European Skills for International Trade & Transport & Logistics

Assessment mobility tools

International Trade Operational Manager
&
Transport and Logistics Operational Manager

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ESITL
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1- Context and objectives of assessment

Assessment is a key component of learning. It helps learners to learn because they can see their learning progress in a class or during work placement in a company. They are able to determine whether or not they achieved a training module. Assessment can also help to motivate trainers: if they know their current level, this information supports their willing for improvement.

Just as assessment helps learners, assessment helps trainers and tutors in their role as assessors. Frequent assessment allows trainers or tutors to see if their teaching has been effective. Assessment also allows trainers or tutors to ensure learners learn what they need to know to meet the module's learning objectives.

Assessment is designed so that learners understand their progress towards module objectives and modify their behaviour to meet those objectives. To do that, assessment should be ongoing. For learners to gain a true representation of their understanding, frequent formative assessment is critical, and it should be accompanied with feedback.

Assessment is only as good as the feedback that accompanies it. Feedback is the trainer or tutor's response to learner work. To make assessment as effective as possible, trainers or tutors should provide their feedback as well as a grade. It is important that learners understand why a particular skill was not achieved or why did not meet requirements.

To facilitate assessment in an international mobility context, some training mobility modules relevant for mobility were selected. ITOM (International Trade Operational Manager) and TLOM (Transport and Logistics Operational Manager) are equally concerned. ESITL mobility is dedicated to completion of module abroad and it can take place either in a school and/or in a company. It is not a linguistic mobility even if the development of language skills is an obvious benefit of any mobility. ESITL mobility is devoted to professional skills development as they are described in the mobility training modules. The objective of ESITL mobility is, therefore, constrained by the mobility training modules components and the mobility assessment is strictly shaped from these mobility training modules. In addition, each training mobility module contributes to the development of transversal competences as defined in the ITOM and TLOM skills repertories. Assessment pays special attention to these key competences.

2- FAQs related to mobility assessment.

What is the aim of assessment?
To check the achievement of professional skills and transversal competences listed and detailed in a mobility training module.

What is the object of assessment?
To determine the level of achievement of professional and transversal competences listed and detailed in a mobility training module.

What is the focus of the assessment?
The focus is exclusively on competences.

What is the place of knowledge in the assessment?
Each component of knowledge within a specific training module is critical to achieve competences. Knowledge is fully embedded in competences. When competences are assessed, the knowledge is implicitly assessed with the competences.

What is the place of transversal competences in the assessment?
Transversal competences are critical to be efficient as ITOM or TLOM. They must be developed through any activity and during any mobility training module as a permanent professional attitude. The expected transversal competences are detailed in the skills repertories and the mobility training modules. A specific attention is present in any assessment with a documented result.

How to run an assessment?
An interview with a learner is the most flexible approach regarding various practices in an international context. The interview could be done by a tutor with a specific time of presentation of the learner activities and a dialogue with the assessor(s). A maximum of 45 minutes is suggested for this kind of interview.

How to document the result of an assessment?
During the interview, assessors take notes and make a sump up in a table which would be used after to determine the learner' level of skills related to the mobility training module prepared abroad.

How to record the result of an assessment?
Assessment grids show the learner' level of competences in a competences' profile. The assessors comment their assessment to make it clear and objective. The resulting document is an official record of the learner's level of competences which can be used for the recognition of the mobility by the sending organization.

How to transform an assessment into a mark?
The assessment gives a competences' profile but does not give a mark. Each country uses specific marking protocols linked to the national or regional methodologies of awarding. Each sending organization receive the competences' record at the end of the mobility and keep the control of the final certification process.

How to use the assessment toolbox for assessment criteria
The columns give the level of competence. The different lines cover the different types of competence. The assessor makes a cherry picking in this set of proposals to stick to the specific competence to assess. It's a single memory aid usable for the most of competence.

3- Glossary:

Trainer:
Person who teaches and coaches learners through their learning pathway in a training organization. In a mobility context, the trainer of the hosting organization is the contact person for the learner and the sending organization. Teacher is an equivalent word in a school.
The trainer/teacher is involved in the assessment protocol.

Tutor:
Person responsible for helping learners learn and understand new concepts and complete assignments or achieve competences during a work placement or a working period. In a mobility context, the tutor is the contact person for the learner and the trainer in charge of following the learner' company experience related to the training objectives.
The tutor is involved in the assessment protocol.

Learner:
Person who is involved in a learning process to achieve competences described in a specific skills repertory. The learner can be a pupil, a student, an apprentice. In a mobility context, the learner is coming from abroad seeking to achieve a set of skills through a learning pathway composed of training activities and/or work placement or working period in a company.

Assessor:
Person, in the context of mobility, in charge of the assessment of a set of skills expected to be achieved by a learner at the end of a mobility period. Trainer and tutor can be assessors.

4- ITOM mobility, assessment tools

Links between activities, skills units, and training mobility modules

Activities	Skills units	Training mobility modules
Activity 1: Business monitoring	Unit 1: To monitor market information for international trading	Module 1: Finding information for international trading
		Module 2: Preparation of the decision
Activity 2: Export selling	Unit 2: To prospect	Module 3: Prospection
		Module 4: Identification of potential clients
		Module 5: Assessment of the prospection
	Unit 3: To sell abroad	Not relevant for mobility
	Unit 4: To ensure follow up sales	Not relevant for mobility
Activity 3: Import buying	Unit 5: To import	Not relevant for mobility
Activity 4: Coordinating processes for successful import buying and export selling	Unit 6: To coordinate services	Not relevant for mobility
Activity 5: Managing relations in different cultures	Unit 7: To communicate and to manage relationships in intercultural contexts	Module 6: Communication in English and in another foreign language integrating sociocultural elements
		Module 7: Implementation, management, and animation of a network of international contacts

ITOM Mobility - Assessment process

Learner	Assessor
Name: **Surname:** **Nationality:**	**Name** **Surname:** **Date of assessment:** **Signature:**
Part 1: Presentation of the context of the professional activities and competences used (maximum 15 minutes without interruption of the assessors)	
Comments:	
Part 2: Interview on the skills' modules (maximum 30 minutes)	
Questions of the assessors and answers of the learner:	

ITOM Mobility – Assessment grid

Learner	Sending organization
Name: **Surname:** **Nationality:** **Date of birth:** **Signature:**	**Name:** **Address:** **Zip code:** **City:** **Country:** **Telephone number:** **e-mail:** **Signature of the legal representative and stamp:**

Mobility period (in weeks)		
From	**To**	**Number of weeks:**
From	**To**	**Number of weeks:**
From	**To**	**Number of weeks:**
	TOTAL	

Hosting organization	Trainer
Name: **Address:** **Zip Code:** **City** **Country:** **Telephone number:** **e-mail:** **Signature of the legal representative and stamp:**	**Name and surname:** **Telephone number:** **e-mail:**

Company (for work placement)	Tutor
Name: **Address:** **Zip code:** **City:** **Country:** **Telephone number:** **e-mail:** **Signature of the legal representative and stamp:**	**Name and surname:** **Telephone number:** **e-mail:** **Position:**

Training objective of the mobility period (fill the module(s) concerned)

Module number	**Mobility training modules**	**Mobility period** From: To:	**Takes place in**
1	**Finding information for international trading**		□ School □ Company
2	**Preparation of the decision**		□ School □ Company
3	**Prospection**		□ School □ Company
4	**Identification of potential clients**		□ School □ Company
5	**Assessment of the prospection**		□ School □ Company
6	**Communication in English and in another foreign language integrating sociocultural elements**		□ School □ Company
7	**Implementation, management, and animation of a network of international contacts**		□ School □ Company

Assessment of the learner at the end of the mobility
by the company tutor (if in a company) **and the trainer**

Transversal competences *(common to all modules)*

	Uncontrolled	**Partial control**	**Good control**	**Excellent control**
He/she understands the professional language and can be understood				
He/she respects the different professional habits and cultural specificities				
He/she demonstrates flexibility and reactivity				
He/she demonstrates creativity				
He/she demonstrates rigor and organisation				
He/she shows courtesy and respect of professional ethics in the relations with internal and external persons				
He/she is aware of international rules about protection of populations and environment, international economic trends, and geopolitical situation				
He/she shows a genuine interest on the new selling processes using digitalization as well as new selling methods				
He/she is autonomous in his/her daily work with a sustainable and green mind				
He/she reports following the professional process				
He/she shows ability to work in a team				
He/she shows proactivity in the development of his/her daily work				

Module number 1: Finding information for international trading

	Uncontrolled	Partial control	Good control	Excellent control
U1S1.1 – To design, plan, and budget the information process				
U1S1.2 – To select commercial information and regulation constraints about foreign markets.				
U1S1.3 – To formulate technical requirements for market studies				
Comments:				

Module number 2: Preparation of the decision

	Uncontrolled	Partial control	Good control	Excellent control
U1S2.1 – To monitor critical marketing information				
U1S2.2 – To prepare reports to facilitate decision-making				
Comments:				

Module number 3: Prospection

	Uncontrolled	Partial control	Good control	Excellent control
U2S1.1 – To allocate tasks among staff according to the resources and objectives				
U2S1.2 – To select subcontractors				
Comments:				

Module number 4: Identification of potential clients

	Uncontrolled	Partial control	Good control	Excellent control
U2S2.1 – To profile potential clients				
U2S2.2 – To create business contacts				
U2S2.3 – To respect commercial rules and business ethics				
Comments:				

Module number 5: Assessment of the prospection

	Uncontrolled	Partial control	Good control	Excellent control
U2S3.1 – To report prospection results				
U2S3.2 – To evaluate the prospection compared to commercial objectives				
U2S3.3 – To suggest adaptation of the procedures				
Comments:				

Module number 6: Communication in English and in another foreign language integrating sociocultural elements

	Uncontrolled	Partial control	Good control	Excellent control
U7S1.1 - To select information related to business, social, and cultural practices				
U7S1.2 - To integrate cultural differences				
U7S1.3 – To produce professional oral messages aimed to interact with contacts from other cultures				
U7S1.4 – To produce professional written documents aimed to interact with contacts from other cultures				
Comments:				

Module number 7: Implementation, management, and animation of a network of international contacts

	Uncontrolled	Partial control	Good control	Excellent control
U7S2.1 – To constitute a multicultural database and network of contacts				
U7S2.2 – To maintain a multicultural database and network of contacts				
U7S3.3 – To animate a network of professional contacts in a multicultural context				
Comments:				

Toolbox for assessment criteria			
Uncontrolled	**Partial control**	**Good control**	**Excellent control**
Acts without methodology or with an inappropriate methodology	Implements an incomplete methodology	Understands and implements rigorous methodology	Proposes a relevant methodology
Does not use or master tools	Properly mobilizes a few tools	Chooses the right tools	Adapts and/or develops operational tools
Does not analyse	Does incomplete analysis	Does analysis in a relevant way	Does analysis and remediation
Communicates inappropriately	Reports without argumentation	Argues and makes people understand	Gets buy-in
Does not use information	Partially uses information	Does research and mobilize information	Produces relevant and actionable information
Does not meet objectives	Does partially meet objectives	Achieves objectives	Does exceed targets
Does not make any proposals or makes inconsistent proposals	Makes some proposals	Justifies his/her proposals	Is a source of proposals
Does not consider constraints	Does partially consider constraints	Integrates all constraints	Anticipates constraints

5- TLOM mobility, assessment tools

Links between activities, skills units, and mobility training units

Activities	Skills units	Mobility training modules
Activity 1: Implementation of freight transport operations	Unit 1: To implement freight transport operations	Module 1: Evaluation of the feasibility of transport operations and selection of sub-contractors
		Module 2: Organisation and running of transport operations
		Module 3: Monitoring of transport operations and improvement of the performance of transport
Activity 2: Organisation and management of warehouse activities associated with transport	Unit 2: To organise and to manage warehouse activities associated with transport	Module 4: Designing warehouse solutions and improvement of the performance of warehousing services
		Module 5: Coordination of warehouse operations
Activity 3: Asset management associated with transport	Unit 3: To manage assets and technology taking into account environmental, social and economic challenges	Not relevant for mobility
Activity 4: Management of the service relationship	Unit 4: To manage the service relationship	Not relevant for mobility
Activity 5: Team management	Unit 5: To manage a team	Not relevant for mobility

TLOM Mobility - Assessment process

Learner	Assessor
Name: **Surname:** **Nationality:**	**Name** **Surname:** **Date of assessment:** **Signature:**
Part 1: Presentation of the context of the professional activities and competencies used (maximum 15 minutes without interruption of the assessors)	
Comments:	
Part 2: Interview on the skills' modules (maximum 30 minutes)	
Questions of the assessors and answers of the learner:	

TLOM Mobility – Assessment grid

Learner	Sending organization
Name: **Surname:** **Nationality:** **Date of birth:** **Signature:**	**Name:** **Address:** **Zip code:** **City:** **Country:** **Telephone number:** **e-mail:** **Signature of the legal representative and stamp:**

Mobility period (in weeks)		
From	**To**	**Number of weeks:**
From	**To**	**Number of weeks:**
From	**To**	**Number of weeks:**
	TOTAL	

Hosting organization	Trainer
Name: **Address:** **Zip Code:** **City** **Country:** **Telephone number:** **e-mail:** **Signature of the legal representative and stamp:**	**Name and surname:** **Telephone number:** **e-mail:**

Company (for work placement)	Tutor
Name: **Address:** **Zip code:** **City:** **Country:** **Telephone number:** **e-mail:** **Signature of the legal representative and stamp:**	**Name and surname:** **Telephone number:** **e-mail:** **Position:**

Training objective of the mobility period (fill the module(s) concerned)

Module number	**Mobility training module**	**Mobility period** From: To:	**Takes place in**
1	**Evaluation of the feasibility of transport operations and selection of sub-contractors**		□ School □ Company
2	**Organization and running of transport operations**		□ School □ Company
3	**Monitoring of transport operations and improvement of the performance of transport**		□ School □ Company
4	**Designing warehouse solutions and improvement of the performance of warehousing services**		□ School □ Company
5	**Coordination of warehouse operations**		□ School □ Company

Assessment of the learner at the end of the mobility
by the company tutor (if in a company) **and the trainer**

Transversal competences *(common to all modules)*

	Uncontrolled	**Partial control**	**Good control**	**Excellent control**
He/she understands the professional language and can be understood				
He/she respects the different professional habits and cultural specificities				
He/she demonstrates flexibility and reactivity				
He/she demonstrates creativity				
He/she demonstrates rigor and organisation				
He/she shows courtesy and respect of professional ethics in the relations with internal and external persons				
He/she is aware of transport and logistic national and international rules about protection of populations and environment.				
He/she shows a genuine interest on the implementation of freight transport operations using digitalization.				
He/she shows a genuine interest in new methods of organization and managing warehouse activities associated with transport.				
He/she is autonomous in his/her daily work with a sustainable and green mind.				

Module number 1: Evaluation of the feasibility of transport operations and selection of sub-contractors

	Uncontrolled	Partial control	Good control	Excellent control
U1S1.1 – To qualify the enquiry for transport				
U1S1.2 – To match the demand with the company's offer to take a decision				
Comments:				

Module number 2: Organisation and running of transport operations

	Uncontrolled	Partial control	Good control	Excellent control
U1S2.1 – To choose one or more modes and means of transport				
U1S2.2 – To operate and adjust the transport network				
U1S2.3 – To choose the delivery procedures				
U1S2.4 – To clear customs				
Comments:				

Module number 3: Monitoring of transport operations and improvement of the performance of transport

	Uncontrolled	Partial control	Good control	Excellent control
U1S4.1 – To ensure traceability to check conformance of the transport operation				
U1S4.2 – To implement mitigation measures				
U1S4.3 – To resolve incidents				
U1S5.1 – To design quantitative and qualitative indicators				
U1S5.2 – To identify areas for improvement				
U1S5.3 – To propose corrective actions to decision-makers				
Comments:				

Module number 4: Designing warehouse solutions and improvement of the performance of warehousing services

	Uncontrolled	Partial control	Good control	Excellent control
U2S1.1 – To qualify the demand for warehousing services				
U2S1.2 – To choose the terms and conditions for the realization of the services				
U2S1.3 – To size the space and resources required				
U2S3.1 – To design quantitative and qualitative indicators with a view to progress				
U2S3.2 – To propose corrective actions to decision-makers				
U2S3.3 – To rationalize the layout of warehouse areas and the storage location of products				
Comments:				

Module number 5: Coordination of warehouse operations

	Uncontrolled	Partial control	Good control	Excellent control
U2S2.1 – To plan warehousing activities				
U2S2.2 – To ensure the traceability to check conformance of the warehousing services				
U2S2.3 – To resolve incidents				
Comments:				

Toolbox for assessment criteria			
Uncontrolled	**Partial control**	**Good control**	**Excellent control**
Acts without methodology or with an inappropriate methodology	Implements an incomplete methodology	Understands and implements rigorous methodology	Proposes a relevant methodology
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Does not consider constraints	Does partially consider constraints	Integrates all constraints	Anticipates constraints