SYLLABUS

1. Data about the program of study

1.1	Institution	Technical University of Cluj-Napoca
1.2	Faculty	Faculty of Electrical Engineering
1.3	Department	Power Systems and Management
1.4	Field of study	Energy Engineering
1.5	Cycle of study	Master of Science
1.6	Program of study/ Qualification	Modern Power Systems
1.7	Form of education	Full time
1.8	Subject code	304.00

2. Data about the subject

2.1	Subject name				Volunteering 4	
2.2	Course responsible/ lecturer				University Faculty Volunteer Committee	
2.3	Teachers in charge of Seminars/ Laboratory/ Project				University Faculty Volunteer Committee	
2.4 Year of study	II	2.5 Semester	2	2.6 Type of assessment *(E – exam, C – colloquium, V – verification)*		V
2.7 Subject category	*DF – fundamental, DD – in the field, DS – specialty, DC – complementary*					DC
	DI – compulsory, DO – elective, Dfac – optional					DFac

3. Estimated total time

3.1 Number of hours per week:	-	of which	3.2 Course	-	3.3 Seminar	1	3.3 Laboratory	-	3.3 Project	-
3.2 Total hours per semester	-	of which	3.5 Course	-	3.6 Seminar	14	3.6 Laboratory	-	3.6 Project	-

3.7 Individual study:	
(a) Manual, lecture material and notes, bibliography	
(b) Supplementary study in the library, online and in the field	
(c) Preparation for seminars/laboratory works, homework, reports, portfolios, essays	
(d) Tutoring	
(e) Exams and tests	
(f) Other activities	50

3.8 Total hours of individual study *[sum (3.7(a) to 3.7(f))]*	
3.9 Total hours per semester *[sum of 3.4 and 3.8]*	50
3.10 Number of credit points	2

4. Prerequisites (where applicable)

4.1	Curriculum	-
4.2	Competences	-

5. Requirements (where appropriate)

5.1	For the course	The existence of an institutional protocol between UTCN and the NGO

5.2	For the applications	The implementation of projects by the NGO in which UTCN volunteers can be involved

6. Specific competences

Professional competences	According to the specific profile of each faculty
Cross competences	1. Communication in the mother tongue – the ability to express and interpret concepts, thoughts, feelings, facts, and opinions, both orally and in writing (listening, speaking, reading, and writing) and to interact linguistically in an appropriate and creative manner in a wide range of cultural and social contexts; 2. Communication in foreign languages – which, in addition to the main dimensions of communication skills in the mother tongue, also involves mediation and intercultural understanding skills. The level of proficiency depends on several factors and on the ability to listen, speak, read, and write; 3. Mathematical competence and basic competences in science and technology – the ability to develop and apply mathematical thinking to solve various problems in everyday situations, with an emphasis on processes, activity, and knowledge. Basic competences in science and technology refer to mastering, using, and applying knowledge and methodologies to explain the surrounding world. They include an understanding of changes caused by human activity and the responsibility of each individual as a citizen; 4. Digital competences – the confident and critical use of technology from the information society (IS), including basic skills in information and communication technology (ICT); 5. Learning to learn – the ability of an individual to pursue and organize their own learning, either individually or in groups, according to their own needs, as well as an awareness of methods and opportunities; 6. Social and civic competences – personal, interpersonal, and intercultural competences, along with all forms of behavior that enable individuals to participate effectively and constructively in social and professional life. These competences are linked to personal and social well-being. Understanding codes of conduct and customs from various environments where individuals operate is essential. Civic competences, especially knowledge of social and political concepts and structures (democracy, justice, equality, citizenship, and civil rights), enable active and democratic participation; 7. Sense of initiative and entrepreneurship – the ability to turn ideas into action. This sense involves creativity, innovation, risk-taking, and the ability to plan and manage projects to achieve objectives. A person is aware of the context of their activity and is capable of seizing opportunities as they arise. This forms the foundation for acquiring more specialized skills and knowledge needed by those who establish or contribute to social or commercial activities. It should include awareness of ethical values and the promotion of good governance; 8. Cultural awareness and expression – the appreciation of the importance of cultural expression of ideas, experiences, and emotions through various channels (music, theater, literature, and visual arts).

7. Expected learning outcomes

On completion of the discipline, the student will be able to demonstrate:

Knowledge	Knows the principles of volunteering, its legal and organisational framework in Romania, and its impact on the community and on personal development.
Skills	Actively participates in volunteering activities organised by the university or the community, demonstrating teamwork capacity and civic spirit.
Responsibility and autonomy	Shows commitment and responsibility towards the activities undertaken and promotes civic values in academic and professional environments.

8. Discipline objectives (based on specific competencies acquired)

8.1 General objective		Acquiring soft skills in non-formal and informal education contexts through voluntary involvement in activities within non-governmental organizations: • Enhancing employability by developing skills compatible with the labor market • Improving the quality of volunteer work or as a preparatory step for undertaking more complex volunteer activities
8.2 Specific objectives		Knowledge and Understanding Understanding and proper use of discipline-specific concepts; Comprehending the relevance of volunteer activities in the context of the pursued specialization profile; Highlighting the specific characteristics of various non-governmental organizations within society as a whole; Understanding the functioning of public non-governmental organizations in Romania from the perspective of current legal regulations. Explanation and Interpretation Explaining the role of volunteer activities from a perspective of current relevance; Interpreting NGO activities from a critical and comparative perspective; Critically relating to life and its real challenges through involvement in volunteer activities. Instrumental and Applicative Designing, managing, and evaluating specific practical activities; Using methods, techniques, and tools for investigation and application; Participating in concrete volunteer activities in line with the NGO's activity profile and personal interests; Developing a Volunteer Portfolio. Attitudinal Demonstrating a positive and responsible attitude towards the scientific field; Cultivating a scientific environment centered on values and democratic relationships; Promoting a system of cultural, moral, and civic values; Optimally and creatively utilizing one's potential in scientific activities; Engaging in institutional development and promoting scientific innovations;

		Establishing partnerships with individuals and institutions with similar responsibilities; Actively participating in one's professional development; Stimulating interest in volunteer work, civic responsibility, and social responsibility.

9. Contents

Bibliographyâ

A. Models of good practice or relevant projects implemented at the European level that focused on significant components centered on the recognition of skills developed through volunteering:

1. Competențe-cheie pentru învățarea pe tot parcursul vieții, Recommendation 2006/962/EC of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning [Official Journal L 394 of 30.12.2006]
2. Lista de competențe cheie, comune mai multor ocupații, aprobată prin Hotărârea CNFPA nr. 86/24.06.2008
3. Competențe cheie pentru o lume în curs de schimbare, Proiect de raport de activitate comun pentru anul 2010 al Consiliului și Comisiei privind punerea în aplicare a programului de lucru ”Educație și formare profesională 2010” preluat integral în Jurnalul Oficial al Uniunii Europene 2010/C 117/01.
5. Validation of Prior Learning (VPL) – metodă promovată de Movisie International (Netherlands center for social development)
6. Vskills – abordare promovată de Volunteer Development Scotland (www.vds.org.uk)
7. Volunteer Card (Ehrenamtskarte) – serviciu promovat de guvernul federal al Regiunii Rhine-Westphalia (Germania) http://www.ehrensache.nrw.de/
9. Rubric model – model de autoevaluare a competențelor
9. Bilanțul de competențe(Kompetenzbilanz aus Freiwilligen-Engagement) - model dezvoltat în Germania - http://www.dji.de/5_kompetenznachweis/KB_Kompetenzbilanz_281206.pdf 10.Service Learning – metodă promovată în Slovacia în cadrul Universității Matej Bel 11.Experience, Learning, Description – intrument pentru recunoașterea învățării nonfomale și informale în Suedia - http://eldkompetens.se
12. Certificate Generator (Nachweisgenerator)– serviciu dezvoltat online în Germania - http://www.nachweisgenerator.de/
13. Komprax – Competences for practice, proiect promovat de Iuventa Slovacia (www.iuventa.sk)
14. Benevol – proiect implementat în Elveția
15. Nefix – proiect implementat în Slovenia
16. Resurse online:www.europass.ro, www.youthpass.eu, www.tvet.ro, www.ise.ro
17. ECTS Users' Guide - http://europass.cedefop.europa.eu/en/documents/european-skillspassport/diplomasupplement/info-for-necs/ects-user-guide/pdf.pdf
18. GHID PENTRU RECUNOAŞTEREA COMPETENŢELOR DOBÂNDITE PRIN VOLUNTARIAT - http://www.voluntariat.ro/download/Ghid_pt_recunoasterea_competentelor_dobandite_prin_voluntariat.pdf

B. Relevant reports in the field of volunteering and non-formal education:

1. Sunshine Report on Non-Formal Education, publicat de European Youth Forum http://www.youthforum.org/OLD/?q=en/node/162
2. “Volunteering Infrastructure in Europe - http://www.alliancenetwork.eu/uploads/Alliance%20documents/Other%20documents%20Volunteering%
20and%20Youth/CEV_Vol unteering%20infrastructure.pdf
3. Raportul conferinței ‘’Bridges for recognition’’(January 2005) www.salto-youth.net
4. Raportul ‘’European inventory on validation of non formal and informal learning’’ (publicat de Cedefop).
5. European portfolio for youth leaders, raport publicat de Consiliul Europei

10. Alignment of course content with expectations of the epistemic community, professional associations, and representative employers in the field

The content of the discipline aligns with the European Union's efforts to promote volunteering activities and to acknowledge the competencies acquired through them.

11. Assessment

Activity type	10.1 Assessment criteria	10.2 Assessment methods	11.3 Weight in the final grade (%)
11.4 Course	The completion of the volunteering internship. The preparation of the volunteering portfolio.	Volunteer Portfolio	70%
11.5 Laboratory		Evaluation Report from the Host Organization	30%

Date of completion:
September 2024

Date of approval in the Faculty of Electrical Engineering Council
September 2024

Dean
Assoc. Prof. Eng. Andrei C. CZIKER, PhD

Date of approval in the Board of Administration
September 2024

RECTOR
Prof. Eng. Vasile ȚOPA, PhD