

# NQF in Italy

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# Italian qualifications

EQF level	Type of qualification	Issued by
1	Lower secondary diploma	Ministry of Education
2	Compulsory education certificate	Min. of Ed. or Regions
3	Operator certificate	Regions
4	Upper secondary education diploma Technician diploma Higher technical specialization certificate	Min of Ed Regions Regions (IFTS)
5	Higher technical education diploma	Min of Ed (ITS)

# Characteristics

- Obtained at the end of an education and training level
- Progression
- Possibility to change the pathway students initially enrolled into

# Referencing

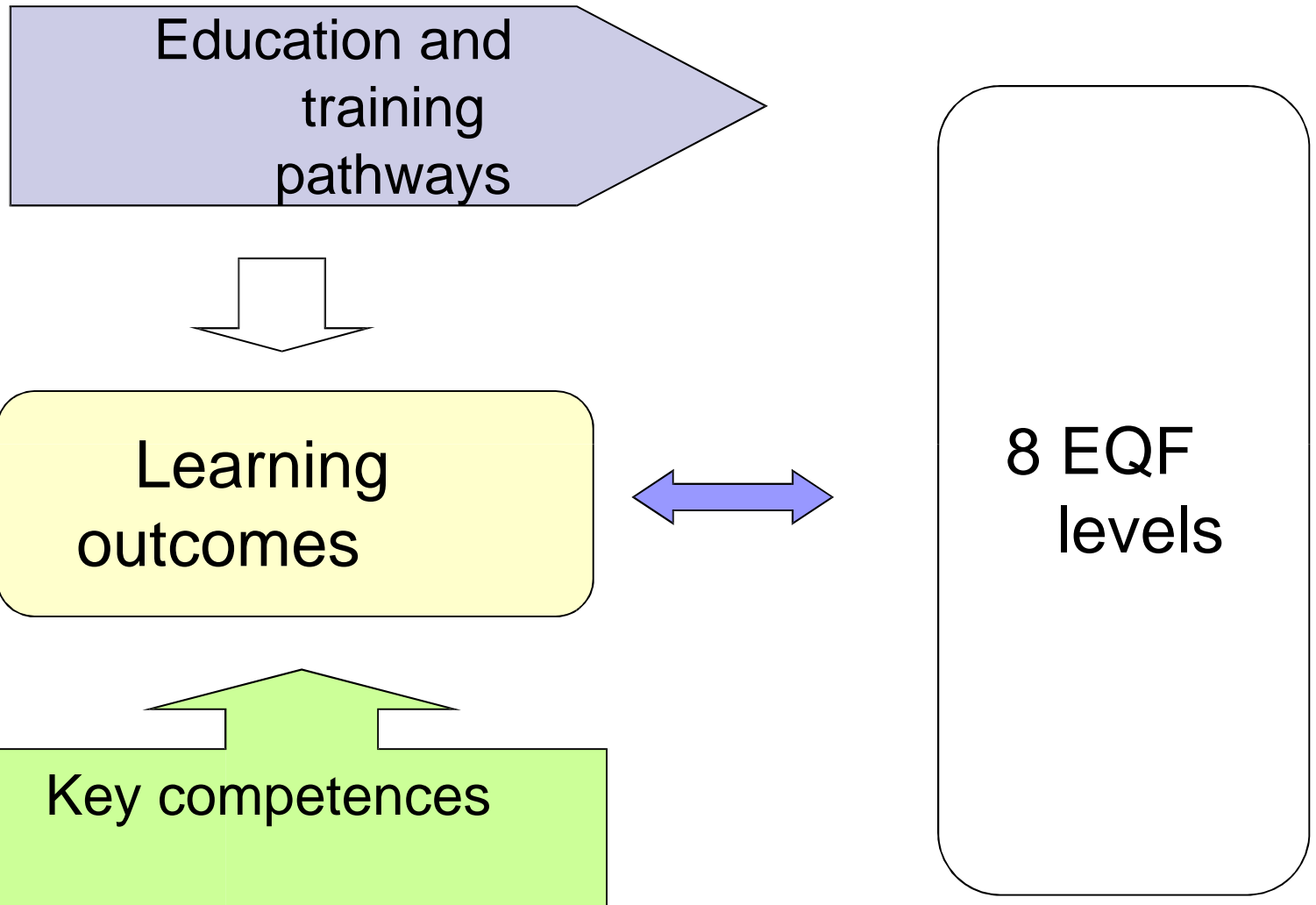
- The definitions of «Knowledge» and «Skills» were clear
- «Competence» required additional clarification

# Competence

- Three dimensions were considered:
  - - work/study context  
(determined/structured/predictable/unpredictable/complex, etc)
  - type of tasks (simple/frequent/specialist, etc)
  - autonomy and responsibility

# Level 4

- Upper secondary education diploma for Licei, Technical schools and Vocational schools:
- corresponded to the level in terms of LOs
- Other European countries referenced these qualifications to level 4



# Learning Outcomes

- In the EQF a learning outcome is defined as a statement of what a learner knows, understands and is able to do on completion of a learning process.
- emphasises the results of learning rather than focusing on inputs such as length of study



# EQF levels

- Not related to subjects or cultural areas
- Complex notion of «competence» articulated in dimensions and related to levels functional to diplomas and certificates

# Learning outcomes

- The Italian education and training system traditionally content-oriented
- Before the referentiation process, Guidelines have been inspired by the notions of «knowledge», «skills» and «competence» contained in the EQF
- Schools design curricula aimed at achieving the LOs

# Los: The first cycle of education (5+3)

- Guidelines for the curriculum of pre-primary education and the first cycle of education

- Framework

- School autonomy is granted

For each subject the «Goals for the development of competence» are envisaged

Focus on the outcomes the pupil is supposed to achieve

Consistent with the LOs

# LOs: compulsory education certificate

- Awarded at the end of compulsory education
- Complying with the European Recommendation on key competencies for lifelong learning
- Basic competences divided into 4 cultural areas (Languages, Mathematics, Science-Technology, History-Social)

# LOs: compulsory education certificate

- Cultural areas: pillars of learning pathways for the acquisition of key competences
- Each cultural area is described in terms of competences and competence descriptors
- Each competence descriptor is described in terms of skills and knowledge
- Key competences for citizenship are achieved through the integration of the competences of the cultural areas

# LOs: upper secondary education diploma

- Awarded at the end of 5-year secondary education courses
- The student's educational, cultural and professional profile:
  - General LOs shared by all pathways
  - LOs specific for each pathway

# Competence-oriented assessment

- In many EU countries the orientation is towards:
  - a) The recognition of competences no matter how they have been achieved***
  - b) The consequent re-focussing of attention on learning outcomes, more than on age, length and pathways

# Change of perspective of teachers

- From teaching to learning
- Learner centredness
- Teacher as a facilitator of learning



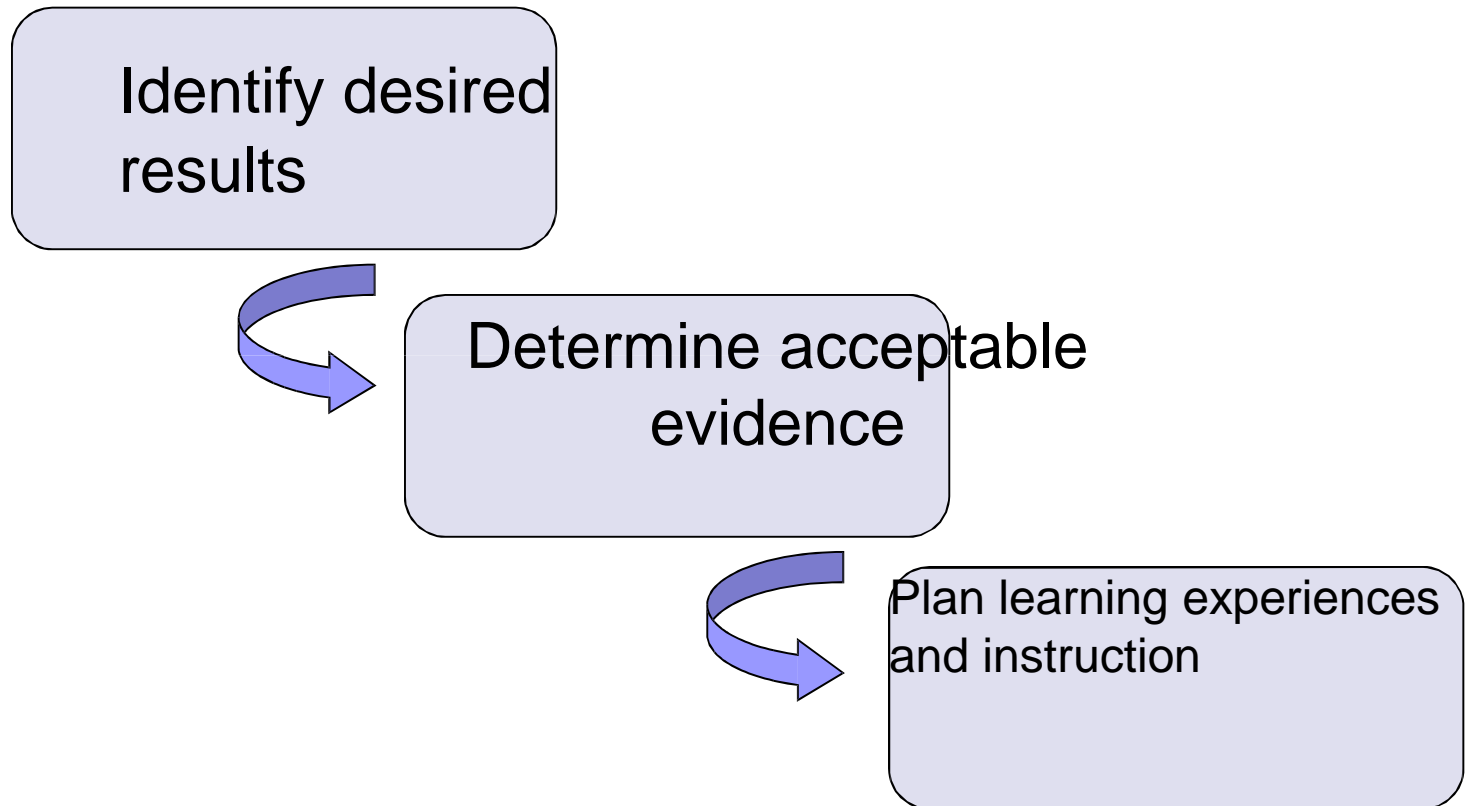
# Core knowledge

- Knowledge and the ability to apply, analyse and solve problems should be developed simultaneously
- Use of a range of activities where the student has the opportunity to use knowledge not to memorise it

# Curriculum and assessment

- Develop competences described in the student's educational, cultural and professional profile
- Promote interdisciplinary learning to achieve specific learning outcomes

# Backwards planning (Wiggins – McTighe, 2004)



# Departments: an organisational tool

- Collaboration for planning, implementing and assessing competences

# Challenge

- Criteria and assessment tools of competences
  - Alignment between the object of assessment and the tool used
  - More difficult to assess student progress in terms of competences
  - More difficult to develop and mark tests that measure competences

# Challenge

- Multiple choice tests vs performance-based assessment
- Alignment of assessment with planning
- Competence assessment requires competence planning

# To start with...

- Identify target competences and structure them in learning areas
- Define the expected levels
- Describe knowledge and skills
- Establish links between subjects that concur to develop a given competence

# National Evaluation System

- Purposes:
- helping each school to keep under control the education provided and do their best to improve their control on its quality
- providing the Ministry of Education with useful information in order to plan supporting actions



# National Evaluation System

- evaluating headteachers
- Social reporting on the the results of each school

# Steps in the evaluation process

- The process of evaluation is based on four essential steps:
- a) school self evaluation
- b) school improvement
- c) external evaluation from external teams coordinated by an inspector
- d) social reporting of the results

# School self-evaluation

- It is based on data collected from:
- the information system of the Ministry of Education
- INVALSI (National Institute of Evaluation of Educational System) through standardised national tests
- data collected from schools themselves

# School self-evaluation

- The evaluation ends with a self evaluation report (RAV) and with the elaboration of an improvement plan

# Analysis of the context

- The Context has to be described and not evaluated. The purpose is to allow schools to analyse the characteristics of their context and highlight limits and opportunities for each area.

# Evaluation of school results

- Very important because the improvement actions will be based on the critical points highlighted in this section
- Some aspects are particularly important
  - - the number of school drop-outs
  - - the comparison with other schools operating in the same conditions
  - - the students' success at the end of their studies (Distance results)

# Results of standardised tests

- measure the learning outcomes of some key competences
- the measurement can only be carried out by means of objective testing that is the same for everyone
- data be comparable across space and time
- **Using the same tests for everyone helps us to identify areas that need improvement.**

# Invalsi tests

- assess some fundamental skills
- understand and use a written text and express themselves in Italian
- mathematical knowledge that must be used to tackle problems in the real world.
- understand spoken and written English



# Invalsi tests

- are an indication of the skill level reached, but they cannot explain the underlying reasons
- cannot tell us how to teach
- they can indicate where the efforts should be concentrated

# Invalsi tests

- Not quizzes
- Each test is first trialled on thousands of students, and the results are analysed statistically
- All this is done to check accuracy, fairness and measurement capacity

# Invalsi tests

- the results of the tests can be influenced by the background of the pupils, and this factor must be kept in mind when comparing different classes and schools
- For this reason, pupils also fill in a questionnaire with family information
- The test results are also re-calculated taking the socio-economic background into consideration

# Invalsi tests

- Thanks to the availability of results collected at the entrance and at the exit stages of the school career, the educational effectiveness of schools can be assessed
- The so-called “school effect” is the contribution made by the educational institution in changing the skill levels of youngsters

# Invalsi tests

- computer-based
- the measurement is more accurate and is presented in the form of the level reached for each skill

# Self-evaluation - Processes

- Curriculum, planning and assessment
- Learning environment
- Inclusion and differentiation
- Guidance and continuity

# Self-evaluation - Processes

- Strategic orientation and organisation of the school
- Development and appraisal of human resources
- Integration with the territory and relationships with families

# For each of the three sections (Context, Results and Processes) the Report:

- - defines the area and gives a certain number of indicators
- - proposes guide questions and requires to highlight opportunities and limits
- - requires to define strengths and weaknesses (for the section Results and Processes) and defines a general criterion of quality



- - requires to motivate the self evaluation level
- Identification of priorities and goals to be achieved and relevant choices

# Improvement actions

- The improvement actions are contained in the Improvement Plan (PDM), a document integrating the School Development Plan of each school

# Improvement

- “Improvement” is the process that the school undertakes in order to:
- increase the learning level of the students
- the quality of education
- bring innovation in the learning environment

# External evaluation

- is oriented towards school Improvement
- it is carried on by the External Evaluation Team

# External evaluation

- The external evaluation consists of three steps:
- before visiting the school, the EET scrutinizes documents and data
- during the visit, there is a further gathering of data and information through interviews, documents analysis and observation of spaces
- after the inspection, the EET writes the external evaluation report
- the results of the evaluation report are used by the school to update and revise the Improvement Plan

# Social reporting

- Communication of the results achieved to the whole school community