

THE I.S.P.E.F.'S MODEL OF TEACHING/ LEARNING FOR APTITUDES AND COMPETENCES

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Abstract: *Since 2009 the I.S.P.E.F. has developed models and implemented projects on teaching/learning for aptitudes and competences about: the I.S.P.E.F.'S Model of Teaching/Learning for Aptitudes and Competences; the training of the teaching profession through: the Training Model EMeS – Educational Methodological Strategies, the Certification Model TCS – TRAINING COMPETENCES and SKILLS; the training of university students through: the Training Model ISPEF Model of University Master, the Certification Model SCA – Student Certification Assessment.*

Keywords: *training/learning for aptitudes and for skills; teaching profession; skills certifications; university evaluation; psycho-pedagogical methodologies;*

1. The I.S.P.E.F.'s model of teaching/learning for aptitudes and competences

The teaching and the learning for the lifelong aptitudes and competencies is the element that characterizes the propose of the European Commission, elaborated in the 90's to realize:

- the building of the European citizenship,
- the cooperation in the educational and training fields among the different European countries,
- the facing of the deep and fast social change in favor of the grown, of the competitiveness and of the globalized work occupation of the XXI century.

In the proposed model of the European Commission, the teaching and the learning for aptitudes and competence shall be inserted inside of a development process that involve the cognitive, psychic, social and professional field of each person, by the acquisition and the utilization of 4 knowledge: know how to know, know how to do, know how to live together and know how to be.

This model is a basement to build an European Culture, without that the European Union project is destined to fail, because is exclusively centered by economic issues. For this reason, it is of vital importance realize the propose of the European Commission formalized in the European Council in Lisbon 2000.

Since 1993, with the white Book “Growth, competitiveness, and employment” the European Commission conducted by Jacques Delors institutionalized the concept of "teaching and Learning competence", making it assume a key role:

- to create the European citizenship;
- to cooperate in the educational and training fields among the different European countries;
- the facing of the deep and fast social change in favor of the grown, of the competitiveness and of the globalized work occupation.

In the White Book it is proposed to organize the European Year of the lifelong education (it will be realized in the 1996), inside it is institutionalized the other important concept on which it is funded the European Union: the education and the training lifelong learning, characterized by the neediness to recognize both the didactic and educational quality and the validation and certification of educational credits among the different countries that composed the European Union.

The basement of the "*competence*" concept to teach and to learn (at permanent, formal and informal levels) has been defined in the 1995 in the publication of the white book "*Teaching and learning. Toward the learning society*" cured by the European Commissioner delegated for the education and the culture, Édith Cresson and published in the 1996 in a view to the [European Year of Lifelong Learning](#).

In this white Book it is proposed a teaching model that develop efficacy strategies of learning characterized by "know how to do", which is the "learning for competences", useful to resolve problems.

Based on the proposed model for the teachers and the educational institution (school, universities, professional training) the mainly task it is to acquire aptitudes and competences to the people to realize in the day life, making concrete the knowledge and concepts learnt.

To completing this shall be considered the "*International Education Commission report to the UNESCO about the XXI century*"^{xiii} chaired by Jacques Delors. In the Report, it is exposed that the school has the duty to promote the following fundamental "four pillars" to teach and to learn, interacted among them, based on these shall be based the educational action and its purposes:

1. Learn to know, in other words acquire the understanding's instruments;
2. Learn to do, to be able to act in a creative way in their own context;
3. Learn to live together, to participate and collaborate in an active way inside a context made up communitarian relationship,
4. Learn to be, a process derived by the other three pillars' evolution.

In the European Council of Lisbon, in March 2000, the concepts and the acting strategies aforementioned become the basement of the economic and social strategy adopted by the European Union.

To date, the fundamental thematic that European Union is pursuing are the recognition of the educational and professional competences, the evaluation of the educational and training quality, the certification of the educational credit and of the professional competences, the certification and the clearness of the professional qualification.

Indeed, at European level, on 20th of December 2012 it has been published the [European Union Council Recommendation about the formal and informal learning validation](#) by which the included countries have been requested to institute national systems to validate the formal and informal learning within the 2018.^{xiv}

In Italy: "The competences certification national system is laid down in the art. 4 of the law 92 of the 2012 " that delegates the government to define the general standards and the essential level of the performance to identify and validate the acquire learning in formal and informal context. while, the Legislative Decree n. 13 of the 16.1.2013 regulates it. The d.lgs. 13/2013 represents the fundamental "element" to enhance the people right of the continuous learning, in a personal, social and occupational views. The Decree is articulated by two lines of priority of intervention:

- a) the establishment of the national registry of the educational and training titles and of the professional qualifications;

^{xiii}Delors J. (1996), *Learning: the treasure within*, UNESCO, Paris; trad. it.: *Nell'Educazione un tesoro*, Armando Editore, Roma, 1997. In the publication drawn up based on the report to the UNESCO, Jacques Delors hopes that the education for aptitudes and competences will be inserted inside a teaching-learning process that consider the person and not just the task to carry out and the goal to achieve.

^{xiv}Source Isfol: http://www.isfol.it/temi/Formazione_apprendimento/certificazione-delle-competenze .In the sector of create the national system of certification, the Isfol carry out research and technique assistance to identify the procedures and the instruments to Validate the competences and in the sector of the national Repertoire of title.

b) the definition of the minimum national service standard to certificate the competences (of process, of attestation, of system)".^{xv}

In the training (Erasmus Plus) and research(Horizon 2020)European Programs "The strategy of Europe 2020 highlights the development of knowledge, of capacity and of competences as precondition to the economic and occupational growing with the intention to improve the entrance and the progression of the labor market, to facilitate the transitions of the working and learning phases and to promote the geographic and professional mobility.

In this prospective shall affirm the need to create a system to recognize, to validate and to certificate the competences. In this way the individual can enhance and spend the own acquired competences in a determinate geographic context, in the European work market and in the educational and training systems."^{xvi}

Since the 90's I.S.P.E.F. (www.ispef.eu) has the intention to ideate, to realize, to validate and to promote educational models of the Society of Knowledge and Lifelong Learning realizing pilot projects, in the first time in several Italian regions and then in several European Countries and Latin America.

In over 20 year of activities the I.S.P.E.F.'s Models of aptitudes and competences training, validation and certification of formal and informal learning have sought to create cultural-scientific synergies and synthesis about the 3 big European culture: the Mediterranean, the Anglo-German and the Slav.

In this view the I.S.P.E.F. has elaborated the following innovative Models and Standards concerning the promotion, the development, the strengthen and the assessment of a new way to design and to realize the educational/formative activities:

- CEIF:2009, CEIS:2009 and CUI 2012 Standards concerning the educational/formative Institutions from the infancy to the University;
- the ISPEF Model of the University Masters and Higher Educational Courses concerning the way and the criteria to realize the efficacy educational processes long life;
- the TCS Certification concerning the evaluation/accreditation of the teaching professionalism;
- the SCA Certification concerning the acquired students' knowledge-abilities-competences in the School and the University;
- WoSCA Certification concerning the people's attitudes and competences in a view to enhance their work potential.

In this chapter have been briefly described the training for aptitudes and competences implementing models elaborated by I.S.P.E.F..They are resulted as good practices in Italy, Europe and Latin America, in a way that can be a basement to spread, to discuss and to deepen.

In particular shall focus on the good practice of the University Master realized in the European Project namely PERFORMER " Perspective of the training through Specialist Master in the Education field of the Infancy and of the Primary School at a superior qualitative level"^{xvii} carried out on the period 1stFebruary 2011 – 30th June 2014.^{xviii}

^{xv} Source Isfol: http://www.isfol.it/temi/Formazione_apprendimento/certificazione-delle-competenze

^{xvi}Source Isfol: http://www.isfol.it/temi/Formazione_apprendimento/certificazione-delle-competenze

^{xvii}Contract POSDRU/86/1.2/S/62508

^{xviii}The structure of the Masters and the results achieved in the PERFORMER Project can be consulted in the I.S.P.E.F.'s website, in the following pages:

- <http://performer.ispef.biz/english>;
- www.ispef.eu/nuovo/performer.htm,
- <http://proiect-performer.ro/index.php/ro/deschidere-festiva>,
- <http://performer.ispef.biz/english/certification>.

The innovative model of the Master realized in the PERFORMER Project is in accordance with its already designed both in the white Books of the European Union and the Bologna Process of 1999 to create an European Higher Education Area (EHEA).

The PERFORMER Project is allowed to realize:

- the innovative model of Master, exposed in the publication of Presutti F. (2012), *ISPEF Model of University Master* (published by ISBN 978-88-6624-055-6 and exposed in the websites: <http://university.ispef.eu/ispefmaster.htm> ; http://university.ispef.eu/accreditation_master.htm ;
- the training for aptitudes and competences of students is developed by a Model of Presutti F. (2012), *SCA Certification – Student Certification Assessment* (published with ISBN 978-88-6624-065-5 exposed in the website: <http://ispef.eu/SCA>).

The innovative characteristics and the purposes of the I.S.P.E.F.'s University Master and SCA Certification Models are exposed in the next paragraph C.

In this way, I.S.P.E.F., utilizing scientific validated instruments, utilizes the Portfolio to identify and to certificate the owned knowledge – abilities – competences of each student attending the Master/Higher Education Course, by an independent system from the School and the University and a different way to assess from the teachers of the School/University.

Since 2009 I.S.P.E.F. has elaborated models and realized projects about the teaching of the aptitudes and competences concerning the:

- * the **TEACHERS' PROFESSIONALISM COMPETENCES** by:
 - * the Training Model “EMeS - Educational Methodological Strategies”,
 - * the Certification Model “TCS – Training Competences and Skills” (<http://ispef.eu/TCS>).
- * the **STUDENTS' COMPETENCES** by:
 - * the Training Model “ISPEF Model of University Master” (http://university.ispef.eu/accreditation_master.htm; <http://university.ispef.eu/ispefmaster.htm>),
 - * the Certification Model “SCA – Student Certification Assessment” (<http://www.ispef.it/SCA> ; <http://universita.ispef.it/cert-sca.htm>).

2. The I.S.P.E.F.'s evaluation of competences for the teacher's professionalism

I.S.P.E.F. promotes, develops, strengthens and assesses the competences of the teacher's professionalism through the following process:

- * the Training Model EMeS - Educational Methodological Strategies,
- * the Certification Model TCS – TRAINING COMPETENCES and SKILLS (<http://ispef.eu/TCS>).

These I.S.P.E.F. Processes are characterized by training and certification activities exposed in the following table:

Table 1. I.S.P.E.F. training and certification Model of the Teacher's Professionalism

Level - Activities →	Basic Level TEACHING ACTIONS	Advanced Level PSYCHO-PEDAGOGICAL METHODOLOGIES
Process ↓		
Training EMeS Educational Methodological Strategies	TEACHING FOR COMPETENCES	PSYCHO-PEDAGOGICAL TEACHING
TCS Certification Training Competences and Skills 	CERTIFICATION OF THE TEACHING COMPETENCES	CERTIFICATION OF THE PSYCHO-PEDAGOGICAL COMPETENCES

In 2010 the EMeS and TCS Model have been presented in the National University of Salta - Argentina (<http://www.ispef.org/salta/UniversidadSalta.htm>).

2.1. Training Process EMeS - Educational Methodological Strategies

The acquisition of the **EMeS Model - Educational Methodological Strategies** is determined by the realization of training processes, that are structured on two progressive levels of professional difficult:

- 1) **BASIC LEVEL** (with basic professional Training) characterized by the understanding, the analysis and the usage of the **training for aptitudes and competences** during the **TEACHING ACTIONS**;
- 2) **ADVANCED LEVEL** (with specialized professional Training) characterized by the usage of **PSYCHO-PEDAGOGICAL METHODOLOGIES** during the teaching to acquire **the needed psycho-pedagogical aptitudes and competences n to promote, to develop, and to strengthen the autonomous, the significant, the creative and communicative learning of the students.**

The advanced educational process provides for the analysis and the verification of the psycho-pedagogical purposes and of the achieved results.



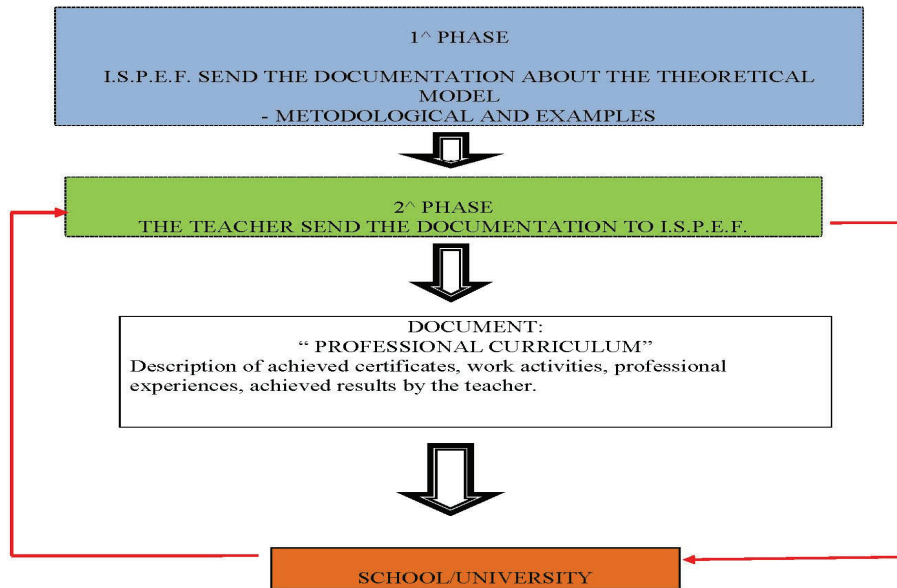
In the next Scheme 9 will be showed the needed process and activities to develop the educational process of the Basic Level “EMeS – TEACHING”.

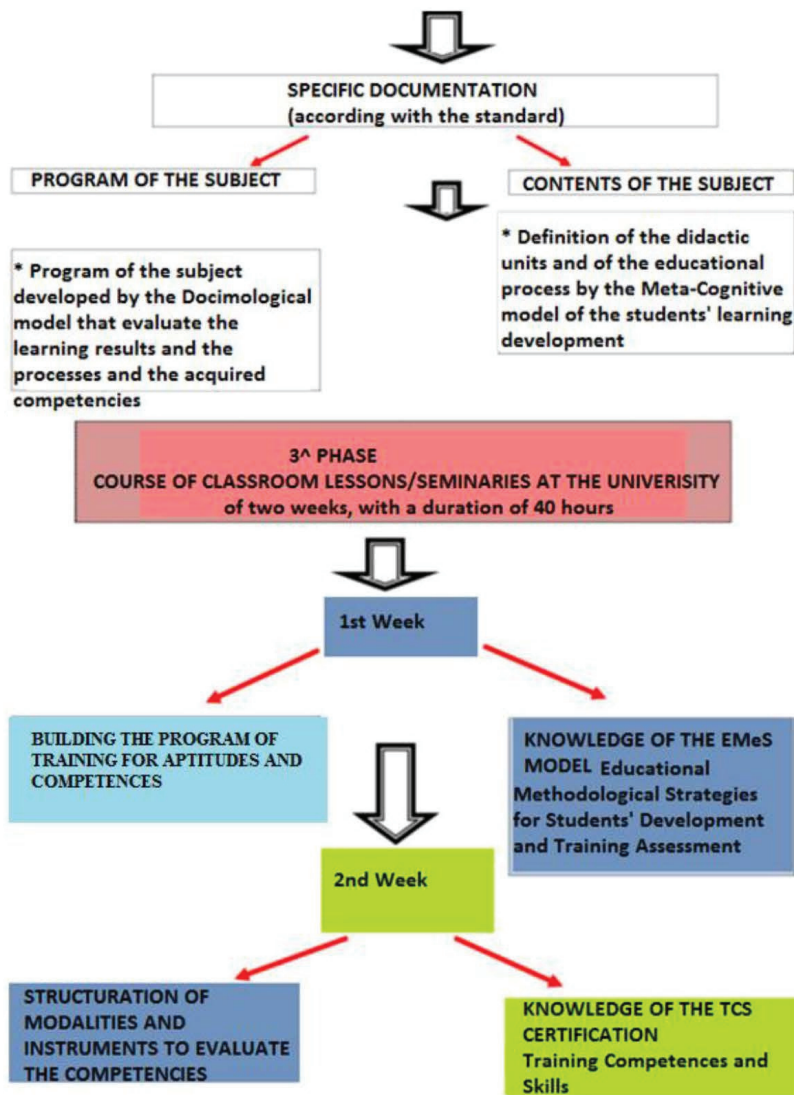
In the next Schemes 10 and 11 will be showed the needed processes and activities to achieve the attestation of the Advanced Level “EMeS - PSYCHO-PEDAGOGICAL METHODOLOGIES”.

2.1.1. The Basic Training Process EMeS “TEACHING ACTIONS”

The training process to realize a "Teaching for Aptitudes and Competences" is described in the following scheme:

Scheme 1
Training process EMeS
Basic Training: **TEACHING ACTIONS**





2.1.2. The Advanced Training Process EMeS “PSYCHO-PEDAGOGICAL METHODOLOGIES”

The Advanced training process EMeS “- PSYCHO-PEDAGOGICAL METHODOLOGIES” is useful to know how to realize an "Psycho-Pedagogical Teaching" characterized by:

- the promotion, the acquisition and the strengthen of the psycho-pedagogical aptitudes and competences of the teachers allowing them to realize a didactic process with the autonomous, significant, creative and communicative learning with the students;
- the acquisition of the intervention abilities during the “Training Model EMeS - EDUCATIONAL METHODOLOGICAL STRATEGIES”.

The “Training Model EMeS” proposes a innovative training, following the principles of the Educational Sciences of the XXI century, is characterized by:

- 1) functions and roles of the teachers: stimulating the teachers - animator – guide – expert of the contents;
- 2) teachers as main characters of the own education- main actors of the decision and work;

3) teaching-learning: educational, significant, efficacy, useful (efficient) relationship.

The main characteristics to realize the Innovative Training of the “Training Model EMeS” are:

1. a design methodology based on the goals and the participation of more than one key actors;
2. a cooperative and collaborative learning also with extern actors of the University;
3. the development of didactic aptitudes and competences, that are acquired also by informal and formal itineraries;
4. the *Action Research* as mainly methodology of the training activity;
5. the learning of the knowledge based on the living context and on the *problem solving* strategies;
6. a flexibility of the didactic action characterized also by the *learning by doing* and by the *work based learning*;
7. the acquisitions of the aptitudes and competences in the design of didactic itineraries and of training evaluation;
8. the *bottom up* reconnaissance of the training's themes, directly among the teachers of the educational community;
9. the training intervention inserted in a logic of system and quality;
10. the promotion of the teachers' and students' motivations and the expectations.

The purposes of the “Training Model EMeS” have the goals to realize and verify in a constancy and continuous way:

- the efficacy and the efficiency of the teaching;
- the significant and the usefulness of the teachers' learning;
- the quality of the training process, in a view to a continuous improvement of the training.

The essential base to realize the Innovative Training of the “Training Model EMeS” is the scientific and contextual interactive Documentation. The “Training Model EMeS” is based on three pedagogical concepts:

1. Methodological strategies :

- a) the structured model with several and multiple methodological strategies both in the educational and in the didactic dimensions;
- b) the methodologies considerate how shall be realized a teaching-learning process;
- c) the strategies characterize the practice interventions in the teaching-learning relationship. each strategy has a own technique and instrumentation.

2. Development and Assessment: are two essential processes for the teaching-learning process. So are the mainly dimensions of the teacher's professionalism.

For the DEVELOPMENT process has been utilized the course's program, to verify it in a concrete way.

For the ASSESSMENT process has been utilized several instruments with defined indicators and criteria, in a way to be compared, repeated and efficacy.

The ASSESSMENT process is based on the scientific and contextual interactive rules of the documentation.

3. Training Process: that identifies, develops and strengthens the following facets and knowledge:

- Didactic-Operative aspect → know ho to do
- Logic-Cognitive aspect → know how to know
- Psycho-Emotional aspect → know how to be
- Socio-Relational aspect → know how to communicate.

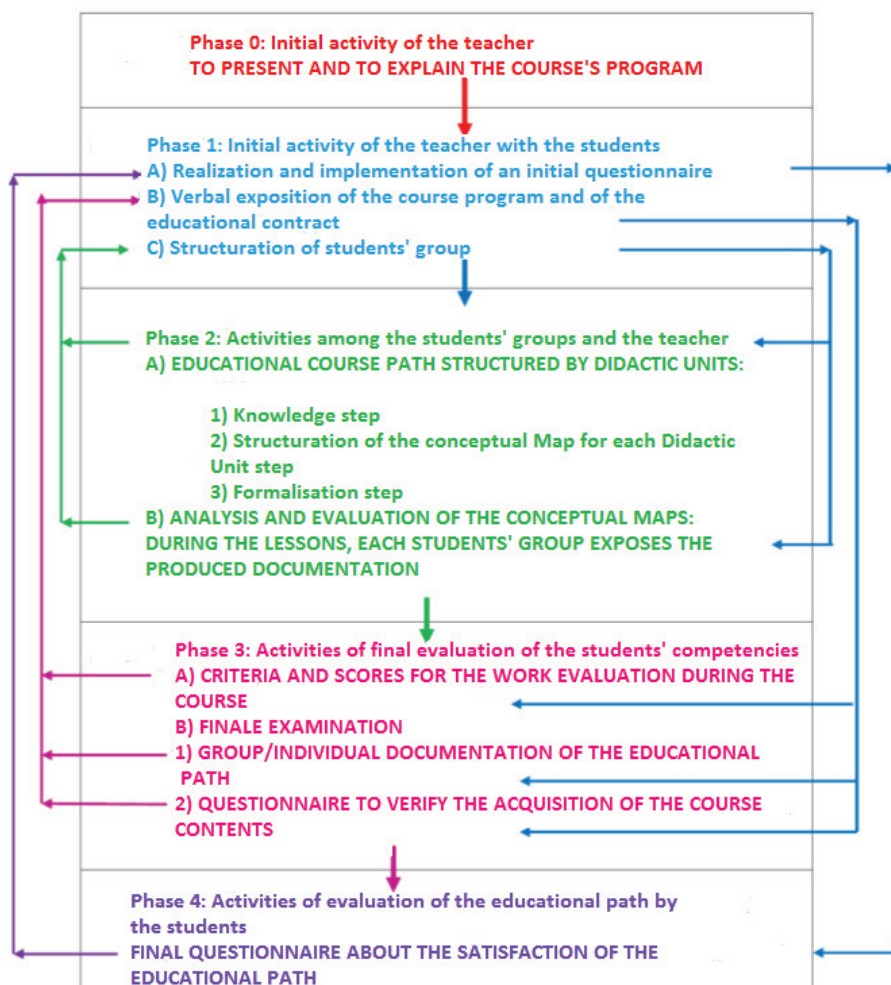
For this reason, the training project considers not only the Didactic aspect, but it considers, also, every forms and dimensions of development of cognitive-social aptitudes and competences and of the personality characteristics.

In the Innovative Training view, the “Training Model EMeS” is structured (how it is showed in the scheme on the next page):

- in a 5 sequential steps (from 0 to 4)
- in 3 hierarchic cycles of development and evaluation of the Training Process for the Learning course's contents and of the Training Evaluation correspondent.

The training process to know how to realize a “Psycho-pedagogical Teaching” is exposed in the following scheme:

Scheme 2
EDUCATIONAL PATH EMeS
EDUCATIONAL METHODOLOGICAL STRATEGIES
 EDUCATIONAL PATH FOR THE AUTONOMOUS, SIGNIFICANT, CREATIVE AND
 COMMUNICATIVE LEARNING OF THE STUDENTS

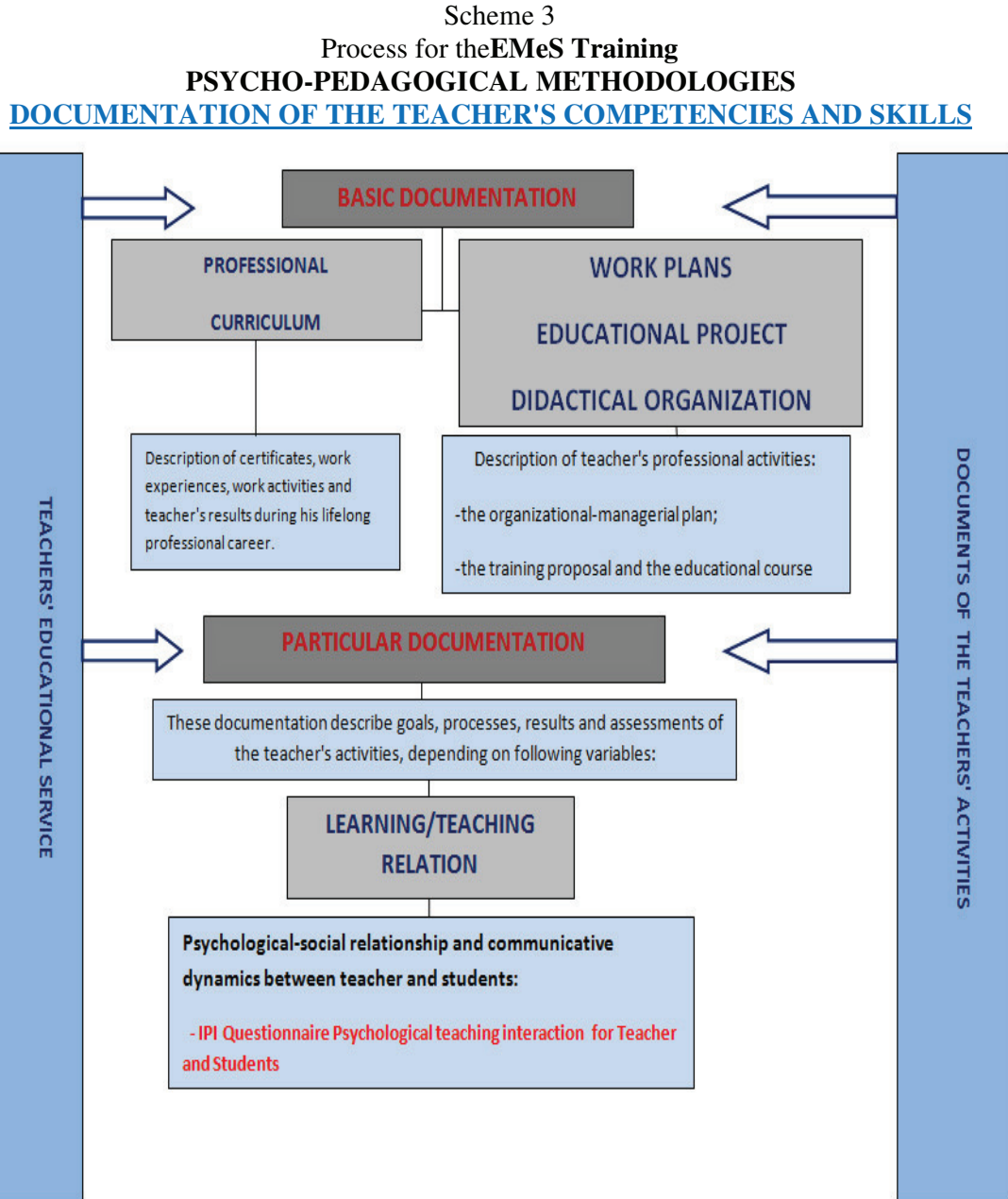


The 3 hierarchic cycles to realize the Training Process of the “Training Model EMeS”, for the Autonomous, Significant, Creative and Communicative Learning, are:

* *Cycle 1 of the Step 1C with the Step 2:* the development of the processes and of the individual and group Training Process results, through the Educational Methodologies of teaching-learning (Presutti, 2010b).

* *Cycle 2 of the Step 1B with the Step 3*: the evaluation of the results for the teachers' Didactic Competences, through the verbal exposition in a equipe and individual way and through a responses of a questionnaire.

* *Cycle 3 of the Step 1A with the Step 4*: tabulation, analysis and comparison for the Training Quality, through the information of the initial and final questionnaires.



2.2. The TCS Training Process – Training Competences and Skills

The TCS - TRAINING COMPETENCES and SKILLS is a training/certification system of Professionalism Teacher based on two graded levels:




1) **BASIC LEVEL:**

characterized by the identification, analysis, consideration and evaluation of competencies on **TEACHING ACTIONS;**

2) **ADVANCED LEVEL:**

characterized by the identification, analysis, consideration and evaluation of competencies on **METHODOLOGIES PSYCHO-PEDAGOGICAL** during the teaching.

Table 2. I.S.P.E.F.'s Process of TCS Certification of Teacher's Professionalism

Level- Activities 	Basic Level TEACHING ACTIONS	Advanced Level PSYCHO-PEDAGOGICAL METHODOLOGIES
Process 	CERTIFICATION OF THE TEACHING COMPETENCES	CERTIFICATION OF THE PSYCHO-PEDAGOGICAL COMPETENCES
TCS Certification Training Competences and Skills 		

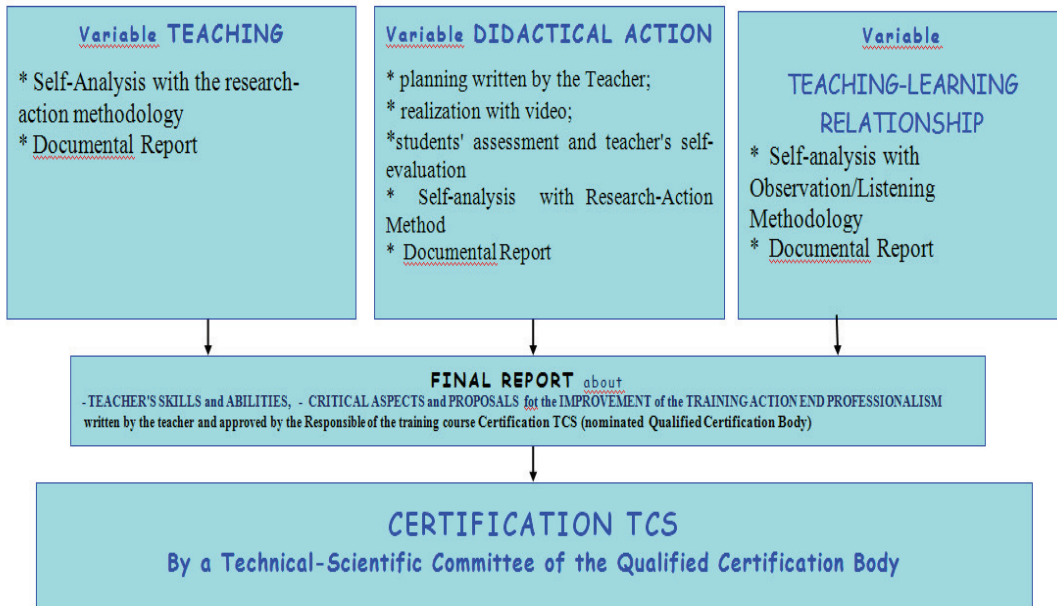
The thematic and the instruments of the process, that the teacher shall realize during the TCS Certification to achieve the Qualified Attestation, are briefly exposed:

- in the Scheme 4 regarding the Basic Level TEACHING ACTIONS,
- in the Scheme 5 regarding the Advanced Level PSYCHO-PEDAGOGICAL METHODOLOGIES.

Scheme 4

Table THEMES AND TOOLS OF THE COURSE “CERTIFICATION TCS TEACHING ACTIONS”

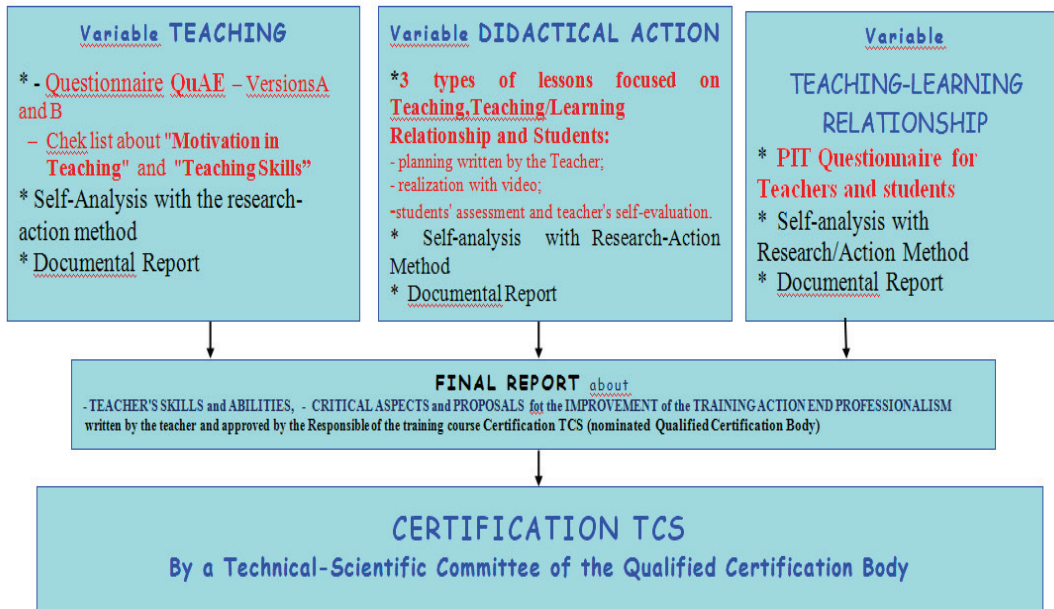
**THE CERTIFICATION TCS - TEACHING ACTIONS
SYSTEM ABOUT TEACHER'S PROFESSIONALISM**



Scheme 5

Table THEMES AND TOOLS OF THE COURSE “CERTIFICATION TCS - METHODOLOGIES PSYCHO-PEDAGOGICAL

**THE CERTIFICATION TCS
METHODOLOGIES PSYCHO-PEDAGOGICAL
SYSTEM ABOUT TEACHER'S PROFESSIONALISM**



3. The I.S.P.E.F.'s assessment of the student's competencies

The **training for aptitudes and competencies** and the **assessment of the competencies** of the scholastic/university has been realized by the following I.S.P.E.F.'s Models:

* the **“ISPEF Model of University Master” Training Model**

(<http://university.ispef.eu/accreditation.master.htm>)

* the **“SCA – Student Certification Assessment” Certification Model**

(<http://ispef.eu/SCA>); (<http://university.ispef.eu/cert-sca.htm>)

From 2012 to 2015 the ISPEF's Training Model of University Master e la SCA Certification – Student Certification Assessment have been realized in the European Project namely PERFORMER "Perspective of the training through Specialist Master in the Education field of the Infancy and of the Primary School at a superior qualitative level", in a POSDRU/86/1.2/S/62508 contract.

The PERFORMER Project has had the goal to improve the University Education provided by the development of a Master study Program, as a double degree recognition (Italy-Romania) for the Infancy and Primary School Educational Specialists, conforming to the requirement of the European labor market.

The Master study Program has the intention to answer the need to complete the university education and the scientific research of the Degree in " "PsychoPedagogy of the teaching in the primary school and in the preschool education " in Romania.

The PERFORMER Project has been realized in the following 3 Universities of the Romania:

- * University "Transilvania" of Braşov - UTBv,
- * University "1 Decembrie 1918" of Alba-Iulia,
- * University "Aurel Vlaicu" of Arad.

The PERFORMER Project has realized the ISPEF Model of University Master and has successfully assessed the competencies of the students with the SCA Certification:

- <http://performer.ispef.biz/english/>,
- <http://performer.ispef.biz/english/certification/>.

3.1. The “ISPEF Model of University Master” Training Model

The ISPEF's Training Model of University Master has the goals:

- to promote, to develop, to strengthen and to enhance **the educational and the learning quality** at scholastic/university level,
- to adequate the training proposes to face the demands of the XXI Society and of the addressed social-scientificeducative-professional, in a way to realize a **professionalized, personalized and contextualized education**. (<http://university.ispef.eu/ispefmaster.htm>) .

The I.S.P.E.F. Model of University Master is innovative because of the following 3 basic reasons:

1) teaching by disciplinary and transversal competences, characterized by formative paths with the intention:

- to develop and to strengthen the students' motivations, attitudes, interests and personal expectations;
- to acquire to the students' abilities and professional aptitudes and competences, more than study knowledge.

2) to train based on the 4 field of knowledge (know how to do, know how to know, know how to be, know how to communicate), proposed by the European Commission chaired by

Jacques Delors in the 90's following methods and criteria of Educational Sciences, in a dynamic and contextual to the needs of the Knowledge Society of XXI century ways.

3) to realize 4 learning modalities during the training process, which developed together allow a real efficacy and significant training:

A. Attend modality: classroom lessons and seminars

B. E-learning, internet research and monitoring of formative processes through a comparing in a discussion platform in internet;

C. Formative Internship in a professional field realized inside a network of organizations-institutions- companies operating in the territory, which are assuming the responsibility for the practice training and the evaluation of the activities realized and the goals achieved.;

D. Reflective Analysis and training process assessment by a realization of a Portfolio made up by the activities documentation and the goals achieved, with a drafting of a final relation and a public presentation.

4) achievement of University Qualification and a Competences Certification of I.S.P.E.F., (SCA Certification - Student Certification Assessment), (exposed below) of a international value.

The SCA Certification is determined by the evaluation of the training process documentations, by the student' knowledge-abilities-competencies and reflections exposed in the final Report of the Master.

This Certification is done by an independent System of assessment, different from the University and Teachers one.

3.2. “SCA –Student Certification Assessment” Certification Model

The SCA – Student Certification Assessment Certification Modelit is obtained only after the achievement of the University Master/ Higher Education Course by an public recognized Institution to release training titles and attestations.

The achievement of the SCA Certification permit to the student to acquire a double qualification:

- the professional Qualification from the University/ Higher Education Institute legally valid about the country's current legislation;
- the Certification of professional competencies recognized by an external accredited Organization valid as international attestation of the quality training process achieved and of the professional knowledge-abilities-competencies acquired.

The consequently double qualification with the SCA Certification is determined by two different typologies and way to assess the training process and the competencies acquired by the students:

- the University/School Teachers where it is realized the Master/Course evaluate based on the development of the training processes (**TRAINING EVALUATION**) of the students. The evaluation of the teachers is determined by a relationship between teacher/student. In this relationship the interpersonal relation and the sharing of the contents with the other students are important as the acquisition of knowledge-abilities-competencies in the field of study.
- the SCA Evaluator is extern from the training process, executes a **PRODUCT EVALUATION** determined by the analysis of the realized documents from each student. The SCA Evaluator's analysis permit to certificate the quality of the professional competencies level of the graduated students, which is able to realize in the work sector.

So, the SCA Certification, shall analyze and evaluate the produced DOCUMENTATION in each discipline of the Master/Course and in the Final Thesis (Product Evaluation), made up by each student:

- during the training process (**process evaluation** in the realization of the product),
- in the exposition and in the final exams (**results evaluation** of the made product).

The documentation will be evaluated in the SCA Certification both:

- at individual level: student concerning the activities of the course, seminar, of 'e-learning, study of books and research, internship in training, typically consists of a portfolio that contains all the material produced during the semester, concerning the discipline acquired;
- at group level among students, developed during the study disciplines and/or in the Learning Community network. This documentation is mainly gathered in Reports where are written the times, the modalities, the realized activities and who has attended the group work.

The SCA Certification is structured based on a double analysis and documental test:

1. **QUANTITATIVE ASSESSMENT OF THE DOCUMENTS**, characterized by the verification and analysis of the documents produced during the training path and in the realization of the tasks necessary in order to attend the exam in the University/Higher Education discipline.

The Quantitative Assessment criteria are:

- specific for each Discipline,
- determined by the topics and the themes studied.

2. **QUALITATIVE ASSESSMENT OF THE DOCUMENTS**, characterized by the analysis and the verification of the documents produced during the training path and in the presentation of results, in a way to verify the satisfaction of the qualitative criteria of the SCA Certification.

The SCA Certification criteria to evaluate the quality of the produced Documentation by each student are:

- Completeness
- Significant
- Coherence/Consistency
- Richness/Accuracy
- Efficacy
- Originality

The evaluation of the SCA Certification is realized by compiling the two following Sheets

(Presutti, 2012b):

- **TUAAD -TEACHING UNITS ASSESSMENT OF ACADEMIC DISCIPLINE**

The TUAAD Sheet is a specific instrument for the Assessment of the Discipline Teaching Units. The TUAAD Sheet allows to have the Discipline Assessment on the basis of the analysis and the verification of the training path and of the results achieved by the student in each Teaching Unit of the Discipline.

The assessment of each Teaching Units consist of two levels:

- The Documents **QUANTITATIVE ASSESSMENT**
- A brief descriptive and synthetic report that highlights the quality (**QUALITATIVE ASSESSMENT**) of the training path and of the results achieved by the student.
- **GAAD- GENERAL ASSESSMENT OF ACADEMIC DISCIPLINE**

The GAAD Sheet is the specific instrument that certifies the positive or negative result in the achievement of the SCA Certification on the basis of the global assessment of training path and results achieved in every Discipline.

The score assigned in the SCA Certification evaluation is determined by the competence level achieved by each student based on the produced documentation and by the provided reports.

The scores to identify the *competence level* of the SCA Certification are assigned by a scale from 0 to 5 values, where:

- 0 is the minimum: it is assigned when there is not documentation to evaluate;
- 5 is the maximum: it is assigned when the documentation is complete, significant, efficacy, coherence/consistency, rich/accurate, original.

The quantitative assessment of the documents allows to assign a SCA score from 0 up to 3,0, that is based on the demonstrated competencies in the produced documentation. The qualitative assessment of the documents allows to assign a SCA score from 0 up to 2,0, that is based on the criteria satisfaction of the quality of each student's documentation. The SCA score is obtained by the sum of Quantitative assessment score (from 0 up to 3) and the Qualitative assessment score (from 0 up to 2).

The general criteria of the SCA Certification to evaluate the *competencies level* acquired in each discipline of study and in the final Report. It will assign a score from 0 up to 5 based on the following criteria:

- 0, the minimum level, corresponding to not have provided the documentation;
- between 0,1 and 1,4 corresponding to FAR FROM ADEQUATE documentation in the training process and missing the professional reflection;
- between 1,5 and 2,4 corresponding to NOT ADEQUATE documentation in the training process and in the professional reflection;
- between 2,5 and 2,9 corresponding to SLIGHTLY NOT ADEQUATE documentation in the training process and incomplete, poor or missing in some part professional reflection;
- between 3,0 and 3,4 corresponding to an ADEQUATE documentation in the training process but realized with low efficacy and low significant reflections of the achieved results and of the developed processes;
- between 3,5 and 3,9 corresponding to a GOOD documentation with a complete training process and with a coherent and well-structured personal reflection;
- between 4,0 and 4,4 corresponding to VERY GOOD documentation of the training process and complete, efficacy and significant the exposed reflections, that is useful for the operating training context;
- between 4,5 and 5 corresponding to an EXCELLENT documentation of the training process and complete, original, significant, coherent/consistency, rich/accurate, effective reflections. The EXCELLENT Documentation acquire the right to be disclosed as Good Practice.

Then, in the SCA Certification, shall consider that the Competence level with a score:		
lower than 2,5	—————>	is NOT ADEQUATE,
between 2,5 and 2,9	—————>	is SLIGHTLY NOT ADEQUATE,
between 3,0 and 3,4	—————>	is ADEQUATE,
between 3,5 and 3,9	—————>	is GOOD,
between 4,0 and 4,4	—————>	is VERY GOOD,
between 4,5 and 5,0	—————>	is EXCELLENT.

To obtain the SCA Certification Attestation, the student has to obtain, at least, a score of 3,5 in each Discipline and in the final Report.

If the evaluation of the SCA score is lower than 3,5, the student to achieve the SCA Certification will have to complete and/or improve his documentation and the professional reflection during the two years of the Master/Course or later.

The total score at the end of the two years of the Master/Course is obtained by the sum of the SCA assessment of the all Discipline of study and the SCA score assigned for the final Report of the Master.

This score shall be adequate at the evaluation system of the University/School; for example, the University score of 7/10 (is equivalent to 21/30 or 70/100) is equivalent to 3,5/5 in the SCA score. This correspondence is useful to make equivalent the SCA Certification evaluation and the University system score adopted in the specific Country.

The score between the University/School and the SCA Certification could be different because the SCA evaluation is based exclusively on the PRODUCED DOCUMENTATION of the training process and on the achieved results of each student. Instead, the University/School evaluation is based on the relation and on the experiences developed with the teachers and the students, during the training process.

Moreover, the positive outcome recognition between the University/School and the SCA Certification could be different. For example, at least a corresponding score of 3 ("adequate") could be enough to achieve the University Qualification, instead it is necessary to obtain at least a score of 3,5 ("good") to obtain the SCA Certification.

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