

MODEL FOR THE SCA CERTIFICATION - STUDENT CERTIFICATION ASSESSMENT

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The Project “**PERFORMER**” provides the Certification of skills acquired by students of the Master

“**PSIHOPEDAGOGIA EDUCAȚIEI TIMPURII și a ȘCOLARITĂȚII MICI**

EDUCATIONAL PSICOLOGY of PRESCHOOL and PRIMARY SCHOOL”

Certification of skills is determined according to the Model I.S.P.E.F. that issued the *SCA Certification – Student Certification Assessment*

Below are illustrated the guideline of *SCA Certification*.



The Project “**PERFORMER**” - „*Perspective ale formării prin masterat a specialiștilor în domeniul educației timpurii și a școlarității mici la un nivel calitativ superior*”

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**THE MODEL FOR THE SCA CERTIFICATION STUDENT
CERTIFICATION ASSESSMENT – OF MASTER AND HIGH QUALITY
COURSE**

is structured on the following topics :

Chapter 1:
STRUCTURE OF THE MASTER/HIGH QUALITY TRAINING COURSE

Chapter 2:
THE MASTER/ HIGH QUALITY TRAINING COURSE QUALIFICATIONS AND PROFESSIONAL COMPETENCES

Chapter 3:
COMPETENCES DESCRIPTIONS IN MASTER DISCIPLINES

Chapter 4:
THE EVALUATION OF MASTER DISCIPLINE TEACHER

Chapter 5:
THE I.S.P.E.F. EVALUATION BASED ON COMPETENCE LEVELS

Chapter 6:
THE EVALUATION FOR THE SCA – STUDENT CERTIFICATION ASSESSMENT

Chapter 7
SCORE IN THE EVALUATION FOR THE SCA CERTIFICATION

Chapter 8:
MASTER/COURSE COMPETENCES QUALIFICATION AND CERTIFICATION

Chapter 1:
STRUCTURE OF THE MASTER/HIGH QUALITY TRAINING COURSE

The I.S.P.E.F. Model of University Master or professional high quality training course at International level is structured on the following education Areas:

1) FACE-TO-FACE Area with LESSONS in CLASSROOM/SEMINARS
About THEORICAL-SCIENTIFIC and TECHNICAL-PRACTICAL

2) E-LEARNING and INTERNET RESEARCH Area
About THEORICAL-SCIENTIFIC and TECHNICAL-PRACTICAL themes
With the following activities:

- a) study of disciplinary concepts and themes*
- b) internet research about studies and researches related to the disciplinary subject*
- c) students' educational path monitoring in information technology network*

3) PROFESSIONAL INTERNSHIP AND TRAINEESHIP Area

With the following activities:

- a) internship in a professional environment*
- b) comparison, coordination and monitoring in the educating community*
- c) self-training in groups(4-12 students) or with the field professional.*

4) DOCUMENTATION AND EDUCATIONAL PATH REVIEW Area.

FINAL REPORT REDACTION

- a) Documentation, general review and final report redaction,
- b) Documentation and review of each discipline studied in the first Master year
- c) Documentation and review of each discipline studied in the second Master year

Chapter 2:

QUALIFICATION AND PROFESSIONAL COMPETENCES OF THE MASTER/ HIGH QUALITY TRAINING COURSE

2.1.MASTER/COURSE QUALIFICATION PROFILE

The Master/Course qualification, certified by I.S.P.E.F., attests the training path of the specialized professional, that is able to analyze critically, to think over and consequently to intervene in working environment for which he has achieved the qualification; in this way he/she contributes to the qualitative development of the Social Knowledge Community and to his/her self-realization in the socio-economic reality.

Moreover, the students that achieve the Master qualification with the I.S.P.E.F. Certification has got a knowledge, abilities and theoretical-scientific and technical-professional competences that allow to solve specific professional problems of the Societies-Institutes-Companies the University cooperate with.

Finally, the students that achieve the Master/Course qualification with the I.S.P.E.F. Certification is well prepared to do technical-practical intervention, to use professional tools, to elaborate verifications and proposals aimed at satisfying the working, social and cultural contexts requests.

2.2. COMPETENCES ACQUIRED DURING THE MASTER/COURSE

There are three different kinds of competences and abilities acquired during the Master/Course:

- Transversal skills and competences;
- General professional competences and skills;
- Specific professional competences and skills

Transversal skills and competences;

The professional transversal competences (informal and non formal) that will be developed in the Master/Course are the following:

- Competence in analyze and summarize information-methodologies-strategies-techniques from different sources and knowledge tools, different theoretic models for the realization and the evaluation of interventions in the professional Master area;
- Planning, research, experimentation and innovation skills with new ideas and proposals that contribute to the improvement of system and services quality in the Master working environment.
- Competences in decision-making, adapting the professional interventions to the working situations and the local social context;
- self-management and autonomy in doing skills;
- Competences in the use of new information and communication technologies in order to support and develop efficient and effective interventions;
- Ability in cooperation work and in multidisciplinary groups, that allows the realization of concrete proposals that give specific professional solutions to the interventions in the Master working environment.
- Professional ability in coordination, promotion, decision-making and professional experiences evaluation for an effective improvement of services and quality of the intervention realized in the working environment.

General Disciplinary Competences and Skills

The general disciplinary competences and skills that will be developed during the Master are the following:

- Competences for the creation of professional interventions able to solve the problems related to the world of work and to the local Social Community.
- Competences for the development of professional actions able to create spaces and active cooperation strategies in the working environment, knowing how to manage the organizational strategies and the mediation abilities, in order to have an adequate interaction among the actors of the socio-economic-cultural processes;
- Competences in using the new professional and technical instruments of the Knowledge Society, by planning and regulating the operational interventions in the Master working environment
- Ability in specialization in interventions methods and techniques for the professional development in the working reality and in the Social Community;
- Ability in applying the professional strategies acquired in the Master, with an adequate competence of tools and techniques that support the conception, the application and the evaluation of working proposals efficient and effective in the Societies-Institutions-Companies of the local context.
- Ability in the promotion of actions that create synergy in relation to local Societies-Institutions-Companies projects, programs and strategic planning aimed at involving professionals of different socio-economic realities, through the creation of work cooperation networks.

Specific Disciplinary Competences and Skills

The disciplinary abilities and competences that will be developed specifically during the Master are

the following:

- 1) competences in the use of technical/professional methodologies and professional interventions related to the Master qualification;
- 2) Professional skills and consolidation of theoretical concepts and operational instruments in technical-professional, methodological-applicational, socio-organizational, communicational-relational and innovation field ,
- 3) Specific skills/competences in the development and valorization of potentialities and professional capabilities in the local Societies-Institutions-Companies, used to coordinate and realize:
 - interventions and services in the working environment, in the professionalism qualified by the Master;
 - work support, tutorial assistance, coordination of team work and practice exercises in the field qualified by the Master;
 - planning and innovating activities at local Societies-Institutions-Companies level and also at Social Community Network level;
 - professional activities of coordination, planning, monitoring and interventions evaluation;
- 4) Ability in recognition of requests and offers of professional performances of local Societies-Institutions-Companies and evaluation of real opportunities to enter the world of work.
- 5) Competences in work choices finding and in analysis of the local Societies-Institutions-Companies educational needs for the creation of professional intervention strategies according to the service quality in order to optimize human resources, organizational system, structures and the technical tools.

Chapter 3

DESCRIPTIONS OF THE MASTER DISCIPLINE COMPETENCIES

The Disciplines have to be structured as follows:

- in modules per Teaching Units,
- personalized with further information analysis, research activities and experimentations on the basis of each student's training path.

The results to be achieved in each Subject are defined in this way:

- Disciplinary Competencies
- Cross Competences
- Competence Levels.

AN EXAMPLE OF A TEACHING UNIT COMPETENCIES STRUCTURED

UNIT 1: OBSERVATION/LISTENING OF THE EDUCATIONAL EXPERIENCES

- 1.1. *Observation/ Listening models*
- 1.2. *Acquisition of an observation/listening attitude*
- 1.3. *Observation/Listening methodological criteria*
- 1.4. *Observation/Listening transcription criteria*
- 1.5. *Observation/Listening: an evaluative tool for educational processes*

DISCIPLINARY COMPETENCIES AND COMPETENCE LEVELS:

- Acquisition of the **model for a right transcription** of the Observation/Listening as a scientific method of the Science of Education
- Acquisition of the **conceptual scheme** and **tool** for a right compilation of the Observation/Learning
- Realization of systematic Observations/ Listening in educational and scholastic environments
- Analysis of the teaching activities and of teaching-learning relation through the correct use of the model and the acquired tool
- **Interpretation and evaluation of results and educational processes** identified by using the systematic Observations/ Listening

Competence Levels (also defined as “LEARNING LEVELS”¹):

5. Scientifically coherent, efficient and significant interpretations and evaluations of systematic Observations/Listening
4. Scientifically adequate interpretations and evaluations of systematic Observations/Listening without coherence relations, efficiency and significance with the didactic activity and the teaching-learning activities
3. Scientifically correct realization of systematic Observations/Listening that are not efficient for an interpretation and evaluation of results and processes identified
2. Complete realization of systematic Observations/Listening, but not accurately and in details described
1. Incomplete realization of systematic Observations/Listening
0. Lack of systematic Observations/Listening realizations

CROSS COMPETENCES AND COMPETENCE LEVELS:

Acquisition of a *psychic awareness that allows to perceive and interpret the reality building intervention educational and psycho pedagogical paths*, through:

- A. the Acquisition of the ability in participating efficiently and significantly inside the educational environment, through:

1) the acquisition of psychic competence of *empathy in the interpersonal relationships*;

2) the acquisition of competence in analyzing and scientific thinking over about the teaching activities, detailed and correctly described

B. Acquisition of the ability in *distinguishing facts from opinions*, understanding:

1) meaning and functions of students' behavior and communication;

2) the educational methods and teachers' ability in interpretation-evaluation.

Competence Levels (also defined as "LEARNING LEVELS"¹):

5. Educational and psychopedagogical interventions that are coherent, efficient and significant through systematic Observations/Listening, characterized by the empathic and reflective participation of the Teacher

4. Educational and psychopedagogical interventions that are coherent, efficient and significant through systematic Observations/Listening, without a an empathic/reflective participation of the Professor

3. Scientifically correct transcription of educational and psychopedagogical interventions through systematic Observations/Listening, but not efficient from an interpretation and result processes evaluation point of view

2. complete transcript of educational and psychopedagogical interventions through systematic Observations-Listening that are not accurately described

1. Incomplete transcript of educational and psychopedagogical interventions through systematic Observations-Listening

0. Lack of educational and psychopedagogical interventions through systematic Observations-Listening

I.S.P.E.F. will certify the competencies acquired by each student in the disciplines and the final report of the Master with an evaluation system made of six competence levels, as explained below:

¹ Note: From now the term "Competence Level" will be used as a synonym of "Learning Level"

Chapter 4

THE EVALUATION OF THE MASTER/COURSE DISCIPLINE TEACHER

The Evaluation of the University teacher, that is the responsible for the Master Discipline, is determined through the realization of the following four phases, and the consequent compilation of the following four tables:

1) **Discipline structured in Teaching Units** through the compilation of Table 1: characterized by the Discipline division into Teaching Units, to which the Teacher must assign the "Training Hours" (Courses and Seminars, E-Learning, Internship and Documents) and the percentage value of each Teaching Unit on the basis of its

relevance in the learning process and in the competencies development that the students must acquire in the specific Master Discipline.

Table 1

DISCIPLINE “.....” ECTs Master “.....” University “.....” Academic Year 20.../20...		
DISCIPLINE TEACHING UNITS	Training HOURS Course and seminars, E-Learning, Internship and Documents	% ASSIGNED PERCENTAGE VALUE
1.		
2.		
3.		
4.		
TOTAL	125 hours	100 %

The **percentage value of each Teaching Unit s** defined by the Master Discipline Teacher; the **Discipline Value** instead,-indicated in ECTs, is defined in the University Master Regulation who responsible is the Master Manager.

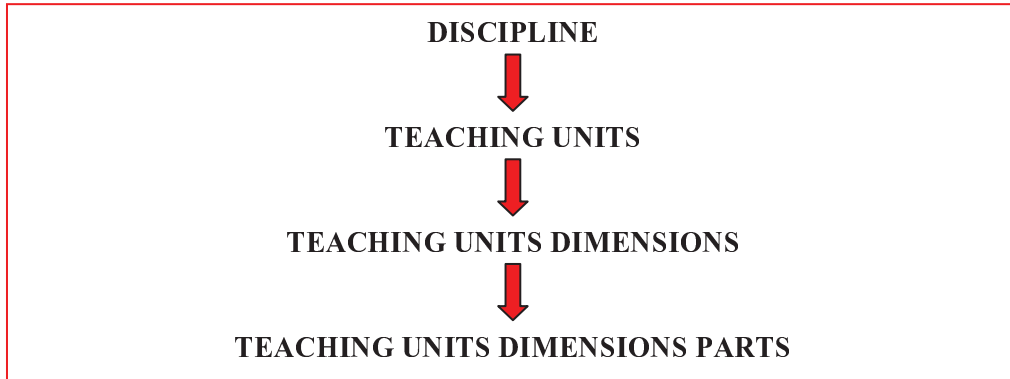
2) **Training Path definition** through the compilation of Table2: characterized by the division-made by the University Teacher-of each Teaching Unit in **Parts** and **Dimensions** that take part of the Training Path of the Master Discipline, as presented in the following table:

Table 2

<p><i>DISCIPLINE TRAINING PATH</i></p> <p>“.....”</p>
<p><i>TEACHING UNIT 1.</i></p> <ul style="list-style-type: none">◆◆◆◆
<p><i>TEACHING UNIT 2.</i></p> <p>-</p> <p>-</p> <p>-</p>
<p><i>TEACHING UNIT 3.</i></p> <p><i>A.</i></p> <p>-</p> <p>-</p> <p>-</p> <p><i>B.</i></p> <p>-</p> <p>-</p> <p>-</p> <p>-</p> <p><i>C.</i></p> <p>-</p> <p>-</p> <p>-</p>
<p><i>TEACHING UNIT 4.</i></p> <p><i>A.</i></p> <p><i>B.</i></p> <p>-</p> <p>-</p> <p>-</p>

Therefore, every Master Discipline is structured by the University Teacher on the basis of TEACHING UNITS, that must be organized on the basis of the DIMENSIONS, divided in Dimensions PARTS of the Teaching Units.

So, the structure of each Master Discipline is organized as follows:



The simplest Teaching Units are those that haven't Dimensions and/or Dimensions Parts of the Teaching Units.

In order to evaluate the competencies acquired in the Master Discipline, the Teacher will do:

- the detailed evaluation starting from the single Dimensions Parts and his activity ;
- then, the evaluation of each Dimension according to the result achieved in all of its Parts;
- the evaluation of each Teaching Unit on the basis of the result achieved in the evaluation of all of its Dimensions;
- finally, the evaluation of the Discipline determined by the sum of the results achieved in each Teaching Unit take part of it.

Each element that is part of this evaluation pyramid will have its own value that will be assigned by the University Teacher depending on the importance of :

- the Teaching Unit compared with all Teaching Units;
- the Dimension of a given teaching Unit compared with all the Dimensions of that Teaching Unit
- Part of a specific Dimension compared with all the Parts of the same Dimension.

3) **Evaluation of each Teaching Unit** through the compilation of Table 3, characterized by the following aspects:

- DESCRIPTION OF THE TEACHING UNIT PARTS AND DIMENSIONS;
- DESCRIPTION OF DISCIPLINARY COMPETENCES;
- EDUCATIONAL STRUCTURE for eachPart/Dimension and the assignment of the competence level achieved in the four education types;

- the GENERAL COMPETENCE LEVEL, achieved by the student in each Part/Dimension of the TEACHING UNIT, determined by the average of the levels assigned in the four education types.

Table 3

EVALUATION OF THE TEACHING UNIT OF THE DISCIPLINE "....."						
DESCRIPTION OF THE TEACHING UNIT PARTS AND DIMENSIONS	DESCRIPTION OF THE LEVEL OF DISCIPLINARY COMPETENCES	EDUCATIONAL STRUCTURE				General COMPETENCE LEVEL
		A. COURSE AND SEMINARS Competence Level	B. EARNING Competence Level	C. INTERNSHIP Competence Level	D. DOCUMENTS Competence Level	

If the Teacher has identified and assessed also the Transversal Competences to acquired and developed by the students in the specific Master Discipline, the Table 3 has to be completed by compiling the Table 3bis :

Table 3bis

EVALUATION OF TEACHING UNIT OF THE DISCIPLINE "....."					
DESCRIPTION OF THE TEACHING UNIT PARTS AND DIMENSIONS	DESCRIPTION OF THE LEVELS OF DISCIPLINARY COMPETENCE	Level of Disciplinary Competence	DESCRIPTION OF TRANSVERSAL COMPETENCE LEVELS	Level of Cross Competence	COMPETENCE LEVEL

In Table 3 bis in addition to the data of table 3 there is:

- the DESCRIPTION OF TRANSVERSAL COMPETENCES;
- the Level of Transversal Competence achieved by the student in each Part/Dimension of the teaching unit ;
- the COMPETENCE LEVEL achieved by the student in each Part/Dimension of the Teaching Unit obtained averaging in the Level achieved in the Disciplinary Competencies and the Level achieved in the Transversal Competencies.

4) Assignment of the total score of each Teaching Unit and each Master Discipline by compiling Tables 4, 5 e 5 bis.

In order to assign the TEACHING UNIT TOTAL SCORE, two operations have to be calculated and they allow the definition of

1) the Level of the acquired Competence (between 0 and 5) in the Teaching Unit, obtained by computing the average of all the Competence Levels assigned for each Part/Dimension of the Teaching Unit. The level value must be included between 0 and 5;

2) the **Teaching Unit Score**, obtained by the product of the “Level of acquired Competence in the Teaching Unit” and the “Teaching Unit value”.

The “Teaching Unit value” is presented in Table 1 of this paragraph.

The Teaching Unit value is defined by the Teacher of the Master Discipline.

The EVALUATION OF THE TEACHING UNIT GLOBAL SCORE can be represented as follows in Table 4:

EVALUATION OF THE TEACHING UNIT GLOBAL SCORE	
1) LEVEL OF COMPETENCE ACQUIRED (0 - 5) (average of the Levels of Competence of every Part/Dimension)	...
2) TEACHING UNIT POINTS Percentage value of the T.U.. ...% x Level of competence acquired	$\begin{matrix} \dots * \dots \\ = \dots \end{matrix}$

The GLOBAL SCORE OF THE DISCIPLINE is determined by the compilation of tables 5 and 5bis.

Table 5, that assigns the “COMPETENCE LEVEL IN THE DISCIPLINE”, is composed by:

- as much lines as the Teaching Unit that are part of the Discipline and the related scores;

- a line with the Level of Competence (0-5) acquired in the Discipline.
Table 5

The LEVEL OF COMPETENCE OF THE DISCIPLINE is obtained by

DISCIPLINE LEVEL OF COMPETENCE	
“.....”	
DISCIPLINE TEACHING UNITS	TEACHING UNITS SCORE
“.....”	
1. “.....”
2. “.....”
3. “.....”
LEVEL OF COMPETENCE IN THE DISCIPLINE

computing the average of the Points achieved in each Discipline Teaching Unit.

Table 5bis, that assigns the “DISCIPLINE GLOBAL SCORE” is realized through the compilation of the following two aspects:

- LEVEL OF COMPETENCE IN THE DISCIPLINE
- EVALUATION OF THE COMPETENCE IN THE DISCIPLINE

Table 5bis

DISCIPLINE GLOBAL SCORE	
LEVEL OF COMPETENCE IN THE DISCIPLINE
EVALUATION OF THE DISCIPLINARY COMPETENCE

The Evaluation made by the University Teacher must take in account that, on the basis of the score obtained in the Discipline Competence Level, the student will achieve the following assessment:

less than 2,5	→	the Level of Competence is UNSATISFACTORY,
2,5 - 3,0	→	SLIGHTLY UNSATISFACTORY,
3,0 - 3,5	→	SATISFACTORY,
3,5 - 4,0	→	GOOD
4,0 - 4,5	→	EXCELLENT
4,5 - 5,0	→	BRILLIANT.

The grade will assigned by the Discipline Teacher according to the evaluation system considered in University and Master Regulations.

Chapter 5

THE I.S.P.E.F. ASSESSMENT ON THE BASIS OF THE COMPETENCE LEVELS

The competence levels are 5, and:

- **0** is the minimum level, there are no documents
- **5** is the maximum level, the documents are completes, significant and efficient.

The I.S.P.E.F. evaluation of knowledge, abilities and the acquired competencies in each subject will be realized on the basis of the documents presented in the Master Final Report, by assigning from 0 to 5 points according to the following criteria:

- **0** corresponds to a lack of documents,
- between **0** and **1,5** corresponds to documents that are GRAVELY UNSATISFACTORY in training path and lacking of a professional thinking;
- between **1,5** and **2,5** correspond to documents that are UNSATISFACTORY in training path and/or in the professional thinking;
- between **2,5** and **3,0** corresponds to documents that are SLIGHTLY UNSATISFACTORY in the training path, with an incomplete, poor or lacking of professional thinking;
- between **3,0** and **3,5** corresponds to SATISFACTORY documents, with a professional path consistent with the requests, but realized with a thinking little efficient and significant of the achieved results and the developed processes;
- between **3,5** and **4,0** corresponds to GOOD documents, with complete training path and with reflections characterized by personal considerations that are coherent and well-structured;
- between **4,0** and **4,5** corresponds to EXCELLENT documents of the training path and reflections presented in an efficient and significant way, useful also for the educational context in which he works;
- between **4,5** and **5** corresponds to BRILLIANT documents of the training path and reflections presented in original and scientific way, with right of divulgation ⁽²⁾

If the points obtained in the evaluation are less than **3,5/5** (in others university assessments it corresponds for example to: 7/10, 21/30, 70/100), in order to achieve the Competencies Certification, the educational activities of that subject will be completed with a consequent improvement of documents and professional thinking.

The general score at the end of the two Master years will be obtained with the sum of the evaluation of each subject.

So, to achieve a positive result it is necessary to have 3,5/5 score or more, so, if the Master would be structured in 24 disciplines, each student could obtain a score between 84 and 120.

These points must be consistent with the system used by the University, so that the student preparing for a degree can achieve an average understandable in the university system of the country where they are given.

² Note: If the score obtained is between two different categories (1,5 - of 2,5 – 3,0 – 3,5 – 4.0 – 4,5), must be considered the highest category.

Chapter 6

THE EVALUATION FOR THE CERTIFICATION SCA – STUDENT CERTIFICATION ASSESSMENT

The evaluation for the SCA Certification is determined only by **DOCUMENTS**.

So, won't be evaluate the potential student's professionalism but, on the basis of the documents produced by him, will be evaluate the professionalism developed and acquired by the student in each discipline and in the professional interventions, during:

- the development of his/her training path (**PROCESS EVALUATION**)
- the acquired competencies (**RESULT EVALUATION**)

The evaluation of the training path and the acquired competencies is characterized by **documents (portfolio)**:

- **Personal** of the student, about the activity of courses, seminars, e-learning, study on books and researches, internship in training area; this activity is composed by a portfolio containing all the material produced during the semester about the acquired discipline;

- **of the work** carried out in the study discipline by **the student and his/her university colleagues group** (that can be proved with the work groups' meetings reports) and the learning community network.

This Evaluation is structured according to a double analysis and documental verification:

- **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 discipline. This evaluation assigns a score from 0 to 3 points on the basis of the competencies demonstrated through the documents produced.

These score will be added to the Qualitative Assessment score, to obtain the **Level of the competence acquired** by the student.

- **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 and competencies reached in the university discipline.

This assessment:

- Is characterized by the identification of the following features: significance, effectiveness, coherence and originality exposed in the student's portfolio
- Assigns a score from 0 to 2 points on the basis of the qualitative characteristics of the training path and the results achieved by the student

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

- UAAD - 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 term Discipline is used both to identify the Academic Subjects and High Quality Professional Training Courses

Chapter 7

THE SCORE IN THE EVALUATION FOR THE SCA CERTIFICATION

The University Qualification can be different from the Evaluation I.S.P.E.F. for the Certification, because the I.S.P.E.F. Evaluation is based only on the DOCUMENTS PRODUCED in the training path and the results obtained by each student.

Moreover the identification of the level in the positive evaluation made by the University Qualification and by the I.S.P.E.F. Certification can be different.

For example, in order to achieve the Certificate of University Qualification the level 3 (“satisfactory”) obtained in each Discipline exam is enough; in order to obtain the I.S.P.E.F. Certification instead, is necessary to obtain at least level 3,5 (“good”) in each Master Discipline.

The correct method to use in order to assign the level to each university course is:

1) to **assign a “measure” to each Teaching Unit** for example in the course “Observation-Listening, Research-Action, Scientific Documents” (exposed above, in the paragraph D) there are three Teaching Units: the first one represents the 25% of the score, the second the 35% and the third the 40% of the score. It’s obvious that

modifying the “measure”, also the importance of that theme in the course changes, transforming also the importance relations among the Units.

2) to **divide the global score into the number of Teaching Units and their measures**, for example if the global score maximum is 100 and the Teaching Units are 3-the first one with the 25% of the measure, the second with the 35% and the third with the 40%-then the first Teaching Unit will be worth 25/100 score, the second 35/100 and the third 40/100

3)to **divide the value of each Teaching Unit into the number of levels of competence** The competence levels are six and they vary from a minimum of 0 to a maximum of 5. Each level of competence is associated to the correspondent score (level 0 = 0 score, level 1=1 score,...and level 5=5 score)

On the basis of the previous example-first Teaching Unit 25%,second T.U. 35%,third T.U. 40%-the maximum points in the first Unit will be 25,in the second 35 and in the third 40.So,if the student achieved a competence level =2,0 (2,0 points) for each Teaching Unit, then in the first Teaching Unit he/she would obtain 10 score (25/5x2= 10 score),in the second one 14 score (35/5x2=14) and in the third one 16 score (40/5x2=16).

For a better understanding please read “ATUAD CARD ASSESSMENT CRITERIA” and, in particular the paragraph D5.TEACHING UNIT GLOBAL SCORE-Table 4 and 4bis.

4) to **sum up the points obtained in each Teaching Unit**, for example if the 4[^] level has been reached in the first Teaching Unit, the 3[^] level in the second one and the 5[^] level in the third one then the following assessment will be obtained: 4x5=20 + 3x7=21 + 5x8=40 81 in the aggregate (=20+21+40).

If the evaluation based on two scales of competence levels (disciplinary competencies and cross competencies)is chosen instead of the one based on one joined scale, the score is determined by:

- arithmetic mean $\left(\frac{\text{competenze disciplinari} + \text{competenze trasversali}}{2} \right)$;

- weighted average, on the basis of the measure given to each type of competence:

for example, by assigning the 80% of the points to the disciplinary competencies and the 20% to the cross competencies (these points will vary according to the subject typology) and supposing the student having reached :

- For the first Teaching Unit level 4 in the disciplinary competencies and level 3 in the cross competencies (4 x 0,8(80%) = 3,2 , 3 x 0,2(20%) = 0,6 , Total= 3,8);

- For the second Teaching Unit level 4 for the disciplinary competencies and level 2 for the cross competencies (4 x 0,8 = 3,2; 2 x 0,2= 0,4; Total = 3,6);

- For the third Teaching Unit level 4 in the disciplinary competencies and level 5 in the cross competencies: (4 x 0,8=3,2; 5x0,2= 1; Total = 4,2);

- by using the double scale of levels of competences and the different measures of the competencies we obtain that the evaluation of the three Units is 3,8 x 5 = 19 for

the first one, $3,6 \times 7 = 25,2$ for the second one and $4,2 \times 8 = 33,6$ for the third one, 77,8 in the aggregate.

This calculation can appear as a complex one for those who aren't good in numbers and calculations but after using it several times in the practice it will be an easy procedure

It's important to highlight that comparing the result achieved by this type of evaluation and the one implicitly assigned by the Professor, a good correspondence between the points will be obtained. The advantage of this evaluation is that it offers the possibility of a documents comparison with the colleagues and this possibility is not allowed by the Professor subjective implicit evaluation.

5) to add an evaluation from 0 to 10 on the basis of the coherence-effectiveness-significance-originality-completeness-accuracy of the final documents presented by each student to demonstrate the competencies acquired in the specific subject.

If the final assessment passes the score 100—that is the maximum score available—then the student will have 100 score “with honors” (and he/she will have the right of publication of the documents produced).

On the basis fo the I.S.P.E.F. evaluation, only the students that will have achieved a score of 90/ 100 in the Master, can access the Ph.D.

Chapter 8

MASTER/COURSE QUALIFICATION AND CERTIFICATION OF COMPETENCIESLA

Achieved all the requirements of the Master, the Director of the Master will take to the Rector, through the Office of the University Secretariat to give to the candidate the Certificates of:

- **Professional Qualification,**
- *Competencies Certification*

In order to obtain this, the graduate student has to bring personally the required documents to the University Secretary Office, for the qualification and certification decree, that must be released within 60 days from the day of the student's request.

Then, after the communication of the University Secretary Office, responsible to release titles and qualifications of the University and/or the Master, the student can withdraw the qualification and the Certificate in the same Office.

The Master final Report will be realized and evaluate by:

a) the University Assessment Commission that manages the Master that will decide :

- the negative or positive achievement of the **Certificate of Professional Qualification** of the Master

- if improve the student's final score on the basis of the quality of the final Report handed in by the student.

b) I.S.P.E.F. experts that will verify the student's acquisition of professional competencies through the **SCA CERTIFICATION SYSTEM**

In this way, at the end of the Master, the student will achieve a double degree:

- the **University Professional Qualification** (legally valid as a degree, according to the National and International laws in force);

- the **SCA-Certification of competencies** (valid as an International certificate about the quality of the competencies acquired by each student)

Therefore the University manager of the Master will evaluate the positive result achieved in the discipline and the final score of the Master professional qualification according to its evaluation system. The Certification instead, will be evaluate on the basis of the score and the assessments exposed in the previous paragraph.