



**Letz  
Retail**

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# PR1: LETZ RETAIL ONLINE

## Curriculum





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# 1 The LETZ RETAIL ONLINE Project

## 1.1 Description of the Project

The economic impact of COVID-19 in the EU is undeniable, with the non-essential retail and commerce, as well as hospitality and cultural sectors as the ones most affected by restrictions. According to a study by [www.dbk.es](http://www.dbk.es), these are not expected to recover before 2024. This has aggravated the situation for many, which were already in difficulties due to increased online shopping (with competing large players) or the upcome of malls on outskirts. While the situation is difficult there is hope for the future.

An analysis done in [LETZ RETAIL](#) on changing consumer behaviour due to COVID, has shown that 36% of the respondents increased their online shopping and 61% intend to buy more from small local businesses, but most importantly online presence would encourage 90% of consumers to buy from small local businesses. This is confirmed by research from the University of Gallen, which estimates that online commerce will grow annually with 15% and represent 30% of total retail sales in Europe in 2030. The combination of increased interest and willingness to buy from local businesses (and support them) generates opportunities for those capable of providing an answer by “going online”.

In LETZ RETAIL ONLINE we understand this as the process to transform business processes to position, market and sell their products and services online, in a (cyber)secure way. The small businesses from the retail, commerce, hospitality and cultural/creative sectors, that want to embrace digital and start their “going online” process need innovative solutions and technologies to cater for their newly launched omni-channel offering, which go beyond the standard offers, of the larger IT providers. They need fresh-thinking, fast response and close connections which small businesses, start-ups and entrepreneurs that the digital sector can offer to them. The project addresses the space of intersection and intense cooperation between both sectors need.

## 1.2 Aim & Objectives

The main objective of LETZ RETAIL ONLINE is thus to create a learning programmes which gives the owners, managers and staff from small businesses from the retail, commerce, hospitality and cultural/creative sectors (from now on “small commerce” sector) and the small businesses, start-ups and entrepreneurs from the digital and ICT sector (from now on “small digital” sector), the knowledge, skills and competences to co-create, co-design and collaborate for the digital transformation of the former, allowing them to “go online” in an cost-effective, efficient and secure way. The specific objectives align with the envisaged Project Results (PR):

1. Set the scene and identify the challenges and context, through a scoping exercise and survey, related to the co-creation, co-design and collaboration across the aforementioned sectors, and the digital transformation of the first (PR1: LETZ RETAIL ONLINE Curriculum: Scoping exercise report).
2. Define the curriculum, consisting of skills & competence framework; learning methodology & objectives; structure of the content and recommendations for the skills assessment method (PR1: LETZ RETAIL ONLINE Curriculum: Skills & competence framework & final curriculum).
3. Develop a (validated) learning programme, available through the updated LETZ RETAIL e-learning space, fit to the needs of both the “small commerce” as well as the “small digital” sectors. (PR2: LETZ RETAIL ONLINE programme)
4. Enhance a systemic and strategic approach to the co-creation, co-design and collaboration across both sectors, through the elaboration of (validated) action plan templates for both small business from the sectors, as well as for business hubs (PR2: LETZ RETAIL ONLINE action plans).





Ensure wider use, take-up and sustainability of results through comprehensive and wide reaching sharing and promotion activities and a robust exploitation plan (PR3; Dissemination Plan; Impact Assessment & Exploitation Strategy).



## 2 Skills & Competence Framework

Following the assessment of the findings from T1 – Scoping Exercise, the partnership developed a survey in order to validate both the conclusions from the Scoping Exercise and the conclusions from the preliminary, informal research that had taken place prior to the project. The survey drilled into the challenges faced by both groups when going online (“small commerce” sector) or when supporting these sectors in going online (“small digital” sector), and the skills and competence they feel they are lacking. As part of this research, respondents were asked about specific challenges linked to collaboration between the two sectors, as well as about stereotypes and other obstacles that prevent such collaboration from taking place, such as perceptions of what sectors’ skills and competencies are missing. The LETZ RETAIL ONLINE consortium used this double strategy to ensure that the project’s actions were tailored to the requirements of the various target groups (Small Commerce and Small Digital sectors).

In the EU Survey tool, two distinctive multilingual surveys (one for each target group – [Small Commerce](#) and [Small Digital](#) Sectors) have been created and distributed by the project partners to their respective countries. Due to this particular specific report, we provided the majority of the results specific to the topics, with the opinions of each target group placed next to each other. This was done to elicit information about perceptions across sectors, as well as perceived barriers to collaboration,





and the ideal set of skills and competence that would allow both sectors to work together and create success stories for going online for the "small commerce" sector, among other things.

The results of the survey as presented at the following Chapters of the current report will help the consortium to define the skills and competences that learners will need to acquire through the LETZ RETAIL ONLINE programme, using as a baseline the CEDEFOP document [“Defining, writing and applying learning outcomes: a European handbook”](#). LETZ RETAIL ONLINE Skills Set focus on those skills and competencies which are considered most important by the target groups.

During the Scoping exercise, ten different case studies from the project partners were reviewed in detail, demonstrating how real collaboration between the two sectors may take place and leading to the identification of the skills required from both sectors. These skills were then turned into the two surveys, allowing the partners to properly grasp the knowledge and skills for effective and efficient collaboration through feedback from respondents from the two sectors.

The 10 analysed case studies are listed in the table below. These case studies will be revised and if needed further developed to be included as part of the learning content for the LETZ RETAIL ONLINE training programme, providing inspiration and examples for the learners.

Country	Name of the case study
Luxemburg	<ul style="list-style-type: none"> <li>CENTRE DU CUIR: The leather of your sofa or car seat is damaged? Do not hesitate to call Centre du Cuir, and that will be history.</li> <li>LA CASA DEL HABANO LUXEMBOURG: La Casa del Habano Luxembourg opened on March 18th 1994 right in the heart of Luxembourg City</li> </ul>
Ireland	<ul style="list-style-type: none"> <li>Bestseller Café &amp; Wine Bar Pairs Nicely with Glass Mask Theatre: A central café and wine bar joins with Glass Mask theatre to offer patrons edgy new productions in an intimate, city centre café.</li> <li>Together Academy Café: The Together Academy (TA), an initiative of the Down Syndrome Centre, is partnering with local Dublin community to open a café in the Ballsbridge neighborhood of Dublin</li> </ul>
the Netherlands	<ul style="list-style-type: none"> <li>Lunch and snack boxes @ BARREVOETS: Barrevoets, a well-known coffee and lunch room in the city center of Leeuwarden, started to sell their food and bites online. A fruitful collaboration with a local technical organization started.</li> <li>(CUSTOM) CAKES TO ORDER ONLINE: Karaat Amsterdam had a goal to expand their cupcake service in the online world, which was reached through the collaboration with the web design creators De Onliners.</li> </ul>
Malta	<ul style="list-style-type: none"> <li>ZEN TO GO: Collaboration between a restaurant called ‘Zen to Go’ and a digital product agency called ‘Think.’</li> <li>GRANT CULLEN COACHING: Collaboration between GRANT CULLEN COACHING and a digital product agency called “ GLO”</li> </ul>
Spain	<ul style="list-style-type: none"> <li>Mascarillas Bejar: Digitalisation to tap quickly into an emerging demand and become a reference for mouth masks in a month’s time.</li> <li>Komvida: The creation of a 100% online brand, selling across Europe from rural Extremadura</li> </ul>







### Analysis on the case studies

The case studies developed for the Letz Retail Online project, represent examples, good practices from the retail, commerce, hospitality and cultural/creative sectors, that collaborate with the digital companies (“digital sector”), providing them online presence and online selling opportunities. These case studies are there to inspire Letz Retail Online’s target groups, but also to learn what has already been done to make sure these collaborations were successful and what else can be done to have more of these collaborations. Most of the companies from our first target group (“small commerce sector”) are cafés/restaurants, etc. There are also other companies that represent this sector, as companies working with textile.

There are several reasons for the collaboration, like attracting more customers, being accessible to a larger public, cater for a greater demand, visual identity, etc. COVID-19 was also one of the factors initiating the collaborations, just as the incentive to increase sales. The most successful factors as learned from the case studies were, the location of both sector representatives (it is beneficial if both are in the same city) and the respect from the digital company for a certain brand. Also, great job by the digital company which results in more customers/sales and overall just reaching the main goals set for the collaboration.

Type of Skills	Description
<b>Soft Skills and Competences</b>	<ul style="list-style-type: none"> <li>• Financial skills</li> <li>• Customer Service skills</li> <li>• Time Management skills</li> <li>• Communication and Negotiation skills</li> <li>• Problem Solving skills</li> <li>• Networking skills</li> <li>• Business Analysis and Research skills (knowing all facts and numbers about own business)</li> <li>• Trade skills (buying and selling skills either on a national or an international market)</li> <li>• Risk Management skills (being able to recognise risks for own business and act on it)</li> <li>• Customer review management skills (being able to acquire customer review and act on it)</li> </ul>
<b>Digital Skills and Competences</b>	<ul style="list-style-type: none"> <li>• Digital skills</li> <li>• Digital Marketing and Sales skills</li> <li>• Graphic skills (being able to create visual content online)</li> <li>• Web design skills (being able to design a website)</li> <li>• Writing skills for Content Creation (being able to write texts to sell own products/services)</li> </ul>
<b>Horizontal Skills</b>	<ul style="list-style-type: none"> <li>• Content skills</li> <li>• Process skills</li> <li>• Social skills</li> <li>• Complex problem-solving skills</li> <li>• System skills</li> <li>• Technical skills</li> <li>• Resource Management skills</li> </ul>









### 3 LETZ RETAIL ONLINE Survey Results

Survey results have been analysed in three sections.

#### 3.1 Background information of the participants

Project partners have asked the respondents to provide some general information about their background so to examine similarities and differences between the target groups in the different consortium countries.

##### 3.1.1 Country of Origin

The LETZ RETAIL ONLINE Project Survey from organisation representing the Small Commerce sector has received responses from 56 participants hailing from seven different countries. The survey targeted to Small Digital sector has received responses from 46 participants, coming only from the project partner countries. There has been an almost equal distribution amongst the responses as it can be seen by the graphs below.

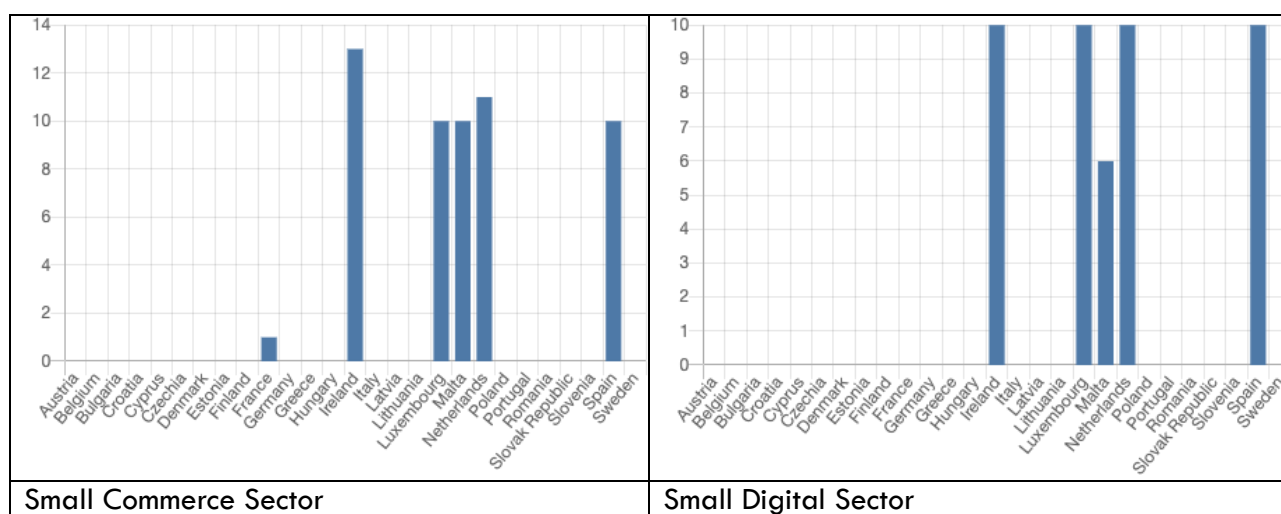


Figure 1: Small Commerce and Small Digital Responses for Country of Origin

**Distribution of Small Digital Sector Respondents across countries:** Percentages of partnering countries are Ireland (21,74%), Spain (21,74%), Luxembourg (21,74%), Netherlands (21,74%) and Malta (13,04%).

**Distribution of Small Commerce Sector Respondents across countries:** Percentages of partnering countries are Ireland (23,21%), Spain (17,86%), Luxembourg (17,86%), Netherlands (19,64%) and Malta (17,86%). Other country that participated was two people from France (3,58%).





### 3.1.2 Type of Sector/ Services

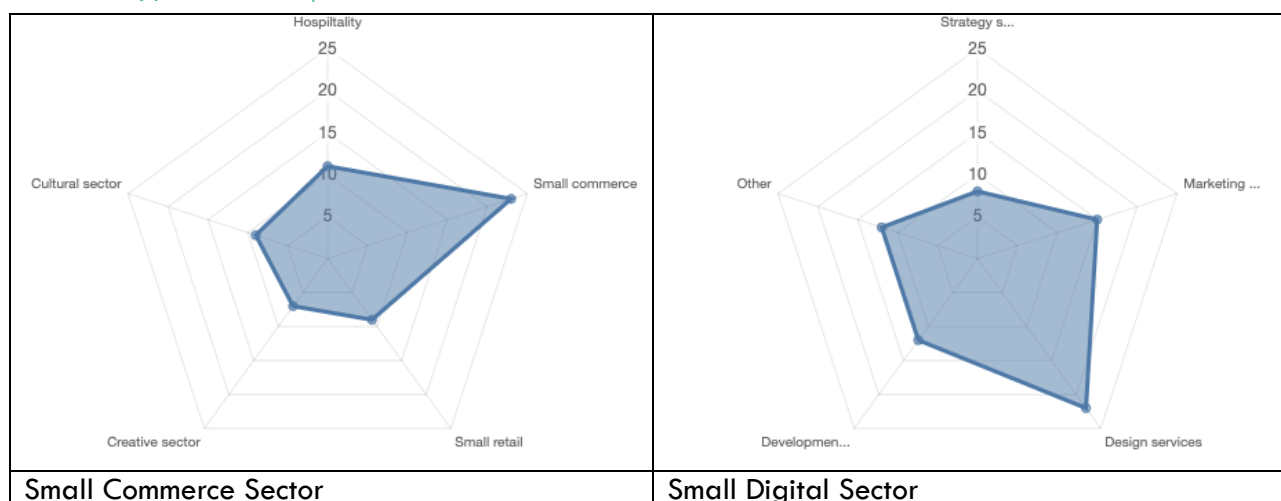


Figure 2: Small Commerce and Small Digital Responses Sector Status

The vast majority of people who participated in the survey for small businesses were representatives of the small commerce sector (41.07 %), which was followed by the hospitality industry (19.64 %), small retail and cultural sectors (16.07 % each), and finally the creative sector (12,5 %).

When it came to the distribution of the Small Digital Sector, the Design Services took the lead with 47.83 %, followed by marketing services with 32.61 %, development services with 26.09 %, strategy services with 17.39 %, and other services of the digital sector (26,09 %).

### 3.1.3 Years of Operation

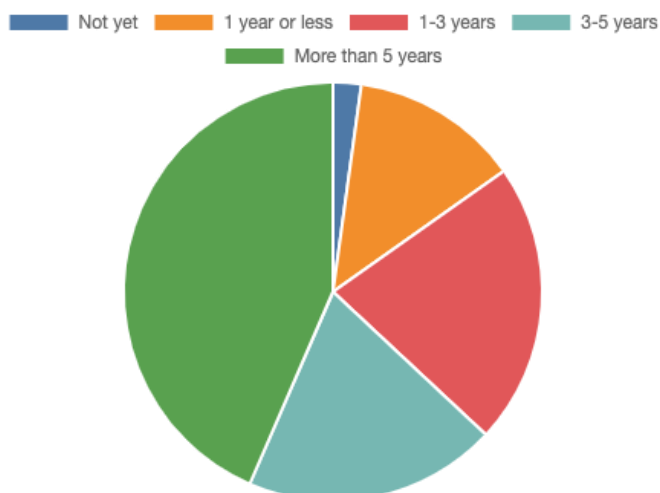


Figure 3: Small Digital Sector Years of Operation

When it came to the number of years that the company had been in operation, the question was directed solely toward the Small Digital Sector. The consortium used this question to try to gain an understanding of how companies in the Small Digital Sector had experienced collaboration with companies in the Small Commerce Sector, as well as the challenges and barriers that these companies had encountered, in order for the learning content to address these challenges. The response indicating





that they had been in operation for more than five years had the most answers (43.48 %), followed by the responses indicating that they had been in business for one to three years (21.74 %), three to five years (19.57 %), one year or less (13.04 %), and lastly, an answer from a person who is now in the process of launching their business (2,17 %). The answers have been an extremely valuable asset for the consortium since it pointed out the issues faced both prior and after the pandemics and provided a real insight of the issues faced.

### 3.1.4 Size of the Company

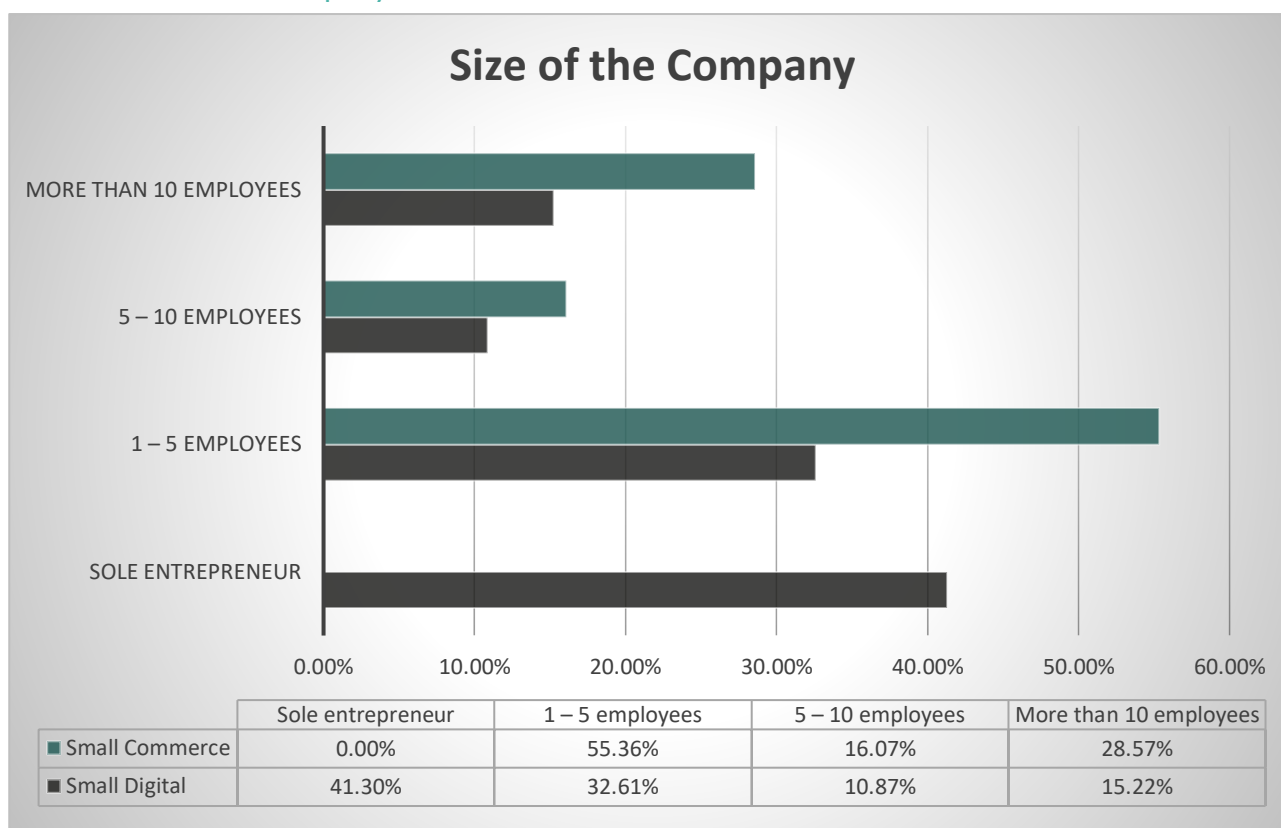


Figure 4: Respondents Size of Company/ Organisation

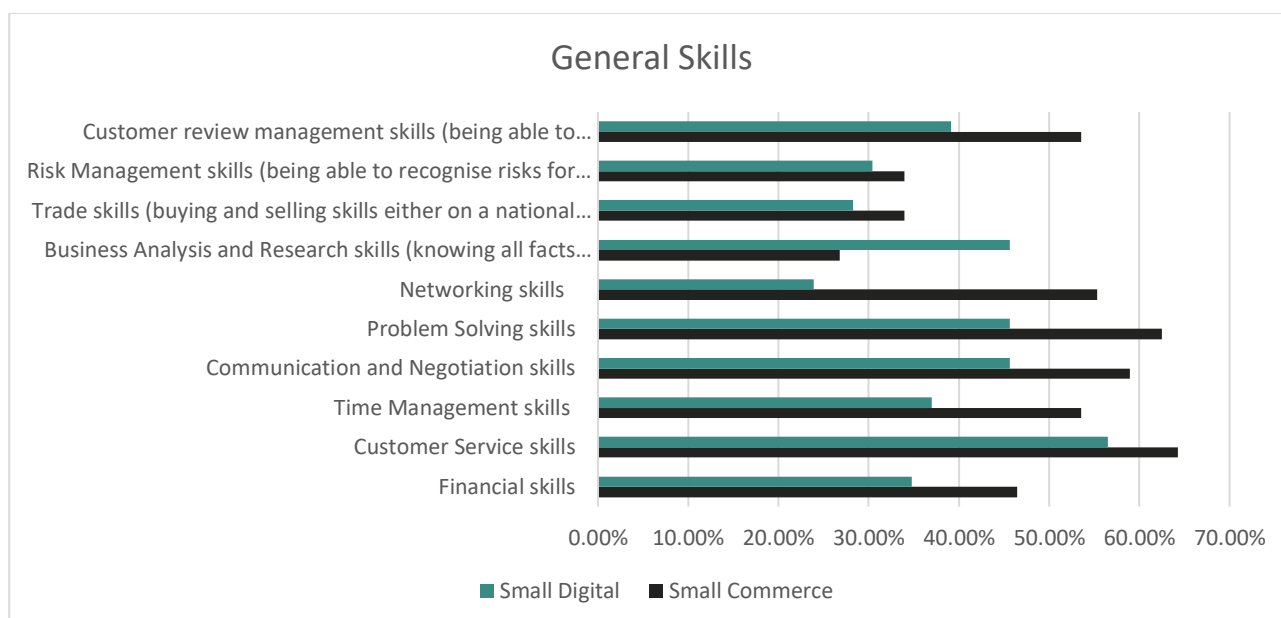
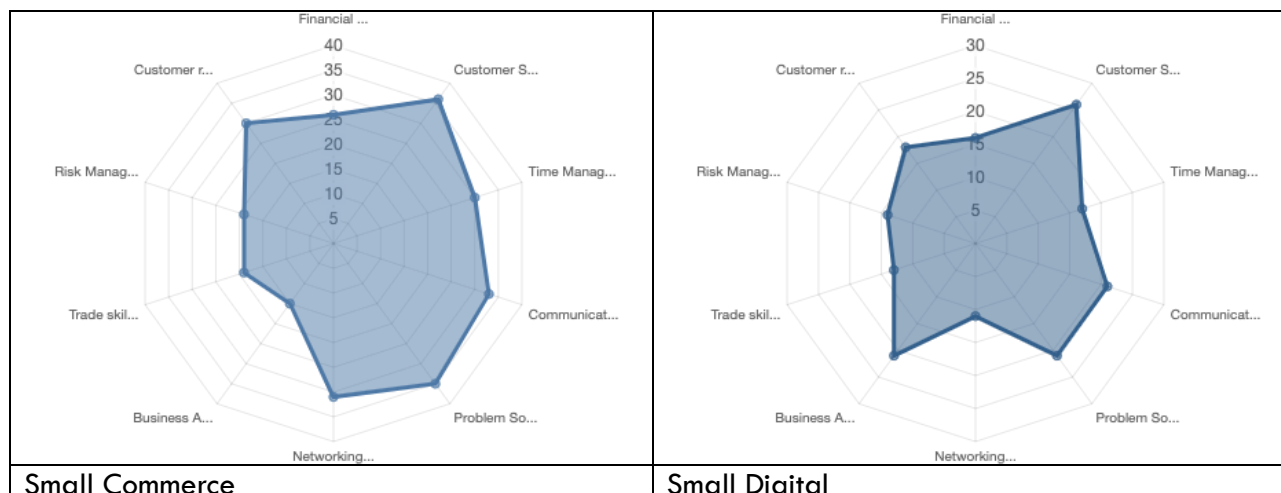
As it can be seen from the graph above, the survey respondents were belonging the majority to the category of up to 5 people. Small SME's with few people are facing specific challenges and as it is was shown from the responses to the open ended questions (see [4.3 Section](#)).





### 3.2 Respondents Skills

#### 3.2.1 Respondents' general skills and competences

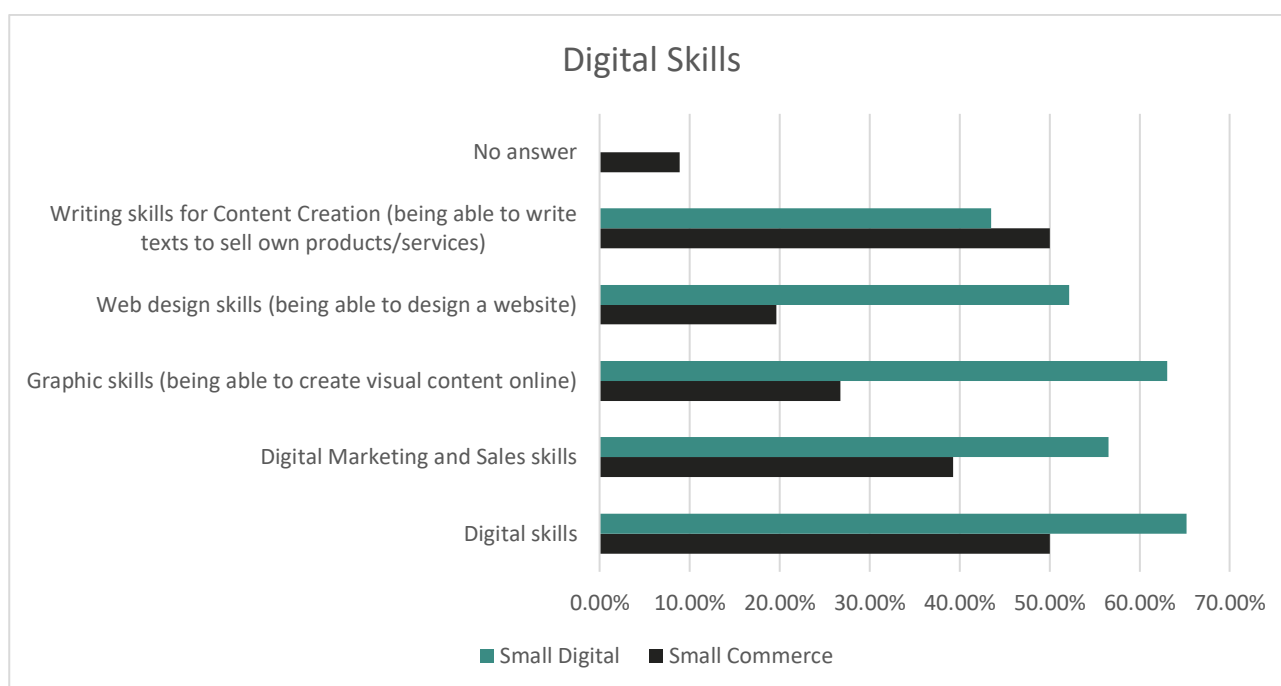
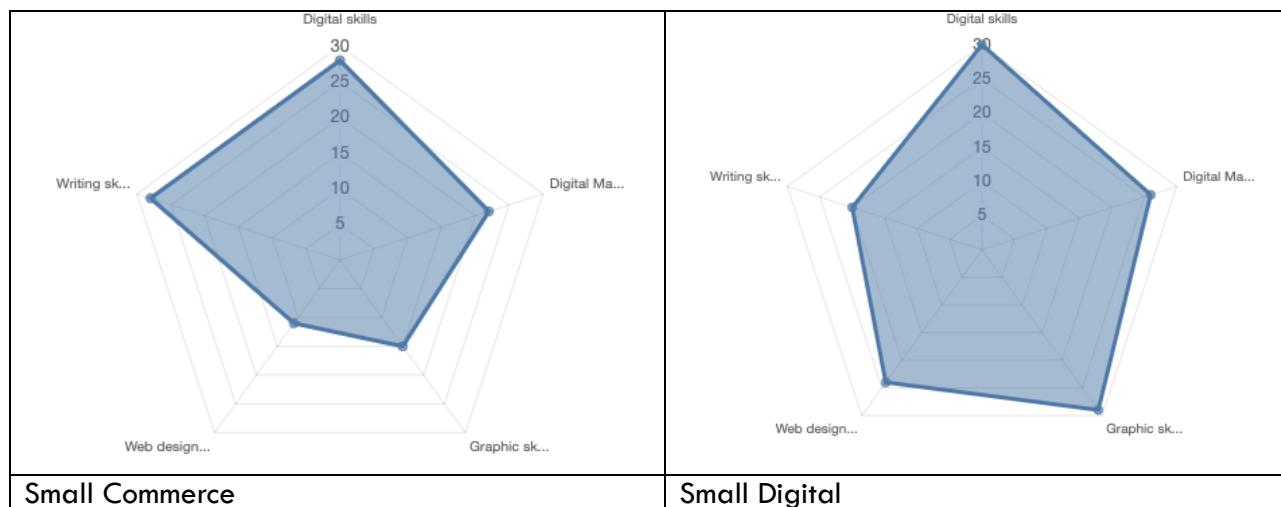


Financial skills	46,43%	34,78%
Customer Service skills	64,29%	56,52%
Time Management skills	53,57%	36,96%
Communication and Negotiation skills	58,93%	45,65%
Problem Solving skills	62,50%	45,65%
Networking skills	55,36%	23,91%
Business Analysis and Research skills (knowing all facts and numbers about own business)	26,79%	45,65%
Trade skills (buying and selling skills either on a national or an international market)	33,93%	28,26%
Risk Management skills (being able to recognise risks for own business and act on it)	33,93%	30,43%
Customer review management skills (being able to acquire customer review and act on it)	53,57%	39,13%





### 3.2.2 Respondents' digital skills and competences

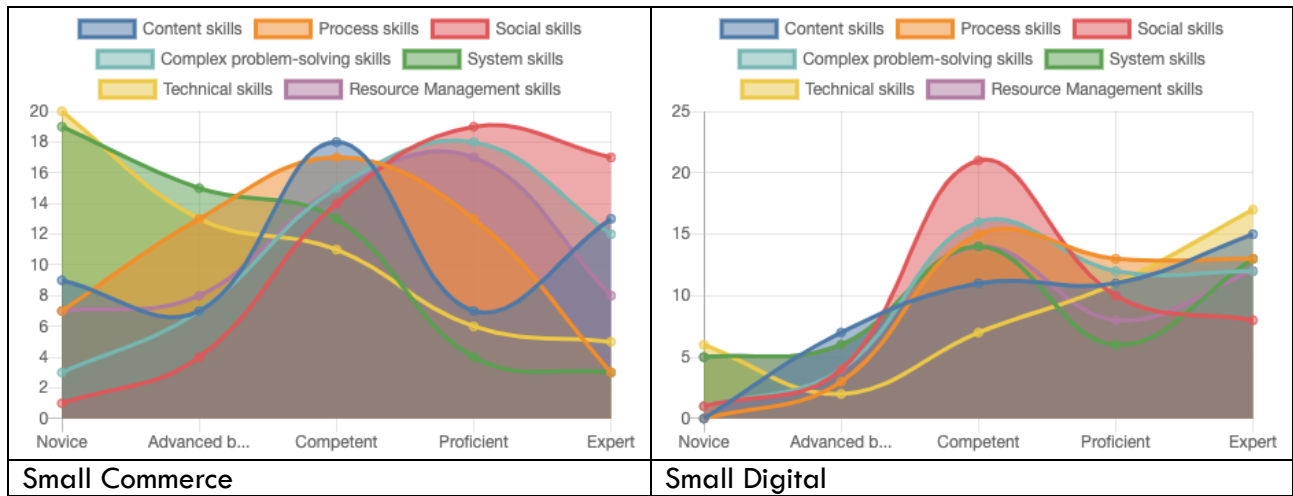


	Small Commerce	Small Digital
Digital skills	50,00%	65,22%
Digital Marketing and Sales skills	39,29%	56,52%
Graphic skills (being able to create visual content online)	26,79%	63,04%
Web design skills (being able to design a website)	19,64%	52,17%
Writing skills for Content Creation (being able to write texts to sell own products/services)	50,00%	43,48%
No answer	8,93%	



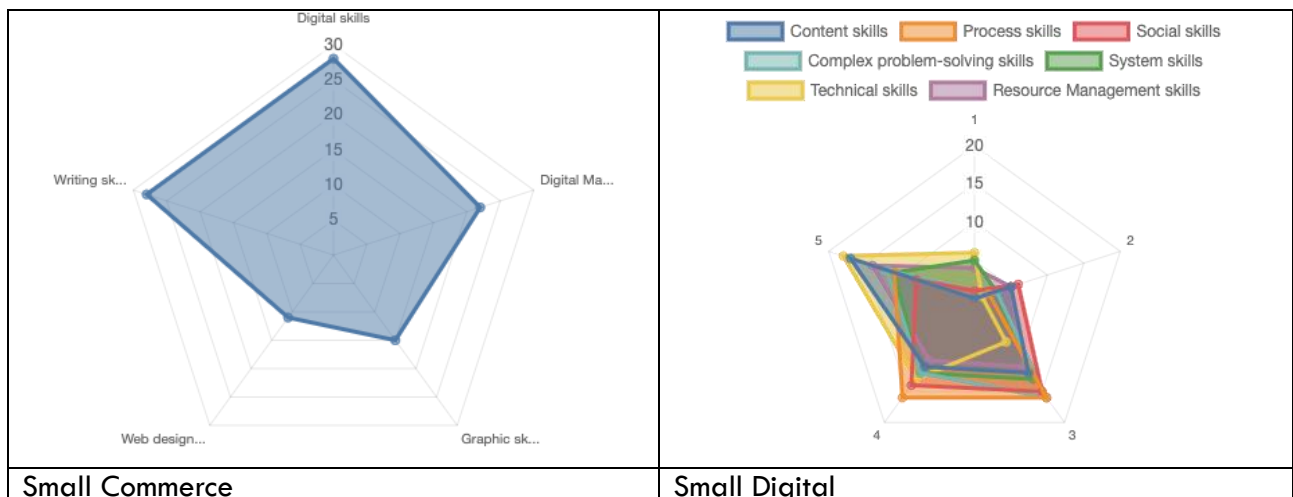


### 3.2.3 Respondents' Soft skills



Small Commerce							
	Novice	Advanced beginner	Competent	Proficient	Expert	No answer	
To what level do you think you own the skills below?: Content skills	16,07%	12,50%	32,14%	12,50%	23,21%	3,57%	
To what level do you think you own the skills below?: Process skills	12,50%	23,21%	30,36%	23,21%	5,36%	5,36%	
To what level do you think you own the skills below?: Social skills	1,79%	7,14%	25,00%	33,93%	30,36%	1,79%	
To what level do you think you own the skills below?: Complex problem-solving skills	5,36%	12,50%	26,79%	32,14%	21,43%	1,79%	
To what level do you think you own the skills below?: System skills	33,93%	26,79%	23,21%	7,14%	5,36%	3,57%	
To what level do you think you own the skills below?: Technical skills	35,71%	23,21%	19,64%	10,71%	8,93%	3,57%	
To what level do you think you own the skills below?: Resource Management skills	12,50%	14,29%	26,79%	30,36%	14,29%	1,79%	
Small Digital							
	Novice	Advanced beginner	Competent	Proficient	Expert	No answer	
To what level do you think you own the skills below?: Content skills	0,00%	15,22%	23,91%	23,91%	32,61%	4,35%	
To what level do you think you own the skills below?: Process skills	0,00%	6,52%	32,61%	28,26%	28,26%	4,35%	
To what level do you think you own the skills below?: Social skills	2,17%	8,70%	45,65%	21,74%	17,39%	4,35%	
To what level do you think you own the skills below?: Complex problem-solving skills	2,17%	8,70%	34,78%	26,09%	26,09%	4,35%	
To what level do you think you own the skills below?: System skills	10,87%	13,04%	30,43%	13,04%	28,26%	4,35%	
To what level do you think you own the skills below?: Technical skills	13,04%	4,35%	15,22%	23,91%	36,96%	6,52%	
To what level do you think you own the skills below?: Resource Management skills	10,87%	13,04%	30,43%	17,39%	26,09%	2,17%	

### 3.2.4 Respondents' skills Ownership







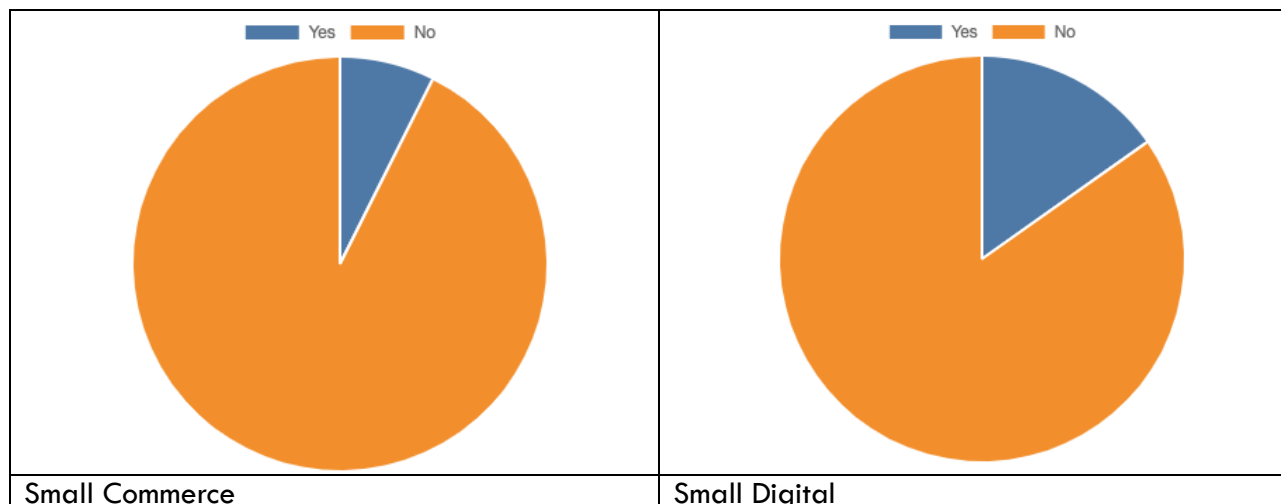






	Small Digital	Small Commerce
Could you name any issues/topics important for collaboration with a business in small commerce, small r hospitality or a creative/cultural sector, which are not included in the survey?		
Collaboration Benefits	2	
Legal and GDPR Issues		3
Trust and transparency, to avoid future problems	1	1
Get their participation in e-commerce, there is a lot of fear and lack of knowledge	1	
Change Management	1	
Being able to replace yourself into the other organisation to perfectly understand its needs and wishes.	1	
Les problèmes liés aux cas de force majeure comme le COVID ou la guerre en Ukraine.	1	
Impact measurement		1
Synergies with institutions		1
Absence d'appuis financiers de l'État		1
Lack of clarity		1
Efficiency, trustworthiness and good quality service		1
training the sales person for online advertising		1
understanding budgetary restraints , educating rather than imposing their knowledge		1
Tailor made products		1
Personal rapport issues, lack of proper understanding of your needs and requirements		1

### 3.3.5 Can you provide any good or bad examples of collaborations between the two sectors?





## 4 Conclusions of the survey

The findings of the surveys have spotlighted some truly interesting discoveries, which will serve as the foundation for the learning content that LETZ RETAIL ONLINE will develop. Both the sectors have a demand for individuals with strong communication skills (ranked as the No1 needed skills on both). Both sides have stated that they were unable to establish a middle ground in which to clarify what it is that they want or do, and vice versa. They have different expectations, and it appears that the clarity of the outcomes was not communicated well. One other very interesting observation was made, which was that organizations working in smaller commerce sectors were unaware of the financial rewards and challenges associated with digital transformation for their own businesses.

All of the aforementioned are completely consistent with the findings of all current studies that determined them to be the most significant issues. If small and medium-sized businesses (SMEs) wish to succeed in the new business environment, they can't ignore the need for digital. The desire for a full digital experience is coming from both customers and talent, and small and medium-sized businesses are being forced to adapt. It is imperative that those in charge of HR in these smaller companies take an active part in pushing the transformation agenda.

Access to capital is a key factor in the expansion of small and medium-sized businesses. Despite the fact that it enables business owners to innovate, improve efficiency, broaden their reach into new markets, and create millions of jobs, the vast majority of small and medium-sized enterprises (SMEs) are unable to secure the financing they require in order to realize their full potential.





## 5 Producing Course Content

According to the learning style and needs of the professionals that want to enhance and further build upon their skills and competences, the material of the modules should be designed in such a way that it enables them to improve both their knowledge and their competencies. It is recommended that the learning material for the course be compacted and streamlined. While the partnership will work on producing the content, it is important to keep the following points in mind.

1. **Determine the Main Topics and Outline the Sub Topics:** Analyse the course material, research papers, and recent publications to come up with ideas for course themes. The list of topics should be tailored to the requirements of the two sectors, taking into account their answers in terms of soft and technical skills as well as the answers of open-ended questions. In addition, the aims and objectives must be outlined for every individual module/unit. Therefore, learners will be able to know what and how they would learn after completing the course or module/unit.
2. **Develop and Select Content Appropriate for the on-line programme:** During this phase, the content for the on-line programme will be created based on the information acquired in the first two PR1 Tasks. After the content has been developed, the resources should be able to be adapted for use in online learning. Because of this, electronic items need to be organized and listed in a logical manner. It is essential to give some thought to how to display it in an appealing manner for the representatives of the two sectors, taken into account the knowledge they had stated they already have in the survey itself.
3. **Develop a Method for Self-Evaluation:** In order to evaluate the content of the programme, the training practices, and the level of the participants, a self-assessment assignment that is aligned to the programme goals will be opted for. This assignment should summarize the information and skills that the end users have gained in the programme.

### 5.1 Recommendations for developing the material for the programme:

#### 5.1.1 Check to See if Learners Can Read and Comprehend the Material of Our Programme:

Ensure that the material of our programme can be read easily and is easily understood by the target groups. The LETZ RETAIL ONLINE programme aims to attract end users from all around Europe and from a wide variety of backgrounds, including those who struggle with reading due to a condition such as dyslexia or a visual impairment. The partnership should be sure that the content is understandable by all learners.

1. **Keep the writing straightforward and uncomplicated;** avoiding the use of jargon can help the material be better understood. If there are any new words or phrases that are important to the topic, make sure to explain them the first time they are used, and provide a glossary with the materials that you provide for the course. [The Center for Plain Language](#) offers in-depth materials that might help writers become more succinct and clear in their writing.
2. **Make Our Programme Easy to Navigate:** Be sure to identify our programme's sections, subsections, units, components, and discussion topics in a way that is consistent across the whole course. Additionally, make sure the names are informative and easy to scan.
3. **Goals and objectives that are attainable:** It is important to set goals and objectives that are attainable by the time the training is through. As a result, an evaluation might be performed.

Moreover, since we will be developing the content for an online course, we should refer to the [WCAG](#) rules, which are grouped according to a number of different concepts. If we follow these rules, we will be able to create information that can be perceived by all learners.





### 5.1.2 Follow Industry Standard Procedures When Describing Images, Statistical Data, or Other Types of Custom Content:

Since we will utilize visual material in our course, such as photographs, diagrams, maps, charts, or symbols, we should include text equivalents that either give information that is equal to the visual content or that identify the purpose of such non-text content. People who have problems with their vision may have difficulty understanding what is being communicated through the use of graphics, despite the fact that these visual aids are beneficial.

It may be difficult to provide statistical data in a manner that allows learners who have vision issues to access it when the programme is delivered online. Users with limited vision are unable to appropriately magnify or browse photos with tabular material that are non-scalable, and users with no vision at all are unable to view these images at all.

Incorporating a variety of material kinds into the learning topics may considerably enhance the overall learning experience for our learners. We could find that including online exercises and assessments, or materials provided by a third party into our course material are more of the liking of our target groups.

### 5.1.3 Apply the Universal Design for Learning principle

The goal of [Universal Design for Learning](#) is to ensure that as many of our learners as possible are able to successfully interact with the learning resources and activities that we will provide for them, while maintaining the same level of pedagogical rigor and quality. This is accomplished by delivering courses in a format that makes this possible.

The following are some elements that might serve as a concise summary of the Universal Design for Learning concepts.

1. Communicate the information and the topic in a number of different methods.
2. Give learners more than one opportunity to demonstrate their understanding of the material.
3. Generate enthusiasm and interest in the subject being studied.

Learners and VET professionals alike can benefit from the document that is the programme overview. When developing a course, this component is really necessary. The programme outline will assist us in the following ways: successfully achieving the desired instructional goals; easily organizing the activities and assessments of learners; producing quality teaching and learning in a matter of minutes; building learners' skills and competences one on top of the other until they have completed the course.







## 6 Defining the Learning Outcomes

LETZ RETAIL ONLINE learning outcomes will be based on “Cedefop’s European handbook on Defining, writing and applying learning outcomes”. According to the specific report “*Learning outcomes state what a learner is expected to know, be able to do and understand at the end of a learning process or sequence. The way such outcomes are defined and written orients teaching and learning and influences the quality and relevance of education and training. The way learning outcomes are defined and written matters to individual learners, the labour market and society in general.*”

Using the approach stated in the above referenced report the learning outcomes section is categorized in the following four primary components:

- **Knowledge:** is the accumulation of specific facts, concepts, ideas, and practices that are pertinent to a particular area of study or professional activity.
- **Skills:** the capacity to use one’s knowledge and make effective use of one’s resources in order to carry out responsibilities and resolve issues. It might be cognitive (using the use of rational, intuitive, or creative thinking), or it could be practical (implying manual skill and the use of methods, materials, tools and instruments).
- **Actions:** The individual must do certain actions in order to indicate that he has mastered each unit.
- **Performance criteria:** the quality requirements of the unit linked with performance, also known as the quality standards by which an individual is judged to be competent in their role (the quality level that the actions must have).

*For LETZ RETAIL ONLINE the above will be combined with the occupational standards, which indicate what learners are expected to perform in employment and can, ideally, act as a link between education and training and the demands of the labour market. Occupational standards were developed to meet the needs of employers.*





## Box 2. Example of occupational standard: set up and maintain retail food operations

### Prepare for retail operations

You must be able to:

- agree and confirm standards and targets for retail operations to meet business requirements;
- provide sufficient and relevant supervision and support to enable your team to meet specified targets and standards;
- allocate resources to ensure that standards and targets are met;
- allocate tasks and instruct relevant person(s) to ensure that standards are met.

### Maintain the effectiveness and efficiency of retail operations

You must be able to:

- monitor that standards and targets are being met;
- identify and sort out problems in retail operations within the limit of your responsibilities;
- measure work outputs and achievements against targets;
- ensure that all records and documentation are legible, accurate and complete.

Source: UK national occupational standards: *IMPSO419Sv2: set up and maintain retail food operations*, p. 2.  
<http://www.ukstandards.org.uk/PublishedNos/IMPSO419Sv2.pdf>

Figure 5: Occupational Standards as presented in Cedefop's European handbook on Defining, writing and applying learning outcomes, P. 22

## 6.1 Learning Outcomes Principles

The focus of Learning Outcomes is always on the learner and what he or she is expected to know, be able to accomplish, and comprehend. As a result, when defining learning outcomes, project partners should always keep the following in mind:

- when writing learning outcomes, the learner is always put at the centre – regardless of the purpose or level of detail;
- learning outcomes help to clarify intentions and demonstrate actual learning achievements. However, not all learning can be properly described in terms of learning outcomes.
- learning outcomes must be open to the explorative and to what has yet to be experienced and articulated;
- learning outcomes never operate in isolation but must be defined and written within a broader context that includes learning inputs.
- avoid copying (cutting and pasting) learning outcomes from other sources. While it will be necessary to consult with others' experiences throughout the process, learning outcome statements should be authentic and represent the specific context being addressed.
- Learning outcomes must be established and articulated in such a way that individual and local adaptation and interpretation are possible. Learning outcomes should offer multiple learning routes and choices that reflect individual characteristics and the circumstances in which people learn.





- Defining and creating learning objectives should often begin "from a blank sheet of paper," grow as an iterative process, and engage all stakeholders/team members.

The basic structure of learning outcomes statements...			
... should address the learner.	... should use an action verb to signal the level of learning expected.	... should indicate the object and scope (the depth and breadth) of the expected learning	... should clarify the occupational and/or social context in which the qualification is relevant.
Examples			
The student...	...is expected to present ...	...in writing the results of the risk analysis	...allowing others to follow the process replicate the results.
The learner...	...is expected to distinguish between...	...the environmental effects...	...of cooling gases used in refrigeration systems.

Figure 6: The basic structure of learning outcomes statements as presented by CEDEFOP





## 7 The LETZ RETAIL ONLINE Curriculum

In order to reach the objectives of the project, there is a curriculum developed, so that there will be a strong online programme developed for LETZ RETAIL ONLINE. This curriculum is based on the gaps and needs when it comes to collaboration between the Small Commerce and Small Digital sectors, which are identified in the Framework (see previous chapters). The Framework provides with very valuable information on how both sectors struggle with collaboration at the moment and gives an insight in what needs to be addressed by LETZ RETAIL ONLINE and what is integrated in the Curriculum to make the online programme of the project a success.

### 7.1 Introduction

Co-creation is a key word, when speaking of the main goal of LETZ RETAIL ONLINE. The LETZ RETAIL projects elaborates on that matter. With LETZ RETAIL ONLINE, we will go deeper into the co-creation and focus on the existing gaps between two specific sectors Small Commerce sector and the Small Digital sector. The role of the Small Commerce sector is the larger one, as this sector is the one that aims for a change and a better product/service offer. The Small Digital sector will be seen as co-creator.

First of all the introduction will reveal the benefits of digital transformation and after, what the main structure of the curriculum will be.

#### 7.1.1 Benefits of digital transformation

First of all, what are the benefits for both target groups when it comes to digital transition of the Small Commerce sector? It is very important to identify those clearly, as they are the key reasons for both sectors to collaborate.

The motivation and determination to go for a digital transformation will grow when being aware of these benefits:

##### 1. Upselling opportunities

When having an online presence, whether you have a hotel or a small retail business, you have an extra opportunity to sell what it is you are selling. Especially when there is use of digital tools, like that the buyer sees similar products he might like, besides of what he already added to his online shopping bag. This can boost the sales even more, as the customer will learn about other products that might be interesting for him.

##### 2. Insight into buyer preferences

Data collection is everything here. The more data you collect about your customers, the better you know how to answer to their needs and wishes. Technology is also helping those in the retail industry to have a birds-eye view by offering unified dashboards and merging databases.

##### 3. Improved customer experiences

Customer experience should be a top priority in the Small Commerce sector and keep improving it, will only ensure you gain sales and new customers. This could be done with the digital transformation. Because we now live in the digital era and having experienced the consequences of the pandemic such as COVID-19, your clients should have the possibility to not only shop/book physically at your venue, but also online, anywhere and everywhere they want.

##### 4. Improve marketing campaigns

With everything that the digital transformation has to offer, gaining insights on the customers is one of its main benefits. Based on that information, there is a possibility to make the marketing campaigns directed at their needs and wishes, but also based on the specific target group identified through the digital tools. For example, you could decide on discount codes for the products that are being sold most.





### 5. Greater adaptability

Being present online provides more chances to adapt to different situations, than being present only physically. We have a very clear example with COVID-19 pandemic, when there was no possibility to visit a small retail business for example, physically, so the online sales went up. Pandemics aside, the world is changing very quickly and being digitally savvy as a business will only be of a benefit no matter what changes.

### 6. Go global

With the digital transformation you have an opportunity to reach your customers all over the world, to attract them to buy your product or use your services and to have them actually paying for these products/services. Thus your sales will go up and you will create a greater revenue. Also, there will be a greater audience knowing about your presence and your products.

### 7. The Power of automation

Automation is becoming more and more important. Automating processes reduce human effort, manual mistakes, operational costs and processing times. There are several options how to integrate automation, for example:

- Supply chain and inventory management
- Automating product categorization
- Pricing
- Billing
- Operations that will help support the growth of a business<sup>1</sup>

#### 7.1.2 Main structure of the curriculum

In order to make the curriculum hands on, practical and easy to use for the target groups, the curriculum will be set up in structures which are the milestones when Small Commerce business is collaborating with a Small Digital business. Every stage will have own structure with interactive information needed for the sectors. These will be the stages:

1. Ideation
2. Preparation
3. Implementation
4. Evaluation & closing

Each of the stages will have the same structure to maintain the consistency of the Curriculum and the LETZ RETAIL ONLINE's online programme. Every stage will have the same structure:

1. *About the stage*
  - *Including the problems from the Framework relevant for this specific stage*
2. *Skills based on the problems identified in the Framework*
  - *Tips & tricks*
    - *Tip #1*
    - *Tip #2*
    - *Tip #3*
  - *Examples*
  - *Relevant practices from case studies*
  - *Other relevant practices*

<sup>1</sup> Nguyen, S. (2022). *The Top 10 Benefits of Retail Digital Transformation*. Retrieved on 27<sup>th</sup> of October 2022 from [The Top 10 Benefits of Retail Digital Transformation | DreamFactory Software- Blog](#)





- *Checklist*

**When creating a stage it is important to refer to the already developed LETZ RETAIL project outputs and the LETZ RETAIL project overall, when relevant.**

The next chapter will describe the stages and their common structure in a more detailed way for each of the relevant target groups (Small Digital sector and Small Commerce sector). This way it will be more clear how to form the LETZ RETAIL ONLINE programme and provide guidelines and how to develop it. By having these guidelines, the quality of the LETZ RETAIL ONLINE programme can be assured.





## 8 Stages and their structure explained

In order to provide consistent and clear guidelines, the stages and their structure will be explained in this chapter. On what does each stage focus and how is this specified for each target group? This and more is presented in the following paragraphs: 1. Ideation stage, 2. Preparation stage, 3. Implementation stage and 4. Evaluation & Closing stage, 5. Main structure of the stages.

### 8.1 Ideation stage

The ideation stage is mainly for the **Small Commerce sector**, as they are often the ones that really create an idea to go online and have a specific reason or an idea which they have clearly in mind when envisioning the outcomes of going digital with their business. During the Ideation stage it is important that the Small Commerce sector businesses really think why they should have a digital transformation and go online with their businesses. An example is the COVID-19 pandemic, which has resulted in Small Commerce sector being closed physically for some time. Also, an important question should be: *What do I want to sell and to which target group(s)?* When you have an idea and a visualization of what you want as an online presence, it could be beneficial to write it all down, collect examples, check best practices which are relevant, etc. So the Ideation stage is mainly for the Small Commerce sector businesses to really identify what they exactly want and how the online end product should be.

### 8.2 Preparation stage

The Preparation stage is now relevant for both **Small Commerce and Small Digital sectors**. During the Preparation stage, both have to agree on the plan to have the digital transition of the Small Commerce business. There are several aspects that small businesses from both sectors need to take into account in order to make the collaboration and the end product a success. Below, there are some key aspects for both sectors to keep in mind.

#### 8.2.1 Preparation for the Small Commerce sector businesses

After the Ideation stage, the Small Commerce sector businesses have a clear and detailed description of what they want when going online with their business. The next step is to prepare for the implementation and first of all the Small Commerce sector needs to look for a Small Digital sector business to collaborate and co-create with. After the Small Commerce business has found the right company to work with, they need to establish agreements: in terms of planning, budget (negotiation), key features, all important details, etc. There needs to be attention paid to the organizational structure of the small digital company which is the co-creator, how much technical knowledge is there already in the specific Small Commerce sector business, what are the expectations and are they clear? Also, it is important to check the already in house knowledge of the Small Digital sector overall and how this sector operates. Important as well: how will the project management evolve and who from the specific Small Commerce sector business will be responsible for it.

#### 8.2.2 Preparation for the Small Digital sector businesses

The Small Digital sector businesses that get an opportunity to co-work with a Small Commerce sector business, will also have to prepare for the collaboration and the implementation of their work. They also need to know the organisational structure of the Small Commerce sector company, how much technical knowledge is there already, what are the expectations and are they clear? Also, it is important to check the already in house knowledge of the Small Commerce sector overall and how this sector operates. Important as well: how will the project management evolve and who from the specific Small Digital sector business will be responsible for it. These aspects also must not be







forgotten: budget negotiation, planning, the capability of the specific Small Digital sector company, e.g.: what is possible and what not?

### 8.3 Implementation stage

The Implementation stage is still relevant for both **Small Commerce and Small Digital sectors**. They both need to be intensively co-working as the Implementation stage is the most important one in terms of creating the end product. During the Implementation phase, there needs to be alliance between both in a way, that there is a very clear understanding of what needs to be done to have the end product working and looking the part.

#### 8.3.1 Implementation for the Small Commerce sector businesses

After the Preparation stage, every detail should be clear for the small digital business to create the desired online product with the co-work of the specific Small Commerce sector business. In order for the Small Commerce sector business to be involved optimally in the Implementation stage, it needs to regularly monitor the progress and provide enough input and feedback on a frequent basis. Both businesses have to keep in touch and have regular meetings for example to not only discuss the online product development, but also management issues, like planning that has to be extended.

#### 8.3.2 Implementation for the Small Digital sector businesses

For the Small Digital sector company, it is now the time to really get to work with every information they have about how the specific Small Commerce sector company they co-work with, wants their end product to be. Now there should also be a certain planning and budget agreements already in place to really kick off the implementation. Further down this stage, the small digital business does what it is best in, including regular contact moments with the specific Small Commerce sector company.

### 8.4 Evaluation & closing stage

This last stage needs also to have both **Small Commerce sector and the Small Digital sector** involved. When evaluating and closing the collaboration, both are needed in order to provide their point of view on how the collaboration went and to finalise the collaboration. The main focus of the Evaluation & closing stage is to reflect on the:

- End product
- Collaboration overall
- Agreements

#### 8.4.1 Evaluation & closing for the Small Commerce sector businesses

At this last stage, the Small Commerce sector business has to look back at the co-working with a Small Digital business and from the beginning to the end stage check how that went. This has to be done for all the aspects, like getting the deadlines, creative approaches, inclusion of key elements, financial issues. When everything is specified and talked through by both parties, the co-working can be closed.

#### 8.4.2 Evaluation & closing for the Small Digital sector businesses

At this last stage, the Digital sector business has to look back at the co-working with the Small Commerce sector business they have worked with and from the beginning to the end stage check how that went. This has to be done for all the aspects, like getting the deadlines, creative approaches, inclusion of key elements, financial issues, input, feedback, monitoring, etc. When everything is specified and talked through by both parties, the co-working can be closed.



