Project number: *KA220-VET-9D256DF0*

DIGITAIL
Fostering the Digitalization in the
Retail Sector

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GUIDELINE FOR DEVELOPMENT OF LEARNING OUTCOMES
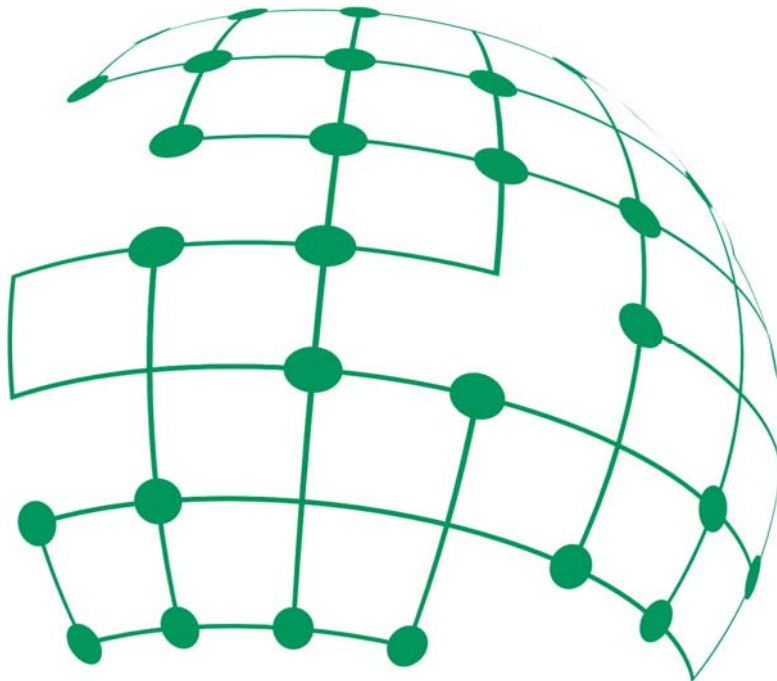
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GUIDELINE FOR DEVELOPING LEARNING OUTCOMES

LEARNING OUTCOMES

EQF level

The DIGITAIL Training Curriculum is developed according to the EQF level 5 and The learning outcomes are defined in terms of :

Knowledge : in the context of EQF, knowledge is described as theoretical and/or factual.

Skills : In the context of EQF, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) and practical (involving manual dexterity and the use of methods, materials, tools and instruments).

Responsibility and autonomy : In the context of the EQF responsibility and autonomy is described as the ability of the learner to apply knowledge and skills autonomously and with responsibility.

This are designed considering the current needs and contexts of VET providers an professionals offering a set of practical resources to support them in the daily practices and effective VET business cooperation. The ECVET formula that will be applied is 25 hours = 1 point.

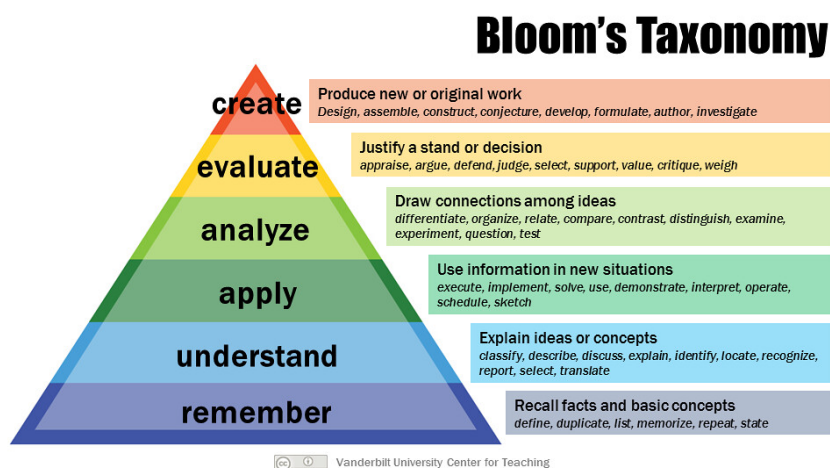| Knowledge	Skills	Responsibility and autonomy
Comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge	A comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems	Exercise management and supervision in contexts of work or study activities where there is unpredictable change; review and develop performance of self and others

DESCRIBING LEARNING OUTCOMES

The formulation of learning outcomes for the DIGITAIL competence profile should consider the generic guidelines presented below:

* **use** concise statements, and clear and unambiguous language
* **focus** on one unique objective instead of presenting different purposes
* **set** proper outcomes for the targeted level
* **ensure** they are observable and measurable, clearly allowing learners to know what is expected from them
* **make** sure they enable and encourage the application of assessment methodologies.

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The EQF guidance note on using learning outcomes (European Commission, 2011, p. 8), states that the definition and writing of learning outcomes refers to taxonomies of learning based on a hierarchy of conceptual stages of learning processes that learning outcomes can be used to describe. In the world of employment, the processes to define occupational standards are based on making explicit the components of a professional activity; these look similar to expected learning outcomes. The theory of communities of practice (Lave and Wenger, 1998), for example, requires clear understanding of what is to be learned and how it is best learned. When using this theory, cognition, personal growth and professional development will be supported by clear learning outcomes statements of what is expected of the workers/learners.

Bloom's taxonomy is one of the most important theoretical influences on thinking about learning outcomes and progression. The earliest iteration of the taxonomy (Bloom et al., 1956) sets out a hierarchical categorisation of cognitive learning, moving from basic (knowledge and comprehension) to increasingly complex skills (application, analysis, synthesis and evaluation of concepts, processes, procedures, and principles). A second publication (Bloom et al., 1964) set out a hierarchy of learning for the affective domain, starting with the basic (receiving, responding) and moving to more complex levels (valuing, organisation, characterisation by a value or value complex). A further development introduced a hierarchy describing the psychomotor domain (skills), starting with imitation and moving via manipulation precision to articulation and naturalisation.

Bloom's Taxonomy

create — Produce new or original work
Design, assemble, construct, conjecture, develop, formulate, author, investigate

evaluate — Justify a stand or decision
appraise, argue, defend, judge, select, support, value, critique, weigh

analyze — Draw connections among ideas
differentiate, organize, relate, compare, contrast, distinguish, examine, experiment, question, test

apply — Use information in new situations
execute, implement, solve, use, demonstrate, interpret, operate, schedule, sketch

understand — Explain ideas or concepts
classify, describe, discuss, explain, identify, locate, recognize, report, select, translate

remember — Recall facts and basic concepts
define, duplicate, list, memorize, repeat, state

Vanderbilt University Center for Teaching

DIGITAIL LEARNIG OUTCOMES MATRIX

	1-MARKETING OF CONSUMER OF GOODS and INDUSTRIAL MARKETING (40 hrs)

UNITS OF LEARNING OUTCOMES

1. The Market Survey
2. Swot Aalysis
3. Marketing Plan Design
4. Economic and Financial Planning
5. Sales process and Customer experience
6. Global Business

UNIT 1.1-Market Analysis:

Knowledge	• Understand the concept of market segmentation • Recognize different customer buying behaviors. • Classify the different competitors
Skills	• Investigate customer buying behaviors • List Porter's 5 forces • Use of secondary and primary sources of information
Attitudes	• Propose and interpret market research and detect sources of information • Analyze the basic operating principles of environments and their markets. • Understand and carry out qualitative and quantitative studies.

UNIT 1.2- SWOT Analyisis

Knowledge	• Understand the SWOT concept in order to plan the strategy
Skills	• Reflect about the current situation of a company and future pathways
Attitudes	• Create a SWOT analysis internally and externally autonomously

UNIT 1.3- Marketing Plan Design

Knowledge	• Understand the concept of Marketing plan. • Know what is the policy of prices, distribution and communication.
Skills	• Differentiate between Product and Service Marketing.

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	• Implement sales promotion, sales force and brand.
Attitudes	• Evaluate and defend strategies to achieve sustainable competitive advantage

UNIT 1.4- Economic and Financial Planning

Knowledge	• Know the main concepts and variables to consider in the financial planning of the company. • Identify the techniques and practical tools for the elaboration of financial plans in the short and long term.
Skills	• Establish the moment of application of the balance point. • Interpret an investment plan and a financial plan
Attitudes	• Calculate the balance point autonomously • Calculate sales expectations. • Calculate an entrepreneur's cash flow forecast

UNIT 1.5- Sales process and Customer Experience

Knowledge	• Know different ways to enter new markets • Reflect on the importance of the client. • Recognize some tools for daily communication with the client
Skills	• Open operations in new markets • Telephone customer service • How to talk to the customer and empathize with him
Attitudes	• Find and choose agents and distributors autonomously. • Assess the critical points of customer service

UNIT 1.6- Global Business

Knowledge	• Know the elements of sale and distribution in foreign markets. • Identify your legal obligations as an exporter
Skills	• Organize your sales presence in export markets.
Attitudes	• Plan the entry of merchandise in the different countries

2- DIGITAL MARKETING (20 hrs)

UNITS OF LEARNING OUTCOMES

1. **SEO positioning**
2. **Online advertising Google-ads**
3. **Social Network Management**
4. **Usability and automation**
5. **Digital analytics**

UNIT 2.1- SEO Positioning

Knowledge	• **Understand various web presence options and how to select appropriate keywords for search engine optimisation**
Skills	• **Identify SEO Key Performance Indicators** • **Understand customer keyword search behavior** • **Identify how to optimise on-page elements including titles, meta description, page headings**
Attitudes	• **Create a content marketing strategy to support SEO and link aquistition**

UNIT 2.2- Online Advertising Google ads

Knowledge	• **Understand various options for online marketing and advertising, including search engine, e-mail and mobile marketing /different types of Online Advertising** • **Know the benefits Of Online Advertising With Google Ads**
Skills	• **Use Google ads for advertising products and services**
Attitudes	• **Attract and engage customers through digital marketing channels**

UNIT 2.3- Social Network Management

Knowledge	• **Understand how effective social media management assists in promotion and lead generation**
Skills	• **Use of social media platforms to interact with customers - scheduling posts, setting up notifications, tracking metrics**
Attitudes	• **Attract and convert social media followers into customers**

UNIT 2.4- Usability and automation

Knowledge	• **Understand how to use software and digital tools to automate repetitive marketing activities**

Skills	• **Implement marketing campaigns through automation platforms**
Attitudes	• **Deliver relevant messages to customers based on who they are and how they interact with the business** • **Drive customer engagement**

UNIT 2.5- Digital analytics

Knowledge	• **Understand and use analytics services to monitor and improve campaigns**
Skills	• **Measure marketing performance through analytics and present insights**
Attitudes	•

3 OPERATIONAL SKILLS (20hrs)
UNITS OF LEARNING OUTCOMES

1. **Prospecting and recruitment techniques**
2. **Sales techniques**
3. **Loyalty techniques**

UNIT 3.1- Prospecting and recruitment techniques

Knowledge	• **Understanding of processes on how to prospect and recruit new customers to improve sales**
Skills	• **Identify customer needs and behaviour** • **Usage of different prospecting and recruitment techniques based on customer needs** • **Ability to use digital tools like social media to prospect and recruit new clients**
Attitudes	• **Recognize customer needs and based on this knowledge create and execute an appropriate prospecting or recruiting campaign**

UNIT 3.2- Sales techniques

Knowledge	• **Understanding of the sales techniques and methods**
Skills	• **Knowledge on which method to use and how to use it to improve sales** • **Usage of digital sales tools** • **Soft skill to communicate with targeted customers**
Attitudes	• **Convince or attract targeted customer group to buy products**

UNIT 3.3-Loyalty techniques

Knowledge	• **Understanding how to keep and improve customer happiness with loyalty techniques**
Skills	• **Use of analytical tools to gather data on customer behaviour and use it to improve their needs** • **Understanding you customer needs and implement loyalty techniques with usage of digital tools**
Attitudes	• **Improve customer happiness to improve business performance**

4- BUSINESS SKILLS (20hrs)
UNITS OF LEARNING OUTCOMES

1. Emotional
2. Relational
3. Development skills

4.1- Emotional

Knowledge	• Define emotional management competence • Recognise the benefits of self-awareness and social awareness in the workplace
Skills	• Identify the liabilities of lack of emotional management • Build your emotional management plan
Attitudes	• Be aware of the relationship between the management of emotions and professional success • Practice emotional management competence in the workplace

4.2- Relational

Knowledge	• Describe relational competence in leadership • Recognise the link between social awareness, relationship management and workers' performance
Skills	• Analyse conflict resolution strategies • Build relational leadership skills
Attitudes	• Balance the relationship between leadership effectiveness and relational competence • Deal with relational competence in the workplace as a leader

4.3- Development of Skills

Knowledge	• Reflect on professional development requirements in the retail sector business • Outline a business-emotional strategy that maximises engagement and performance in the workplace
Skills	• Identify performance indicators • Measure team effectiveness

Attitudes	• **Commit with career development paths** • **Advise business essential competences for professional etiquette and behaviour**