

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

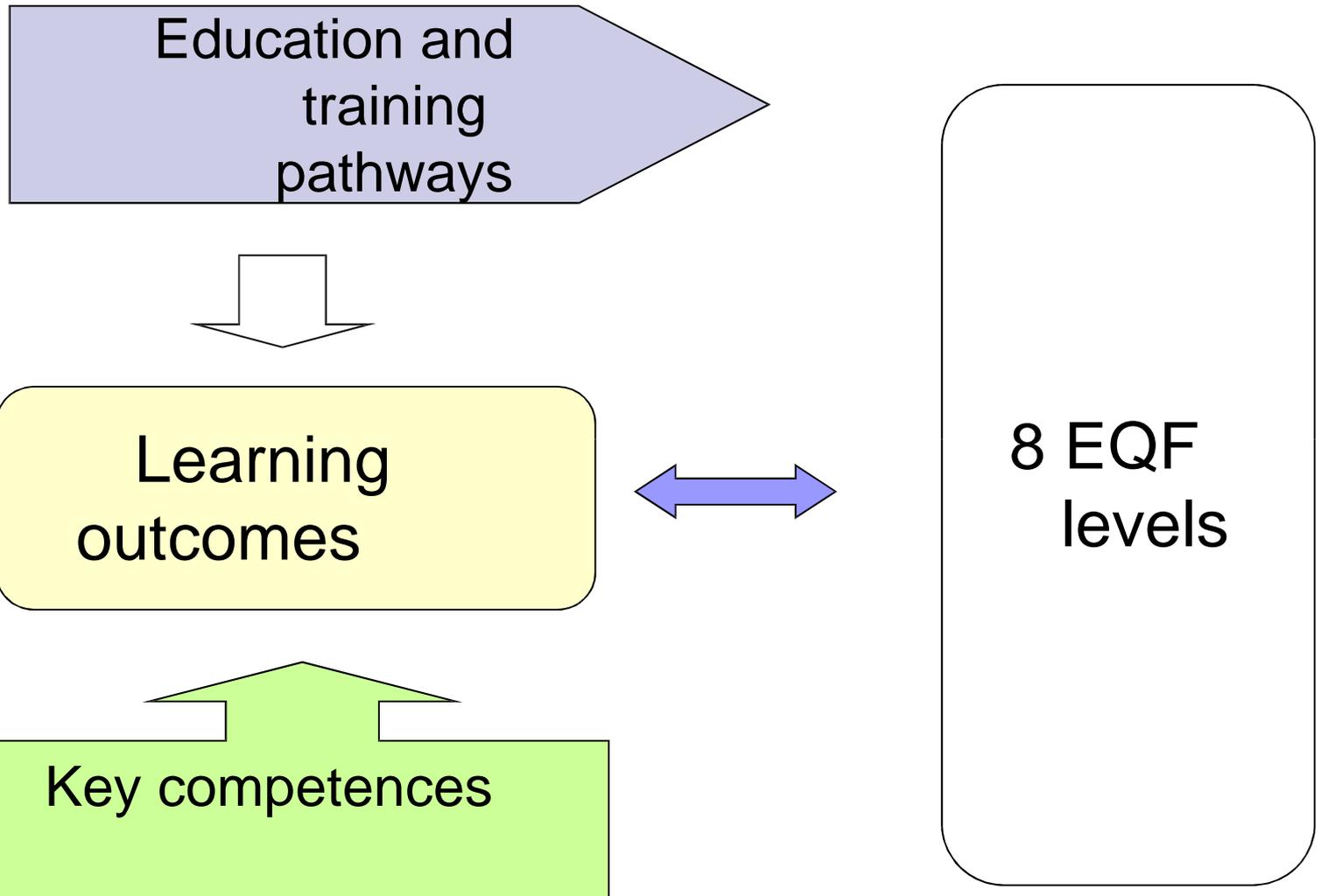
- The definitions of «Knowledge» and «Skills» were clear
- «Competence» required additional clarification

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

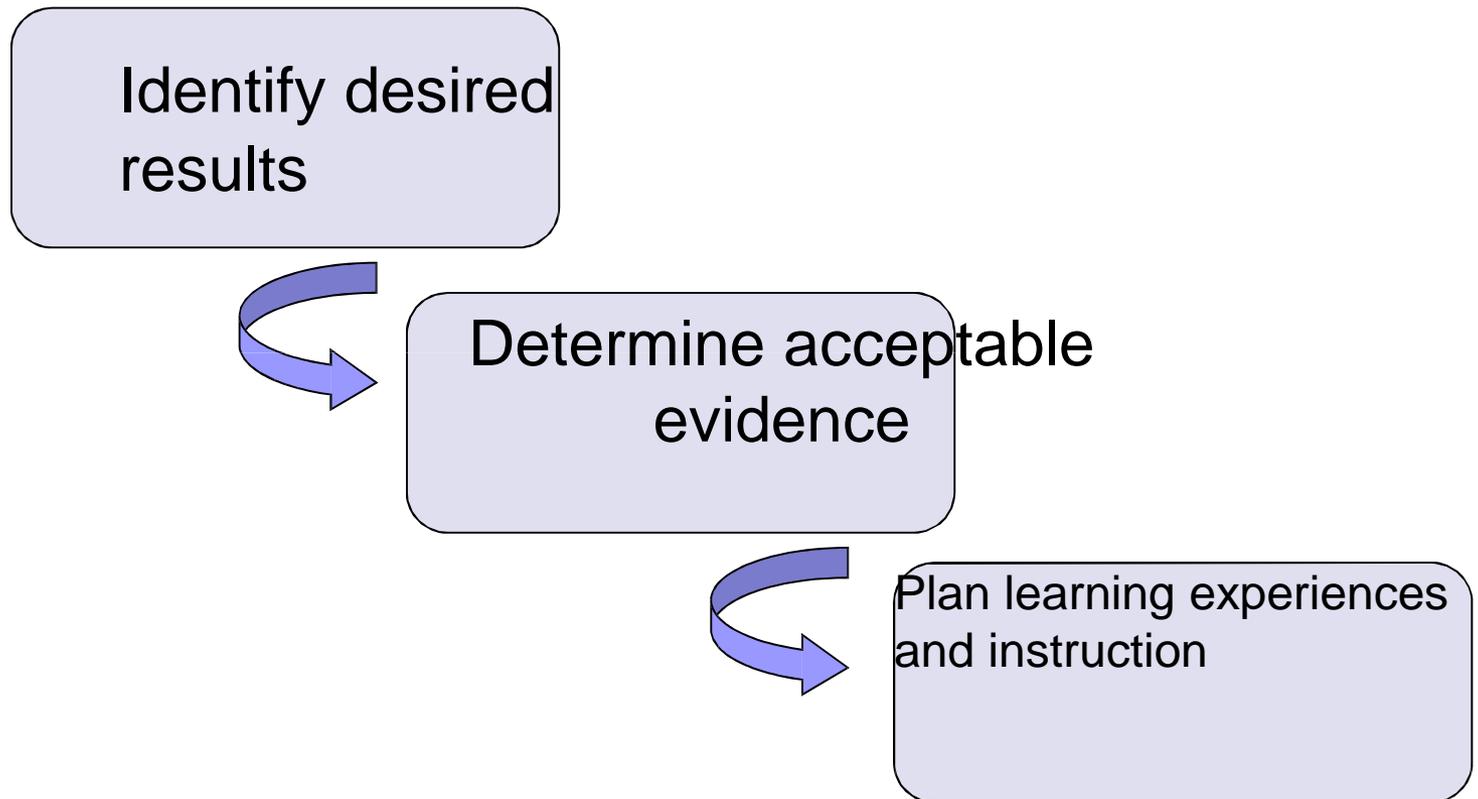
Core knowledge

- 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