UNIVERSITÀ
DI PARMA

TEACHING REGULATIONS

THREE-YEAR COURSE OF STUDY

GLOBAL STUDIES FOR SUSTAINABLE LOCAL AND INTERNATIONAL DEVELOPMENT AND COOPERATION

L-37 (DM 270/2004)

Art. 1 – General aspects

In line with the teaching system and with the SUA-CdS, the Course of Study defines its objectives specific training: providing interdisciplinary knowledge and skills in the fields of social sciences, economic and cultural, aimed at understanding sustainable development processes at the local and global; develop critical analysis, design and management capabilities for interventions in contexts international and multicultural. The main reference job profiles include: operators of international cooperation, sustainable development experts, consultants for organizations public and private.

The Bachelor's Degree in 'Global Studies for Sustainable Local and International Development and Cooperation' (GLOBALS), L-37, belongs to the Department of Humanities, Social Sciences and Cultural Enterprises. The GLOBALS Course is an international English vehicular language course provided in blended form, with part of the (erogative) online teaching in asynchronous mode and part of the (interactive) teaching provided in person.
The Course of Study aims to provide interdisciplinary knowledge and skills in the fields of social, economic and cultural sciences, aimed at understanding development processes sustainable locally and globally.

Graduates acquire critical analysis, design and intervention management skills in contexts international and multicultural.

The main reference job profiles include: international cooperation practitioners, experts in sustainable local development, consultants for public organizations and
private individuals operating in global contexts (see acquired knowledge, skills and abilities and profiles reference professionals reported in Annex 1).

The GLOBALS Three-Year Course of Study is governed by a Course of Study Council as established by Article 22, paragraph 3, of the Statute and with the functions and responsibilities established by Article 14, paragraph 3, of the University's Teaching Regulations.

These Regulations govern the curriculum of the Course of Study (reported in Annex 2), divided into the training activities provided for, in accordance with ministerial regulations, by Article 19, paragraph 1, of the University Teaching Regulations, with the number of CFUs assigned to each of them.

The Course Council is chaired by a President, elected from among the tenured professors; according to as provided for in Article 22, paragraph 7 of the Statute, his mandate lasts four calendar years and cannot be renewed more than once. The President designates a Deputy President, appointed by decree of the Rector.

The Course Council may designate committees within its ranks to which it can delegate the task of evaluating and approving student practices (study plans, internships, transfers, etc.) or of assisting the President in coordinating teaching activities and, more generally, in carrying out his or her duties.

Although not explicitly stated, please refer to the University Teaching Regulations.

Art. 2 – Requirements for access and methods of verifying adequate initial preparation

Verification of English language skills takes place through certifications recognized internationals. The operating methods are defined annually and published on the Course of Study website.

1. The procedures for accessing the Free or Scheduled Studies Course are defined year by year by the Department Council upon proposal from the Course Council and published in the Manifesto of Studies of the University of Parma.

2. To be admitted, you must have a secondary school diploma or other qualification obtained abroad that is recognized as suitable under the laws in force.

3. The GLOBALS Course of Studies is open access. To be admitted to GLOBALS, you must however have an English language proficiency at initial B2 level according to the Common European Frameworkfor Languages, determined by international certification,

specifically IELTS of minimum level 5.5 or TOEFL of minimum level 72. Alternatively, you can log in if you have a certification English-speaking for general purposes at level B2.

4. If the submitted certification does not comply with the required requirements (for example in the case where it is has been achieved for more than 5 years or has scores slightly below the B2 level in one of the language skills), students will be invited to an interview with a Collaborator and English-speaking Language Expert (CEL), in order to ascertain the minimum knowledge required for the attendance of the Course of Studies.

5. In the absence of certification such a requirement or in the absence of adequate documentation of the language-communicative skills required, the candidates/candidates/and, at the discretion of the commission required, they will be able to be admitted to GLOBALS but will have to obtain the B2 level certification in English language proven through IELTS or TOEFL only with minimum scores of 6.5 or 90 respectively to be achieved by the end of the teaching activity in the first year of registration for the GLOBALS Course. This possibility is foreseen after evaluation by the commission provider who analyses each application for admission on the basis of quality parameters (score obtained in the diploma, subjects studied and grade point average in the last three years, motivation for the study).

6. Native language students are exempt from submitting their English language certification English. The requirement of madrelinguism is found through the completion of a whole cycle of studies taught in English.

7. Additional Training Obligations (OFAs) are awarded on the basis of the absence of the certification of language or of the requirement of mother-linguism. During the I° year of studies they will be preparatory paths have been activated to obtain the required certification.

Art. 3 – Organization and functioning of teaching and study plans

The Course of Study includes 3 differentiated curricula (reported in Annex 3), ensuring adequate common base. After a first, second and part of the third year in common, the Course of Study presents the option between: curriculum ‘Culture and Communication’, curriculum ‘Cooperation’ and curriculum ‘Mediation’.

The list of teachings, with indication of the scientific-disciplinary sectors (SSD), CFUs and of the possible articulation into modules, is reported in the Single Annual Sheet of the Study Course (SUA-CdS) and is published on the institutional website of the Course.

Each teaching is assigned CFU according to the provisions of the teaching system; any preparatory activities are defined annually and made public on the Course of Study website.

The Course of Study includes further training activities (TAF D and E), as activities of the choice of the student, language skills, traineeships and other activities, with the relevant CFUs assigned to I, II and III year.

The GLOBALS Study Course is international in nature pursuant to Ministerial Decree 6/2019 as all the teachings are provided in English, with the exception of the discipline Études culturelles francophones, which will be delivered in French, the courses in preparation for language eligibility French and the Italian language courses for foreigners in the first year (TAF D) and third year (TAF E).

The Course of Studies is provided in mixed mode according to what was introduced with Ministerial Decree no. 47 of 30 January 2013 and subsequent amendments.

The teaching/learning process takes place in an integrated manner, between in-person moments and online moments, creating an alternation between lectures and activities that take place remotely.
The course involves the combination of these activities:

- in-person lessons inside the classrooms of the University of Parma;
- asynchronous online lessons (at least 50% of the total) using e-tivities;
- self-learning activities through the use of digital content, online sources, manuals, free texts or resources;
- collaborative learning activities within the learning community, through the use of chats, video conferences, webinars, forums, etc.

On activation, the Course of Studies participates in the Digital Education Hub EDUNEXT, project promoted by a network of 35 Universities and 5 institutions of Higher Artistic, Musical and Coreutica, which sees UNIMORE as the national leader. EDUNEXT provides that teaching shall be delivered in blended mode, therefore with a part delivered remotely (delivery teaching), with lessons previously registered by teachers and usable in asynchronous mode, and a part in person (interactive teaching). It follows that all teachings are delivered in blended mode with 50% in-person lessons and 50% remotely accessible learning paths.

The achievement of the objectives at the end of each module is attested by the issuance of the Open Badges formulated in line with the EU-ESCO framework. Upon passing the final assessment test of integrated/cluster teaching, together with the acquisition of CFUs, the release of a Milestone Badge.

The GLOBALS Course of Studies provides for the acquisition by the student of at least 180 CFU.

As part of the training activities provided for in the study plan, the Study Course also promotes the acquisition of linguistic and transversal skills, with particular reference to different languages from English and the Italian language for international students.

The Course of Study promotes the acquisition of language and transversal skills, with particular reference to languages other than English and the Italian language for male and female students international.
Knowledge of the French language is verified by passing a suitability test, which is assigned the relevant CFU required by the study plan.
Knowledge of languages other than French is established by possession of certifications recognized international languages, which can be validated by the Course Council and give rise to the attribution of a number of CFUs equal to those provided for language eligibility French, in replacement of the same.
With regard to the Italian language, for non-native students, the verification of skills occurs by passing the test of "Italian for foreigners", according to the modalities established by the Course of Study and the University.

The Course Council, pursuant to art. 33 of the University Teaching Regulations and in accordance with the specific University regulations referred to in paragraph 1 of the same article identify specific paths training, distributing training activities over a time span of up to double that ordinarily provided for, for students engaged on a part-time basis, that is, students who for proven work, family or health reasons, or because of a disability, are not considered to be in degree to continuously attend the teachings provided for in the teaching plan and to support in legal time the relevant evaluation tests.

The lessons of official teachings, integrative and seminar teaching activities, of laboratory or exercise are held, in accordance with the "Regulation for the definition of criteria and methods of entrusting teachers with teaching duties, additional entrustments and the additional remuneration of tenured researchers pursuant to art. 6 L. 240/2010" by the professors of role, by the researchers to whom they have been entrusted, by contract professors appointed through selection public or operating within the framework of an agreement stipulated between a public or private entity and the University or with direct contribution to Italian and foreign teachers, scholars or professionals, in the form free or onerous, as required by current regulations. Educational interventions outside of the officially scheduled activity can be held by external people, provided that this occurs in an integrative and non-substitutive form of the teaching task, as well as under the direct responsibility of the
full professor of the course. The Course Council and the individual teachers take note of these nterventions they note the contents in the register of teaching activities.

In the activation phase, the course being included in the EDUNEXT network, teachers will be upported by disciplinary tutors, who provide academic support to students, helping them understand the key concepts, resolve any doubts about the course content, and monitor their progress.

The duties of teachers related to their teaching activity, tutoring, student reception and participation in the institutional bodies of which they are members are governed by Article 25 of the University Teaching Regulations.

Since the course is delivered in English, the teachers responsible for teaching must be in ossession of of a proven C1 level of English language as established by the University of Parma The teachers who do not present the skills envisaged are sent for language training aimed at reach level C1.

For teaching purposes the academic year is divided into two semesters, which are in turn divided into two peer modules extension.

The Course Council, in the context of educational planning, distributes the teaching load of each individual year of course between the two semesters, with particular reference to the eachings mandatory and to the articulation of integrated/cluster teachings.

The Course Council, in the context of educational planning, provides for the distribution of activities teaching between the two semesters taking into consideration the remote and in-person typology of the same.

The Course Council puts in place initiatives for the evaluation and monitoring of the teaching load of students, in order to ensure an adequate correspondence between CFUs attributed to the different activities training and the actual workload.

The Corso Council promotes specific actions aimed at improving the level of internationalization of training courses, including through the inclusion of study periods abroad, on the basis of conventional exchange relations with universities where a credit system exists traceable to the European Credit Transfer and Accumulation System (ECTS).

Still in order to promote the internationalization of training courses, the Course Council promotes virtual mobility actions.

The Course Council, also making use of the Review Group (GdR) and the Head of Quality Assurance (RAQ) appointed within it and in collaboration with the Presidium of Quality of the University, puts in place, for the part due to it, the procedures necessary for the monitoring the quality of teaching, to monitor compliance with lesson and teaching hours reception of individual teachers and for the free use of teaching and study facilities by of students and female students. It shall also take all appropriate initiatives to promote a full and constant involvement of all the teachers of the Course of Study in institutional activities aimed at ensuring the quality of teaching.

Art. 4 – Methods of conducting tests to verify training activities

The evidence of verification of the adequate preparation of students, for the purpose of acquiring CFUs corresponding to the training activities followed, take place at the conclusion of each Educational Cluster.

For the verification of learnings, an evaluation is foreseen at the end of each Unit of 3 CFU partial, in the form of an ongoing test, which gives rise to the possible recognition of microcredentials (Open Badge).

Profit exams can be written and/or oral. In case of written proof, the student has the right to view one's paper.

The Profit Examination Commissions are appointed by the Course Council and consist of the holders of the teaching modules provided for by the cluster; the coordinating President/woman will be identified in the teacher with the greatest academic seniority (or, in case of his or her impediment, in another titular teacher of related subjects appointed by the President of the Course Council).

The vote shall be cast in thirtieths. The exam is considered passed if the student obtains an even grade or more than eighteen thirtieths. The committee may unanimously grant praise.

For each course of study teaching, at least eight exam appeals are scheduled for the year, appropriately distributed throughout the academic year, spaced at least fourteen days apart within the same session, according to the scheduling of training activities and related verification evidence jointly approved by the Afference and Recovery Department in SUA CdS.

In the case of teaching involving both the written test and the oral test, to be carried out according to methods of carrying out and evaluating integrated teaching/cluster at the discretion of teachers, the number of written tests shall not be less than three over the academic year.

Any move of the date of commencement of the appeal must be of an exceptional nature and must be communicated with the utmost timeliness to the students, by giving notice, with the related reasons, to the President of the Corso Council. The dates and time of commencement of appeals already made public may in no case be brought forward, except for proven needs organizational that occurred on the same day.

Examination tests are normally held in person, without prejudice to alternative options provided for cases of studentsnwith documented impediments and certificates of various kinds. The option of holding remotely it must be authorised in advance both by the President of the Examination Commission, and by the President of Course of Studies in response to motivated teaching needs and in compliance with the quality standards ensured by in-person tests as well as scheduling and number of appeals planned by the Department.

Art. 5 – Characteristics and methods of conducting the final test

The final test leads to the acquisition of 3 CFU and consists in the drafting and discussion of a paper written with a minimum width of 30,000 and a maximum of 40,000 bars (including spaces) divided into folders/pages of 2000 lines. The final test shall be drawn up in original form, drawn up under the supervision of one or more teachers, designed to demonstrate the acquisition by the student of an adequate body of knowledge and skills relating to at least one of the disciplinary fields object of study during the course, as well as adequate autonomous analysis and reprocessing skills data and text criticism.

1. The final test shall be drawn up in English and shall include an abstract in English Italian of at least 300 words.

2. The subject of the paper must be relevant to a discipline of the training course of the GLOBALS course and may be linked to the internship experience carried out by the student. The topic is agreed upon with the course instructor, who acts as speaker.

The rapporteur designates, in turn and possibly in agreement with the student, the co-rapporteur, who could coincide, if necessary, with the company tutor she followed the student during the internship experience.

3. The paper is given a score from 0 to 5 (articulated according to the types specified in the paragraph 2), which adds to the weighted average of grades achieved during one's career. The sum constitutes the final degree grade, expressed on a 110 basis, with possible honors based on the unanimous opinion of the Commission.

The Corso Council takes appropriate initiatives to implement a balanced distribution of loads of work resulting from assistance to the students for the preparation of the final test and for ensure the widest use of the skills available within the Course of Study.

The Course Council will be able to authorize assignments to follow the thesis paths in favor of speakers and qualified co-rapporteurs operating in partner foreign locations, who will be allowed to participate at the final exam session also in remote mode.

In order to access the final test, the student must have passed all of them successfully the activities envisaged in the official study plan. In the event of failure to pass the final test, a regardless of the average grade obtained with the profit exams, the title is not released.

In accordance with the provisions of art. 39, paragraph 2, of the University Teaching Regulations, the Final Examination Committee, appointed by the Director of the Affluence Department, is composed of at least five members, the majority of whom must be tenured professors working at the University of Parma or other partner universities. The committee may also include subject matter experts, the latter defined pursuant to Article 38, paragraph 11, of the University's Teaching Regulations. According to Article 39, paragraph 5, of the University's Teaching Regulations, the President is identified among the tenured professors, with preference given to the Department Director or the President of the Course Council, or to

the first- or second-tier professor with the longest tenure. It is up to the President of the Commission to ensure full regularity of the conduct of work, as well as the adherence of the concluding evaluations to the general criteria established by the Course Council, including control over the homogeneity of judgments. The President shall designate from among the members of the committee the Secretary responsible for recording the minutes. In special cases, and adequately motivated, the Course Council may assign the tasks of co-rapporteur and member of the selection board to external experts, even non-academic ones.

The final vote is cast in one hundred and tenths. The examination is passed with the achievement of at least sixty-six points out of one hundred and ten. In awarding the degree grade, the Commission assesses the work relating to the preparation of the thesis, the progress of the discussion, which will be conducted in the language English, and the average obtained by the candidate in the profit exams, attributing:

- 0 to 1 points for a sufficient final paper;
- 2 to 3 points for a decent or good final paper;
- 4 to 5 points for a very good or excellent final paper.

Additional points n. 1 will be awarded to students who, as Representatives of the Students of the DUSIC Department, have guaranteed their presence, self-certified and verified by PCdS and MQD, at least 70% of the sessions of the following University:

Academic Senate

Board of Directors

Evaluation Unit

Student Council

University Quality Presidium

Single Guarantee Committee

University Sports Committee

Department Board

Teachers-Students Joint Commission

Presiding over Departmental Quality

or who have participated in non-virtual international mobility experiences for study reasons or research or internship.

Art. 6 – Orientation and Tutorate

Internship/stage activities are evaluated on the basis of a final student report and evaluation of the company and/or academic tutor; recognition of CFUs is subject to verification of consistency with the educational objectives of the Course of Study.

The Corso Council organizes the incoming and ongoing orientation service for the students, in collaboration with the Afference Department and the Guidance Service to the University courses and making use in particular of the teaching tutors available for the students and of Department and Course of Study Student Tutors.

The Council appoints within it the teachers responsible for assisting the students for the holding of training periods outside (internships and internships) and makes use, pursuant to art. 37, paragraph 6, of the University Teaching Regulations, of the collaboration of a specific commission, established by the Afference Department, to promote and make effective international mobility of students and female students.

The Council appoints within it the teachers responsible for accompanying the use of the blended mode of the Course.

Art. 7 – Passages, transfers and credit recognition

The Corso Council defines, where necessary, the procedures for verifying the credits acquired and any supplementary examinations to be taken where the contents do not fully correspond to the objectives training courses of the Course of Study.

Students are required to respect the methods of attendance, participation in training activities and support of verification tests as established by this regulation and by the provisions of the University.

The incoming students from other Courses of Study or from other Universities, or in possession of a degree qualification, even obtained abroad and recognized as suitable under current laws, they can request a career shortening by validating exams already taken. The Course Council, making use of the Commissions responsible for verifying curricular requirements and of the appropriate initial preparation, establishes for each individual case which of the tests or other training activities can be recognised and validated, and the number of CFUs coming in that acquired methods, indicating, on the basis of the latter, the year to which they are admitted and the possible progression of studies.

In case of transfer of the student/s from other Universities, the Course Council, in all cases where there are doubts regarding the recognition of credits related to previous training activities, may require verification, including interdisciplinary verification, to determine the CFUs to be recognized to the student.

The Corso Council may determine the duration of the value of credits corresponding to certain activities training, in order to avoid its obsolescence. The provisions of Article 32, paragraph 6, of the University Teaching Regulations regarding the dismissal from studies of the student who has not taken any examination tests for a number of consecutive academic years equal to double the length of the course.

The Corso Council, giving adequate reasons, can recognize as CFU, in compliance with the limits established by law, sporting practice and skill, professional knowledge and skills, activities cultural, artistic, voluntary and socially valuable, as well as IT and linguistic ones certified in accordance with the relevant legislation in force, and other knowledge and skills acquired in activities post-secondary level training courses to the design and implementation of which the University has contributed, according to art. 36, paragraph 6, of the University Teaching Regulations.

Art. 9 – Contemporary registration

The Course of Study governs the simultaneous enrolment in several courses of study in compliance with the current legislation, evaluating the compatibility of training courses and ensuring the sustainability of the teaching load in relation to training objectives, expected learning outcomes and teaching methodologies adopted.

Art. 10 – Amendments to the Regulation

The Course of Study Council, by its own resolution, shall arrange for the publication of this Teaching Regulations and their possible updating before the beginning of each academic year.

UNIVERSITÀ
DI PARMA

ANNEX 1

Specific training objectives of the Course and description of the training path (SUA-CdS, RAD).

The Degree Course in Global Studies for Sustainable Local and International Development and Cooperation is an international route, conducted in the English vehicular language, which has the objective of have skills acquired in various sectors, from linguistic-cultural to economiclegal, sociological-politological and psychological.

The graduates in the degree course are able to analyse, understand, manage and illustrate the dynamics of international cooperation, social and territorial development with a view to inclusiveness and participation of the communities targeted by the interventions, as well as the management of contexts to high rate of diversity and interculturality.
They are able to effectively use, in written and oral form, at least two languages among those spoken in the European Union.

They possess:

- a thorough knowledge of social theories, community dynamics and cooperative models;
- a solid knowledge in the economic and economic-political, historical-cultural and disciplinary areas international, political, social, linguistic-cultural and (although at the moment this field is perhaps less represented than the previous ones) in the legal area, with a strengthening expected in the field of administrative law, essential to understand the dynamics of public action, the structure of bodies and administrations operating in local and global development contexts, and to correctly interpret the regulatory framework governing cooperation between institutions and subjects of the society civil;
- a solid background in political economy, fundamental to understanding how the global economic systems, macroeconomic dynamics and distributional mechanisms affecting on sustainable development processes, cooperation and social justice, as well as to interpret in a way I criticize public and private economic and investment policies at the international level;
- an operational preparation in business economics, essential for analyzing the functioning of public, private and third sector organisations, as well as to acquire expertise in the economic-financial management of cooperation and development projects, in reporting, in management control and in the economic evaluation of activities, according to criteria of effectiveness, efficiency and sustainability;

- an advanced theoretical understanding of approaches to social and community development, as well as of fundamental principles of cooperation;
- the ability to critically analyze the local and global contexts in which the dynamics develop social and community;
- a thorough understanding of intercultural and gender dynamics;
- the skills needed to design and implement social and community interventions in a effective, supporting active participation and constructive conflict management within the communities involved;
- specific skills inherent in evaluating the impact of projects on the population recipient;
- solid interdisciplinary knowledge necessary for the understanding and analysis of phenomena and processes development-related;
- a solid mastery of fundamental investigation tools and analysis methodologies sociological, political and economic;
- advanced skills and tools for communication especially in intercultural contexts;
- advanced skills for presenting the results of analyses and research conducted on specific issues.

The strength of the Course of Studies is the acquisition of skills in the area of cooperation international, in all its nuances. The Course has as its objective the training of experts able to follow the project cycle in all its phases (design, implementation, monitoring and evaluation), operating in contexts characterised by high diversity and interculturality (which is why Cultural Studies, even in the postcolonial field, assume fundamental importance throughout the process).

Within this framework, administrative law is configured as a strategic cross-cutting discipline, as it allows for the critical and comparative interpretation of the regulatory mechanisms that regulate the organization and functioning of public administration, both in industrialized countries and in developing contexts.
Knowledge of the principles of administrative action, regulatory sources, decision-making processes and public responsibilities is indeed central to operating effectively in local and international cooperation and development. Students thus acquire indispensable tools to interact with public bodies, international bodies, NGOs, multilateral agencies and government institutions, in an informed, competent manner and in compliance with the principles of legality, transparency and administrative accountability.

In parallel, skills in political economy and business economics are crucial for promote development based on sustainable and systemic foundations, not only at the macro level, but also in local decision-making processes. The integration of these two areas enables graduates to take action with critical awareness in economic cooperation processes, to manage resources efficiently, and to engage in dialogue with public and private partners from a managerial and responsible perspective. Furthermore, such knowledge strengthens the ability to read global and local structural imbalances, and to intervention with policies and practices oriented to change social.

Depending on the curricula and teaching selected within the training provision, students will acquire skills necessary for expert profiles in cultures, economies, policies and methodologies for local and international development, expert in international cooperation, local development and international and expert in intercultural mediation and conflict solution.
As detailed in closure of this framework, all the teachings make use of a delivery methodology of the teaching that involves the integration of in-person teaching methods (aimed at interactivity) and at a distance. Through a dedicated e-learning platform, this methodology allows the management of teaching activities both asynchronously and synchronously. These activities are divided into:

- multimedia lessons created with advanced distance learning tools, with the possibility of interactive work activities to be carried out with students (self-assessments and tests of self-learning, etc.);

- interactive communication systems between students and between teachers and students;

- online tutoring and student reception.

This delivery method allows you to offer even to students who need a alternative to the in-person way of following lessons. The CdS, by its nature, intends to enhance international and non-EU students and the conventional mode does not remove the obstacles that these students can meet in their course of study. Adopting a blended approach, however, as detailed below, provides students with all the tools necessary for academic success and overcoming any difficulties.

Furthermore, relevant training results are expected from the opportunity that innovative teaching adopted in the Course offers at the level of interaction between peers and with the teacher in addition to the hours of lessons canons.

The course is aimed at students who have obtained intermediate level skills in English during secondary school.

In summary, based on linguistic and cultural skills, the three-year graduate of this course of study presents skills in highly evolving fields such as international cooperation. These are capacities that can be spent in local, national and international: from regional bodies and departments, municipalities and municipal agencies, to the United Nations, EU, Ministries, but also third sector bodies and associations, as well as private organizations (businesses with international interests and offices).

The Course aims to achieve the training objectives through a teaching path based on the presence of three nuclei of disciplines attributable to Cultural and Linguistic Studies, to Sciences Economic-legal and to Psychology, Anthropology and Sociology. To complete the route, the students are required to add knowledge in a second foreign language. At the moment of the activation of the Course, the University of Parma - through the University Linguistic Centre - is able to ensure proof of suitability for the French language only. However, students who have obtained a language certification in a different language (e.g. Spanish, Portuguese, German, Russian, Chinese) of at least level B1 of the Common European Framework of Reference for Languages will be able to request recognition of this certification through the Language Centre. The foreign students are strongly encouraged to deepen their knowledge of the Italian language, by including in the third year an additional Italian exam for foreigners at level B1 after the exam of Italian for foreigners (A1/A2) of the first year.

Graduates in the degree program are qualified experts in cooperation, communication, and conflict mediation.

They are able to use, in written and oral form, at least two languages among those spoken in the Union European, with reference also to the disciplinary lexicons of which they possess a degree of competence indicative of level B2+ of the English language and B1 for the second foreign language studied.

They possess:

- advanced knowledge of the project cycle;
- specific knowledge relating to administrative-management aspects;
- solid preparation in the cultural and intercultural fields;
- solid preparation in the field of human rights history;
- skills related to new communication and information languages;
- knowledge of migration studies;

- knowledge of development processes;

- skills in mediation and conflict resolution.

In addition, they are familiar with quantitative analysis techniques and are able to use the main tools computer scientists in the specific fields of expertise.

The Course aims to essentially prepare students for placement in three main professional fields (expert in cultures, technical expert in international cooperation, local and international development economies, policies and methodologies for local and international development and technical expert in intercultural mediation and conflict solution) within which the GLOBALS graduate can fill various roles.

The Course of Studies participates in the Digital Education Hub EDUNEXT, a project promoted by a network of 35 Universities and 5 institutions of Higher Artistic, Musical and Choreographic Education, which sees UNIMORE as national leader. EDUNEXT requires that teaching be delivered in blended mode, therefore with a part delivered remotely (delivery teaching), with lessons recorded in advance by the teachers and usable in asynchronous mode, and a part in person (interactive teaching). It follows that allThe lessons are delivered in blended mode with 50% in-person lessons and 50% routes didactic usable from remote.
The training proposal is based on the ECOBI model (Educational Cluster, Open Badge, Blended Intensive Program), which offers a highly flexible path thanks to the modular organization of training, capable of adapting to the different needs and availability of students allowing the achievement of the objectives of learning.
The model promotes the acquisition of specific skills, through educational provision structured in integrated teachings defined as Educational Clusters and articulated on the basis of skills and specific training objectives. A modular structure within of the each integrated teaching/Cluster, organized in modules of 3 CFU, ensures the acquisition progressive skills requests from figure professional in exit.
Furthermore the model fosters visibility and recognition of progress: the achievement of the objectives at the end of each module is attested by the issuance of Open Badges formulated in line with the EU-ESCO framework. Open Badges offer students immediate feedback on their progress, help monitor acquired skills, facilitate the achievement of learning objectives defined in the course, and foster motivation. Upon passing the final evaluation test of the integrated/cluster teaching, together with the acquisition of the CFUs, a Milestone Badge is issued that certifies the student's progress and achievement of objectives, facilitating the monitoring of the path.

The mixed model with 50% in-person teaching activities and 50% telematic activities leads to a structure similar to that of Blended Intensive Programs with weeks of remote activity and intensive in-person weeks dedicated, as a rule, to laboratory and collaborative activities. The solution combines the flexibility of digital learning with the intensity of in-person activities.

During in-person Intensive Program periods, students have the opportunity to apply the theoretical knowledge they have acquired in practical situations, such as group activities, workshops, and projects.
This balance between digital teaching and in-person activities allows for the consolidation of skills and the development of skills applicable in real-world contexts, essential for achieving objectives
training.

Name of trained professional figure: Expert in cultures, economies, policies and methodologies for the local and international development

Function in a work and skills context:
The highly multidisciplinary nature of the degree course allows for flexibility in outlets employment. The knowledge and skills acquired will prove useful for working within both public and private organisations at local, national and international level. Graduates of the Degree Course will be able to work as project managers both in activities directly connected with international cooperation and development, and in projects requiring administrative management skills in contexts of multiculturalism and diversity, as well as international relations. They will also know deal with communication and organization of public events to enhance the actions of cooperation, development and promotion of cultural, commercial and political exchanges at international level.

SKILLS
In-depth knowledge of the cultural, political, economic and organizational aspects of cooperation international and of territorial, Community, social and economic development both in reference to the countries of low income compared to both middle and high income ones.
Advanced knowledge of environmental, agro-food and international migration issues.
Advanced skills in linguistic communication (in addition to English also in French, or Spanish, or Portuguese and Italian) and in the use of technologies for scientific and popular communication.
Advanced knowledge of international governmental and non-governmental organizations.
Evaluation capacity in the impact of development and cooperation policies.

Employment opportunities:
International, national, regional and local public and private institutions (United Nations, EU, Ministries, entities and regional departments, municipalities and municipal agencies but also third sector bodies and associations) as well as private organizations (enterprises with international interests and offices).

UNIVERSITÀ
DI PARMA

Name of professional figure trained: Technician experienced in international cooperation, development local and international

Function in a work and skills context:
The Degree Course also prepares to embark on a career more directly connected to the design and international cooperation, as well as socio-economic development at the local level, national and international, with a thematic focus on issues related to agri-food production,
to ecology and international migration. In this case, the graduates/graduates will have developed skills and acquired in-depth knowledge about historical and critical approaches to cooperation international, with a focus on social, economic, environmental and political sustainability of cooperation, as well as knowledge and skills necessary for an inclusive promotion of territorial development dynamics with attention to aspects of agri-food production, be they intended for high-income countries, whether they focus on low- and middle-income countries. The graduates they will be able to deal with the management and financial aspects of the projects (project management and fund raising), of impact assessment (economic, social and environmental), and communication and dissemination intended both for specialised parties (donors, cooperation-development community, academics) and for parties with less in-depth knowledge of development and cooperation issues (media, citizens).

SKILLS
In-depth knowledge of the cultural, political, economic and organizational aspects of cooperation international and territorial development, Community, social and economic development both in reference to the countries of low income both compared to high income ones.
Advanced knowledge of environmental, agri-food and mobility-migration issues
international.
Advanced skills in the administrative and economic-financial management of cooperation projects and/or development.
Advanced skills in linguistic communication (in addition to English also in French, or Spanish, or Portuguese, or German, or Russian, and Italian) and in the use of technologies for scientific communication and popular.
Advanced knowledge of international governmental and non-governmental organizations.
Evaluation capacity in the impact of development and cooperation policies.

Employment opportunities:
International, national, regional and local public and private institutions (United Nations, European Union, Ministries, regional bodies and departments, municipalities and municipal agencies) but also third sector bodies and associations, for-profit businesses with international interests and offices.

UNIVERSITÀ
DI PARMA

Name of the professional figure trained: Expert technician in intercultural mediation and solution of conflicts

Function in a work and skills context:

The Degree Program is characterized by multidisciplinary and multicultural training that also prepares graduates to deal with intercultural mediation as well as conflict prevention, mitigation, and resolution in both the public-civic and private-professional fields. Equipped with linguistic, cultural, historical knowledge but also with psychology, social and occupational psychology and gender studies, graduates will have the ability to act in contexts that lie at the intersection of cultures and stories, as well as where conflict is present. Graduates will be able to introduce strategies and actions to facilitate intercultural mediation, prevent conflicts as well as find solutions to them, both in scope of cooperation both in the social-organizational or territorial-community development fields.

SKILLS
Extensive knowledge of the psychological, cultural, gender-based, political and economic aspects of social and infra-organizational conflict and action in contexts of marked interculturality.
Advanced knowledge of environmental, agri-food, and mobility-migration issues international.
Advanced skills in managing contexts with high cultural, social, economic and cultural differentiation gender with a view to territorial and/or organizational development.
Advanced skills in linguistic communication (in addition to English also in French, or Spanish, or Portuguese and Italian) and in the use of technologies for scientific and popular communication.
Advanced knowledge of social interaction dynamics in organizations with a high rate of interculturality and diversity.

Employment opportunities:
International, national, regional and local public and private institutions (United Nations, European Union, Ministries, regional bodies and departments, municipalities and municipal agencies) but also third sector bodies and associations, as well as for-profit businesses with international interests and offices.

The course prepares for the profession of (ISTAT codes)

1. Employment Service Technicians - (3.4.5.3.0.)
2. Information acquisition technicians - (3.3.1.3.1.)
3. Technicians of reintegration and social integration - (3.4.5.2.0.)
4. Professional interviewers and surveyors - (3.3.1.3.2.)
5. Public relations technicians - (3.3.3.6.2.)
6. Organizers of fairs, exhibitions and cultural events - (3.4.1.2.1.)
7. Organizers of conferences and receptions - (3.4.1.2.2.)
8. Administrative and technical secretaries of general affairs - (3.3.1.1.1.)

UNIVERSITÀ
DI PARMA

ANNEX 2

TEACHING PLAN

Basic activities

Scope Disciplinary	Sector	CFU		min from D.M. for the scope
		min	MAX	
Institutions of economy and politics economic	ECON-01/A Political economy ECON-02/A Economic policy	9	15	8
Training historical cultural and international	GSPS-04/C History and institutions of Africa HIST-03/A Contemporary History	9	15	8
Legal education	GIUR-01/A Private law GIUR-11/B Comparative public law	9	15	8
Training politics and social	GSPS-03/A History of Thought political	9	15	8
Language training	LANGL-01/C Language, translation and English linguistics	9	15	8

Minimum of credits reserved by the university minimum by DM 48:	
Total Assets of Base	48-75

Activities that characterize

Scope Disciplinary	Sector	CFU		min from D.M. for the scope
		min	MAX	
Cooperation economic and development	AGRI-01/A Agricultural Economics, food and rural appraisal ECON-08/A Company organization	9	15	8
Geography and organization of the territory	GEOG-01/B Economic geography politics	9	15	8
Sociology and social systems and politicians	GSPS-05/A General Sociology	9	15	8
Training psycho anthropological	PSYCH-03/A Social Psychology SDEA-01/A Disciplines demoethnoanthropological	9	15	8
Language training	LANGL-01/C Language, translation and English linguistics	9	15	8

Minimum of credits reserved by the university minimum by DM 42:	
Total Assets Characterizing	48-96

Similar activities

Scope Disciplinary	CFU	
	min	MAX
Activity related training or supplementary	30	42

Minimum of credits reserved from the university:		Minimum of credits reserved from the university:
Total Assets Similar	30-42	

The related and supplementary activities provided for by the CdS are directed to further study:

1. Historical-cultural aspects, also in key intercultural and post-colonial. The related teachings and integrative contribute to refining a theoretical understanding of approaches to development social and community. Such skills will be acquired in particular through the teachings of Global history of the post-colonial world, sociology of communication, intercultural communication.

2. The psychological-social aspects. The students will be encouraged to critically analyse the local and global contexts in which the social and community dynamics, in particular considering factors such as culture, history, religion, etc. They will also be able to deal with conflicts examining interpersonal dynamics and social. Such skills

will be acquired in particular through the teachings of Social, work and organizational psychology, conflict mediation and Social conflicts and Peace Studies; Interculture and institutional pluralism. examining interpersonal dynamics and social. Such skills will be acquired in particular through the teachings of Social, work and organizational psychology, conflict mediation and Social conflicts and Peace Studies; Interculture and institutional pluralism.

3. The aspects most directly inherent in the international cooperation. To supplement the path of acquiring specific skills for cooperation, with reference to collaboration between individuals, organizations and communities, students will address educational paths aimed at refining the management of social projects, including their planning, implementation, monitoring and the assessment. Such skills will be acquired in particular through specific teachings.

4. Thanks to the skills of the teaching staff at provision, the inclusion of CFU is foreseen within the framework of administrative law within a third year course cluster, thus generating a hybrid cluster, composed of basic teaching modules and similar and integrative. The insertion of the right administrative takes on fundamental importance for the training path of the Course of Study, as allows students to acquire a solid understanding of principles, rules and mechanisms regulating public action administration, both at the local level and international. Such discipline provides tools essential analytical to understand and manage the decision-making processes, administrative proceedings and relations between citizens, institutions and private entities, with particular attention to the size of the sustainability, of cooperation and legality. His insertion is therefore configured as functional and consistent with the aim of training professional figures capable of operating in complex contexts and in transformation, in line with the aims of the Course of Bachelor of Science in Global Studies for Sustainable Local and International Development and Cooperation.

Other activities

Scope Disciplinary		CFU	
		min	MAX
Chosen by the student		12	18
For the test final and the language foreigner (art. 10, paragraph 5, letter c)	For the final test	3	6
	For the knowledge of at least one foreign language	6	6

Minimum of credits reserved by the university for Activities art. 10, paragraph 5 lit. c		-	
Further activities training(art. 10, paragraph 5, letter d)	Further linguistic knowledge	-	-
	Computer and telematics skills	-	-
	Training and guidance placements	3	6
	Other useful knowledge for the integration into the world of work	-	-

Minimum of credits reserved by the university for Activities art. 10, paragraph 5 letter d		
For internships and placements in enterprises, public bodies or private individuals, professional bodies		
Total Others Activity	24 - 36	

ANNEX 3

GRADUATE PROGRAM PLAN IN GLOBAL STUDIES FOR LOCAL SUSTAINABILITY AND INTERNATIONAL DEVELOPMENT AND COOPERATION

(l-37) FOR AA 2026/2027

UNIVERSITÀ
DI PARMA

Global studies for sustainable local and international development and cooperation
Course outline 2026-27

Full-time students

Subjects	SSD	Credits	TAF
FIRST YEAR a.a. 2026-27			
Core subjects			
Political Economy of food security		**21**	
- Political Economy for Development - Unit 1	SECS/P 02/ECON	3	A
- Political Economy for Development - Unit 2	SECS/P 02	3	A
- Introduction to cooperation and sustainable development theories - Unit 1	GEOG-01/B	3	B
- Introduction to cooperation and sustainable development theories - Unit 2	GEOG-01/B	3	B
- Introduction to cooperation and sustainable development theories - Unit 3	GEOG-01/B	3	B
- Introduction to food systems and rural development - Unit 1	AGRI-01/A	3	B
- Introduction to food systems and rural development - Unit 2	AGRI-01/A	3	B
Migration, Development and International Cooperation		**18**	
- Sociology of development and migration - Unit 1	GSPS-05/A	3	B
- Sociology of development and migration - Unit 2	GSPS-05/A	3	B
- Sociology of development and migration - Unit 3	GSPS-05/A	3	B
- Sociology of development and migration - Unit 4	GSPS-05/A	3	B
- Anthropology of sustainability - Unit 1	SDEA-01/A	3	B
- Anthropology of sustainability - Unit 2	SDEA-01/A	3	B
English for Academic Purposes and Soft Skills		**12**	
- English for Academic Purposes and Soft Skills - Unit 1	ANGL-01/C	3	A
- English for Academic Purposes and Soft Skills - Unit 2	ANGL-01/C	3	A
- English for Academic Purposes and Soft Skills - Unit 3	ANGL-01/C	3	A
- English for Academic Purposes and Soft Skills - Unit 4	ANGL-01/C	3	A
Language training to choose from:			
For Italian students: French or other language (B1 or B2)		6	E
For international students: Italiano per stranieri (A1-A2)		6	D
Total number of credits		**57**	

Subjects	SSD	Credits	TAF
SECOND YEAR a.a. 2027-28			
Core subjects			
Post-colonial cultural studies		**12**	
- Anglophone post-colonial cultural studies - Unit 1	ANGL-01/A	3	B
- Anglophone post-colonial cultural studies - Unit 2	ANGL-01/A	3	B
- Global post-colonial cultural studies - Unit 1	FRAN-01/A	3	B
- Global post-colonial cultural studies - Unit 2	FRAN-01/A	3	B
History of human rights		**12**	
- History of human rights - Unit 1	GSPS-03/A	3	A
- History of human rights - Unit 2	GSPS-03/A	3	A
- History of human rights - Unit 3	GSPS-03/A	3	A
- History of human rights - Unit 4	GSPS-03/A	3	A
Economics for management		**15**	
- Economics for management - Unit 1	ECON-02/A	3	A
- Economics for management - Unit 2	ECON-01/A	3	A
- Business Administration, Accounting & Performance Measurement - Unit 3	SECS/P 07	3	B
- Project Management and quantitative analysis - Unit 4	ECON-08/A	3	B
- Project Management and quantitative analysis - Unit 5	ECON-08/A	3	B
An Educational Cluster to be chosen from the following:			
Interculture plural societies and cooperation		**15**	

- Cooperation and advanced development - Unit 1	GSPS-04/C	3	A
- Cooperation and advanced development - Unit 2	GSPS-04/C	3	A
- Cooperation and advanced development - Unit 3	GSPS-04/C	3	A
- Interculture and institutional pluralism - Unit 1	GSPS-04/D	3	C
- Interculture and institutional pluralism - Unit 2	GSPS-04/D	3	C
Religion development and cooperation		**15**	
- Cooperation and advanced development - Unit 1	GSPS-04/C	3	A
- Cooperation and advanced development - Unit 2	GSPS-04/C	3	A
- Cooperation and advanced development - Unit 3	GSPS-04/C	3	A
- Religion and development - Unit 1	GSPS-04/C	3	C
- Religion and development - Unit 2	GSPS-04/C	3	C
Optative courses			
Elective module		6	D
Total number of credits		**60**	

Subjects	SSD	Credits	TAF
THIRD YEAR a.a. 2028-29			
Core subjects			
Foundations of comparative and administrative Law		**12**	
- Foundations of comparative and administrative Law - Unit 1	GIUR-11/B	3	A
- Foundations of comparative and administrative Law - Unit 2	GIUR-11/B	3	A
- Foundations of comparative and administrative Law - Unit 3	GIUR-11/B	3	A
- Foundations of comparative and administrative Law - Unit 4	GIUR-06/A	3	C
Insights into human relations from history and social psychology		**12**	
- Contemporary world history - Unit 1	HIST-03/A	3	A
- Contemporary world history - Unit 2	HIST-03/A	3	A
- Social Psychology of human relations - Unit 1	PSIC-03/A	3	B
- Social Psychology of human relations - Unit 2	PSIC-03/A	3	B
Optative courses			
Elective module			
- For italian students: elective module		6	D
- For international students: elective module (highly recommended: Italiano per stranieri B1)		6	D
Curriculum - Culture and communication			
An Educational Cluster to be chosen from the following:			
Communication in globalised society		**12**	
- Sociology of communication - Unit 1	GSPS-06/A	3	C
- Sociology of communication - Unit 2	GSPS-06/A	3	C
- Intercultural Communication - Unit 1	GLOT-01/B	3	C
- Intercultural Communication - Unit 2	GLOT-01/B	3	C
Global history of the post-colonial world		**12**	
- Global history of the post-colonial world - Unit 1	STEC-01/B	3	C
- Global history of the post-colonial world - Unit 2	STEC-01/B	3	C
- Global history of the post-colonial world - Unit 3	STEC-01/B	3	C
- Global history of the post-colonial world - Unit 4	STEC-01/B	3	C
An Educational Cluster to be chosen from the following:			
Études culturelles francophones		**12**	
- Études culturelles francophones - Unit 1	FRAN-01/A	3	C
- Études culturelles francophones - Unit 2	FRAN-01/A	3	C
- Études culturelles francophones - Unit 3	FRAN-01/A	3	C
- Études culturelles francophones - Unit 4	FRAN-01/A	3	C
Anglophone cultural studies		**12**	
- Anglophone cultural studies - Unit 1	ANGL-01/A	3	C
- Anglophone cultural studies - Unit 2	ANGL-01/A	3	C

UNIVERSITÀ
DI PARMA

- Anglophone cultural studies - Unit 3	ANGL-01/A	3	C
- Anglophone cultural studies - Unit 4	ANGL-01/A	3	C
		24	
Curriculum - Cooperation			
An Educational Cluster to be chosen from the following:			
Cooperation for sustainable agriculture and food security		**12**	
- Cooperation for sustainable agriculture and food security - Unit 1	AGRI-01/A	3	C
- Cooperation for sustainable agriculture and food security - Unit 2	AGRI-01/A	3	C
- Cooperation for sustainable agriculture and food security - Unit 3	AGRI-03/A	3	C
- Cooperation for sustainable agriculture and food security - Unit 4	AGRI-03/A	3	C
Global health		**12**	
- Global health - Unit 1	GSPS-05/A	3	C
- Global health - Unit 2	GSPS-05/A	3	C
- Global health - Unit 3	GSPS-05/A	3	C
- Global health - Unit 4	GSPS-05/A	3	C
		24	
Curriculum - Mediation			
An Educational Cluster to be chosen from the following:			
Human resource management and conflict management		**12**	
- Human resource management and organizational psychology - Unit 1	PSIC-03/B	3	C
- Human resource management and organizational psychology - Unit 2	PSIC-03/B	3	C
- Human resource management and organizational psychology - Unit 3	PSIC-03/A	3	C
- Human resource management and organizational psychology - Unit 4	PSIC-03/A	3	C
Social conflicts, restorative justice and peace studies		**12**	
- Social conflicts and peace studies - Unit 1	GSPS-07/B	3	C
- Social conflicts and peace studies - Unit 2	GSPS-07/B	3	C
- Social conflicts and peace studies - Unit 3	GSPS-07/B	3	C
- Social conflicts and peace studies - Unit 4	GSPS-07/B	3	C
		24	
Internship programme			
Internship		6	F
Final project and exam			
Dissertation		**3**	**E**
Total number of credits		**63**	