



**Institutul Național de Cercetare Științifică  
în Domeniul Muncii și Protecției Sociale  
– I.N.C.S.M.P.S. București -**

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**QUESTIONS TEMPLATE**

Your country: ROMANIA  
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Selected sector:  **Health and social care**  Renewable energy

You selected this sector because (you may select more than one option):

- It is more important /relevant to your country
- It presents interesting developments in terms of related reforms
- It was easier for you to access information in this sector
- Other reasons (please specify).....

What kind of difficulties (if any) have you encountered for carrying out this survey? (you may select more than one option):

- Difficulties in reaching stakeholders and key informants
- Updated information and data not available
- The proposed occupations do not exist at all in your country
- None
- Other difficulties (please specify).....

**1. Please briefly report on the national policy framework establishing the context for the introduction of key competences and generic skills in initial VET provision.**

In Romania, one of the objectives of the Government's Program for 2009-2012 is "to introduce a teaching curriculum based on competencies"; the accomplishment of this objective made necessary to develop the curriculum template for studying subjects, focused on competencies, by alignment to the eight areas of key-competencies recommended by the European Parliament and the Council of the European Union.

Starting with the school year 2009/10, a model of curriculum design focused on competencies is being applied in the whole secondary education. This model of curriculum design represents an element of novelty only for gymnasium (classes V-VIII), considering that in the next segments of secondary education (classes IX-XII/XIII) the model of curriculum design focused on competencies is being applied since 2000/01.

The subjects are grouped into 7 curricular areas: language and communication, mathematics and science, human and society, arts, physical training, technologies, counseling and orientation.

The teaching methods are not imposed by official regulations but certain recommendations exist in regard to alternative teaching manuals, home works and didactic use of IT and communications instruments.

**2. Please present the main socio-economic characteristics of the selected sector in your country (incl. data on Contribution to GDP; Number of employees; Value added of the sector/production; Employment trend in the last 3 years; Number of enterprises-distinguishing between micro and bigger enterprises)**

Since mid 2008, Romania's macro-economic stance has witnessed an accelerated worsening following eight successive years of strong growth, at rates above potential. Two years of recession, with the trough of the cycle being reached in 2009, have brought the country's GDP back to its 2007 levels. Employment has been thus negatively influenced by the lack of foreign investments as well as by a tough austerity program pursued by the Government in the frame of its IMF-WB-European Commission stand-by agreement, concluded at the beginning of 2009.

The market in Romania has suffered significant transformations in the context of the process of economical transition, manifested by the reduction of active population and of occupied population. The slow but continuous process of demographic ageing has induced an increase of "pressure" from aged population upon the adult potential-active population and implicitly upon important systems from society, like health, social assistance, budget of social insurance.

In the field of activity to which the study is referring, it manifests a deficit of persons having advanced studies and that justifies the high emphasis put on professional education and on continuous professional training in special.

**Number of employees (in thousands persons) - public health and social assistance (yearly average values):**

YEAR	2005	2006	2007	2008	2009	2010
Health	240.8	253.2	269.6	272.6	323	373
Social assistance	129.2	135.8	124.4	136.4		

Source: National Institute of Statistics of Romania/NIS;

**No. of health and social assistance entities:**

YEAR	2005	2006	2007	2008
Total (no.of units)	7842	8577	9291	10001
Up to 9 employees	7531	8155	8779	9406
Between 10 and 49 employees	271	378	446	530
Between 50 and 249 employees	37	45	60	58
More than 250 employees	3	4	6	7

Source: National Institute of Statistics of Romania/NIS;

Health and social assistance sector contribution to GDP formation was 13945.3 million lei (3786.7 million EUR; 5536.2 million USD – market exchange rates, averages for the provided according to data provided by the National Bank of Romania) in 2008 and 14586.6 million lei (3442.4 million EUR; 4783.5 million USD - market exchange rates, averages for the provided according to data provided by the National Bank of Romania) in 2009.

VAT for this sector has been set at 24% following a 5 pp. across-the board increase of this tax in mid-2010 as part of the Government's fiscal consolidation program. Previous to that VAT was set at 19%.

**3. Please describe the different VET pathways preparing professionals to work in this sector by explaining whether training provided within this sector is mainly school-based, work-based or alternating training combining periods in an educational institutional or training centre and in the workplace; whether it takes place mainly within Initial VET and/or Continuous VET (incl. data on number of students, age groups and gender representation)**

In the health sector, training provision goes along the following routes:

- Medical doctors have university training with the duration of 5 years followed by professional continuous training that is necessary to get the license for practicing.
- General medical assistant are trained along two broad pathways:
  - a) higher medical training of short or long duration;
  - b) after high-school education having a duration of 3 years,  
Diploma issued for the general medical assistant specifies the acquired competences.
- the assistant in dentistry consulting room is trained as the general medical assistant followed by the recognition as assistant in dentistry by on-the-job training, as follows:
  - assistant in prophylactic dentistry
  - hygiene assistant for the dentistry consulting room
  - assistant in dentistry
- the midwife is trained by after high-school short-duration education

In the sector of social assistance training is ensured as follows:

- social assistant is trained by higher education followed by continuous professional training. Social assistant works in public administrations and therefore he/she is a public servant.
- social worker is trained, after having the high-school completed, in the national accredited system for professional training of adults.

**4. Please present the main policy trends, initiatives and reforms of initial VET provision within this sector undertaken since 2002, to promote the introduction of key competences and generic skills in VET curricula and learners' assessment**

In the view of alignment to the European legislation regarding the education and promotion of key competences that are specific to each activity field, Law (Lege –RO) no.1/2011 – National Education Law (Legea educației naționale – RO) was adopted, containing important stipulations on the educational process.

Pre-university education is organized on levels, educational forms and, where applicable, on professional profiles and pathways, ensuring the necessary conditions for acquiring key competences as well as for further professional development.

The graduates of high-schools that formally, non-formally or informally have acquired professional competences may, in the terms of law, be examined for certifying their qualification.

The system of transferable study credits is being introduced, the credits consisting of numerical values that are associated to some of the units of courses and other didactic activities. By transferable study credits, the work quantity carried out by student for gathering the knowledge and for acquiring the competences that are specific to a certain subject is evaluated, in average, on all of its aspects.

The whole-life learning is centered on educating and developing key-competences as well as competences that are specific to a certain activity or area or qualification.

Evaluation is focused on competencies, it offers a real feed-back to students and it lays the foundation of individual learning plans. In this respect, a bank of instruments for unique evaluation is to be created, having an orientating function for aiding the professors in giving grades to the class.

The learning results are evaluated through exams:

- a) by integer values from 10 to 1, whereas 5 certifies the attainment of minimal competences associated with a subject and the promotion of an exam;
- b) by grades, if and when applicable.

At the end of post-university programs for forming and for professional advancement, the organizing institution issues a certificate attesting the professional competences that are specific to the program.

5. a. ***Please explain the motivation behind these reforms (e.g. specific sectoral needs, increase relevance and quality of initial VET provision, changes in the labour market, changing needs of learners, development of National Qualifications Framework, etc.); whether these reflect the European policy initiatives and developments within the Education and Training 2010 Work Program and the Europe 2020 (e.g. The European Recommendation on Key competences, The Recommendation on the European Qualifications Framework, etc.);***
- b. Have they been accompanied by supporting reforms (e.g. teacher training, new learning materials, new assessment tools and methods, etc.)?***
- c. What is the stage of implementation currently?***

Changes in the organization of the system have been a consequence of Romania's gradual re-integration into the world economy after 1990 as well as by the fast-paced reforms brought by the country's process of integration and accession into the European Union, unanimously credited as one of the strongest incentive for change in all sectors including the one making the focus of this report. Changes have involved not only the organization of the system but also design of curricula, design of training materials as well as training of teachers and trainers. One of the most important changes however has been the gradual but nevertheless comprehensive de-centralization of the whole system with increased autonomy being granted at all levels. The increasing role of the private providers as well as of private universities which have themselves developed intensively on medical studies as well as health-related professions has added in terms of competitiveness and quality. The emergence of a private health sector, which increasingly takes over from the antiquated and rather badly managed (not to be read necessarily as "under-financed" for Romania's possibilities as an emergent post-transition economy) state one adds to the climate of high competition which translates into an ever-diversified and more specialized vocational training industry working for the sector.

National Qualifications Framework for High-Level Education (CNCIS Consiliul Național al Cercetării Științifice din Învățământul Superior -RO) has been established as the sole instrument providing the structure of qualifications and ensuring thus national recognition as well as

international compatibility and comparability of the qualifications attained within the high-level educational system. By using CNCIS, all learning results/outcomes following education in the high-level educational system can be recognized, measured and correlated thus making also for the coherence of the whole qualification and certification process.

According to Government Decision (Hotarare de Guvern-RO) no. 1357/2005, National Agency for Qualifications in the Higher Education and for Partnership with Social and Economy Actors (ACPART Agenția Națională pentru Calificări din Învățământul Superior –RO) is the national authority for establishing and for periodically updating the National Qualifications Framework for High-Level Education. ACPART sets up, manages and periodically updates CNCIS, in partnership with high-level education institutions and social and economic partners by:

- drafting, implementing and updating CNCIS on the development, recognition and certification of qualifications acquired based on knowledge, abilities and competences gained by the beneficiaries of the high-level educational system;
- analyzing the compatibility of curricula for specialization in the fundamental fields in higher education with CNCIS standards.

In the view of accomplishing its mission, National Agency for Qualifications in the Higher Education (ACPART) sets up the Council for Qualifications in the Higher Education, composed of university lecturers, representatives of students, representatives of professional associations, economy, public administration, sectoral committees and syndicates.

ACPART keeps an open dialogue with the institutions having responsibilities in the National Qualifications Framework: Ministry of Education, Research, Youth and Sports (MECTS Ministerul Educației, Cercetării, Tineretului și Sportului -RO), high-level education facilities, agencies working for ensuring the quality in education, students' organizations, Ministry of Work, Family and Social Protection (MMFPS Ministerul Muncii, Familiei și Protecției Sociale -RO), National Adult Training Board (CNCFPA Consiliul Național al Calificărilor și al Formării Profesionale a Adulților -RO), sectoral committees, social partners (employers, syndicates), professional associations and also with other regulatory authorities.

ACPART conducts consultations with all categories of organizations regarding:

- harmonization of qualifications in higher education with the requirements of labour market;
- compatibility between the qualifications granted in the higher education with other levels of qualifications;
- compatibility between the quality in university learning programs and the requirements of professional qualifications;
- setting up of university curriculum starting from the professional competences required on the labour market.

ACPART activity is based on theoretical and applied research that focus on both national and international circumstances in the fields of defining qualifications and of setting-up the National Qualifications Framework for High-Level Education (CNCIS).

Research activities accomplish a predictive-anticipatory function regarding the tendencies in evolution of qualifications on labour market. From this perspective, CNCIS orients and facilitates the steps of providers of educational programs in their attempt to draw-up and to implement adequate learning programs.

- 6. How does the curriculum development process take place? Which actors are involved?  
What is their role in curriculum development (decision making, consultative, etc.)?  
Which are the main methods used for identifying, agreeing and defining key competences and generic skills in curricula?**

In developing the curriculum, the main role – that of initiator- is of the Ministry of Education and the following institutions have consultative role:

- Ministry of Work, Family and Social Protection;
- Ministry of Health;
- professional associations in the field, like:
  - National College of Social Assistants
  - Medical Doctor's College
  - College of Dentistry Doctors
  - The Order of Medical Nurses and Midwives in Romania

- 7. Please explain how key competences and generic skills are defined and understood in this sector. Do definitions vary from the national approach?**

In this sector the key competences and specific abilities have no different definitions neither different approach from those adopted at national level.

In comparison to other activity areas, there are four key competences that are of great importance for practicing the occupation. These are:

- linguistic aptitudes and competences (in mother's language)
- linguistic aptitudes and competences (in second language)
- learning aptitudes and competences
- civic, inter-personal, inter-cultural and social aptitudes and competences

## 1<sup>st</sup> occupation

### 8a. Analysis of the occupation:

#### **SOCIAL WORKER ASSOCIATE PROFESSIONAL**

Code 263501, Group "Specialists in social assistance and counseling"

***Please describe the different VET pathways and qualifications preparing professionals to work in this specific occupation (incl. data on number of students, age groups, gender representation, etc.)***

According to the Decision (Decizia –RO) no. 135/23December2010 for approving the structure of occupations' classification in Romania at base level, according to the Standard Classification of Occupations ISCO 08, the social worker associate professional is coded COR 263501.

Professional training for this occupation is accomplished through high-level education certified by license diploma in the specialization of social assistant.

Later on, a continuous training based on credits is followed and together with the seniority they represent criteria for professional advancement.

#### **The system of professional credits specific for the occupation of social worker associate professional**

<b>No</b>	<b>Type of continuous professional training in social worker associate professional</b>	<b>Duration of continuous professional training</b>	<b>Minimal number of lecturers/participants with papers*</b>	<b>Professional credits*/ units</b>	<b>Supplement of professional credits</b>
1	Courses for continuous professional forming/training	<b>15-30</b>	<b>2</b>	<b>3</b>	Participation of international lecturer (1 professional credit)
2	Courses for continuous professional forming/training	<b>31-60</b>	<b>2</b>	<b>5</b>	Participation of international lecturer (1 professional credit)
3	Courses for continuous professional forming/training	<b>61-160</b>	<b>3</b>	<b>7</b>	Participation of international lecturer (1 professional credit)
4	Courses for continuous	<b>&gt;160</b>	<b>4</b>	<b>9</b>	Participation of

	professional forming/training/master/post-university course				international lecturer (1 professional credit)
5.	Workshop	4-14	1	2	
6.	Seminar/Conference/Symposium	2	2*	2	Participation of international lecturer (1 professional credit)
7.	Public debate of professional nature	4	4	2	

**9a. Please explain since when the curriculum is in use; Which were the main reasons for changing the curriculum? What are the main changes that have been made?**

The curriculum has been developed in 2003 and since then no updates have been made upon it because it has been found that the curriculum meets the training necessities on the occupation market for the graduates in social assistance.

In respect to the continuous professional training, according to the inquiry carried out during June-July 2001, the following continuous professional courses resulted as being necessary:

- legislation (multiple changes were identified into this area)
- marketing
- communication (which represents one of the main competencies of the occupation)
- conflict management

**10a. Please describe the main characteristics of curricula preparing for this occupation. Would you consider these curricula outcome-oriented (focusing on expected learning outcomes that usually combine knowledge and skills with personal and socio-cultural competences) or rather input-based (sticking to the educational context and the body of knowledge to be transmitted)? How are they structured? Are they modularised? Do they define or guide on the teaching methods and the learning materials to be used?**

**Horizontal and vertical correlation of curricular substance**

Professional training for the specialization of “Social worker associate professional” has in its curricular structure two basic components: personal and vocational development and specialized training. The subjects and modules that compose that structure have increasingly progressive substance over the two years, they interfere and concur in the end to the formation of the competences that are specific to this specialization. The educational plans established for the two years were developed in the purpose of continuous correlation of their substance on vertical and horizontal.

Vertical correlation is accomplished through theoretical and practical substance close by the training area in the first year, continued by substance that is more and more practical in nature for the second year, ending by the attainment of practical skills as required by the specialization. For instance, the curricular substance for “structure and dynamics of personality”, which belongs as initial information to “General psychology” subject, is enriched through the knowledge given by

the subjects of "Introduction in sociology" especially when the concept of person is presented from the perspective of social psychology, of "Human development" by the description of the stages of human development, of "General pedagogy" by the identification of factors that intervene on forming and development of personality, of "Theories in social assistance" in which different theoretical perspectives for approaching human personality are described and further is met again in the form of practical and theoretical applications in the specialized modules of second year.

**11a. Which key competences and other generic skills are introduced and emphasised in curricula? What is the balance (%) between key competences, generic skills and occupation specific skills?**

#### **LIST OF UNITS OF (general and specific) COMPETENCES FOR THE SPECIALIZATION OF SOCIAL WORKER ASSOCIATE PROFESSIONAL**

1. Identification of the applicability area of social assistance
2. Approach and solving of social issues
3. Implementation of social legislation into the assisting practice
4. Development of working capabilities of the multi-disciplinary team
5. Expression of physical and psychic availability for relationship in communicating with the beneficiaries of social services
6. Active participation in the structure of social assistance services
7. Granting of emotional support and countenance to the assisted by counseling and advising
8. Using the investigation techniques and methods for solving the social needs of the assisted
9. Establishing the role of probation techniques in the administration of juvenile and communitarian justice
10. Ensuring the confidentiality of information and data pertaining to the beneficiary of social services
11. Establishing the social programs for prevention, prophylactics, social interventions
12. Writing of intimations to the competent authorities
13. Expression of interest for finding original solutions to the assistance problems.

#### **LIST OF KEY COMPETENCES**

1. Language competences (foreign languages)
2. Technological competencies (use of personal computer)
3. Civic competencies

#### **The percentage quota/share on competences is:**

- key competences 18%
- general competences 44%
- competences that are specific to the occupation 38%

**12a. Which of the key competences and generic skills are included in learners' assessment and how are they assessed? (e.g. summative/formative assessment, written test, portfolios, interviews, projects, etc.).**

Post high-school education calls for certain special features due to the requirement of specialization in the field. For this reason, the forms of evaluation need to focus on theoretical as

well as on execution competencies, combining the two main modalities of carrying out the evaluation in education: continuous evaluation (formative) and cumulative evaluation (summative).

**Continuous (formative) evaluation** is carried out permanently during educational-instructive activities with the purpose of finding and analyzing of individual behavior at the levels of performance that are appropriate for certain operational objectives. As about their efficiency, we recommend: observation and verbal appreciation, filling of forms for individual work, verbal questioning but also tests, as main instrument for efficient evaluation (standardized tests or tests prepared by the teacher, diagnosis, evaluation and self-evaluation tests), practical current tests.

**Cumulative (summative) evaluation** aims at checking the acquisitions at the end of longer periods, giving the possibility of estimating the level of fulfilling the objectives or the sequences of general objectives for modules or subject. We recommend the use of summative tests, test papers, projects etc.

The evaluation instruments used shall efficiently evaluate not only knowledge but skills and practical abilities and for that reason we recommend the complementary use of self-evaluation, reports, essays, individual or team projects, portfolios.

**Final evaluation** shall satisfy the requirements of occupation market and shall measure the real skills needed for specialization.

Final evaluation is achieved through a graduation exam, which consists of three tests:

- A. Practical testing
- B. Knowledge testing
- C. Dissertation - graduating paper

13a. If possible, please copy here an extract of this curriculum as an example

**1<sup>ST</sup> YEAR**

<b>No.</b>	<b>NAME</b>	<b>MODULE</b>	<b>SUBJECT</b>
1.	Information and vocational counseling		X
2.	Foreign language		X
3.	Introduction in the use of personal computers		X
4.	Basics about human and society	X	
5.	Basics in general and special psycho-pedagogy	X	
6.	Basics in legislation	X	
7.	Methods and techniques in social assistance	X	

**2<sup>nd</sup> YEAR**

<b>No.</b>	<b>NAME</b>	<b>MODULE</b>	<b>SUBJECT</b>
1.	Information and vocational counseling		X
2.	Foreign language		X
3.	Assistance to discriminated and/or marginalized persons	X	
4.	Assistance to family and child protection	X	
5.	Assistance to vulnerable persons	X	
6.	Social work assistance	X	
7.	Management	X	

## 2<sup>nd</sup> occupation

### 8b. Analysis of the occupation:

#### **DENTISTRY ASSISTANT/AID DENTAL**

Code 222101, Group "General Medical Assistants and Midwives"

***Please describe the different VET pathways and qualifications preparing professionals to work in this occupation (incl. data on number of students, age groups and gender representation).***

According to the Decision (Decizia –RO) no. 135/23December2010 for approving the structure of occupations' classification in Romania at base level, according to the Standard Classification of Occupations ISCO 08, the general assistant is coded COR 222101. The dentistry assistant is not distinctively coded.

Professional training for this occupation is done as general assistant followed by after-school on-the-job training recognized through the following titles:

- prophylaxis assistant;
- hygiene assistant;
- dentistry assistant.

### **9b. *Since when the curriculum is in use? Which were the main reasons for changing the curriculum? What are the main changes made?***

Current curriculum is used since 2007. It covers the training necessities for the general assistant but not those for dentistry assistant. For the last occupation, a new specially designed curriculum needs to be set up. Part of the curriculum for dentistry doctors shall be included in the curriculum for dentistry assistant.

### **10b. *Please describe the main characteristics of curricula preparing for this occupation. Would you consider these curricula outcome-oriented (focusing on expected learning outcomes that usually combine knowledge and skills with personal and socio-cultural competences) or rather input-based (sticking to the educational context and the body of knowledge to be transmitted)? How are they structured? Are they modularised? Do they define or guide on the teaching methods and the learning materials to be used?***

According to the European and international regulations, general medical assistant exerts the following essential functions:

- a) provides competent care for the persons in need, considering the physical, affective and spiritual needs of the patient in the hospital, familial, educational, working etc. environment;

- b) observes the situations and conditions of physical or affective nature that exerts important effects upon patient's health and pass the observations to the other members of medical team;
- c) trains and conduct the auxiliary personnel as necessary for responding to the needs of assistance service in any medical facility;

According to the above responsibility, the medical assistant shall evaluate, at any time, the care needed by every patient and shall allocate the personnel accordingly.

The number of base education hours for medical assistants shall be regulated to a minimum 4,600. The proportion established for clinical education (internships) shall be at least half of the total hours of education. The number of hours for theoretical and technical education shall not be less than one third of the total time established for education.

**I. Clinical education (internships)** – represents the training followed in hospitals, health facilities, including services for medical care at home. It is a coordinated training.

Clinical education (internships) needs to include all aspects related to the role of the assistant in terms of health care at this level, including prevention, sanitary education as well as first-emergency, reanimation and blood transfusion procedures.

This includes:

1. general medicine and medical specializations;
2. general surgery and surgery specializations;
3. child care and pediatrics;
4. care and hygiene for mother and newborn;
5. mental health and psychiatry (as possible as a specialized service);
6. elderly care and geriatrics;
7. care at home

In establishing the internship places, the following factors shall be considered:

- a. Clinical education for health-care at assistant level shall have an educational attribute in its entirety, therefore:
  - qualified and sufficiently large group of personnel shall be available for ensuring a satisfactory quality of the health-care given at assistant level;
  - satisfactorily conditions in terms of offices and materials to be used for health-care shall exist.
- b. In all services in which assistant students are assigned during practical training, it shall be available, at any time, at least a certified assistant that can ensure supervision and also there shall be available enough personnel so as to avoid to give the students tasks that have no educational value to them.
- c. Certified assistants from the services accredited as practical training facilities shall cooperate for supervising and forming of the students that are given under the responsibility of school's instructors.

**II. Theoretical and technical education** includes:

A. Health care

1. Orientation and professional ethics
2. General principles in health and health-care
3. Health-care principles for:
  - 3.1. General medicine and medical specializations
  - 3.2. General surgery and surgery specializations
  - 3.3. Child-care and pediatrics

- 3.4. Health-care and hygiene for mother and newborn;
- 3.5. Mental health and psychiatry
- 3.6. Elderly health-care and geriatrics

**B. Fundamental sciences**

- 1. Anatomy and physiology
- 2. General pathology
- 3. Bacteriology, virology and parasitology
- 4. Biophysics and biochemistry
- 5. Diet
- 6. Hygiene
  - 6.1. Prophylaxis
  - 6.2. Sanitary education
- 7. Pharmacology
- 8. Social sciences
  - 8.1. Sociology
  - 8.2. Psychology
  - 8.3. Administration principles
  - 8.4. Education principles (pedagogy)
  - 8.5. Social and sanitary legislation
  - 8.6. Judicial aspects of the occupation

**11b. Which key competences and other generic skills are introduced and emphasised in curricula? What is the balance (%) between key competences, generic skills and occupation specific skills?**

**Key competences that are included in the curriculum are:**

- 1. Technological competences (use of personal computer)
- 2. Language competences (foreign languages)

**General and specific competences that are included in the curriculum are:**

- 1. Anesthesia – intensive care
- 2. Medical-surgery emergencies
- 3. Functional explorations
- 4. Therapy for drug-addicts
- 5. Diabetes and diet
- 6. Medical instruments (surgery room)
- 7. Work medicine in factories
- 8. Gypsum apparatus
- 9. Stoma-therapy
- 10. General competencies
- 11. Radiology

**The percentage quota/share on competences is:**

- key competences 4%
- general competences 14%
- competences specific to occupation 82%

**12b. Which of the key competences and generic skills are included in learners' assessment and how are they assessed? (e.g. summative/formative assessment, written test, portfolios, interviews, projects, etc.)**

**Evaluation** is specific to different types of modules.

For instance: **for the module “Use of personal computer and communication technology”** the evaluation shall be correlated with performance criteria, applicability conditions and also with the types of evaluation tests that are listed in the Standard for Professional Training applicable for the given qualification.

In verifying the attainment of the level of competences, formative evaluation will be used during the module and summative evaluation will be used at the end. Only the competences associated with the module are evaluated, the evaluation of other competences being irrelevant. Each competence is evaluated only once.

It is recommended to adapt the curriculum to the students with special needs, by the use of individual forms.

**For the module “Anatomy and human physiology”**, the following evaluation instruments may be used: observation forms, worksheets, self-evaluation forms, paper tests, preparing a project/product.

Evaluation shall be correlated with the performance criteria and with the types of evaluation tests that are listed in the Standard for Professional Training.

The mode of evaluation takes into account the level of training that student needs to prove.

Regardless of the place, moment and of the person that conducts evaluation, Standard for Professional Training establishes a common performance level at national level that needs to be attained for ensuring a unitary level of training.

Only the competences associated with the module are evaluated, the evaluation of other competences being irrelevant.

A given competence is being evaluated only within a module.

In verifying the attainment of the level of competences, formative evaluation will be used during the module and summative evaluation will be used at the end.

The teachers who provide training for this module establish the duration for evaluating each competence, the number of re-evaluation sessions and their distribution along the school year.

The following alternative evaluation methods are recommended: systematically observation of the behavior of students that allows evaluating the concepts, attitudes regarding a given task and communication, self-evaluation, co-evaluation, class-work, investigation, project.

**For the module “Health and Safety at Work”** evaluation needs to be correlated with the performance criteria and with the types of tests that are listed in the Standard for Professional Training, in order to attain the same level of performance regardless of place, time and person conducting the evaluation.

The following may be used as evaluation instruments:

1. verbal tests (questions, group debates)
2. paper tests, working forms, reports, essays written by using a given number of words.
3. practical tests (case study, role play)

The following alternate evaluation methods are recommended: self-evaluation, co-evaluation in the working group, product analysis (data collection), systematical observation of the students.

Only the competences associated with the module are evaluated, the evaluation of other competences being irrelevant.

A given competence is being evaluated only within a module.

During the module it is possible to evaluate the level of attaining the competences by conducting a: formative evaluation (continuous, rhythmically, on small sequences) or a summative, cumulative evaluation (partial exams, for larger sequences).

Lecturers who delivers training for this module establishes the number of hours allotted for each subject, the duration of evaluation, number of re-evaluation sessions.

**13b. If possible, please copy here an extract of this curriculum as an example.**

### **Curriculum for general assistant applicable for DENTAL AID**

#### **1<sup>st</sup> year**

- Module no. 1: Communication technology and use of personal computer
- Module no. 2: Professional communication
- Module no. 3: Human anatomy and physiology
- Module no. 4: Virology, bacteriology and parasitology
- Module no. 5: Biochemistry
- Module no. 6: Embryology and genetics
- Module no. 7: General psychology
- Module no. 8: Sociology, social and health politics
- Module no. 9: Biophysics and medical
- Module no. 10: Environment and health
- Module no. 11: Education for health
- Module no. 12: General pharmacology
- Module no. 13: Basics of nursing science
- Module no. 14: Human being and nursing
- Module no. 15: Medical semiology
- Module no. 16: Investigations and nursing techniques
- Module no. 17: Work protection and security
- Module no. 18: Drugs administration

#### **2<sup>nd</sup> year**

- Module no. 19: Communication in foreign language
- Module no. 20: Management and sanitary legislation
- Module no. 21: Epidemiology and public health
- Module no. 22: Basic principles in research
- Module no. 23: Pneumology and specific nursing
- Module no. 24: Cardiology and nursing in cardiology
- Module no. 25: Gastroenterology and nursing in gastroenterology
- Module no. 26: Nephrology, urology and nursing in renal diseases
- Module no. 27: Chest surgery and nursing in general surgery
- Module no. 28: Chest surgery, cardiovascular and specific nursing
- Module no. 29: O.R.L. and nursing in O.R.L.
- Module no. 30: Ophthalmology and nursing in ophthalmology
- Module no. 31: Hematology and nursing in hematology
- Module no. 32: Orthopedic, traumatology and specific nursing
- Module no. 33: Rheumatology and nursing in rheumatology
- Module no. 34: Dermato-venerology and specific nursing
- Module no. 35: Contagious infectious diseases and specific nursing

- Module no. 36: Endocrinology and nursing in endocrinology
- Module no. 37: Metabolic and nutrition diseases and specific nursing
- Module no. 38: Nutrition and diet

### **3<sup>rd</sup> year**

- Module no. 39: Management of health projects
- Module no. 40: Quality of nursing services
- Module no. 41: Professional ethics
- Module no. 42: Medical psychology
- Module no. 43: Pedagogy
- Module no. 44: Research in nursing
- Module no. 45: Gynecology and nursing in gynecology
- Module no. 46: Obstetrics and nursing in obstetrics
- Module no. 47: Child-care, pediatrics and specific nursing
- Module no. 48: Neurology and nursing in neurology
- Module no. 49: Psychiatry and nursing in psychiatry
- Module no. 50: Anesthesia – intensive care and specific nursing
- Module no. 51: Conduct in medical and surgery emergencies
- Module no. 52: Gerontology, geriatrics and specific nursing
- Module no. 53: Oncology and nursing in oncology
- Module no. 54: Palliative care
- Module no. 55: Community nursing

**14. Please list the bibliographical sources you have used for answering this survey including also list of names and/or institutions contacted**

***Bibliographical sources***

Governmental Order no 129/2000, republished, regarding professional training for adults (OG nr. 129/2000 privind formarea profesionala a adultilor, republicata –RO)

Governmental Order no 76/2004 for modifying and extending the provisions of Governmental Order no 129/2000 (OG nr. 76/2004 pentru modificarea si completarea OG nr. 129/2000 –RO)

Governmental Decision no. 522/2003 for approving the Methodological norms for applying the provisions of Governmental Ordinance no. 129/2000 regarding professional training for adults (HG nr. 522/2003 pentru aprobarea Normelor metodologice de aplicare a prevederilor Ordonantei Guvernului nr. 129/2000 privind formarea profesionala a adultilor -RO)

Governmental Decision no. 887/2004 for modifying the Methodological norms for applying the provisions of Governmental Ordinance no. 129/2000 regarding professional training for adults approved thorough Governmental Decision no. 522/2003 (HG nr. 887/2004 pentru modificarea Normelor metodologice de aplicare a prevederilor Ordonantei Guvernului nr. 129/2000 privind formarea profesionala a adultilor, aprobate prin HG nr. 522/2003 –RO)

Governmental Decision no. 1829/2004 for modifying and extending the Methodological norms for applying the provisions of Governmental Ordinance no. 129/2000 regarding professional training for adults approved thorough Governmental Decision no. 522/2003 (HG nr. 1829/2004 pentru modificarea si completarea Normelor metodologice de aplicare a prevederilor OG nr.129/2000 privind formarea profesionala a adultilor, aprobate prin HG nr.522/2003 –RO)

Order of the minister of labour, social solidarity and family and of the minister of education, research and youth no. 353/5.202/2003 for approving the Methodology for authorization of providers for training of adults (Ordin al ministrului muncii, solidaritatii sociale si familiei si al ministrului educatiei, cercetarii si tineretului nr. 353/5.202/2003 pentru aprobarea Metodologiei de autorizare a furnizorilor de formare profesionala a adultilor –RO)

Order of the minister of labour, social solidarity and family and of the minister of education, research and youth no. 80/3.328/2005 for modifying and extending the Methodology for authorization of providers for training of adults no. 353/5.202/2003 (Ordin al ministrului muncii, solidaritatii sociale si familiei si la ministrului educatiei, cercetarii si tineretului nr. 80/3.328/2005 pentru modificarea si completarea Metodologiei de autorizare a furnizorilor de formare profesionala a adultilor nr. 353/5.202/2003 – RO)

Order of the minister of labour, social solidarity and family and of the minister of education, research and youth no. 501/5.253/2003 for approving the Methodology for certifying the

professional training for adults (Ordin al ministrului muncii, solidaritatii sociale si familiei si al ministrului educatiei, cercetarii si tineretului nr. 501/5.253/2003 pentru aprobarea Metodologiei certificarii formarii profesionale a adultilor –RO)

Order of the minister of labour, social solidarity and family and of the minister of education, research and youth no. 77/3.327/2005 for modifying and extending the Methodology for certifying the professional training for adults no 501/5.253/2003 (Ordin al ministrului muncii, solidaritatii sociale si familiei si al ministrului educatiei si cercetarii nr. 77/3.327/2005 pentru modificarea si completarea Metodologiei certificarii formarii profesionale a adultilor nr. 501/5.253/2003 –RO)

Order no. 4543/468/2004 for approving the Procedure for evaluation and certification of professional competences developed through non-formal means (Ordinul nr. 4543/468/2004 pentru aprobarea Procedurii de evaluare si certificare a competentelor profesionale obtinute pe alte cai decat cele formale –RO)

Order no. 81/3.329/2005 for modifying and extending the Procedure for evaluation and certification of professional competences developed through non-formal means (Ordin al ministrului muncii, solidaritatii sociale si familiei si al ministrului educatiei si cercetarii nr. 81/3.329/2005 pentru pentru modificarea si completarea Procedurii de evaluare si certificare a competentelor profesionale obtinute pe alte cai decât cele formale –RO)

Romanian Official Journal no. 586 from 18 August 2010 on the access for practicing the occupation of social worker associate professional

Law no. 307/2004 regarding the practice of occupation of medical assistant

Law no. 466/2004 regarding the statute of social workers/assistants;

Decision no.2/3 June 2010 regarding the admittance for the occupation of social assistant

Law no. 1/2011 (National Education Law)

National Institute for Statistics –Romania’s Statistical Yearbook (2007, 2008, 2009, 2010) (Institutul Național de Statistică – Anuarul Statistic al României, 2007, 2008,2009,2010)

## **Websites consulted**

### **For social assistant**

[www.filosofie.ugal.ro](http://www.filosofie.ugal.ro)

[www.birouldeconsiliere.ro](http://www.birouldeconsiliere.ro)

[www.go.ise.ro](http://www.go.ise.ro)

[www.unibuc.ro](http://www.unibuc.ro)

[www.ubbcluj.ro](http://www.ubbcluj.ro)

[www.cnasr.ro](http://www.cnasr.ro)

[www.avocatnet.ro](http://www.avocatnet.ro)

[www.mmssf.ro](http://www.mmssf.ro)

### **For dental aid**

[www.injectia.ro](http://www.injectia.ro)

[www.contabilitateafirmei.ro](http://www.contabilitateafirmei.ro)

[www.eugenol.ro](http://www.eugenol.ro)

[www.sfatulmedicului.ro](http://www.sfatulmedicului.ro)

[www.scoalacdavila.ro](http://www.scoalacdavila.ro)

[www.ghidul.ro](http://www.ghidul.ro)

[www.oammr.ro](http://www.oammr.ro)

[www.mmssf.ro](http://www.mmssf.ro)

### ***Names and institutions contacted (please put names of persons you have contacted here):***

1. The National Adult Training Board-ROMANIA (Consiliul Național al Calificărilor și al Formării Profesionale a Adulților - RO) – Adrian Bodonea;
2. National College of Social Assistants (Colegiul Național al Asistenților Sociali -RO) – Florin Salajanu;
3. Ministry of Education and Research (Ministerul Educației și Cercetării –RO) – Ion Lador;
4. Ministry of Labour, Family and Social Protection (Ministerul Muncii, Familiei și Protecției Sociale –RO) – Cristina Mereuta;
5. The Order of Medical Nurses and Midwives in Romania (OAMMR Ordinul Asistenților Medicali și Moașelor din România -RO) – Doina Carmen Mazilu;
6. Faculty of Sociology and Social Assistance, Bucharest (Facultatea de Sociologie și Asistență Socială București –RO) – Prof.Dr.Marian Preda
7. National Institute for Statistics of Romania (Institutul National de Statistica-RO) – Mariana Pietreanu;
8. Field investigation on a number of:
  - 15 social assistants and social workers
  - 10 dentistry doctors
  - 7 dentistry assistants

***The “sample” was selected using a snow-ball method whereby the first contact has given us a number of contacts which we have then followed with each and every contact at its turn giving us a further number of contacts, generally no more than a couple. Therefore we are dealing with a “sample of sorts”, which classifies our field investigation as exploratory by nature.***

**List of acronyms:**

- ACPART - National Agency for Qualifications in the Higher Education (Agenția Națională pentru Calificări din Învățământul Superior –RO)
- CNCFPA - National Adult Training Board (Consiliul Național al Calificărilor și al Formării Profesionale a Adulților -RO)
- CNCIS - National Qualifications Framework for High-Level Education (Consiliul Național al Cercetării Științifice din Învățământul Superior -RO).
- MECTS - Ministry of Education, Research, Youth and Sports (Ministerul Educației, Cercetării, Tineretului și Sportului -RO)
- MMFPS - Ministry of Work, Family and Social Protection (Ministerul Muncii, Familiei și Protecției Sociale -RO)
- OAMMR - The Order of Medical Nurses and Midwives in Romania (Ordinul Asistenților Medicali și Moașelor din România -RO)

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