



## “Assessment and validation of results” – European Case Studies WP n°6 – Deliverable n. 11

(September, 2015)



PROMETEO Project **2013-1-IT1-LEO05-04073 - CUP G33D13000560006**  
Lifelong Learning Programme – Leonardo Da Vinci (ToI)

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## 1. Introduction

The last project activity is related to the Assessment and Validation of the products developed. This activity is also very important in order to disseminate results, and even more in order to discuss possible ways of exploitation of the results, through their utilization and deployment into real contexts.

With the aim of assessing and validating, to the project Stakeholders in each partner's country has been asked to evaluate the 4th level qualifications profiles developed within the PROMETEO project.

At "European level" (Consortium level) two 4th level qualifications have been developed based on the Knowledge, Skills and Competences characterizing a coherent professional profile of 5th EQF level through a top-down approach.

### In the first case study (EU1):

- The 4th level qualification which has been developed is the **Logistics and Transport Officer**

### In the second case study (EU2):

- The 4th level qualification which has been developed is the **Logistics Assistant**

Basing on the questionnaire at following chapter (2), stakeholders have assessed different aspects of the training programs, such as skills provided, duration of the training, sections to be improved.

National feedbacks have been collected in order to assess the Case Studies from a single point of view, the Consortium point of view, therefore a European point of view.

## 2. “Assessment and Validation” – Questionnaire for interview

All the stakeholders have been provided of the essential information concerning the project and the products developed.

Statements (1,2,3,4,5,6,7) are evaluated using the following descriptors:

- Strongly agree
- Agree
- Don't know (experts that have not expressed any opinion because the topic is out of their competences)
- Disagree
- Strongly Disagree

For each statement, a comment is provided, as of course for the “open” questions:

1. All the topics covered in the Training Program are relevant
2. The training program provides the essentials skill for this job
3. There is an ideal balance between theory / practice and internship
4. The duration of the training is relevant
5. The relevance (weight) of the LOs Units is appropriate
6. The National Qualifications 4EQF and 5EQF are job profiles coherent in terms of working processes
7. The EQF level n°4 is appropriate for this qualification profile
8. What are the strengths of the training program?
9. What are the weak points of the training program?
10. Which changes would you like to recommend in terms of training content?
11. The qualification (4<sup>th</sup> EQF) is coherent to the national and EU standards for training

### 3. Interviewed Stakeholders

Following the list of the Stakeholders and experts involved in the Assessment and Validation Activities:

- GianPaolo Carini (IT) ISII Marconi PC, Director (till 31/8/15)
- Luca Lanini (IT) Catholic University of Piacenza, Professor
- Giovanni Desco (IT) Regional School Office, Director
- Giuseppe Bardelli (IT) Forpin PC & ITS Piacenza, Training Manager
- Elen Twrdy (SL) University Of Ljubljana , Professor
- Maria Luisa Giaccone (IT) Polo Scolastico G. Volta , Director
- Mauro Monti (IT) ISII G. Marconi PC & Ist. Mattei Fiorenzuola, Director
- Rita Montesissa (IT) Ist.Tec. Berenini Fidenza, Director
- Andrea Dalia (IT) PuliArt, Transport & Logistics Expert
- Simone Bruschi (IT) Ceva Logistics, Logistics Expert
- Francesco Timpano (IT) Municipality of Piacenza, Vice-Major
- Dario Caccamisi (IT) NGO Researcher
- Carlo Merli APM Terminals, CEO
- Thoelen Valère (BE) Jost group-International Logistics and transport
- Jacques Moyson (BE) Administrateur ABCAL, Haute Ecole Charlemagne, Professor
- Bart Geenen (BE) Skechers EDC Milmort
- Claudia Ball (GE) DEKRA Project Manager
- Sarah-Julie Bloechle (GE) BiBB, Project Manager
- Laurence Boyeault (FR) Ministry of National Education
- Pierre Vinard (FR) Ministry of National Education
- Pascal Roche (FR) Ministry of National Education
- Maxime Dumont (FR) CFTC, social partner
- Gregory Mortreaux (FR) AFTRAL, training provider
- Philippe Gaumet (FR) AFTRAL, training provider
- Flora Deville (FR) AFT, training provider
- Saou Ghadfa (FR) AFT, training provider
- Julie Murat (FR) NEXUM, training provider
- Anne Tzifnansky (FR) NEXUM, training provider
- Elena Nozal Romo (SP) Counselor & Pedagogue
- Luis Sanchez Jiménez (SP) Teacher, IES Alonso de Madrigal
- Raquel Jimeno Bermejo (SP) Psico-pedagogue, UGT

- Francisco J. Galán Lopez (SP) Teacher, IES Centro Educ. Especial. Segovia
- Paco Lopez Gallego (SP) Teacher, IES Arevacos Avila
- Benito Zazo Muñoz (SP) Teacher, IES Arevacos
- Fernando G. Murillo (SP) Teacher, IES Alonso de Madrigal
- Isaac Muñoz Quiros (SP) Teacher, IES Alonso de Madrigal
- Raul Molina Garcia (SP) Teacher, IES Vasco de la Zarza
- Santiago Martin Muñoz (SP) Teacher, IES Vasco de la Zarza
- Ross Moloney (UK) Director, Firedog Research
- Maureen O'Mara (UK) Trainer, Blue Horizon
- Wim Winters (UK) Employer, Mandol Ltd
- Dan Fergusson (UK) Worker, Giant International
- Steve Kennard (UK) Employer, Clearstone

## 4. Stakeholders Feedbacks

### EU1: Logistics and Transport Officer

#### 1. All the topics covered in the Training Program are relevant

	Strongly Agree	Agree	DON'T KNOW*	Disagree	Strongly Disagree
QUESTION n°1	8	27	3	0	0

#### COMMENTS:

The Competence and Educational standard are complete and coherent. All the topics are relevant.

Nevertheless, some U.K. experts commented: "Not sure an Officer / Clerk would be required to know about Employment Contracts - in UK this would be in the HR function, where they could provide advice & guidance as necessary or would be the manager/director in smaller firms".

\* experts that have not expressed any opinion because out of their competences

#### 2. The training program provides the essentials skill for this job

	Strongly Agree	Agree	DON'T KNOW*	Disagree	Strongly Disagree
QUESTION n°2	7	27	4	0	0

#### COMMENTS:

For most of the Stakeholders there are not missing skills, for what concern U.K. are assessed as insufficient the language skills, even if not completely missing.

There are not specific topics to be added, and the daily practice is assessed as sufficient in order to respond at all criteria.

#### 3. There is an ideal balance between theory / practice and internship

	Strongly Agree	Agree	DON'T KNOW*	Disagree	Strongly Disagree
QUESTION n°3	4	27	7	0	0

#### COMMENTS:

Training modules and duration are appropriate as the amount of hours for internship, in general the greater number of hours that is possible to allocate to practice and on-job training should be allocated.

Anyway, few experts underline that it is difficult to judge what the “ideal” balance is because this depends on too many parameters. In any case it would be interesting to know which LOs are supposed to be achieved through work-based learning (internships) etc.

#### 4. The duration of the training is relevant

	Strongly Agree	Agree	DON'T KNOW*	Disagree	Strongly Disagree
QUESTION n°4	8	24	5	0	1

#### COMMENTS:

In general the duration is assessed as consistent by the stakeholders.

Anyway, from the U.K. side, a 3 year programme appears long compared to many UK logistics vocational programmes. Moreover, it is necessary to make sure there is enough practical knowledge

The expert that totally disagree has declared: “the duration of training depends on the methodological approach chosen for realising the training programme which strongly depends on national prerequisites, etc. Similarly the LO approach does not pay attention to the training but only to the LOs regardless of the way they have been achieved in incl. non- and informal learning paths”.

#### 5. The relevance (weight) of the LOs Units is appropriate

	Strongly Agree	Agree	DON'T KNOW	Disagree	Strongly Disagree
QUESTION n°5	6	22	9	0	1

#### COMMENTS:

Some of the experts answering “don’t know” declares “no expertise in ECVET weighting”.

The German Stakeholder that totally disagree stated the following: “What is the weighting good for? When comparing VET qualifications its always about concrete LOs and not just about having learnt something with a concrete weighting within a domain! The ECVET points do not provide an added value in this concrete context!”. This point of view is quite spread in Germany, as evidenced by the missing allocation of the ECVET points in the German case study.

#### 6. The National Qualifications 4EQF and 5EQF are job profiles coherent in terms of working processes

	Strongly Agree	Agree	DON'T KNOW	Disagree	Strongly Disagree
QUESTION n°6	12	26	0	0	0

## 7. The EQF level n°4 is appropriate for this qualification profile

	Strongly Agree	Agree	DON'T KNOW	Disagree	Strongly Disagree
QUESTION n°7	14	24	0	0	0

### COMMENTS:

The assessment of the EQF level correspondent to the qualification profile is assessed as very appropriate. Anyway, also a criticality emerges from a comment of a German expert: “Yes, the EQF 4 is appropriate, but the LO descriptors are not well enough defined in order to draw the level reference from the descriptors. More attention should be paid to the typical indicators of EQF levels in this regard. Projects such as NQF-SQF ([www.project-nqf-sqf.eu](http://www.project-nqf-sqf.eu)) and EQUFAS ([www.equfas.com](http://www.equfas.com)) explored such indicators.

## 8. What are the strengths of the training program?

(IT) The Standards elaborated are very useful for all the School that needs and/or want to implement a training for 4<sup>th</sup> level qualifications. It has to be taken in consideration that many schools haven't the competence for defining a similar training course, therefore they need the support of experts and consultant, but thanks to PROMETEO this “job” has been already done.

(UK) The programme is very detail with a number of subjects that can be found across the sector. Detailed programme. It covers a range of activities that may be found in the logistics sector

(BE) Everything is covered, Good spread.

(GE) Based on learning outcome definitions that enable comparability and transparency within mobility and also build the basis for the recognition of non- and informal learning and partially very different learning pathways within different formal learning systems.

(FR) Satisfactory coverage of needed skills and competence, EQF and ECVET mobility, Enhancement of learner mobility.

## 9. What are the weak points of the training program?

(IT) The weak point is not related to the Training Programme, but on “cultural” problem that is quite spread in Italy. The problem has its origin in a not efficient and appropriate organization of communications and guidance activities.

(UK) It may be too detailed. The UK system has mandatory units but also allows for optional units to be taken – they must meet total minimum credit number to achieve the qualification but this enables the individual to take training modules relevant to their role. It may be too detailed for smaller firms. It may be too broad a range of activities.

(BE) Language Skills.

(GE) Connectability to national training systems.

(FR) The qualification has not been recognized by national competent bodies.

### **10. Which changes would you like to recommend in terms of training content?**

(UK) Lesson content needed to be available. In the UK it could form the basis of training, but for the purposes of the UK market it needs to have lesson content prepared alongside the criteria.

(BE) A part of the training should be given in English(universal) or French - A 3th language (Mother tongue + English + one other European language) is a benefit in this Multilanguage environment.

(GE) Make it more flexible for the recognition of non- and informal learning.

### **11. The qualification (4th EQF) is coherent to the national and EU standards for training**

(IT) The Educational Standards are appropriate already now, the Competence Standards would need to be checked against the national standard profiles. The impression is anyway that is not difficult to find a coherence between the national profile and the PROMETEO's one.

(UK) The development of a comprehensive training programme or the development of a qualification based on the standards provided.

(BE) Second language of the country with a preference to English.

(GE)The LO descriptors are a good basis for application at national level, the curriculum as such would need to be put into relation to existing profiles in the German VET system.

(FR) Marketing the PROMETEO training tools could be useful, as well as social partners' consultation which is standard process in France, and there is a need for recognition from national competent certifying bodies.

## EU2: Logistics Assistant

### 1. All the topics covered in the Training Program are relevant

	Strongly Agree	Agree	DON'T KNOW*	Disagree	Strongly Disagree
QUESTION n°1	13	23	2	0	0

#### COMMENTS:

The Competence and Educational standard are complete and coherent. All the topics are relevant.

UK experts commented: “subjects of Pharma Products & Food Products in LO 2 is very specific area - may not apply to all those working in this role”.

\* experts that have not expressed any opinion because out of their competences

### 2. The training program provides the essentials skill for this job

	Strongly Agree	Agree	DON'T KNOW*	Disagree	Strongly Disagree
QUESTION n°2	8	27	3	0	0

#### COMMENTS:

No missing skills in general for the most of the stakeholders. For the UK’s stakeholders there are not missing but insufficient language skill. Besides the mother language, a second international language is very important. A more than daily knowledge should be reached.

No topics to be added, even if a second language (for UK) is necessary. Moreover, a lack of practice at a low level becomes a problem, therefore is suggested a daily practice of all logistic issues.

### 3. There is an ideal balance between theory / practice and internship

	Strongly Agree	Agree	DON'T KNOW*	Disagree	Strongly Disagree
QUESTION n°3	7	25	6	0	0

#### COMMENTS:

Training modules and duration are appropriate as the amount of hours for internship, in general the greater number of hours that is possible to allocate to practice and on-job training should be allocated.

Anyway, few experts underline that it is difficult to judge what the “ideal” balance is because this depends on too many parameters. In any case it would be interesting to know which LOs are supposed to be achieved through work-based learning (internships) etc.

#### 4. The duration of the training is relevant

	Strongly Agree	Agree	DON'T KNOW*	Disagree	Strongly Disagree
QUESTION n°4	9	24	3	0	1

##### COMMENTS:

For most of the Stakeholders the Duration is relevant and it's interesting because coherent with those of the IFTS actions in Italy. Therefore the qualification is not only an application for Secondary School but also for Training Providers certified for IFTS courses.

The expert that totally disagree has declared: "the duration of training depends on the methodological approach chosen for realising the training programme which strongly depends on national prerequisites, etc. Similarly the LO approach does not pay attention to the training but only to the LOs regardless of the way they have been achieved in incl. non- and informal learning paths".

#### 5. The relevance (weight) of the LOs Units is appropriate

	Strongly Agree	Agree	DON'T KNOW	Disagree	Strongly Disagree
QUESTION n°5	8	21	8	0	1

##### COMMENTS:

Some of the experts answering "don't know" declares "no expertise in ECVET weighting".

The German Stakeholder that totally disagree stated the following: "What is the weighting good for? When comparing VET qualifications its always about concrete LOs and not just about having learnt something with a concrete weighting within a domain! The ECVET points do not provide an added value in this concrete context!". This point of view is quite spread in Germany, as evidenced by the missing allocation of the ECVET points in the German case study.

#### 6. The National Qualifications 4EQF and 5EQF are job profiles coherent in terms of working processes

	Strongly Agree	Agree	DON'T KNOW	Disagree	Strongly Disagree
QUESTION n°6	12	26	0	0	0

#### 7. The EQF level n°4 is appropriate for this qualification profile

	Strongly Agree	Agree	DON'T KNOW	Disagree	Strongly Disagree
QUESTION n°7	16	22	0	0	0

**COMMENTS:**

The assessment of the EQF level correspondent to the qualification profile is assessed as very appropriate. Anyway, also a criticality emerges from a comment of a German expert: “Yes, the EQF 4 is appropriate, but the LO descriptors are not well enough defined in order to draw the level reference from the descriptors. More attention should be paid to the typical indicators of EQF levels in this regard. Projects such as NQF-SQF ([www.project-nqf-sqf.eu](http://www.project-nqf-sqf.eu)) and EQUFAS ([www.equfas.com](http://www.equfas.com)) explored such indicators.

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(UK) The programme is very detail with a number of subjects that can be found across the sector. Very detailed programme. It is covers the main aspects of this role.

(BE) Everything is covered, Good spread.

(GE) Based on learning outcome definitions that enable comparability and transparency within mobility and also build the basis for the recognition of non- and informal learning and partially very different learning pathways within different formal learning systems.

(FR) Satisfactory coverage of needed skills and competence, EQF and ECVET mobility, Enhancement of learner mobility.

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(UK) It may be too detailed. The UK system has mandatory units but also allows for optional units to be taken – they must meet total minimum credit number to achieve the qualification but this enables the individual to take training modules relevant to their role. Some subjects appear very specific - i.e. pharma & food products – may not be appropriate for all those in such a role. It is perhaps too broad in its outcomes.

(BE) Language Skills.

(GE) Connectability to national training systems.

(FR) The qualification has not been recognized by national competent bodies.

## **10. Which changes would you like to recommend in terms of training content?**

(UK) Lesson content needed to be available. In the UK it could form the basis of training, but for the purposes of the UK market it needs to have lesson content prepared alongside the criteria.

(BE) A part of the training should be given in English (universal) or French - A 3th language (Mother tongue + English + one other European language) is a benefit in this Multilanguage environment.

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## **11. The qualification (4th EQF) is coherent to the national and EU standards for training**

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(FR) Marketing the PROMETEO training tools could be useful, as well as social partners' consultation which is standard process in France, and there is a need for recognition from national competent certifying bodies.

## 5. CONCLUSIONS

Both the Training programmes are assessed as relevant and complete of all the skills needed for performing the jobs linked to the qualification profile. The Stakeholders agree or strongly agree on the appropriateness of contents, skills, link among the 4<sup>th</sup> and 5<sup>th</sup> level qualification, duration of the training and balancing of the time dedicated to practical activities and theory.

Nevertheless some comments emerge, mainly due to the fact that these two training programmes try to match and put together all the different aspects related to national systems. Clearly, as stated from the beginning of the project these two programmes act as guidelines, as reference tools, for the development of similar training activities related to the sector, but cannot be directly applicable in all the countries, as countries have different regulations and systems. Exactly for this reason the PROMETEO project has developed national case studies, in order to provide both “best practices”, represented by the European Case Studies, both “applicable” tools, the national case studies. These studies are developed by each partners taking into consideration national aspects, together with European methods, with the aim of creating a product directly deployable in real situations.

With reference to the European Case Studies, the few criticalities emerging from the interviews to stakeholders are related to Language Skills, Practical Activities / Internship and Flexibility of the Training Programme, but not to Logistics and Transport topics/issues.

For what concern Language Skills, they should be more relevant within both the Training, with some stakeholders suggesting also the minimum competence on at least three different languages. In general, more time should be dedicated to English.

Moreover, some stakeholders underline as it is very important to guarantee a good and relevant number of hours of practice in order to fulfil all the objectives of the training. In general, what emerges is that the best should be done in order to assure the trainees have the greater number of practical activities, clearly according to national regulations.

Finally, few stakeholders consider that the programme should be more flexible, with less indications on the deployment of the training and more recognition of informal and non-formal learning.