

Syllabus

2025-2026

1. Information about the program

1.1 Higher education institutions	Universitatea de Vest din Timișoara (UVT), Timișoara, România in collaboration with the Universidad Pública de Navarra (UPNA), Pamplona, Spain
1.2 Faculty	Faculty of Sociology and Social Work (FSAS)
1.3 Department	Department of Sociology
1.4 Field of study	Sociology
1.5 Cycle of study	Bachelor
1.6 Study program/qualification	Sociology / Human Resources <i>(Sociologist -263201, HR specialist – 242314 HR Consultant – 242317 HR internal consultant – 242318 Recruitment analyst / Employees' integration analyst – 242309, Recruitment specialist – 242320)</i>

2. Information about discipline

2.1 Course title	SOCIAL POLICY // POLITICI SOCIALE (Alternative route ¹) Is a UNITA Collaborative Online International Learning (COIL) offered by the Universitatea de Vest din Timișoara (UVT) and the Universidad Pública de Navarra (UPNA)						
2.2 Lecturers of the course	Associate Professor Melinda Dincă, Ph.D. (UVT), Romania						
2.3 Lecturers of the seminars	Professor Begoña Elizalde-San Miguel, Ph.D. (UPNA), Spain						
2.4 Year of study	I	2.5 Semester	1	2.6 Type of evaluation	Ex	2.7 Course regime	DS

3. Estimated total time (number of hours per semester of teaching activities)

3.1 Number of hours per week	3	3.2 from which: courses	2	3.3 seminary	1
3.4 Total hours in the curriculum	42	3.5 from which courses	28	3.6 seminary	14
Distribution of time:					ore
Study by textbook, references, bibliography and notes					4
Additional documentation in the library, on the specialised electronic platforms/fieldwork					4
Preparation hours for seminars/ laboratories, homework, papers, portfolios and essays					10
Tutoring					
Examinations					2
3.7 Total hours of individual study		20			
3.8 Total hours per semester		62			
3.9 Number of ECTS credits		4			

4. Preconditions

4.1 of curriculum	<ul style="list-style-type: none"> It's not the case
4.2 of competencies	<ul style="list-style-type: none"> Language: English, intermediate level of oral and written communication Digital skills: Average level of proficiency in the use of OERs, LMSs, MS Office <p>The UNITA UVT-UPNA COIL component of the Social Policy / Politici Sociale course, including the collaborative teaching-learning and assessment activities, will be organised in an international collaborative learning environment where Romanian and Spanish students and teachers will communicate and collaborate in English, online, using digital technologies for effective collaboration across distances and cultures.</p>

¹ The alternative route is described at 9. Assessment, Page 7, at the end of the document.

5. Conditions

5.1 of the courses	• Internet access, using Google for Education Package and OERs
5.2 of the seminars	• Internet access, using Google for Education Package and OERs

6. Course objectives (expected learning results for graduation)

Study program SOCIOLOGY

Knowledge	R1. Knowledge, understanding and description of abstract concepts, theories and methodologies used in scientific research of organisations and communities R2. To know how to elaborate a hypothesis and operationalise key concepts for explanatory and interpretative analysis of social phenomena in organisations and communities
Abilities	R5. To plan and elaborate sociological research inquiries (collecting data, social data analysis) in organisations and communities, cultural research, surveys, etc. R6. To select the suitable methods, techniques and procedures for the context-sensitive social research, based on need assessment analysis R8. To elaborate and interpret social diagnosis, considering the real-life social problems and public policies
Responsibility and autonomy	R14. To understand and assume responsibility for the learning tasks, personal development and performance R17. To integrate and assume ethical principles and professional deontology in their own learning process

Study program HUMAN RESOURCES

Knowledge	R2. Advanced knowledge of social phenomenon analysis and interpretation R5. Advanced knowledge of social and cultural context evaluation in an organisational context
Abilities	
Responsibility and autonomy	R15. To assume social responsibility through personal attitudes and actions R17. To integrate and assume ethical principles and professional deontology in their own learning process

7. Content

Course	Teaching method	Remarks
Social policy system Define and explain social problems. Explain social dimensions and social, demographic and economic indicators that are used to shape sustainable social policies. Explain the role of the European Institute of Statistics and the standardised social indicators operated by the National Institute of Statistics. Explain the role of comparative analysis of social statistics for understanding the dynamics of social policies. Delimitation of the area of responsibility of public institutions in implementing social measures, actions, programs and policies at local, regional, national and European levels.	Collaborative online international learning Explanatory remarks Problematize real-life social problems.	References and course notes provided by the teacher. Includes one preparatory session for the UNITA Collaborative Online International Learning when the teacher presents the Social Policy UVT-UPNA COIL initiative, the partner university and the benefits of the collaborative sessions for a better understanding of social policy and social change: Monday, 7 th October 2024 11:20 – 12:50 (Romanian time)
UNITA Collaborative Online International Learning UVT-UPNA COIL - Introductory session Explain to students the potential of the UNITA Alliance and work plan for the UNITA COIL	Group reflective learning	Joint lectures held online, in synchronic communication, in the frame of UNITA Collaborative Online International Learning (COIL) for the students attending

<p>developed for the present course. Prepare students for the requirements, challenges and benefits of the collaborative online international learning modules UNITA COIL.</p> <p>Explain to students the advantages of understanding the local and contextualised perspective together with the international comparative perspective in terms of European strategies shaping the national models of welfare state and particular sets of social measures, actions, programs integrated in national strategies and social policies.</p>		<p>the Social Policy course at Universitatea de Vest din Timișoara (UVT), Romania and students attending the Social Organisation and Human Development course at Universidad Pública de Navarra (UPNA), Spain.</p> <p>The COIL component of the course will be organised through joint, online, synchronous, weekly sessions, including joint lectures and RO-ES mixed international team-based learning:</p> <p>Monday, 20 October 2025 – Introductory session Monday, 27th October 2025 Monday, 3th November 2024 Monday, 10th November 2025 Monday, 17th November 2025 Monday, 24th November 2025 10:20-11:50 (Spanish time) / 11:20 – 12:50 (Romanian time)</p> <p>References and course notes provided by the UVT and UPNA teachers</p>
<p>UNITA UVT-UPNA COIL</p> <p>- Poverty and comparative Welfare State models</p> <p>Explain the stereotypes aligned with poverty.</p> <p>Explain the poverty level existing in well-developed European regions by using the case studies on NUTS regions: the Navarra region and Pamplona in Spain, and the West region and Timisoara in Romania.</p> <p>Explain Welfare State models as different strategies to provide social services to citizens and tackle poverty and inequalities. Aim at understanding the Welfare State models existing in Spain and Romania.</p>		
<p>UNITA UVT-UPNA COIL</p> <p>- Social integration policies for migrants</p> <p>Students from both countries are asked to reflect on their everyday social context and the influence of migration on their families, local community, and country, to understand better the theoretical concepts and social indicators that define the migration phenomenon and the social integration needs of migrants.</p> <p>Explain the role of the United Nations Organisation (through the UNHCR) in the international protection of migrants, with a focus on non-EU economic immigrants, refugees, and asylum seekers.</p> <p>Explain different European strategies that contribute to the social integration of immigrants in the host countries.</p>		
<p>UNITA UVT-UPNA COIL</p> <p>- Country profile</p> <p>Explain the need for comparative analysis of the social reality between European states by exemplifying through the comparison between the evolution in time of the value of various social indicators registered for the Spanish and Romanian populations.</p> <p>Co-create a group-reflective learning environment in the joint classroom to promote students' active involvement in lectures and team-based learning activities.</p> <p>Develop international project-based groups for comparative analysis of various social dimensions in the country profile: SDG1 No poverty; SDG4</p>		

<p>Quality education; SDG5 Gender equality; SDG8 Decent work and social development dimension of Science, technology and digital society.</p>		
<p>Universalist public policies in the fields of health and education</p> <p>Explain the social insurance and social protection system, featuring universalist and contributory access.</p> <p>Explain the models of understanding disability: the Medical Model and the Social Model—the strength and expansion of the social model in contemporary societies.</p> <p>Explain the role of strategies and social policies in ensuring universal and equal access to quality education. Explain the key terms and social indicators defining equal access to school, school drop-out, NEET, students’ mobility, etc.</p>		References and course notes provided by the UVT teacher
<p>Social policies in the field of occupation and the labour market</p> <p>Explain social indicators and concepts related to the work integration process, including income sources, formal and informal labour markets, minimum wage, occupation rates, employment rates, and unemployment rates.</p> <p>Explain social inequalities in terms of access of vulnerable categories of population to the labour market: gender inequalities, limited access of persons with disabilities, single parents, Roma ethnic groups, economic immigrants, etc.</p>		References and course notes provided by the UVT teacher
<p>Child special protection system</p> <p>Explain the causes of children's separation from their parents in terms of early childcare and education services, neglect, abuse, and trauma.</p> <p>Explain the special child protection system (foster care, institutionalised children, social services for families and children) and social measures to ensure children's universal rights.</p>		References and course notes provided by the UVT teacher
<p>Bibliografie</p> <ul style="list-style-type: none"> • Chișea, Floare, 2015, Dezvoltare socială teritorială, București: Eikon • Cugler, Nina, 2018. Diversity Management. Course support for the implementation of the Diversity Charter, IDEAS project JUST/2015/RDIS/AG/DISC/9461 • Education Pack All Different All Equal, 2004. European youth campaign against racism, xenophobia, anti-Semitism and intolerance, Council of Europe, <i>Educational Research Review</i>, 14, 47-61 • Eurostat database, 2025, https://ec.europa.eu/eurostat/en/data/statistics-by-theme • Hatos, A., Săveanu, S. (coord.), 2009, <i>Educația și excluziunea socială a adolescenților din România</i>, Oradea: Editura Universității din Oradea • OECD, 2019, <i>Talent Abroad: A Review of Romanian Emigrants</i>, OECD Publishing • OECD 2025, <i>Education and Skills in Romania</i>, Reviews of National Policies for Education, OECD Publishing, Paris, https://doi.org/10.1787/594cbb5d-en • Pop, Luana, M. (coord.), 2007, <i>Dicționar de politici sociale</i>, București: Editura Expert • Precupetu, I., Preoteasa, A., Vlase, I., 2015, Beyond Poverty in Romania: An Analysis of Household-Level Factors of Poverty, <i>Sociológia - Slovak Sociological Review</i>, 47, 253-271 • Șerban, M., Stoica, M., 2007, <i>Politici și Instituții în Migrația Internațională: Migrație pentru Munca din</i> 		

<p>Romania, 1990–2006, Fundatia pentru o Societate Deschisa: Bucuresti, Romania</p> <ul style="list-style-type: none"> • INS Tempo, 2025, Statistica oficială a României, Institutul Național de Statistică al României, https://insse.ro/cms/ro/content/statistica-oficial%C4%83-din-rom%C3%A2nia • Toth, A., Dărășteanu, C., Tarnovschi, D. (coord.), 2010. Autoritățile locale față în față cu fondurile europene, București: Fundația Soros România • World Bank, 2016, Teșliuc, E., Grigoraș, V., Stănculescu, M. S. (coord.), 2016, Atlasul zonelor rurale marginalizate și al dezvoltării umane locale din România • UNICEF România, 2012, Stănculescu, M., S. (coord.), Marin, M., Popp, A., 2012. Copil în România. O diagnoză multidimensională, București: Vanemonde • Vincze, E., Ban, C., Gog, S., and Friberg, J.-H., 2025, The Political Economy of Extreme Poverty in Eastern Europe. A Comparative Historical Perspective of Romanian Roma, Routledge, https://doi.org/10.4324/9781003522034 • Voicu B. (coord), 2010, Early school-dropping: possible ways to prevent it, Bucharest: Vanemonde • Voicu, Mălina, 2005, Ce fel de bunăstare își doresc românii?, Iași: Expert Projects • Zamfir, C., Stoica, L, G, Stănculescu, M, S (coord.), 2007. Proiectarea dezvoltării sociale. Ghid metodologic, ICCV, ISR 		
Seminary	Teaching methods	Remarks
<p>Understand and process social indicators about its own country's population.</p> <p>Students get used to and exercise working with the social statistics provided by the National Institute of Statistics and the Eurostat European databases to understand and interpret the meaning and impact of social statistics' outcomes in shaping human development strategies and social policy.</p> <p>Students will explain how to understand a social indicator by referring to its weight, social causes and effects, and describe its value evolution over time, as well as how to utilise such indicators in a scientific paper. They will exercise on specific social indicators related to the dimensions of no poverty, education, gender equality, decent work and digital society.</p>	<p>Explain global issues through real-life social problems/cases.</p> <p>Exercise</p>	<p>Reference and bibliography provided by the UVT teacher</p> <p>Students will be assisted to work with the European databases offered by the Romanian National Institute of Statistics</p> <p>http://statistici.insse.ro:8077/tempo-online/ and the Eurostat databrowser</p> <p>https://ec.europa.eu/eurostat/en/data/statistics-by-theme</p>
<p>UNITA UVT – UPNA COIL – Team-based projects (Phase I):</p> <p>Students will be distributed in international groups of 5-6 UVT and UPNA students each. Students' teams will receive the task to compare various indicators of an assigned social dimension regarding the population of Spain and Romania.</p> <p>UVT-UPNA teachers will facilitate collaborative work between UVT and UPNA students to undertake the learning task and complete the collaborative work report, Phase I, consisting of the following aspects:</p> <ul style="list-style-type: none"> - To define the social dimension with at least three corresponding indicators. To explain how the indicators are calculated and why it is essential to know the evolution of these indicator values over time - To present the indicators' values evolution in time during the pre-established period for both Romanian and Spanish populations, in a graphical form (usually a line chart) - To explain the indicators' values evolution in 	<p>Collaborative International Online Learning (COIL) method</p> <p>Teambuilding exercises</p> <p>Learning by doing</p> <p>Reflective learning</p> <p>Project-based virtual learning (PBVL)</p> <p>Team-based learning (TBL)</p>	<p>Reference and bibliography provided by the UVT and UPNA teachers</p> <p>UVT and UPNA students will collaborate in teams, undertake a comparative study of the assigned social dimension and corresponding indicators, and provide a relevant interpretation of the data by collaborating with their peers from the partner university.</p> <p>The collaborative learning activities will be facilitated through digital means, including video-conference meetings and non-synchronous communication via email, Google Drive, and social networks.</p> <p>Students will upload the</p>

<p>time in a comparative analysis narrative by finding social, economic and culturally sensitive interpretations of each indicator's values, by considering Romanian and Spanish national contexts</p> <ul style="list-style-type: none"> - Individual reflections about communication and collaboration in teams. Describe the preferred digital tool of communication and cooperation, communication efficiency, time and task management among the team members, workflow and task distribution, and overall appreciation of the UNITA UVT-UPNA COIL.. 		<p>collaborative work report and video presentation to the LMS platform they use (Google Classroom for UVT students) by November 21, 2025.</p>
<p>Team-based projects (Phase II): After finalising Phase I of the team-based projects, the UVT students from the previous COIL activities will form separate, more minor teams/pairs and develop Phase II of their team-based projects. Team-based project's learning activities, Phase II:</p> <ul style="list-style-type: none"> - UVT student teams choose one social problem related to the dimension they approached in Phase I - Based on the corresponding social indicators analysis, each team of students elaborates an in-depth social diagnosis study consisting of <ol style="list-style-type: none"> (1) Defining the social problem in Romania, in the European context, by identifying the Romanian category of population directly affected by its effects and listing the public authorities having in their areas of responsibility solving/ameliorating the respective social problems. (2) Conduct two individual direct interviews tackling the causes and social effects of social problems, and the potential solutions to overcome them. One interview will be conducted with a person affected by the social problem, and one interview with an institutional representative. (3) Elaborate a brief report using the structure of the 1-3 above-mentioned items. 	<p>Problematize real-life social problems.</p> <p>Team-based learning</p> <p>Exercise</p>	<p>UVT students from the previous (Phase I) project teams will continue to collaborate in UVT teams, undertake a social diagnosis study and complete the team-based project's report for Phase II.</p> <p>Students will upload to the LMS platform they use (Google Classroom for the UVT students) the collaborative work report of Phase II of their projects by January 13, 2025.</p>
<p>References:</p> <ul style="list-style-type: none"> • Charter of Fundamental Rights of the European Union, proclaimed by the European Parliament, the Council and the Commission on 30.02.2010 • Convenția Consiliului Europei privind prevenirea și combaterea violenței împotriva femeilor și a violenței domestice (Council of Europe Treaty Series - No. 210/2011) • Convenția privind drepturile persoanelor cu dizabilități, adoptată de Adunarea Generală a Organizației Națiunilor Unite la 26 septembrie 2007 • EU Platform of Diversity Charters, 2010. European Commission • Eurostat database, 2024, https://ec.europa.eu/eurostat/en/data/statistics-by-theme • INS Tempo, 2025, Statistica oficială a României, Institutul Național de Statistică al României, https://insse.ro/cms/ro/content/statistica-oficial%C4%83-din-rom%C3%A2nia • Legea nr. 217/2003 pentru prevenirea și combaterea violenței în familie, republicată • Legea nr. 292/2011 a asistenței sociale • OECD (2025), <i>Education and Skills in Romania</i>, Reviews of National Policies for Education, OECD 		

Publishing, Paris, <https://doi.org/10.1787/594cbb5d-en>.

- Șerban, M., Stoica, M., 2007, Politici si institutii în migratia internațională: Migrație pentru munca din Romania, 1990–2006, București: Fundatia pentru o Societate Deschisa
- Strategia Națională privind Incluziunea Socială și Reducerea Sărăciei 2015-2020, adoptată de Guvernul României
- UNESCO, 2023, Global Education Monitoring Report 2023: Technology in education – A tool on whose terms? Paris, UNESCO. <https://doi.org/10.54676/UZQV8501>
- UNICEF România, 2012, Stănculescu, M., S. (coord.), Marin, M., Popp, A., 2012. Copil în România. O diagnoză multidimensională, București: Vanemonde
- Teșliuc, E., Grigoraș, V., Stănculescu, M. S. (coord.), 2016, Atlasul zonelor rurale marginalizate și al dezvoltării umane locale din România, București: World Bank
- Vincze, E., Ban, C., Gog, S., and Friberg, J.-H., 2025, The Political Economy of Extreme Poverty in Eastern Europe. A Comparative Historical Perspective of Romanian Roma, Routledge, <https://doi.org/10.4324/9781003522034>
- World Values Survey, Wave 7 (2017-2022), <https://www.worldvaluessurvey.org/WVSONline.jsp>

8. Corroborating the contents of the discipline with the expectations of the representatives of the epistemic community, professional associations and representative employers in the field related to the program

The content of the course respects the content of other similar courses offered by European universities. Due to the internationalisation and curricular development strategies of the universities from the UNITA European Alliance, a curricular compatibility between the Social Policy / Politici sociale course at the UVT, Romania and the Social Organisation and Human Development course at UPNA, Spain, both courses having a common learning objective, course thematic and expected learning outcomes. Further, the teachers from the partner universities have introduced the collaborative online international learning (COIL) approach by adopting new teaching-learning methods (PBVL and team-based learning in a global environment, using digital tools for effective communication and collaboration across distances and cultures) and by incorporating the COIL activities into the evaluation process of their courses.

9. Assessment

Type of activity	9.1 Evaluation criteria	9.2 Methods of assessment	9.3 Share of final grade
9.4. Course	Social Policy UNITA UVT-UPNA COIL I. The degree of active involvement in the learning process and in the immersive team-based activities	Formative assessment of the collaborative learning project elaboration: phase I (UNITA COIL with peers from UPNA and UVT) and phase II (collaboration with peers from UVT), and the corresponding reports uploaded on the LMS (for the UVT students: Google Classroom)	100%
9.5. Seminar	II. Correctness of documentation, use of the INS and Eurostat social databases and scientific references III. Completion of the UNITA UVT-UPNA COIL and phase I of the project. Participation of 100% in UNITA UVT-UPNA COIL's learning activities is mandatory. A maximum of one motivated absence is accepted. IV. Completion of the collaborative learning project phase II, involving team-based collaborative learning with peers from UVT. III.a. Social Policy - Alternative route The students who cannot participate 100% of the courses and seminar of the UNITA UVT-UPNA COIL collaborative online international activities, however respecting the regulations of	Completing the student's reflective learning journal about the individual contribution in the collaborative elaboration of the project and feedback given to peers,	

	the Universitatea de Vest din Timisoara (UVT), will participate in national teams of students, formed solely by students from UVT, and following the same learning objectives and activities, excepting the <u>international</u> component of the team-based learning activities. In this case, the course title will be Politici Sociale and will be completed with grade and ECTS credits in the same way, but without being mentioned in the Diploma Supplement as a UNITA UVT-UPNA COIL.	uploaded on the LMS (for the UVT students: Google Forms) Monitor the students' attendance and active involvement in the courses and seminar activities.	
9.6 Minimum performance standard			
<ul style="list-style-type: none"> Achieving 50% of the requirements for each of the criteria mentioned above is compulsory - I, II, III/IIIa, and IV. 			

Date: 11/09/2025

Dean,
Associate Professor Marius Matichescu

Head of the Department of Sociology,
Professor Laurențiu Tîrău

Associate Professor Melinda Dincă

Melinda Dincă