

## INFORMAZIONI PERSONALI



## Nicola Francesco Quatela

📍 Via XXV Aprile, 30 - 76011 Bisceglie (Italia)

☎ (+39) 389.6113951

✉ nikquatela@gmail.com  
nicola.quatela@pec.it

👤 Sesso Maschile | 📅 Data di nascita 20/09/1985 | 🇮🇹 Nazionalità Italiana

## POSIZIONE RICOPERTA

## Specialista in informatica

ESPERIENZA  
PROFESSIONALE

01/09/2021 – in corso

**Profilo Tecnico Amministrativo Istruttore Informatico – Cat. C1**

Università degli Studi di Bari

Palazzo Ateneo

- Gestione dei portali web dell'Università degli Studi di Bari

01/01/2013–31/08/2021

**Specialista in informatica**

Expriva s.p.a.

via Olivetti, 11/a, 70056 Molfetta (Italia)

[www.exprivia.it](http://www.exprivia.it)

- Application Management di Back Office Tecnico sui sistemi software di Banca Intesa San Paolo
- Sviluppo di progetti per conto di Banca Intesa San Paolo
- Sviluppatore Script Unix
- Sviluppatore Java
- Sviluppatore Python

01/06/2012–31/12/2012

**Specialista in informatica**

SVIMSERVICE s.p.a.

via Olivetti, 11/a, 70056 Molfetta (Italia)

- Sviluppo del progetto N-CUP
- Sviluppatore Java

01/08/2011–31/05/2012

**Specialista di informatica**

AGILEX SERVICES s.r.l., Milano (Italia)

consulenza presso ACCENTURE spa:

- Sviluppo di progetti per conto di Banca INTESA e Banca IMI
- Sviluppatore Java

01/06/2010–31/07/2011

**Specialista di informatica**

AGILEX s.r.l., Bari (Italia)

- Sviluppo di progetti Web per conto di Infocamere e Camere di Commercio
- Sviluppatore Java

## ISTRUZIONE E FORMAZIONE

01/10/2007–30/04/2010

### Laurea Specialistica in Ingegneria Informatica

POLITECNICO DI BARI, I Facoltà di Ingegneria, Bari (Italia)

Laurea Specialistica in Ingegneria Informatica "Sistemi Informativi e Reti" con votazione **110/110 e lode** discutendo la tesi in Informatica Medica dal titolo: "Studio e sviluppo di un software per la realizzazione in-silico di protocolli sperimentali di clonaggio per la bioinformatica" sostenuta il 27 Aprile 2010, relatore il Prof. Ing. Vitoantonio Bevilacqua e correlatore l'Ing. Filippo Menolascina.

01/10/2004–01/10/2007

### Laurea triennale in Ingegneria Informatica

POLITECNICO DI BARI, I Facoltà di Ingegneria, Bari (Italia)

Laurea triennale in Ingegneria Informatica con votazione **110/110** discutendo la tesi in Tecnologie e Materiali per l'elettronica, dal titolo: "Tecnologie delle celle solari a Film Sottile" sostenuta il 2 Ottobre 2007, relatore il Prof. Ing. Vittorio Passaro.

01/09/1999–31/07/2004

### Diploma di Perito Industriale

I.T.I.S. "Galileo Ferraris", Molfetta (Italia)

Diploma di Perito Industriale – Specializzazione Informatica "Abacus" con votazione **100/100**

## COMPETENZE PERSONALI

Lingua madre italiano

Lingue straniere

inglese

COMPRESIONE		PARLATO		PRODUZIONE SCRITTA
Ascolto	Letture	Interazione	Produzione orale	
A2	B1	A2	A2	B1

Certificato corso di lingua Speexx Live+1:1 - English B1.1

[Documenti collegati](#) certificate.pdf

Livelli: A1 e A2: Utente base - B1 e B2: Utente autonomo - C1 e C2: Utente avanzato  
Quadro Comune Europeo di Riferimento delle Lingue - Scheda per l'autovalutazione

Competenze comunicative

- Docente di alcuni corsi di computer del progetto "futuro@lfemminile" organizzati da Microsoft e-learning e da Acer con il patrocinio del Ministero per le Pari Opportunità, rivolto a donne con poche conoscenze del PC
- Docente di corsi di informatica di base per bambini e ragazzi

Competenze organizzative e gestionali

Capacità di coordinazione di un gruppo di lavoro:

- Coordinatore del gruppo di progetto universitario "BOX Soft" per la realizzazione di software (2007-2010)
- Coordinatore del gruppo di lavoro "Etic@web" legato alla realizzazione della piattaforma web [www.pecuswap.com](http://www.pecuswap.com) (2013– in corso)

Capacità di organizzazione di eventi e incontri:

- Organizzatore di eventi sociali con l'associazione o.n.l.u.s. "Comitato Progetto Uomo" (2010-2016)
- Organizzatore di eventi culturali con il giornale periodico "VITA" dell'associazione o.n.l.u.s. "Comitato Progetto Uomo" (2010-2016)

Capacità di amministrazione:

- Responsabile amministrativo/contabile e responsabile dei giovani del Gran Complesso Bandistico "Biagio Abbate" Città di Bisceglie (2008-2010)

Competenze professionali

Sistemi Operativi:

- Microsoft Windows
- Linux / Unix

Linguaggi di programmazione:

- SQL
- HTML
- XML
- Bash shell Unix script
- JAVA
- Python
- VBA

DataBase:

- MySQL
- Sybase
- Oracle

Competenze digitali

AUTOVALUTAZIONE				
Elaborazione delle informazioni	Comunicazione	Creazione di Contenuti	Sicurezza	Risoluzione di problemi
Utente avanzato	Utente avanzato	Utente avanzato	Utente autonomo	Utente autonomo

Competenze digitali - Scheda per l'autovalutazione

Altre competenze

Vincitore delle seguenti borse di studio:

2009: Borsa di Studio del POLITECNICO DI BARI

2008: Incentivazione all'immatricolazione del POLITECNICO DI BARI

**PUBBLICAZIONE:**

Articolo accettato a ICIC-2010.

Titolo Articolo: A novel tool for assisted in-silico cloning and sequence editing in molecular biology.

Autori: Vitoantonio Bevilacqua, Filippo Menolascina, Domenico Aurora, Sergio Lucivero, Nicola Francesco Quatela.

Publicato dalla SpringerLink sul volume: "Advanced Intelligent Computing Theories and Applications" - 6th International Conference on Intelligent Computing, ICIC 2010.

Patente di guida

B

## ULTERIORI INFORMAZIONI

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### Trattamento dei dati personali

Autorizzo il trattamento dei dati personali contenuti nel mio curriculum vitae in base all'art. 13 del D. Lgs. 196/2003 e all'art. 13 del Regolamento UE 2016/679 relativo alla protezione delle persone fisiche con riguardo al trattamento dei dati personali.

Il sottoscritto Nicola Francesco Quatela dichiara che tutti i fatti riportati nel presente curriculum corrispondono a verità ai sensi e per gli effetti degli artt. 46 e 47 del D.P.R. 445/2000.

Il sottoscritto dichiara di essere a conoscenza delle sanzioni penali cui incorre in caso di dichiarazione mendace o contenente dati non più rispondenti a verità, come previsto dall'art. 76 del D.P.R. 28.12.2000, n. 445. La sottoscritta dichiara di essere a conoscenza dell'art. 75 del D.P.R. 28.12.2000, n. 445, relativo alla decadenza dai benefici eventualmente conseguenti al provvedimento emanato, qualora l'Amministrazione, a seguito di controllo, riscontri la non veridicità del contenuto della suddetta dichiarazione.

Si allega a tale scopo copia del documento di identità in corso di validità.

## ALLEGATI

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# CEFR

## CERTIFICATE

SpeeXX Live+1:1 - English B1.1

Nicola  
First name

Quatela  
Last name

Course SpeeXX Live+1:1 - English B1.1  
From 19/10/2015  
Until 03/05/2016

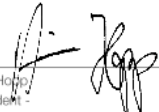
The training covered the level descriptions and learning goals as defined by the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR).

Result  
**100 points** Pass with merit  
The pass mark indicates a final result between 60 and 79 points.  
The pass with merit mark indicates a final result between 80 and 100 points.

Certificate Equivalency								
CEFR	A1	A2	B1		B2		C1	
SpeeXX	A1	A2	B1.1	B1.2	B2.1	B2.2	C1.1	C1.2

Munich, 18/10/2017  
- SpeeXX -

  
James Shepard  
- Training director -

  
Armin Hopp  
- President -



## Learning goals

**CEFR A1**

Participants can understand simple phrases concerning themselves, their family and their immediate surroundings when they are formulated simply and spoken slowly and clearly. Students can introduce themselves to others and say simple sentences about themselves and their job. They know the numbers 1-100, can understand prices and tell the time. In addition to reading simple messages and filling in forms with personal details, students can write simple notes.

**CEFR A2**

Participants can understand the main points of written and spoken texts that relate to themselves, their family and job. They can glean the main message from short, simple announcements and find key information in everyday texts, such as magazines, timetables and menus. Additionally, students can participate in simple exchanges using familiar language; they can ask and react to questions and give information relating to familiar topics. They can also write short notes and messages.

Students are ready to take the Cambridge KET exam. They can expect to score 3.0 on the IELTS.

**CEFR B1**

Participants fully grasp the main points of conversations that revolve around familiar topics. They understand written texts relating to their own job or areas of interest. Students can master service exchanges and make their own questions and requests clear. They can ask questions for clarification purposes concerning arrangements and decisions, and justify their own opinions, actions and decisions. Students can talk about familiar topics without preparation and give verbal accounts of their own experiences, feelings and wishes. They can write a text about an area of personal interest, making all of the main points clear.

Students are ready to take the Cambridge PET exam. They can expect to score 4.5 on the IELTS and between 459 and 619 on the TOEIC.

**CEFR B2**

Participants can fully understand extended conversation and follow even complex lines of argument on familiar topics or subjects of professional relevance. On such topics, they can also take an active part in discussions; offering extra information, justifying arguments, defending their own opinions and weighing up alternative positions. They can follow most films in standard language. Students can write extended texts, such as reports and essays, on a wide variety of topics, expressing facts and adducing opposing arguments clearly. Their written and verbal expression is fluent and accurate.

Students are ready to take the Cambridge FCE exam. They can expect to score 6 on the IELTS and between 711 and 803 on the TOEIC.

**CEFR C1**

Participants can fully comprehend long, challenging texts pertaining to fields outside their immediate sphere of knowledge. They can understand protracted conversations and dialogues which utilize jargon, idiomatic language, and regional accents on topics relating to a broad spectrum of cross-departmental subjects and global issues. They can express themselves effortlessly and competently on topics pertaining not only to their own field of expertise, but to a wide variety of departmental fields, including finance, M&A, advertising, sales, after-sales, supply lines as well as on broader socio-ecological and economic issues. Students show a high degree of flexibility in their use of language; they can effectively build rapport, employ rhetoric, and write clear, well-structured professional texts on a broad spectrum of cross-departmental topics and global issues.

Students are ready to take the Cambridge CAE exam. They can expect to score 7.5 on the IELTS test and between 873 and 943 on the TOEIC.

**Speexx - Business Telephoning**

Participants are familiar with most of the situations which arise on the telephone and can take, screen and transfer calls ably. Students can also express themselves clearly and politely when asking to be put through or requesting a return call. They can ask a caller to call back later and can both take messages for others and leave messages on answering machines. Students can give information about their own line of work (i.e. the department they work in, their company and products) over the phone. In addition to being able to make arrangements for meetings and appointments, students can make timetable enquiries and reservations, and place orders by telephone.

**Speexx - Business Correspondence**

Participants know all the standard rules that apply to the formal layout of letters and informal style of e-mails and instant messages. They are well versed in the vocabulary, punctuation and layout differences between British and American writing styles. Students can also use the most important abbreviations common to chat-style communication. In addition to the formal stylistic elements, students can competently make inquiries and express thanks, make and deal with complaints, request and offer quotations, make and revise offers, express urgency and close an order. They can also structure and compose targeted sales letters, make polite written requests for face-to-face meetings and deal with sensitive issues involving requests for payment. Students are also able to understand all the communication involved in the job application process, including all the elements in a résumé and cover letter, the correspondence involved in inviting and accepting an invitation to an interview, as well as letters that politely accept or reject job offers.

**Speexx - Business Meetings**

Participants can understand all aspects of longer meetings which refer to their own area of work. They can accept and decline invitations to meetings and understand complex memos and agendas. Students can introduce themselves to other employees, make small talk, give detailed information about their own job, company and their company's product offering. In a meeting, students can ask targeted questions, concisely express their own points of view, check other participants' understanding, clarify any misunderstandings and use convincing arguments to deal with any queries or objections which may arise. Students can argue at different levels of formality as appropriate to the situation and identify potential obstacles to a consensus.

**Speexx - Business Presentations**

Participants can fully understand the content and language of complex presentations concerning their own area of work. They can introduce a speaker and give concise oral summaries of the content of detailed presentations. Students can ask complex, multi-part and challenging questions to presenters, drawing on material which has already been presented or following on from questions which have been posed by others. Students can deliver extended presentations on topics from within their own area of expertise, and present other topics succinctly. They can adjust the pace of their presentation if necessary, and refer to graphic material effectively. Students can also respond to challenging questions spontaneously, resolve problems as they arise, check for audience comprehension and review key points if necessary.

**Speexx - Business Negotiations**

Participants can understand the complex and formal language of business negotiations and are sensitive to the tone of the language used. They can fully comprehend and construct complex and effective arguments, taking the objectives and interests of other parties into account. Students can use various communication strategies to build rapport. They can formulate arguments using positive or diplomatic language to maintain goodwill and soften objections. They can clearly understand and express the terms of any agreements reached, check that all parties understand, and agree to, or decline, the terms of a settlement. Students have the verbal proficiency to take control of the discussion as chairperson, suggest future action and draw the negotiations to a close. Additionally, students can produce a written agenda addressing all relevant issues.

**www.speexx.com**

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