological practice grounded in constant critical reflection, supported by empirical evidence, as well as the capacity to use and conduct creative research to guide practice and understand its processes, under supervision.
- *CF5. Effective cooperation in professional, interdisciplinary working teams, specific to the conduct of psychology projects and programmes*, through efficient teamwork and consultation with colleagues/other professionals from the same or other fields to provide safe and high-quality, client-centred services, under supervision.
- *CF6. Developing sensitivity regarding individual and cultural differences*, through identifying, recognising and respecting diversity, own values, beliefs and experiences and their impact on professional behaviour towards clients/community, as well as through engaging in actions/effective communication with all forms of diversity among clients, colleagues and other persons, under supervision.

Transversal competences⁷:

- *Adapt to change:* Alter one's attitude or behaviour to accommodate modifications in the workplace.
- *Assume responsibility:* Accept responsibility and accountability for one's own professional decisions and actions, or those delegated to others.
- *Collaborating in teams and networks:* Support or develop a group to work towards a

⁷ *Transversal competences* represent acquisitions of values and attitudes that go beyond a certain field/study program and are expressed through the following descriptors: autonomy and responsibility, social interaction, personal and professional development.

common goal in a way which shows understanding and respect of others' roles and competencies.

- *Exercise self-reflection:* Effectively, regularly and systematically reflect on own actions, performance, and attitudes, and make necessary adjustments, seeking professional development opportunities to plug knowledge and practice gaps in identified areas. Evaluate the impact of your own professional development.
- *Maintain psychological well-being:* Be able to avoid threats to psychological well-being, for example while using digital technologies, including the maintenance of a healthy work-life-learn balance.
- *Manage personal progression:* Take charge of and market your own skills and competences to advance in work and private life.
- *Respect diversity of values and cultural norms:* Demonstrate intercultural competence and respect for one's own cultural values and norms. Show tolerance of and appreciation for the different values and norms held by different people and cultures and developed under different circumstances or in different times and places.
- *Show entrepreneurial spirit:* Develop, organise and manage an own business venture, identifying and pursuing opportunities and mobilising resources, keeping in mind a profitability perspective. Demonstrate a proactive attitude and determination to achieve success in business.
- *Solve problems:* Find solutions to practical, operational or conceptual problems in a wide range of contexts.
- *Think critically:* Make and defend judgements based on internal evidence and external criteria. Critically evaluate the credibility and reliability of information before using or passing it on to others. Develop independent and critical thinking.

B. EXPECTED LEARNING OUTCOMES⁸ (ELO)

According to the European Qualifications Framework (EQF), the learning outcomes related to qualification level 6, corresponding to university undergraduate studies, presuppose: advanced **knowledge**⁹ in a field of work or study involving a critical understanding of theories and principles; advanced **skills**¹⁰ denoting control and innovation, needed to solve complex and unpredictable problems in a specialised field; and the management of complex technical or professional activities, taking **responsibility and autonomy**¹¹ for decisions in unpredictable situations and for the professional development of individuals and groups.

a) Knowledge

The student/graduate must:

- Describes collegial norms and professional conduct specific to research environments and cognitive science practice.
- Identifies principles of effective communication and feedback in academic and professional contexts.
- Describes fundamental ethical principles and legislation applicable to cognitive science and behavioural research.
- Identifies forms of research misconduct (fabrication, falsification, plagiarism), their consequences, and takes adequate action.
- Describes basic project management principles applied to cognitive science research and practice.
- Identifies stages of a cognitive science project, required resources and progress indicators.
- Describes appropriate methods and channels for communicating cognitive science research findings to non-specialist audiences.
- Identifies principles of accessible scientific communication and promoting public understanding of cognitive science.
- Describes factors contributing to building trust relationships in professional and research contexts.

⁸ *Learning outcomes* means statements that refer to what a learner knows, understands and is able to do at the end of a learning process and that are defined in terms of knowledge, skills, responsibility and autonomy.

⁹ *Knowledge* means the result of assimilating information through learning. Knowledge is the set 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.

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 through the following descriptors: application, transfer and problem solving, critical and constructive reflection, creativity and innovation.

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

- Describes principles of interdisciplinary research and ways of integrating perspectives from cognitive science, neuroscience, psychology, computer science and philosophy.
- Identifies disciplines contributing to cognitive science (psychology, neuroscience, AI, linguistics, philosophy) and their specific contributions.
- Describes the structure and functions of professional networks in cognitive science and behavioural research.
- Identifies relevant platforms and events for building professional visibility in cognitive science.
- Describes the main open source software tools used in cognitive science research (R, Python, JASP, OpenSesame).
- Identifies open source licensing systems and standard coding practices relevant to behavioural research.
- Describes appropriate channels and formats for disseminating cognitive science research results.
- Identifies criteria for selecting relevant journals and conferences in cognitive science and behavioural research.
- Describes in depth the fundamental concepts, theories and methods of cognitive science, integrating contributions from psychology, neuroscience, AI, linguistics and philosophy.
- Differentiates the main paradigms and research currents in cognitive science.
- Describes the principles and stages of the scientific research process in cognitive science.
- Identifies quantitative and qualitative research methods applicable to the study of cognition and behaviour.
- Describes the main psychological assessment methods and tools applicable in cognitive science contexts.
- Identifies criteria for selecting assessment tools according to the purpose and context of cognitive evaluation.
- Describes criteria for evaluating the quality and impact of cognitive science research.
- Identifies bibliometric indicators and tools for measuring research impact.
- Describes the cognitive processes involved in abstract thinking and their role in understanding cognitive phenomena.
- Identifies relationships between concepts, generalisations and concrete phenomena studied in cognitive science.
- Describes processes by which cognitive science research results are transferred into policies, educational practices and technological applications.
- Identifies factors influencing the use of cognitive science knowledge by decision-makers and practitioners.
- Describes methods for collecting, storing and managing cognitive science research data, both quantitative and qualitative.

- Identifies principles of confidentiality and data protection for research participants.
- Describes FAIR (Findable, Accessible, Interoperable, Reusable) principles applicable to cognitive science data management.
- Identifies platforms and standards for storing and sharing cognitive science data.
- Identifies priority areas for continuous professional development in cognitive science.
- Describes continuous training resources and opportunities available in cognitive science.
- Describes the legal framework regarding intellectual property rights applicable to cognitive science research and software development.
- Identifies types of intellectual property rights relevant to research products, software and cognitive technologies.
- Describes open publication strategies and open access models relevant to cognitive science literature.
- Identifies open access platforms, archives and journals relevant to cognitive science.
- Describes the main categories of mental health issues, associated symptoms and diagnostic criteria relevant to cognitive science applications.
- Recognises risk and protective factors relevant to mental health in diverse cognitive and social contexts.
- Describes concepts of sex and gender and their relevance to cognitive science and behavioural research.
- Identifies ways in which gender variables can influence research design and data interpretation in cognitive science.
- Describes fundamental psychometric principles (reliability, validity, standardisation) of psychological and cognitive tests.
- Identifies the main categories of psychological and cognitive tests (e.g., intelligence, cognitive abilities, cognitive dysfunctions) and their areas of application.
- Describes the main patterns of psychological and cognitive behaviour studied in cognitive science.
- Identifies underlying psychological and cognitive mechanisms (attention, memory, executive functions, decision-making).
- Describes fundamental principles of psychological counselling and ways of establishing a working alliance.
- Identifies counselling approaches appropriate for various categories of cognitive and psychological difficulties.
- Describes principles and techniques of active listening used in psychological and cognitive science practice.
- Identifies communication barriers that may hinder empathic understanding in professional and research contexts.

- Describes the ways and levels of public involvement in cognitive science research (citizen science, participatory research).
- Identifies the benefits of citizen science and participatory research for the quality and social relevance of cognitive science studies.
- Describes principles of open innovation and ways of collaboration between researchers, technologists and other stakeholders in cognitive science.
- Identifies mechanisms by which open collaborations generate common value in cognitive science research.
- Describes processes of valorisation and transfer of cognitive science knowledge from academia to industry, education and public policy.
- Identifies mechanisms and channels through which cognitive science results can be applied in practice (HCI, education, health, policy).
- Describes the structure and requirements of academic publications in cognitive science (articles, conference papers, theses).
- Identifies criteria for selecting relevant journals and conferences in cognitive science.
- Describes the structure and drafting requirements of scientific publications and technical documentation in cognitive science.
- Identifies citation styles and reporting norms specific to cognitive science (APA, APA 7, IEEE).
- Describes the main clinical guidelines and protocols relevant to cognitive science applications in clinical and health contexts.
- Describes the structure and requirements of a scientific publication in cognitive science, from hypothesis to conclusions.
- Identifies recommended reporting standards in cognitive science (CONSORT, PRISMA, APA reporting guidelines).
- Describes methods of critical synthesis of specialist literature in cognitive science (systematic reviews, meta-analyses, narrative reviews).
- Identifies criteria for evaluating the quality and relevance of cognitive science information sources.
- Describes the main sources of funding for cognitive science research at national and international level (ERC, Horizon Europe, national funds).
- Identifies the structure and specific requirements of various funding schemes relevant to cognitive science.
- Describes the main explanatory models of human behaviour and cognition and methods for testing them experimentally.
- Identifies tools and procedures used to identify behavioural patterns in cognitive science research (reaction time, eye-tracking, EEG paradigms).

- Describes the main theoretical models of emotions and affective processes studied in cognitive science and cognitive neuroscience.
- Identifies tools and techniques for assessing emotional patterns in cognitive science research (emotional Stroop, affective priming, facial EMG).
- Describes principles and techniques of psychoeducation applied in cognitive science and health contexts.
- Identifies psychoeducational topics relevant to cognitive science applications (cognitive rehabilitation, learning, mental health).
- Describes the main clinical assessment techniques used in cognitive science (neuropsychological assessment, cognitive testing, clinical interview).
- Identifies the indications and limitations of various clinical assessment techniques in cognitive science contexts.
- Describes specialised cognitive science vocabulary in at least one language of international currency (English).
- Identifies resources and strategies for developing linguistic competences relevant to cognitive science.
- Describes principles and techniques of guidance and mentoring applied in the cognitive science context.
- Identifies the individual needs of mentees and ways of adapting the support provided.
- Describes forms of abuse (physical, psychological, digital) and their cognitive and behavioural effects.
- Describes blended learning principles and tools used in cognitive science education.
- Describes the main categories of mental disorders relevant to cognitive science (e.g., ADHD, autism spectrum, anxiety, depression) according to DSM/ICD classification systems.
- Describes evidence-based principles and strategies for health promotion and cognitive health maintenance.
- Describes factors contributing to psychological well-being and positive mental health from a cognitive science perspective.
- Describes the main theoretical frameworks explaining human behaviour (evolutionary, cognitive, social, neuroscientific) as applied in cognitive science.
- Identifies key factors (biological, cognitive, social, cultural, environmental) that shape human behaviour.
- Describes the scientific method and its application in cognitive science research, including hypothesis formation, experimental design, data collection and interpretation.
- Identifies the strengths and limitations of different scientific methods used in cognitive science.

- Describes the main statistical analysis techniques used in cognitive science research (descriptive statistics, inferential statistics, regression, ANOVA, factor analysis, Bayesian methods).
- Identifies assumptions and requirements of different statistical procedures relevant to cognitive science data.
- Describes the main formats and standards for reporting statistical and research analysis results in cognitive science (APA style, CONSORT, PRISMA).
- Identifies appropriate visualisation techniques for communicating cognitive science data (plots, heatmaps, network graphs, brain visualisations).
- Describes the main methods and approaches used to study human behaviour in cognitive science (laboratory experiments, field studies, neuroimaging, computational modelling, experience sampling).
- Identifies appropriate research paradigms for studying specific aspects of human cognition and behaviour.
- Defines the concept of professional responsibility and its implications in cognitive science practice.
- Identifies situations in which explicit accountability to beneficiaries and the organisation is required.
- Describes methods and tools for self-evaluation and reflection on own professional practice in cognitive science.
- Describes self-reflection models used in professional supervision of cognitive scientists.
- Describes principles of critical thinking and criteria for evaluating the credibility and reliability of information in cognitive science.
- Identifies sources of reasoning error applicable to analysing cognitive science situations and problems.
- Describes the types of changes that may occur in professional and organisational environments in cognitive science and technology.
- Describes strategies for effectively managing change and resistance to change in cognitive science organisations.
- Describes problem-solving strategies and models applicable in cognitive science contexts (PDCA, design thinking, computational thinking, cause-effect analysis).
- Explains the applicability of cognitive science problem-solving models to practical, research and technological challenges.
- Describes principles of effective collaboration in multidisciplinary teams specific to cognitive science (neuro-cognitive, human-computer, research-industry).
- Identifies typical roles and dynamics in cognitive science working teams.
- Identifies own professional aptitudes, competences and values in cognitive science, as well as desired development directions.

- Describes career planning models applicable in cognitive science (academia, industry, public sector, entrepreneurship).
- Describes principles of intercultural competence relevant to cognitive science practice and research.
- Identifies relevant cultural dimensions and their impact on cognition, behaviour and research outcomes.
- Describes risk and protective factors for the psychological well-being of cognitive scientists and mental health professionals.
- Identifies signs of burnout and chronic professional stress and validated prevention methods.
- Describes entrepreneurship principles applicable in cognitive science (cognitive technology start-ups, research spin-offs, consultancy, educational technology).
- Identifies independent career opportunities available to cognitive scientists (neurotech, HCI, EdTech, health tech, AI, consultancy).
- Describes logically and articulately the basic principles underlying the science of psychology, within current professional practice.
- Identifies the main characteristics associated with mental health and psychological well-being, normotypic and atypical functioning and development, and their preconditions, within interactions with beneficiaries of psychological services.
- Explains the main features of psychopathological symptomatology and/or dysfunctional/maladaptive behaviour (including clinical, occupational and educational settings) in psychological assessment/intervention.
- Differentiates the main methodologies used in psychological research and practice.
- Situates the main psychological theories within the dominant paradigms of the discipline when conducting a literature review.
- Explains the important elements of psychometrics within the process of operationalising psychological concepts.
- Describes the main theories of individual, team or organisational behaviour, as well as of change/modification/development, within a psychological research/intervention approach.
- Identifies the main constructs that are measured (through quantitative and qualitative methods) or upon which intervention is made (e.g. personality, emotions, cognitive functions, actions, team/organisational processes, etc.) within professional practice.
- Summarises specific assessment/intervention methods, their procedures and attributes/qualities in the psychological assessment/intervention approach, under supervision.
- Formulates pertinent scientific hypotheses to test the relationship between operationalised concepts within a research approach, under supervision.

- Analyses and interprets research results statistically and psychologically, applying fundamental and specialist knowledge from the field, under supervision.
- Identifies the main procedures derived from specific assessment/intervention methods or services for clients.
- Distinguishes possible difficulties and problems that may arise from the method/service itself, client specificity, etc., and the ways of overcoming these difficulties in interaction with the client.
- Identifies the main possible errors that may occur in implementing psychological assessments, interventions or psychological services/products.
- Operates with theoretical constructs that are clearly delimited from common-sense knowledge, which are valorised in psychological measures with robust psychometric characteristics (validity, reliability, sensitivity, face validity, etc.).
- Identifies the main quantitative and qualitative research methods for collecting, analysing and interpreting data in psychological evaluation and intervention.
- Explains the most important laws and regulations associated with research and professional practice in psychology.
- Demonstrates understanding of the basic deontological principles of the profession in providing psychological services.
- Recognises the relevance and importance of ethical codes and professional standards as the basis of conduct, research and professional practice.
- Distinguishes the main communication theories and models necessary in the relationship with the client.
- Reports the main theories about social relationships/interactions, necessary in interaction with the client.
- Uses pertinently the language and terminology specific to the field in interaction with the beneficiary of psychological services, so that the beneficiary understands the transmitted message.
- Distinguishes effective learning methods and techniques in the context of continuous professional training, going through the stages of supervision.
- Demonstrates the acquisition of the most recent empirically-based research underpinning professional practice (transfer of good practices), through the supervision approach.
- Distinguishes entrepreneurial knowledge for adequate management of the psychology profession as a liberal profession.
- Continually develops interprofessional collaborative practices necessary in the relationship with diverse categories of clients.
- Identifies topics with potential for psychological exploration and research, within a given individual, group, social and cultural context, under supervision.

- Selects scientifically appropriate instruments necessary for pertinent argumentation when addressing a subject of study with significant knowledge potential.
- Critically analyses the contents of specialist articles, demonstrating an in-depth understanding of concepts and methodologies from the field of psychology, within a psychological research approach.
- Demonstrates possession of the procedural benchmarks of effective communication in groups.
- Demonstrates the acquisition of relevant knowledge from fields related to psychology, to integrate it in the relationship with the beneficiary of psychological services.
- Uses appropriate procedures that contribute to interdisciplinary/multidisciplinary/transdisciplinary cooperation, group dynamics and leadership, applicable in an interdisciplinary working group interaction context.
- Summarises theories about diversity/intercultural theories/about adaptation and inclusion in professional practice.
- Demonstrates the acquisition of consistent knowledge about inter-individual differences through the operationalisation of theories about personality, when in relationship with beneficiaries of psychological services.

b) Skills

The student/graduate must:

- Demonstrates consideration and respect for colleagues and clients in professional interactions. Applies active listening and constructive feedback within working teams.
- Adapts communication style to diverse professional and research contexts.
- Applies scientific integrity standards in designing, conducting and reporting research. Uses ethical procedures in recruiting participants and obtaining informed consent.
- Detects and reports potential ethical violations in research.
- Develops project plans with clearly defined objectives, resources, timelines and quality indicators. Adapts the project plan according to evolving contexts.
- Uses progress monitoring tools and manages resources of a research project.
- Develops clear scientific messages adapted to different types of audiences. Uses various communication formats for disseminating findings.
- Demonstrates enthusiasm and social relevance of research in public communication.
- Demonstrates consistency and transparency in behaviour and respectful, genuine communication with collaborators and clients
- Applies techniques for maintaining trust-based professional relationships.
- Collaborates with specialists from other disciplines to design and conduct complex research. Integrates methodologies and theoretical frameworks from related fields.
- Develops research projects that transcend traditional disciplinary boundaries.

- Builds and maintains professional relationships with researchers nationally and internationally. Uses digital tools and professional networks to promote own profile.
- Utilises professional social networks for information exchange and collaboration.
- Uses open source software tools for data analysis, experiment design and research project management. Contributes to adapting open source solutions for cognitive science needs.
- Documents and shares code in accordance with open source community practices. Uses tools (e.g. GitHub) to share code.
- Prepares and presents research results at scientific events and publications. Develops clear presentation materials for specialised audiences.
- Elaborates materials for presentation of research results to diverse audiences.
- Demonstrates complex understanding of a specific area of cognitive science research. Analyses critically specialist literature, identifying significant contributions and limitations.
- Integrates multiple disciplinary perspectives in addressing complex cognitive science problems.
- Formulates research questions and testable hypotheses in cognitive science. Develops robust research designs, selects appropriate methods and collects data systematically.
- Analyses and interprets data, formulating valid and relevant conclusions for the field.
- Applies psychological and cognitive assessment procedures adapted to the purpose and context of evaluation. Administers and interprets psychometric instruments in research and applied settings.
- Develops clear assessment reports with well-founded conclusions and recommendations.
- Critically evaluates the progress, methodology and results of colleagues' research projects, offering constructive feedback.
- Develops research activity evaluation reports for various purposes.
- Uses abstract concepts and theories to analyse and understand cognitive behaviours and processes. Builds theoretical models and conceptual connections for explaining cognitive phenomena.
- Constructs and evaluates formal and informal models of cognitive processes.
- Develops evidence-based syntheses and recommendations adapted to the needs of decision-makers. Uses strategic communication to maximise the impact of research results.
- Builds partnerships with organisations and institutions to facilitate knowledge transfer.
- Produces and analyses data from various research methods in cognitive science. Stores and organises data in databases, ensuring their integrity and accessibility.
- Applies data anonymisation and security procedures in compliance with GDPR requirements.
- Produces and documents datasets in accordance with FAIR principles. Uses appropriate metadata formats to ensure data interoperability.

- Develops data management plans (DMP) for cognitive science research projects.
- Develops and implements a personal professional development plan with clear objectives. Evaluates the progress of own professional development and adjusts the plan accordingly.
- Uses various training, mentoring and networking resources for professional advancement.
- Applies appropriate procedures for protecting intellectual property rights in research and technology contexts. Responsibly uses intellectual resources of other authors.
- Correctly identifies the licensing terms for resources developed by others (e.g., code, text, images).
- Uses open publication platforms and institutional repositories to disseminate research. Manages licences and copyright in the open publication process.
- Monitors the impact of own publications and improves dissemination strategies.
- Critically evaluates behavioural and cognitive indicators suggesting the presence of mental health issues. Applies appropriate screening tools for early identification of psychological difficulties.
- Differentiates functional from dysfunctional (pathological) patterns in the context of development and cultural diversity.
- Integrates the gender perspective at all stages of a cognitive science research process. Analyses critically specialist literature from the gender dimension perspective.
- Develops reports and publications that adequately reflect the gender dimensions of studied phenomena.
- Administers and interprets standardised psychological and cognitive tests in research and applied contexts. Develops clear, well-founded interpretation reports.
- Elaborates test profiles and reports based on psychometric test data.
- Applies knowledge of behavioural patterns in analysing and understanding human cognition and behaviour. Uses cognitive models to formulate case conceptualisations.
- Uses knowledge of implicit and explicit behavioural patterns in assessment and research.
- Applies counselling techniques adapted to the specific needs and objectives of each client. Demonstrates skills of empathy, active listening and reflection.
- Develops individualised intervention plans and monitors clients' progress.
- Demonstrates active listening skills by giving full attention and reflecting content and emotions expressed. Formulates appropriate clarifying questions without interrupting communication flow.
- Adapts listening style to different types of clients, collaborators and research contexts.
- Develops strategies for public involvement at different stages of cognitive science research. Uses accessible channels and formats for dialogue with the general public on cognitive science topics.
- Evaluates the impact of public involvement activities on research quality.

- Builds open innovation partnerships with diverse organisations, research institutions and technology companies. Develops collaborative projects integrating perspectives from multiple partners.
- Uses digital platforms and networks to facilitate open innovation.
- Develops knowledge transfer strategies adapted to the needs of beneficiary organisations. Uses communication and advocacy tools to maximise knowledge flow.
- Builds relationships with organisations and decision-makers to facilitate the application of results.
- Drafts original academic articles and papers presenting cognitive science research results. Goes through the peer review process and revises manuscripts according to feedback.
- Utilises reference management software and adheres to citation standards (APA etc.).
- Develops clear, precise scientific and technical texts adapted to specialised audiences. Revises and improves manuscripts based on feedback from reviewers and editors.
- Uses software tools for reference management and academic writing.
- Applies agreed clinical protocols and guidelines in providing cognitive science-based services.
- Adapts guidelines to the specifics of each case.
- Develops scientific publications that clearly present hypotheses, methodology, results and conclusions. Revises and improves manuscripts based on reviewer feedback.
- Reads and critically interprets new and complex information from diverse cognitive science sources. Develops coherent and well-structured literature syntheses.
- Uses academic databases (PsycINFO, Web of Science, Google Scholar, PubMed) to identify relevant literature.
- Develops funding proposals for cognitive science research projects with justified objectives and budget. Adapts project proposals to the specific requirements of each funding programme.
- Develops detailed budgets and clear financial justifications for proposed projects.
- Applies experimental paradigms and test batteries to identify behavioural patterns and understand their cognitive mechanisms. Analyses and interprets test results, formulating empirically validated conclusions.
- Selects and justifies appropriate statistical methods for validating behavioural and cognitive models.
- Uses standardised tests and procedures to assess emotional patterns and their cognitive correlates. Analyses emotional profiles and interprets identified patterns.
- Interprets complex emotional profiles in the context of cognitive science assessments.
- Develops and implements psychoeducational interventions adapted to clients' needs and cognitive profile. Uses varied materials and formats for transmitting psychoeducational information.

- Applies clinical reasoning techniques for comprehensive cognitive assessment. Develops formulations that integrate assessment data into a coherent understanding of the individual's cognitive profile.
- Uses English and other foreign languages to communicate with international colleagues, access specialist literature and participate in international conferences.
- Drafts reports and presentations in English and, where applicable, in other international languages.
- Provides emotional support, relevant experiences and personalised advice to mentees. Demonstrates skills of empathic listening and non-directive guidance in mentoring relationships.
- Adapts the style and content of mentoring to the needs, objectives and pace of each person.
- Applies assessment and intervention techniques adapted to individuals who have experienced various forms of abuse.
- Demonstrates sensitive communication skills in creating a safe environment.
- Uses digital tools and online platforms for designing and implementing blended learning experiences.
- Develops teaching materials adapted to both face-to-face and online formats.
- Critically evaluates the cognitive and behavioural profile of individuals with various mental health conditions.
- Develops differential diagnostic formulations based on cognitive science assessment data.
- Develops and implements health education programmes adapted to target groups, with a focus on cognitive health and well-being.
- Applies evidence-based cognitive health promotion strategies to design, deliver, and evaluate targeted health education interventions, adapting content and communication methods to diverse audiences while ensuring accuracy, ethical responsibility, and alignment with current cognitive science research.
- Develops and implements mental health promotion interventions using cognitive science insights.
- Uses psychoeducational methods to increase resilience and cognitive well-being.
- Applies behavioural science knowledge to analyse, predict and explain human actions and decisions in various contexts. Uses insights from multiple disciplines to provide evidence-based explanations of behaviour.
- Critically evaluates the applicability of behavioural theories to real-world cognitive science problems.
- Applies appropriate scientific methods (experimental, quasi-experimental, observational, computational) to investigate cognitive and behavioural phenomena. Selects methods suited to specific research questions.

- Justifies the choice of scientific methods in own research proposals and reports.
- Applies appropriate statistical techniques to analyse cognitive science data. Uses statistical software (R, Python, SPSS, JASP) to conduct analyses and interpret results.
- Interprets statistical outputs accurately and communicates findings clearly to diverse audiences.
- Prepares clear, accurate and well-structured reports of research analyses, including tables, figures and statistical summaries. Presents analysis results to both specialist and non-specialist audiences.
- Uses data visualisation tools to present complex cognitive science findings accessibly.
- Designs and conducts research studies to investigate human behaviour, cognition and brain function. Collects, processes and analyses behavioural data from diverse sources.
- Integrates findings from multiple methods to build a comprehensive understanding of human behaviour.
- Demonstrates explicit assumption of responsibility for own professional decisions, actions and results. Documents professional decisions and related accountability in reports and professional records.
- Analyses systematically and regularly own professional actions, performance and attitudes. Uses reflective journals and other self-reflection tools for continuous development.
- Develops concrete action plans to address gaps identified in own practice.
- Critically evaluates specialist literature, research reports and other sources relevant to cognitive science practice. Formulates and defends professional judgements based on empirical evidence and logical reasoning.
- Evaluates critically the methodological quality of studies used to underpin cognitive science practice.
- Modifies own attitudes and behaviours to adapt to changing professional requirements. Demonstrates flexibility in addressing new or unexpected situations in cognitive science practice.
- Develops personal strategies for adapting to changes in the rapidly evolving cognitive science field.
- Applies systematic methods for identifying, analysing and solving problems in diverse professional and research contexts. Generates creative and pragmatic solutions to challenges encountered in cognitive science practice.
- Evaluates the effectiveness of implemented solutions and adjusts the approach according to results.
- Collaborates confidently in diverse teams, actively contributing to achieving common objectives. Demonstrates interpersonal communication, negotiation and conflict resolution skills.

- Facilitates communication and collaboration in multidisciplinary cognitive science teams.
- Develops career and personal development plans with concrete objectives and realistic strategies. Builds and promotes own professional profile in relevant contexts.
- Uses training, mentoring and networking resources for professional advancement.
- Demonstrates intercultural competence in interactions with clients, collaborators and research participants from diverse cultural backgrounds. Adapts cognitive science assessments and interventions to each participant's cultural context.
- Critically analyses own cultural assumptions and their effects on professional practice.
- Applies techniques for managing work-life balance and preventing professional burnout in high-demand cognitive science environments. Develops and implements a personal plan for maintaining psychological well-being.
- Explains protective factors for psychological well-being in cognitive science work environments.
- Develops simple activity plans for cognitive science services and products, identifying the target market and promotion strategy. Demonstrates initiative and proactivity in identifying and capitalising on professional opportunities.
- Manages resources (financial, human, relational) for developing cognitive science professional activity.
- Adapts psychological terminology in communication with different socio-professional categories targeted as clients, as well as to the type of assessment and intervention.
- Calibrates own behaviour appropriately when in contact with clients in different emotional states.
- Carries out the necessary steps for interviewing, listening to and observing the client within interactions with them.
- Critically analyses information from scientific literature, medical/educational/organisational documents, stakeholder analysis and other available sources when providing psychological services to clients.
- Negotiates tasks/objectives and the necessary resources with clients and other relevant persons within the provision of psychological services, under supervision.
- Develops research, intervention and psychological assessment designs that are robustly supported theoretically and methodologically.
- Analyses available options and formulates hypotheses about possible outcomes of choices, as well as evaluation criteria for testing these hypotheses within an assessment or intervention.
- Uses current methodologies and statistical analyses appropriate to the established study design, under supervision.
- Chooses methods and their implementation strategies, taking into account the objectives of the assessment/intervention, the (mental) state of the clients, their context and

individual/group/organisational differences within a psychological intervention process, under supervision.

- Selects the most appropriate methods and techniques of assessment or intervention from the field of psychology in professional interactions with beneficiaries of psychological services, under supervision.
- Analyses and interprets empirical data within a research/intervention and psychological assessment approach, under supervision.
- Implements specific assessment/intervention methods in different conditions and with different clients with whom they interact, under supervision.
- Recognises and manages/accommodates unforeseen/possible side effects (consequences, impact) during assessment/intervention without losing sight of the agreed objective, under supervision.
- Develops and applies appropriate psychological evaluation and intervention procedures, under supervision.
- Collects and pertinently interprets evaluation data in relation to quality, ethical criteria and the objectives of the evaluation, taking cultural competencies into account.
- Detects/analyses notable details, carries out critical reflection and adapts the evaluation to ensure process quality.
- Applies deontological principles and standards in the process of psychological assessment, using validated procedures and instruments, in accordance with the regulations and guidelines established by the representative professional bodies of the field.
- Recognises and adequately resolves ethical dilemmas and deviations from professional standards within an assessment/intervention approach, under supervision.
- Consults colleagues/supervisors in seeking other relevant points of view from the literature when grounding professional practice.
- Expresses a range of interpersonal skills (e.g. verbal fluency, emotional/affective expressiveness, persuasion, warmth/acceptance of others, empathy, perspective-taking, behavioural consistency) in the relationship with the client.
- Obtains informed consent in sharing information and professional contributions with clients and relevant persons, taking into account their status/condition (e.g. parents).
- Negotiates adequately the needs, objectives, process and outcomes of the assessment/intervention carried out on the client, under supervision.
- Resolves conflicts with clients within interactions with them, under supervision.
- Formulates and communicates professional information in a manner adapted to the interlocutor's specifics, under supervision.
- Presents information coherently, using clear language and appropriate written materials, making reasonable adjustments to optimise understanding in front of an audience, under supervision.

- Demonstrates the assimilation of group interaction techniques, empathic interpersonal communication capacities and the assumption of specific roles within team work.
- Presents and clarifies the relevance of the professional contributions of the psychologist in work carried out within an interdisciplinary team, under supervision.
- Applies effective learning strategies throughout the professional biography, identifying new needs and areas for professional development.
- Examines and analyses information from a wide range of sources and media, to valorise it in the psychological approach.
- Uses critical thinking in grounding psychological assessment/intervention.
- Uses technology, including AI, to broaden and bridge multidimensional expertise.
- Formulates knowledge questions that are related to the learned theories when articulating a research design, under supervision.
- Collects data and effectively manages databases with psychological variables within a research approach, under supervision.
- Drafts a psychological research project of low to medium complexity, based on the main psychological paradigms and theories acquired, including argumentation of the methods, techniques, procedures and instruments applied, under supervision.
- Interacts effectively with other persons within teams focused on achieving common tasks.
- Learns to interact effectively with future clients in assessment, counselling, vocational and career guidance activities, under supervision.
- Develops digital competencies necessary for effective interaction with team partners and clients, under supervision.
- Adopts multiple perspectives in interpreting personality dynamics.
- Identifies individual differences through the appropriate application of personality theories in professional practice, under supervision.
- Participates in the professional community and the broader social environment in advocacy actions for representations of otherness/minority social categories, under supervision.

c) Responsibility and autonomy

The student/graduate must:

- Adopts a consistent professional conduct based on respect and collegiality in all professional interactions. Monitors the quality of own professional interactions.
- Monitors compliance of own research activities with ethical norms and reports deviations.
- Plans and coordinates project activities ensuring compliance with deadlines and quality standards.
- Proactively shares research findings with the aim of informing the public. Practises responsible communication, avoiding oversimplifications.

- Maintains consistent standards of honesty and integrity in all professional interactions.
- Initiates interdisciplinary partnerships oriented towards solving problems of cognitive and behavioural relevance.
- Actively manages own professional network, contributing to an open collaborative environment.
- Adopts a proactive attitude towards using and developing open digital resources in research.
- Strategically plans dissemination of own results, actively contributing to advancing knowledge in the field.
- Continuously maintains and updates disciplinary expertise through professional development and literature review.
- Conducts research projects in compliance with ethical and methodological standards of cognitive science.
- Plans and conducts psychological assessment processes in compliance with professional ethics standards.
- Objectively monitors research activities, respecting scientific community standards.
- Systematically applies abstract thinking in addressing complex cognitive science problems.
- Actively manages the valorisation of cognitive science knowledge, monitoring its societal impact.
- Responsibly manages the full lifecycle of cognitive science research data.
- Adopts responsible open data management practices, contributing to research transparency and reproducibility.
- Autonomously acquires new professional competences, maintaining the relevance of own practice in the rapidly evolving field of cognitive science.
- Manages with integrity own and collaborators' intellectual property rights.
- Verifies terms of licensing for resources and respects the terms of licensing when using others' work (e.g., code, text, images).
- Adopts open publication practices as the standard of own research activity.
- Acts responsibly in identifying and reporting mental health issues, respecting the limits of professional competence.
- Monitors the integration of gender dimension in own research and intervention projects.
- Responsibly fulfils the test interpretation process, respecting ethical and psychometric standards.
- Carefully and responsibly manages the application of behavioural models, respecting each individual's complexity.
- Assists and guides clients in overcoming difficulties, respecting professional ethics principles.

- Systematically practises active listening as a fundamental tool in professional and research interactions.
- Initiates and manages participatory research processes, ensuring genuine public involvement.
- Actively promotes the culture of open innovation in the cognitive science community.
- Actively manages knowledge transfer processes, pursuing maximum social and technological impact.
- Regularly publishes own research results, respecting ethical standards of academic publishing.
- Independently produces quality scientific documentation, assumed as own contribution.
- Adheres to clinical guidelines validated by the professional community, taking responsibility for service quality.
- Independently manages the drafting and revision of publications, respecting ethical standards.
- Independently produces quality information syntheses as a contribution to knowledge in the field.
- Plans and manages the funding acquisition process, respecting deadlines and administrative requirements.
- Plans and conducts the process of testing behavioural patterns with methodological rigour.
- Formulates well-founded conclusions regarding the emotional patterns of assessed individuals.
- Integrates psychoeducation as a key component of cognitive science-based intervention plans.
- Conducts clinical cognitive assessment with professionalism, ensuring quality and accuracy of conclusions.
- Actively manages the development of linguistic competences needed for participation in the international cognitive science community.
- Mentors individuals with commitment and responsibility, respecting their autonomy and growth potential.
- Addresses abuse cases with responsibility and sensitivity, respecting the limits of professional competence.
- Responsibly integrates digital technologies into learning processes, ensuring quality of experiences.
- Formulates differential psychological diagnosis with professional responsibility, recognising the limits of own competence.
- Provides health education with responsibility and accuracy, based on up-to-date evidence from cognitive science.

- Actively promotes positive mental health factors in the communities it works with.
- Integrates knowledge of human behaviour responsibly in research, consultation and applied cognitive science practice.
- Conducts rigorous scientific investigations, maintaining methodological standards and replication practices.
- Selects and justifies statistical methods appropriate to research design, ensuring rigorous and reproducible analyses.
- Produces quality analysis reports that meet publication and professional standards.
- Leads behavioural research projects with methodological rigour and ethical responsibility.
- Autonomously manages professional responsibilities, assuming full accountability for decisions taken. Monitors the impact of own actions and proposes corrective measures when necessary.
- Autonomously plans and follows professional development programmes based on critical self-evaluation. Honestly examines own limitations and seeks feedback from diverse sources.
- Systematically applies critical thinking in professional and research decision-making. Continuously revises own beliefs and judgements based on new evidence and perspectives.
- Proactively initiates adaptation to change, supporting colleagues during transition periods. Responsibly manages professional transitions.
- Autonomously solves complex problems from professional activity, taking responsibility for proposed solutions. Collaborates with the team and beneficiaries to identify appropriate solutions.
- Uses technology, including AI, in a responsible manner, to solve problems.
- Coordinates team activity in cognitive science projects, ensuring mutual respect and efficiency. Monitors own team contribution and proposes improvements to group dynamics.
- Supports team members in achieving project goals, by taking personal responsibility for the outcome of the project.
- Actively manages own professional and personal development, taking initiative in identifying opportunities. Plans strategically the next career steps in cognitive science.
- Respects and values cultural diversity in all aspects of professional activity. Adheres to the principles of cultural competence in cognitive science practice.
- Proactively monitors own psychological well-being, recognising personal limits and seeking support. Systematically practises self-care behaviours.
- Initiates and develops cognitive science projects and services with entrepreneurial spirit, taking responsibility for decisions. Organises professional activity with rigour and results orientation.

- Uses norms, standards and specific methodologies coherently in designing psychological assessment approaches, under supervision.
- Demonstrates professionalism through the pertinent formulation of questions to understand the causes of the client's behaviour and the interpretation of events in which the client is involved when interacting with them.
- Shows interpersonal openness through willingness to respond to the needs and objectives of the client in the relationship with them.
- Empathises with the client through the desire to understand their situation and to share the feelings experienced by them within the psychologist-client relationship.
- Activates a collaborative openness when working with clients and other persons, in a relational manner based on respect for the 'other'.
- Uses empirically-based assessments, interventions and psychological assessments, applying evidence-based criteria, in interaction with the beneficiary of psychological services, under supervision.
- Shows kindness and concern for others, taking into account the emotional state of the client in the psychologist-client interaction.
- Adopts a responsible attitude in the psychologist-client interaction within the assessment/intervention approach.
- Demonstrates a flexible approach within the relationship with the client.
- Activates critical, hypothesis-oriented thinking through the desire to reflect on own actions in interaction with the beneficiary of psychological services, under supervision.
- Operates flexibly with data collected within the psychological approach, taking into account the objectives of the intervention or assessment, in professional interaction with clients.
- Demonstrates self-control in managing problematic situations arising in psychological assessment and diagnosis.
- Shows calm, professional balance and capacity for adaptation in different contexts, including new or stressful situations; respects the deontological norms of the psychologist profession in all professional contexts.
- Plans resources adequately for carrying out a scientifically validated psychological evaluation and intervention approach.
- Demonstrates willingness to accept unexpected evaluation results and to act with integrity in problematic situations arising in psychological evaluation and diagnosis.
- Relates empathically to the client through the desire to understand and share the feelings of clients and others, as well as own reactions, reflecting on their consequences in relation to the applied evaluation and intervention (possible subjective biases), under supervision.
- Shows flexibility through willingness to explore different interpretations of evaluation results and to analyse own biases.

- Chooses quality orientation through continuous improvement of the problem-solving capacity faced in psychological evaluation and intervention tasks.
- Acts responsibly in the relationship with the beneficiary of psychological services, in accordance with relevant ethical, deontological and legal benchmarks.
- Demonstrates respect when interacting with clients and others.
- Acts with integrity and honesty with beneficiaries of psychological services.
- Demonstrates reflexivity through willingness to critically, hypothesis-orientedly reflect and apply reasoning in decision-making processes within the psychological approach.
- Develops strategies of rigorous, efficient and responsible work, punctuality and personal accountability for results, based on the principles, norms and values of the professional code of ethics, which will be applied in the relationship with the beneficiary of psychological services.
- Demonstrates interpersonal openness in building communication and relationships with the client.
- Communicates psychological conclusions and recommendations in a clear and ethical manner, adapted to the audience, whether professionals, clients or the general public, under supervision.
- Shows relational honesty through obtaining informed consent, developing the psychological contract, and reporting results.
- Expresses a supportive attitude by providing relevant feedback in communication with the client.
- Acts with respect in relationships with other collaborators when participating in professional team activities.
- Integrates technology responsibly in the process of learning and professional development.
- Reflects critically on the progress made in the learning process.
- Demonstrates permanent and conscious self-control regarding motivations for learning, in relation to own professional and personal development objectives within continuous professional training.
- Operates distinctions between scientifically validated information and that provided by common knowledge, in professional relationships between psychologist and client.
- Relates responsibly to the career development plan through a focus on continuous learning from scientifically validated sources in professional contexts endorsed by specialised forums.
- Shows an open attitude, based on intellectual curiosity, in exploring the human psychic system and personality.
- Maintains a keen concern for scientific rigour in the creative-innovative approach to psychological issues encountered in a research approach in the field.

- Expresses the desire to create a trust environment in relationships with collaborators involved in the psychological approach.
- Shows willingness to explore new experiences, knowledge, research and practices useful in collaborative professional approaches.
- Demonstrates team spirit, sincerity, tolerance, empathy and respect in interaction with other partners in working teams and with supervisors.
- Indicates willingness to explore experiences, values and knowledge that are characteristic of different personal and social identities.
- Empathises with the 'other' through the manifestation of the desire to understand and share own and others' feelings within a psychological knowledge approach.
- Expresses curiosity and respect towards different social/cultural identities in professional practice.
- Demonstrates proactivity through the desire to improve the situation of others and own situation.

3. Occupations on the labor market

- Psychologist – ESCO code 2634.2

Other occupations for which the program forms competences

- Behavioural scientist – ESCO code 2632.3

4. Ensuring flexible learning paths within the study program

The flexibility of the study program is ensured through optional subjects and complementary subjects.

Elective subjects (optional) are proposed for semesters 1 – 6 and are grouped into optional packages, which complete the student's specialization path.

In the first year, second semester, the package of optional subjects includes *Critical Thinking in Cognitive Science*, aimed at training critical thinking in students and orienting them towards the valorization of empirical evidence provided by psychological research, versus *Interaction between Human and Computer* aimed at understanding the relationship between people and computers in order to adapt them psychologically to the rapidly evolving technology.

In the second year, the package of optional subjects from the 1st semester includes the subjects: *Education and Cognition* versus *Decision-making and Behavioral Economics*, which are chosen for different specialization directions. In the second semester, we have two packages of optional subjects, consisting of *Behavioral Genetics* versus *Object-Oriented Programming* and *Ethics and Moral Reasoning* versus *Culture and Social Cognition*, built on the same principle, that of correspondence with different areas of specialization.

In the third year, the Curriculum contains three packages of optional subjects in each semester. Thus, in the first semester, the first package of subjects consists of *Neurodevelopmental Disorders* versus *Forensic Psychology*, the second package contains the subjects *Cognition and Health* versus *Psychopathology*, while the third package includes *Cognitive-Behavioral Modifications* versus *Cognition and Organizational Behavior*. Hence, coherent educational paths can be chosen, with disciplines from various fields in each package. In the second semester, we have three packages of optional subjects, the first consisting of *Storytelling for Communicating Science* versus *Basics of Cognitive Linguistics*. The second package contains *Managerial Psychology* versus *Methods in Neuroscience*, and the third package of optional subjects includes *Social Anthropology* versus *Advanced Therapies in Modern Psychological Interventions* each specific to a specialization direction.

The **optional subjects** are proposed for semesters 1-6 both by the department or the faculty managing the study program, but they can also be chosen from the packages offered by other faculties.

At the West University of Timișoara, all the curricula of the bachelor's degree programs have a mandatory provision of one **complementary discipline that forms transversal skills**, in each of the 3rd, 4th and 5th semesters. The students choose from an annual offer of more than 160 subjects from different fields than the one in which they are studying (the offer of complementary subjects that generate transversal skills for students from WUT's bachelor's degree programs can be found on the www.dct.uvt.ro platform). Also, all the curricula of the bachelor's degree programs contains the Physical Education discipline with mandatory status, for a duration of three semesters (year I, semester I, year II, semesters I and II) and with an optional nature, for a duration of one semester (year I, semester II), with students having the opportunity to opt for a wide range of sports disciplines in each semester.

In accordance with the provisions of the *Regulation on the initiation, development, monitoring and periodic review of university programs and fields of study at the West University of Timișoara and their related curricula*, for students to benefit from credits for volunteering activities based on the provisions of the Higher Education Law no 199/2023, with subsequent amendments and additions (article 127, paragraph (9)), the *Volunteering* optional discipline is available every semester in the curricula of all bachelor's and master's degree programs, having 2 ECTS credits.

Furthermore, in accordance with the provisions of the Regulation on the initiation, development, monitoring, and periodic review of university study programmes and fields of study at the West University of Timișoara, as well as their corresponding curricula, each WUT student, both during the bachelor's degree cycle and the master's degree cycle, may optionally participate in short-term educational programmes (e.g., blended intensive programmes, thematic schools, etc.) organized in a physical and/or hybrid format by WUT, by WUT partner higher education institutions within the European Higher Education Area (EHEA), or by other WUT partner entities, and may be awarded transferable study credits upon successful

completion of such programmes. The successful completion of these educational programmes, the credits earned, and the competences/learning outcomes acquired by students (to the extent that these are specified in a supporting document issued by the programme organizer) shall be recorded in the Diploma Supplement. In order to benefit from these credits, students must submit proof of successful completion of the programme, issued by the organizer, to the Student InfoCenter within a maximum of 10 working days following the completion of the programme. The awarding of credits shall be approved by a committee composed of representatives of the WUT General Secretariat, appointed by decision of the Rector of WUT at the beginning of each academic year.

5. Professional activity and student assessment

The rights, obligations and conditions of the professional activity of students at the Western University of Timișoara are regulated by *The code of rights and obligations of the student and the Regulation on the professional activity of students from the bachelor's and master's study cycles of UVT*, approved by the UVT Senate.

The form and assessment/examination methods for each subject in the curriculum are established by the syllabus.

6. Final graduation exam

In accordance with the *Regulation on the organization and conduct of undergraduate and master's degree exams at the West University of Timișoara*, approved by the UVT Senate, the undergraduate degree exam for any undergraduate degree program organized at UVT consists of two parts:

- test 1 - for evaluation of fundamental and specialized knowledge – written exam: 5 credits;
- part 2 - the elaboration and defense of a bachelor thesis: 5 credits.

The topics and the bibliography corresponding to the final exam tests are published on each faculty's own website and/or on the UVT website before the beginning of each academic year.

Enrollment in the graduation exam is conditioned by the student choosing the theme of the graduation thesis within 60 days at most from the beginning of the academic year of the final year of study.

The submission of the final version of the thesis on the e-learning platform is done at least 5 working days before the date scheduled for the start of the exam.

Each thesis will be accompanied, at the time of submission, by the Similarity Report resulting from the verification of the originality of the thesis by a specialized software, on the UVT e-learning platform.

According to the structure of the academic year, at UVT the exams for completing university studies can be organized in 3 sessions, usually in the months of July, September and February.

The period of drawing up the bachelor's project (thesis): starting with the penultimate semester of studies.

Finalizing the bachelor's project: in the last semester of studies.

7. Training for the teaching profession (*if applicable*)

Students who wish to opt for a teaching career in pre-higher education must undergo (in addition to this study program) and complete the Psycho-pedagogical Training Program in order to certify the skills for the teaching profession and obtain the Certificate of Completion of this program. In the West University of Timișoara, this program is organized by the Department for the Training of Teaching Staff (DPPD) and can be undertaken as an undergraduate or as a postgraduate. For more information, visit the link: <https://dppd.uvt.ro>.

LIST OF STUDIED DISCIPLINES, GROUPED BY YEAR AND SEMESTER OF STUDY

First Year I

Academic year 2026-2027

No. crt.	Discipline	C1	C2	Discipline Code	First semester				Number of credits	Second semester				Number of credits	
					Number of hours/ week					Number of credits	Number of hours/ week				
					C	S	L	P			C	S	L		P
1.	Introduction to Psychology	DF	DOB	PCS1P1101	2	2			5						
2.	Introduction to Cognitive Science	DF	DOB	PCS1P1102	2	1			4						
3.	Research Methods and Statistics I	DF	DOB	PCS1P1103	2		2		5						
4.	Introduction to Programming	DS	DOB	PCS1P1104	2		2		4						
5.	Logic and Scientific Reasoning	DS	DOB	PCS1P1105	1	2			4						
6.	Introduction to Neuroscience	DF	DOB	PCS1P1106	2	2			5						
7.	Evolutionary Psychology	DS	DOB	PCS1P1201						1	1			3	
8.	Critical Thinking in Cognitive Science	DS	DOP	PCS1P1202						1	1			3	
	Interaction Between Humans and Computers			PCS1P1203											
9.	Research Methods and Statistics II	DS	DOB	PCS1P1204						2	2			5	
10.	Social Cognition	DS	DOB	PCS1P1205						2	2			5	
11.	Cognitive Psychology	DS	DOB	PCS1P1206						2	2			5	
12.	Introduction to Psychometrics and Psychological Assessment	DF	DOB	PCS1P1207						1	1			4	
13.	Research Practice	DS	DOB	PCS1P1208									3	2	
14.	Foreign Language 1 (French / Spanish / German)	DC	DOP	PCS1P1107		2			2						
15.	Foreign Language (French/ Spanish/German) 2	DC	DOP	PCS1P1209							2			2	
16.	Physical Education 1	DC	DOP	PCS1P1108			1		1						
17.	Introduction to the Use of Generative Artificial Intelligence (GenAI)	DC	DOB	PCS1P1210						1				1	
18.	Ethics and Academic Integrity	DC	DOB	PCS1P1109	1				1						
19.	Academic Writing	DC	DOB	PCS1P1211							1			1	
20.	Professional Counseling and Career Guidance	DC	DOB	PCS1P1110		1			1						
Total					12	10	5	-	30 + 2	10	12	-	3	30 + 1	
Total of didactic hours per week					27					25					

Optional disciplines														
No. crt.	Discipline	C1	C2	Discipline code	First semester				Number of credits	Second semester				
					Number of hours/ week					Number of credits	Number of hours/ week			
					C	S	L	P			C	S	L	P
1.	Volunteering 1	DC	DFA	PCS1P1111				60*	2					
2.	Volunteering 2	DC	DFA	PCS1P1212								60*	2	
3.	Physical Education 4	DC	DFA	PCS1P1213								1	1	

* The total number of hours allocated to the Volunteering course corresponds to one semester.

Second Year

Academic year 2027-2028

No. crt.	Discipline	C1	C2	Discipline code	First semester					Second semester				
					Number of hours/ week				Number of credits	Number of hours/ week				Number of credits
					C	S	L	P		C	S	L	P	
1.	Personality Psychology	DF	DOB	PCS1P2101	2	2			5					
2.	Psychological Assessment I (Cognitive abilities)	DF	DOB	PCS1P2102	2	2			5					
3.	Learning and Behavior Modification	DF	DOB	PCS1P2103	2	1			4					
4.	Philosophy of Mind and Consciousness	DS	DOB	PCS1P2104	2				2					
5.	Developmental Psychology	DS	DOB	PCS1P2105	2	2			5					
6.	Education and Cognition	DS	DOP	PCS1P2106	2	1			3					
	Decision-Making and Behavioral Economics (Opt 1 out of 2)			PCS1P2107										
7.	Professional and Research Practice I	DS	DOB	PCS1P2108				3	2					
8.	Cognitive Neuroscience	DS	DOB	PCS1P2201						2	2			5
9.	Introduction to Clinical Cognitive Sciences	DS	DOB	PCS1P2202						2	2			5
10.	Psychological Assessment II (Personality)	DS	DOB	PCS1P2203						2	2			5
11.	Ethics and Moral Reasoning	DS	DOP	PCS1P2204						1	1			2
	Culture and Social Cognition (Opt 1 out of 2)			PCS1P2205										
12.	Behavioral Genetics	DS	DOP	PCS1P2206						2	1			4
	Object-Oriented Programming (Opt 1 out of 2)			PCS1P2207										
13.	Professional and Research Practice II	DS	DOB	PCS1P2208									3	2
14.	Applied Computer Science in Psychology and Cognitive Science (Introduction to R)	DS	DOB	PCS1P2209						2		2		3
15.	Entrepreneurship Skills	DC	DOB	PCS1P2109	1	1			2					
16.	Optional Complementary Discipline that Forms Transversal Skills	DC	DOP	PCS1P2210						1	1			2
17.	Foreign Language 3 (French / Spanish / German)	DC	DOP	PCS1P2110		2			2					
18.	Foreign Language 4 (French / Spanish / German)	DC	DOP	PCS1P2211							2			2
19.	Physical Education 3	DC	DOP	PCS1P2111			1		1					
20.	Physical Education 4	DC	DOP	PCS1P2212								1		1
Total					13	11	1	3	30 + 1	12	11	3	3	30 + 1
Total of didactic hours per week					28					29				

Optional disciplines														
No. crt.	Discipline	C1	C2	Discipline code	First semester					Second semester				
					Number of hours/ week				Number of credits	Number of hours/ week				Number of credits
					C	S	L	P		C	S	L	P	
1.	Volunteering 3	DC	DFA	PCS1P2112				60*	2					
2.	Volunteering 4	DC	DFA	PCS1P2213									60*	2
3.	Entrepreneurship Skills – Practical Applications	DC	DFA	PCS1P2214								2		2

* The total number of hours allocated to the Volunteering course corresponds to one semester.

Third Year

Academic year 2028-2029

No. crt.	Discipline	C1	C2	Discipline code	First semester				Number of credits	Second semester				Number of credits
					Number of hours/ week					Number of hours/ week				
					C	S	L	P		C	S	L	P	
1.	Psychotherapy	DF	DOB	PCS1P3101	2	2			6					
2.	Research Methods for Social and Behavioral Sciences	DF	DOB	PCS1P3102	2	2			5					
3.	Neurodevelopmental Disorders	DS	DOP	PCS1P3103	2	2			5					
	Forensic Psychology (Opt 1 out of 2)			PCS1P3104										
4.	Cognition and Health	DS	DOP	PCS1P3105	2	2			5					
	Psychopathology (Opt 1 out of 2)			PCS1P3106										
5	Cognitive-Behavioral Modifications	DS	DOP	PCS1P3107	2	2			5					
	Cognition and Organizational Behavior (Opt 1 out of 2)			PCS1P3108										
6.	Professional Practice III	DS	DOB	PCS1P3109				3	2					
7.	Computer Science and Cognition	DS	DOB	PCS1P3201						2	2			6
8.	Advanced Data Analysis	DS	DOB	PCS1P3202						2	2			6
9.	Storytelling for Communicating Science	DS	DOP	PCS1P3203						1	1			4
	Basics of Cognitive Linguistics (Opt 1 out of 2)			PCS1P3204										
10.	Managerial Psychology	DS	DOP	PCS1P3205						2	2			6
	Methods in Neurosciences (Opt 1 out of 2)			PCS1P3206										
11.	Social Anthropology	DS	DOP	PCS1P3207						1	1			4
	Advanced Therapies in Modern Psychological Interventions (Opt 1 out of 2)			PCS1P3208										
12.	Professional and Research Practice IV	DS	DOB	PCS1P3209									4	2
13.	Research Practice (preparing the final thesis)	DS	DOB	PCS1P3210									4	2
14.	Optional Complementary Discipline that Forms Transversal Skills 3	DC	DOP	PCS1P3110	1	1			2					
Total					11	11	-	3	30	8	8	-	8	30
Total of didactic hours per week					25					24				

Optional Disciplines															
No. crt.	Discipline	C1	C2	Discipline code	First semester					Number of credits	Second semester				Number of credits
					Number of hours/ week				C		S	L	P		
					C	S	L	P							
1.	Volunteering 5	DC	DFA	PCS1P3111				60*	2						
2.	Volunteering 6	DC	DFA	PCS1P3211									60*	2	

* The total number of hours allocated to the Volunteering course corresponds to one semester.

Legend

C1	content criterion
C2	mandatory status criterion
DF	foundational subjects
DS	specialization subjects
DC	complementary subjects
DOB	mandatory subjects (required)
DOP	optional subjects
DFA	elective subjects
CP	professional competence
CT	transversal competence
C	lecture(course)-type teaching activity
S	seminar-type teaching activity
L	laboratory / practical work teaching activity
P	practical placement / internship teaching activity

Subject code: <study program><department><subject number>

HEAD OF DEPARTMENT,
Conf. univ. dr. Andrei RUSU

DEAN,
Prof. univ. dr. Delia VÎRGĂ

RECTOR,
Prof. univ. dr. Marilen PIRTEA

GENERAL OVERVIEW I (based on content)

Nr. crt.	Subject type	Total number of hours									% of the total
		1st year		2nd year		3rd year		Whole study program			
		C	S/L/P	C	S/L/P	C	S/L/P	C	S/L/P	Total	
1.	Fundamental	126	112	84	70	56	56	266	238	504	22,78%
2.	Specialized	154	210	238	2266	196	350	588	826	1414	63,92%
3.	Complementary	28	98	28	112	14	14	70	224	294	13,29%
TOTAL		308	420	350	448	266	420	924	1288	2212	100%

GENERAL OVERVIEW II (mandatory/optional disciplines)

Nr. crt.	Subject type	Total number of hours										ARACIS specific standard provision
		1st year		2nd year		3rd year		Whole study program			% of the total	
		C	S/L/P	C	S/L/P	C	S/L/P	C	S/L/P	Total		
1.	Mandatory	294	336	266	350	112	266	672	952	1624	73,42%	
2.	Optional	14	84	84	98	154	154	252	336	588	26,58%	min. 20%
TOTAL		308	420	350	448	266	420	924	1288	2212	100%	100,00%
3.	Elective	-	134	-	148	-	120	-	402	402	-	<i>Not added to the total</i>
Total application hours ratio (S/L/P) / course hours								1,39				

CORRELATION BETWEEN COMPETENCES, EXPECTED LEARNING OUTCOMES AND STUDIED SUBJECTS

Correlation between expected learning outcomes and the studied subjects and correlation between expected learning outcomes and key, professional and transversal competences