

Concorso pubblico, per esami, per la copertura di n. 4 posti a tempo indeterminato di categoria C, posizione economica C1, area amministrativa, a supporto e a miglioramento dei servizi agli studenti ed in particolare dei servizi di immatricolazione e gestione carriera studenti, del servizio di orientamento in ingresso ed inserimento nel mondo del lavoro nazionale ed internazionale, per le esigenze dell'Area Didattica e Servizi agli Studenti (ADISS) dell'Università Ca' Foscari Venezia, di cui n.1 posto riservato ai volontari delle Forze Armate ai sensi del D.Lgs.66/2010 – DDG.n. 502 /prot. n. 39127 del 28/07/2020 e pubblicata nella Gazzetta Ufficiale e all'Albo di Ateneo in data 31/07/2020.

TRACCE PROVE ORALI

Domanda 1

Cosa si intende per AVA?
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Quali sono le principali novità introdotte nelle Università grazie al processo di Bologna?

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Domanda 2

Quali sono le attività di Job Placement che un Ateneo può sviluppare?

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Quali sono le principali caratteristiche di un progetto di tutorato?

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Cosa si intende per Foundation Year?

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Quali sono le attività che un Ateneo può realizzare per favorire l'inserimento lavorativo dei propri laureati?

Quali sono le attività che un Ateneo può realizzare per favorire l'accoglienza e un primo orientamento alla vita universitaria per i nuovi iscritti di un corso di laurea?

Quali sono i possibili strumenti di implementazione delle attività di job placement di cui può avvalersi un'Università?

Domanda 3

Quali sono i principali strumenti digitali di Google?

In cosa consistono i servizi di cloud?

Quali sono i vantaggi legati all'utilizzo dei moduli di Google (Google Form)?

Quali strumenti informatici si possono usare per condividere un documento di lavoro per consentire a più soggetti di modificarlo e indicare dei commenti?

Quali sono le principali funzioni di Powerpoint?

Quali sono le principali funzioni di Access?

Può indicare almeno due funzioni di Excel?

Rispettivamente, a quali funzioni servono: CTRL + X; CTRL + C e CTRL + V?

Cosa si intende generalmente per foglio di calcolo?

Cosa si intende per collegamento ipertestuale?

Cosa si intende per stampa-unione?

Principali comandi di word?

Cosa è la casella di posta elettronica certificata?

Quali sono i principali sistemi operativi?

Programma Excel: a cosa serve?

In quali occasioni viene utilizzata la funzione di *copia nascosta* nell'utilizzo della posta elettronica?

Quali sono i più utilizzati programmi del pacchetto Office?

Come si può creare una tabella in un documento Word?

Come si converte un file Word in formato .pdf?

In cosa consiste la funzione *Drive* di Google e in cosa potrebbe essere utile?

Cosa si intende per tabella pivot?

Cosa indica il campo "Forward" in una email?

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Testo inglese

Education with the support of new technologies will require more student-centred, active learning in which students will take more responsibility for the learning path. The role of the teacher will become closer to facilitator. Collaborative, cross-cultural learning will encourage the development of transcultural abilities, one of the key objectives of exchanges. Perhaps virtual mobility and its outcomes will foster the most resilient aspects of internationalisation itself.
COVID-19 has demonstrated the importance of universities worldwide to overcoming threats and crises. It is our duty to provide consistent responses against pandemics, gender violence and anti-science. It is also our duty to incorporate resilience as a 21st-century competence in the university curriculum, teaching students decision-making, problem-solving and adaptability skills, especially to prepare for and deal with unexpected events.
The impacts of COVID-19 on tertiary education are evident in nearly all regions of the world. Most higher education institutions have had to make immediate, unanticipated shifts in the delivery of instruction in an attempt to create a mode through which learning can continue without interruption. This has primarily been done by adopting remote learning as an alternative to face-to-face classroom instruction

Online courses can provide opportunities and resources for multilingual students that might not be available in a traditional university setting. Many multilingual students may already use translanguaging when communicating with peers in non-academic, virtual settings such as social media and online messaging. Generally, translanguaging refers to the practice whereby multilingual individuals use their linguistic resources in any language in which they have proficiency to communicate and comprehend.

Young people around the world are more educated than ever before, but that's a potential problem. If markets are flooded with qualified or overqualified job applicants, and if most young people apply for only a narrow subset of jobs, then recent graduates will not find employment, or they will be underemployed – *ie*, relegated involuntarily to part-time work.

Employability is an important issue for many, including international education professionals. Indeed, international students' satisfaction and propensity to recommend their institution are deeply influenced by things like the development of employability skills, work experience, and career guidance. Therefore, the co-existence of unemployed university graduates and employers unable to fill vacancies not only indicates a significant divide between the education world and the employment world, but also has implications for the field of international education.

Often overlooked in discussions about the value of international experience are the students who will go on to work in trade or service industry jobs. Currently workers in these sectors are feeling the full brunt of the economic impact of the COVID-19 pandemic. Shining a light on a possible path forward, this ongoing initiative in the Netherlands illustrates how we can approach incorporating internationalisation in vocational education moving forward.

The Japanese government has implemented several acts in an effort to protect women's rights and improve gender ratios at work. As a first step, the Equal Employment Opportunity Law was revised in 1997, banning gender discrimination at all stages of employment, such as recruitment, job placement and promotion. In order to improve women's role in the workplace, a catchy governmental slogan – 'all women can shine' – was introduced under the policy packages led by Prime Minister Shinzō Abe in December 2012.

Australia's foreign enrolment is projected to drop to 50% of current numbers in 2021 if borders remain closed to international arrivals, according to a new report from the Mitchell Institute, an education think tank at Victoria University. The report, entitled Coronavirus and International Students, uses data to look at what's happening to international enrolments in various Australian cities and to model what the next year will look like if the current border restrictions remain in place.

With the increasing concern over student mental health and wellbeing the emphasis is being placed on how we can create environments, communities and institutions which facilitate growth and the capacity to thrive for students, rather than just dealing with individual problems when they arise. The Universities UK 'Steps for Change' initiative for improving student mental wellbeing places the emphasis on a 'whole institution approach' to facilitate student development. One of the most important aspects of the student experience in terms of a 'whole institution approach' is the physical environment and living space.

For the purposes of our academic policy, a work placement is a period of work experience which is undertaken as an integral part of the student's course and when there is a transfer of direct supervision of the student to a third party. If the placement provider is the University, they are considered the third party. Some students may be self employed during their placement. This document does not include work students undertaking work outside the requirement of study even if encouraged to do so to gain experience, unless the conditions listed above are met.

Student accommodation plays a vital role in the student experience. A sense of belonging and security is essential for young people to be able to feel enabled to take on the risks and challenges of higher education and to achieve the associated academic and life growth. Students need to feel part of a shared community but also need to be able to have a safe, private space. Physical environments such as bedrooms and places of accommodation play a vital role in the psychological development of young adults.

We encourage students and graduates to only apply for paid internships. This is to make sure you are fairly treated and rewarded for your work, and to help break a culture of unpaid work in the creative industries. Paid internships support you while working and provide a more fulfilling and productive work experience because employers are valuing the intern. If you find that an employer expects you to work specified hours or undertake specific duties, then you would legally be classed as a "worker".

Green Impact is an environmental engagement scheme in which staff and students come together in teams to make their workplaces more sustainable by taking simple actions. The Covid-19 pandemic has made it much harder than usual to take part in Green Impact, but numerous teams rose to the challenge, in many cases continuing to work from home to make sustainable changes and promote environmental awareness among their colleagues.

We are working to ensure that some of the more traditional aspects of student life continue. For example, new students usually formally become members of the University through a 'matriculation' ceremony in the Sheldonian Theatre. This year students instead attended a Formal Welcome to the University by the Vice-Chancellor event online, incorporating many of the traditions of the existing ceremony, but in a virtual form.

Starting your own business, social enterprise or charity is a career option open to all academic backgrounds, and for in sector of the economy. There's lots of help available with any and all aspects of starting an organisation, both while you're here at Oxford, and after you complete your course. Another way to access those skills is to join up with others and "co-found" your new business, social enterprise, or charity.

A cover letter introduces and markets you effectively by complementing your CV. It tells your story by highlighting your relevant strengths and motivation for the person and organisation you are writing to, rather than listing all the things that can already be seen on your CV. The cover letter gives you scope to showcase what interests and drives you, and your enthusiasm for an organisation and the role. You can use it to align yourself with the organisation's strengths, values and culture, and highlight in a targeted way your knowledge and strongest, most relevant skills for the position.

The European Parliament and EU Council negotiating team finally agreed on the EU's multiannual financial framework, a process made more complex than ever this time due to the pandemic and the related new recovery package, the difficulties of striking a deal among member states, and the strongly diverging negotiating positions of the two institutions. The final agreement offers some improvement compared to the deal struck in July. This is the result of continued efforts by the European Parliament, who kept fighting for reinforcement of future-oriented programmes like Horizon Europe.

EUA (European University Association) has continuously supported the European Parliament's actions and campaigned with its members to make the case for investing more in research and education and the respective programmes. Although today's outcome still falls short of what is necessary to solve the current challenges, EUA welcomes the priority given to Horizon Europe, which receives the largest top-up. It is also a positive signal for programmes to start on time. The long-term campaign led by the Association has contributed to this final push for investment in R&I and education. EUA also welcomes the reinforcement of the emblematic flagship Erasmus+ programme, which needs the additional funding in light of the increasingly diverse missions it has been assigned.

Higher education, research and innovation play a crucial role in supporting social cohesion, economic growth and global competitiveness. Given the desire for European societies to become increasingly knowledge-based, higher education is an essential component of socio-economic and cultural development. At the same time, an increasing demand for skills and competences requires higher education to respond in new ways. A key goal of the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) is to contribute to the common understanding of quality assurance for learning and teaching across borders and among all stakeholders.

Policies and processes are the main pillars of a coherent institutional quality assurance system that forms a cycle for continuous improvement and contributes to the accountability of the institution. It supports the development of quality culture in which all internal stakeholders assume responsibility for quality and engage in quality assurance at all levels of the institution. Quality assurance policies are most effective when they reflect the relationship between research and learning & teaching and take account of both the national context in which the institution operates, the institutional context and its strategic approach.

Institutions should have processes for the design and approval of their programmes. The programmes should be designed so that they meet the objectives set for them, including the intended learning outcomes. The qualification resulting from a programme should be clearly specified and communicated, and refer to the correct level of the national qualifications framework for higher education and, consequently, to the Framework for Qualifications of the European Higher Education Area.

In September 2020, the European Commission published a Communication on achieving the European Education Area by 2025. It outlines the next steps in this process and covers six dimensions: quality of education and training, inclusion and gender equality, green and digital transitions, teachers and trainers, higher education and the geopolitical dimension. The Communication mentions concrete actions such as the European Universities Initiative; European graduate tracking, recognition of qualifications and study periods abroad; and a European approach for micro-

credentials, which are considered as instrumental to implement the European Education Area.

These MA programmes are designed primarily for those wishing to study gender and sexuality at a post-graduate level regardless of the focus of their undergraduate degree. There is an option to study the MA programmes on a part-time basis over a two or three-year period and many people with extensive professional experience follow this route. While the basic structure of each of the MA programmes is identical, the specialist programs have a set of additional core courses, ensuring that students are gaining a depth of knowledge in the chosen speciality.

The MA in Transnational Queer Feminist Politics at SOAS - University of London is a unique programme, its principal aim being to re-focus issues prioritised in western Gender Studies and the study of sexuality on the complex specificities of Asia, Africa and the Near and Middle East. The programme offers the specialised study of gender and sexuality in relation to the cultures of Asia, Africa and the Middle East, together with rigorous training in, and questioning of, contemporary gender theory. In terms of gender theory, it offers a solid foundation with sufficient breadth and depth to facilitate a range of specialist pathways. In terms of specialisation, it draws on the expertise of internationally recognised scholars of Asian, African and Middle Eastern Studies at SOAS.

This unique interdisciplinary programme offers critical grounded knowledge of global media and digital cultures in Asia, Africa and the Middle East, with a focus on the dynamics between media and politics and diplomacy, media and development, media and conflict, media and representation and identities. The degree prepares students for jobs in the media and communication sectors, government agencies, non-governmental organisations, UN bodies and international organisations. Taught by leading scholars, the programme provides students with a non-Eurocentric approach to addressing some of the key debates in contemporary lives – populism, hate speech, fake news, access and representation, inequalities (with a specific focus on gender and minorities) and transnational communities and diasporas.

The Foundation Year is excellent preparation for students who may benefit from an additional year of study before beginning an undergraduate degree, including students who do not have the required grades for direct entry onto an undergraduate programme or who have not previously studied the relevant subjects. Students passing the Foundation Year progress onto another undergraduate programme in the School. Students are supported to make a guided decision about the programme that they wish to go on to study.

Our University offers a variety of accommodation in locations from 2 minutes to 45 minutes travel to the campus, all within close proximity to amenities and transport links. Our portfolio consists of halls of residence and rooms in shared flats/houses. The accommodation has a huge range of options to suit individual budgets and requirements - twin, single, double rooms, studios, and flats as well as adapted, couples and family housing. We have ensuite and non-ensuite self catered options. Students can also choose to live with host families. All our hall accommodation has 24 hour security.

In recent years, the European University Association has published several reports on the development of doctoral education in Europe. The latest of these, "Doctoral education in Europe today: approaches and institutional structures," released in 2019,

showed the increasing activity of universities in collecting data about the career pathways of doctorate holders. However, this report also showed that universities' commitment in this field was often in the initial phase, with only 43% of the responding institutions having implemented career-tracking methods in most of their doctoral programmes.

The Council for Doctoral Education (CDE) was launched in 2008 at the initiative of the European University Association (EUA), responding to a growing interest in doctoral education and research training in Europe. Since its creation, CDE has been leading the transformation and strengthening of doctoral education in Europe. Building on the outcomes of EUA's work on doctoral programmes and research careers, CDE has been the driving force behind the implementation of the Salzburg Principles and Recommendations and the promotion of doctoral education as the main intersection between the European higher education and research.

MICROBOL – Micro-credentials linked to the Bologna Key Commitments – is a two-year project co-funded by Erasmus+ and more specifically "Support to the implementation of EHEA reforms". It is linked to the aims of the new Erasmus+ Programme and the European Higher Education Area (EHEA) to increase access to continuous learning for all learners, regardless of their age, background, or experience. The project focuses primarily on micro-credentials provided by higher education institutions or in conjunction with them, but also touches upon those entirely provided by companies or non-profit organisations, the system of 'open badges' and other bits of 'micro'-learning, that might be recognised by higher education institutions.

In the European policy discourse the increasing need for upskilling and reskilling the labour force on the one hand, and the emphasis on student-centred learning and need for flexible learning paths on the other, have led to the emergence of and increased attention to new credentials and short study courses, often referred to as micro-credentials. For higher education institutions, micro-credentials offer a way to provide more targeted and specialised training than that offered through conventional degrees. The main reasons to offer micro-credentials may be to: increase their visibility and reputation by widening geographical reach and attracting more diverse groups of students; increase their responsiveness to students' and labour markets' demands; experiment with new pedagogies and technologies; and generate additional income or reduce costs.

Universities across Europe today face a challenging and complex financial situation in which traditional modes of funding have been transformed and continue to evolve. Public sources in many countries are not as generous as they were in the past and often have become more demanding and competitive. The changes are particularly significant in Europe due to the traditional reliance of universities on public funding. The current economic and financial crisis has exacerbated even further these problems, with growing stress on the sustainability of university funding regimes and mounting pressure to explore new sources of income.

One of the challenges for national authorities is to find sustainable solutions for financing higher education, while guaranteeing that students of different backgrounds have the right conditions to study and succeed in higher education. The question of how this is ensured at national level is a key aspect of the policy area commonly known as the 'social dimension of higher education'. Fee and support systems are important tools of national policies in this field as they play a role in supporting (or

discouraging) access to higher education, and can also have an impact on progression and completion rates.

Our professionally orientated Accountancy and Finance degree is consistently ranked highly in major UK league tables. You will gain the skills, knowledge and confidence to operate effectively in the fast-paced world of multinational companies and global financial markets. You will be encouraged from the outset to think critically, enabling you to analyse and interpret real-life business issues in order to devise solutions, helping to prepare you for your career in accountancy, financial services, or management.

We believe there should be no barrier to talent. That's why we are committed to offering a scholarship that makes it easier for gifted, ambitious international learners to pursue their academic interests at one of the UK's most prestigious universities. This new scheme will offer international fee-paying students 250 tuition fee discounts ranging from full fees to awards of £13,000 to £2,000 for the full duration of your Undergraduate degree course.

Postgraduate study does not guarantee you a job. If you're taking the course to improve your chances of entering a particular industry, look at current job descriptions for the sort of roles you want to apply for in the future to see if they specify that a postgraduate qualification is required. And if so, is there a particular subject they prefer? Speak to employers at career events or contact them on LinkedIn to hear their perspective and find out which (if any) qualification is most desirable.

Think about what's important to you when choosing where to study, e.g. reputation, facilities and whether the course is accredited/recognised by a professional body. Your choice may be restricted by the location of a particular course or supervisor, but it's worth considering practical factors like the proximity to archives or specialist libraries, and access to work/networking opportunities. Attend open days to speak to the teaching staff and students who have taken the course.

The University of Cambridge is committed in its pursuit of academic excellence to equality of opportunity and to a proactive and inclusive approach to equality, which supports and encourages all under-represented groups, promotes an inclusive culture, and values diversity. The University's Equality and Diversity Standing Committee has responsibility for informing and directing policy developments to support equality and diversity across the University.

The University takes the view that our students shouldn't undertake paid employment during term-time – it's important that you have an appropriate work-life balance, and we offer a wide range of financial support to help you manage the costs of university study. However, there may be a few opportunities available within the University and Colleges that are exceptions to this, such as working in the College bar, College library or as a student helper during open days.

Each year, the University and its Colleges open their doors to give prospective applicants an insight into what it's like to study at the University of Cambridge. This year's events will be delivered online, through our Virtual Open Days. You can access resources such as 360° photos, films and articles about our courses, facilities, Colleges and study life in Cambridge. Furthermore, the University of Cambridge attends some events overseas where our representatives will be happy to chat with

<p>you and answer any queries you may have about applying to and studying at the University.</p>
<p>The University of Cambridge Athlete Performance Programme (UCAPP) has been established to offer high performance athletes at undergraduate or postgraduate level the opportunity of a professional and co-ordinated support services network in order to improve their performance as an athlete. This programme aims to provide core services that any high performance athlete would benefit from including Lifestyle management, Physiotherapy, Strength and Conditioning, Nutrition advice, Sports Psychology support and Gym membership.</p>
<p>Erasmus Traineeships provide funding for students undertaking work experience or internships in Europe. The traineeships must be approved by the student's School and be of at least two months' duration. The School, the employer and the student must all sign a Training Agreement before the traineeship starts. Funding amounts depend on the destination country and the length of the placement.</p>
<p>Joint Programmes today are one of the main components of the internationalisation strategies of most higher education institutions in Europe, and their significance is growing quickly beyond the continent. Nevertheless, developing this kind of collaborative education initiative can present major challenges due to the ever-changing international context, national legislations, institutional priorities and regulations.</p>
<p>More than half of the refugees who arrived in Germany between 2015 and 2016 were under age 25, in need of or eligible for primary, secondary or tertiary education. The DAAD has provided funding for programmes to support refugees since 2015. Funding was originally intended to last through 2020, and some grants have been extended through 2021, but there is no guarantee this funding will continue. Only time will tell how sustainable these programs really are, but evidence so far suggests they have been helpful to their target population.</p>
<p>Knowledge of your target markets' unique characteristics is another helpful layer to add in when developing parent profiles. For example, in Vietnam, study abroad is becoming more and more of a trend, thanks to an expanding middle class as well as persistent quality concerns in higher education. Parents have witnessed many young Vietnamese graduates struggle to find jobs despite university degrees. Another example is Indonesia, where the most pressing barrier for students considering study abroad is safety and security.</p>
<p>International Student Mobility is unequivocally changing the academic, social and political landscape in higher education. As universities compete globally to attract the best students, they have to address the unique mental health concerns of their new international community. Transnational mobility presents challenges for university staff providing psychological support and crisis management.</p>
<p>The success of a new Joint Programme can largely hinge on your choice of partner. Some key things to look for in a good partner include: A shared or compatible rationale for participating in the programme; Support from the entire institution and its faculty, as opposed to a single or small number of academics; Adequate quality of the programme offered by the partner institution (because even excellent institutions have their weak sides); Compatibility of structures (in particular the academic</p>

calendar and nominal duration of the studies), regulations and language policies; Interest among students and employers in the partner institution's country.

The vast majority of career services offices in Europe are 'small shops' – their employees need to be generalists. With little formal training to professionally prepare for these roles, most people are somewhat self-taught. Still, this lack of resources and formal training leads to several problems in many institutions. Not least of these is the lack of career services that take into account the diversity of the (domestic and international) student body. Even when there are offerings specifically for international students, there is often an implicit assumption that all internationals have the same needs and face the same challenges.

Career services have a strong tradition in higher education and the services are often delivered by a careers service within the institution. However, there is evidence that guidance services are most effective where it is genuinely lifelong and progressive. The definition of lifelong guidance in this context refers to a range of activities that enable citizens of any age, and at any point in their lives, to identify their capacities, competences and interests; make meaningful educational, training and occupational decisions; and to manage their individual life paths in learning, work and other settings in which these capacities and competences are learned and/or used

Professionals in the international education industry are focusing on making the case for education abroad – particularly in the form of international internships – by addressing its value in differing terms: the experience creates global citizens and career-ready graduates, builds essential (sometimes industry-specific) professional skills and cross-cultural competencies, strengthens linguistic ability and fosters a better understanding of critical world issues. If purposefully designed with any or all of these goals in mind (and effectively communicated to students), education abroad programmes have the potential to add important strategic value to students' academic experience and personal and professional development.

The Institute of International Education's (IIE) annual Open Doors survey, released today, shows that in the academic year 2019/20, total international enrolments in US higher education institutions fell by 1.8% compared with 2018/19, representing the first such decline in overall enrolment since 2005/06. The decrease follows two years in which growth was marginal and bolstered largely by increasing participation in Optional Practical Training (OPT), a programme that allows international students to remain in the US to work for up to three years after graduation. There was essentially no growth in OPT enrolments in 2019/20, an important factor in the overall decline in international student numbers for the academic year.

In Australia, international enrolment reached a new high in 2017, with 13% growth over the year before and a total count of 624,000 foreign students. Australia is now the second-most popular destination for university-aged students from China and India and boasts significant numbers from other Asian markets such as South Korea, Vietnam, and Thailand. One higher education analyst predicts that foreign enrolment in Australian higher education will exceed that of the UK's by 2019 if growth trends for the two countries continue. Like Canada, Australia is competing on its reputation for safety and educational quality while its proximity to Asian markets is also a definite advantage.

The goal was to enroll 350,000 international students by 2020, but Germany has already exceeded the target as official statistics confirm that 358,900 foreign students

were studying in German universities in 2017, a 5.5% increase over the previous year. Germany is now the world's sixth leading study destination worldwide, after the US, the UK, Australia, Canada, and China. China remains by far the most important source market for Germany, sending 35,000 students in 2017 and contributing growth of 8.5%. The number of Indian students in Germany grew even more robustly (13%) and in 2017, Germany's universities enrolled 13,540 Indian students.

International enrolments in France are growing more modestly, with a growth trend closer to that of the UK than to those in other major destinations including Germany, Canada, China, and Australia. As of 2016, the last year for which data was released, there was a year-over-year increase of 4.6% and the country hosted 325,000 foreign students. While numbers continue to go up in France – with a combined growth of just over 12% between 2012 and 2016 – the country's market share has been slipping over the past several years. Africa remains the home of France's most important education export markets: more than four in ten of all foreign students in France come from Africa and the continent has provided some of the most important drivers of French enrolment growth over the last five years. France's notable non-African growth markets are largely found in Europe. They include Italy, Spain, Portugal, Belgium, and the UK.