

Skills4Retail
Building sustainable growth

D3.5 Work-based Learning Component

Work-Based Learning Approach and Supporting Tools

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About the Skills4Retail project

The Skills4Retail project focuses on fast-tracking the 'Triple Transition' of Green, Digital and Resilience in the Retail sector, helping retailers to embrace ecommerce and ensuring their new business models are sustainable from the start. The project's goal is to design a new Retail Skills Strategy and VET Training Programme that will address the urgent and emerging skills needs of retailers in the key areas of Digital, Green and Resilience. It will focus on training fresh new talent for the sector through training programmes in VET Schools and Higher Education Institutions, and the reskilling of the existing workforce via work-based learning and short-term modular courses.

Deliverable 3.5 presents the work-based learning (WBL) approach developed within the Skills4Retail project, including its structure, supporting components and key design considerations. The deliverable outlines how learning is applied in both workplace and simulation-based contexts, ensuring accessibility for all learners.

This deliverable forms part of Work Package 3, which focuses on the design and development of the Skills4Retail VET Training Programme. Within this work package, D3.5 complements Deliverable 3.1 (curriculum modules) by defining how learning is translated into practical, applied experiences through work-based learning.

The rationale for this deliverable is to provide a coherent and adaptable framework for implementing work-based learning across partner organisations, addressing variation in learner access to workplace environments while maintaining a consistent focus on application and reflection. It also defines the supporting tools and roles required to facilitate and evidence work-based learning within the programme.

The Skills4Retail Consortium

The Skills4Retail consortium is an Erasmus + Partnerships for Innovation Funded project, bringing together 29 partners.

1	Partner	Acronym	Country
2	Junior Achievement-Young Enterprise Latvija	JA-YE Latvia	Latvia
3	Profesionalas Izglitibas Kompetences Centram Rigas Valsts Tehnikums	RSTS	Latvia
4	Matrix Internet Applications Limited	Matrix Internet	Ireland
5	Karlínská obchodní akademie	Karlínská	Czechia
6	Schuman Associates SCRL	Schuman	Belgium
7	Junior Achievement Austria – Unternehmerische Praxis- und Kompetenzbildung	JA Austria	Austria
8	Scoala Superioara Comerciala Nicolae Kretzulescu	SSCNK	Romania
9	Wirtschaftskammer Österreich	WKO	Austria
10	Universitatea din Bucuresti	UB	Romania
11	Digital Technology Skills Limited	DTSL	Ireland
12	Escola Profissional de Vila do Conde	EPVC, Vila do Conde	Portugal
13	Junior Achievement Magyarország Oktatási, Vállalkozásszervezési Alapítvány	JA Hungary	Hungary
14	Aprender a Empreender - Associação de Jovens Empreendedores de Portugal	JA Portugal	Portugal
15	Asociatia Junior Achievement of Romania	JA Romania	Romania
16	Skillnet Ireland Company Limited by Guarantee	Skillnet	Ireland
17	Vállalkozók és Munkáltatók Országos Szövetsége	VOSZ	Hungary
18	Szent Gyorgy Hang - Es Filmmuveszeti Technikum	SZGYF	Hungary
19	Junior Achievement, OPS	JA Czech	Czechia
20	Junior Achievement Young Enterprise Malta Foundation	JA Malta	Malta
21	Junior Achievement Young Enterprise Ireland	JA Ireland	Ireland
22	OTB Europe	OTB Europe	Portugal
23	Accenture SA	Accenture SA	Belgium

No	Associated Partner	Acronym	Country
1	Intel Technology Poland Spółka z ograniczoną odpowiedzialnością	INTEL Poland	Poland
2	JMH, SGPS, S.A.	JerónimoMartins	Portugal
3	EuroCommerce	EuroCommerce	Belgium
4	SPAR Österreichische Warenhandels AG	SPAR	Austria
5	Svaz obchodu a cestovního ruchu České republiky	SOCR CR	Czechia
6	Szegedi Tudományegyetem	USZ	Hungary
7	UNI Europa*	UNI Europa	Belgium

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1. Introduction & Deliverable Scope

Work-Based Learning (WBL) has been embedded within the Skills4Retail programme as part of the overall curriculum design. The programme is designed to ensure that learning extends beyond classroom-based instruction and is applied within real or simulated retail contexts, enabling learners to develop practical and transferable skills.

This deliverable presents the work-based learning approach adopted within the Skills4Retail programme. It outlines the model through which learning is translated into practical experience and describes the structures, roles, and tools that support its implementation.

The approach has been developed in conjunction with the curriculum defined in Deliverable D3.1. While D3.1 specifies the knowledge and learning outcomes associated with each module, this deliverable focuses on how those learning outcomes are applied and reinforced through WBL activities.

Recognising that learners may have differing levels of access to workplace environments, the approach incorporates both workplace-based and simulation-based pathways. This ensures that all learners can engage in applied learning experiences that reflect the realities of the retail sector.

The implementation of the approach is supported by several complementary components, including simulation activities, structured workplace tasks, the Workplace Learning Logbook and workplace mentor engagement. In addition, trainers are supported through the project's Train-the-Trainer programme (T3.6), which provides guidance on the effective facilitation and integration of work-based learning within programme delivery.

Accordingly, this document outlines the overall WBL approach adopted within the programme and describes the key components and design considerations that support its implementation.

2. The Skills4Retail Work-Based Learning Approach

The Skills4Retail programme adopts a structured work-based learning (WBL) approach designed to support the consistent application of learning within both workplace and simulated environments. This approach reflects a deliberate emphasis on enabling learners to translate knowledge into practice, ensuring that learning outcomes are realised through the application of classroom learning in workplace environments.

The approach is based on the integration of learning and its application. Learners engage with core concepts through module delivery and reinforce their learning within relevant workplace or simulated contexts. This process supports the development of practical skills while enabling learners to contextualise knowledge within their own roles or organisational settings.

A key feature of the approach is the emphasis on reflection and continuous improvement. Learners are encouraged to assess how effectively learning has been applied, identify areas for development, and consider how approaches can be adapted to improve outcomes. This reflective dimension is supported throughout the programme and is reinforced through structured activities and interactions with workplace mentors.

The approach is designed to operate flexibly across different delivery contexts. While work-based learning is ideally situated within a real workplace environment, it is recognised that not all learners have access to such settings. This limitation, identified in the grant Agreement (T3.5), is addressed through the inclusion of structured simulation activities. Simulation videos have therefore been developed to provide an alternative context in which learners can engage with realistic retail workplace scenarios, practice decision-making and apply key module concepts. In this way, the approach supports both real and simulated workplace environments, ensuring that all learners are able to participate in meaningful work-based learning activities regardless of their individual circumstances. This flexibility allows the model to accommodate variation in learner roles and access to workplace environments. This approach is summarised in Figure 1.

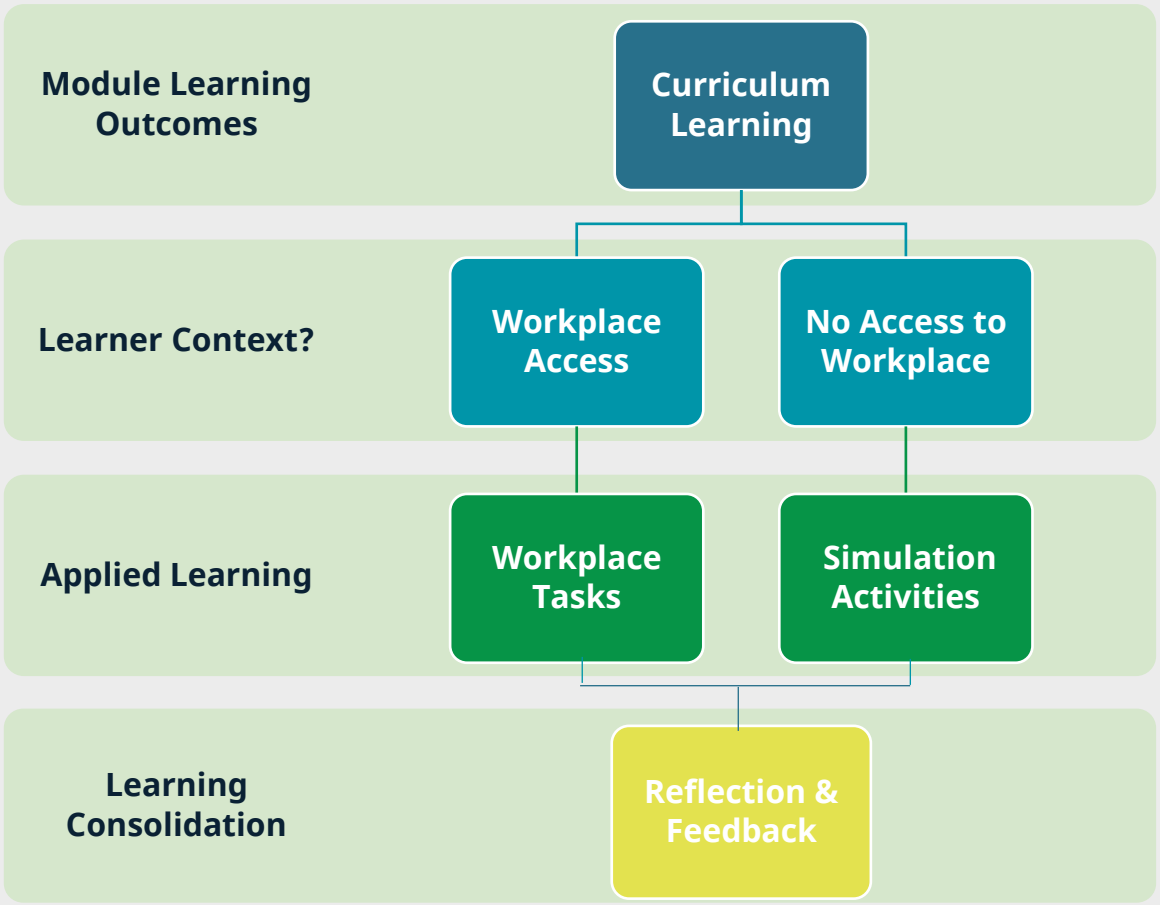


Figure 1: The Skills4Retail Work-Based Learning Approach

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Overall, the Skills4Retail WBL approach establishes a coherent model in which learning is actively applied, reinforced through practice, and sustained through reflection and feedback, thereby supporting the development of relevant and transferable skills within the retail sector.

3. Structure of the Work-Based Learning Model

The Skills4Retail work-based learning approach is illustrated in Figure 1, with the functional role and outputs of each stage further detailed in Figure 2. The model is designed as a structured process that guides learners from initial engagement with module learning outcomes through to the application and consolidation of learning within relevant contexts.

The model begins with curriculum-based learning working towards module learning outcomes, which provide the foundation for learning and act as the thread of connection between classroom-based instruction and its application in workplace or simulated contexts.

A defining feature of the model is the recognition of variation in learner context, particularly in relation to access to workplace environments. Learners are therefore guided through different pathways depending on whether they are able to apply their learning within a real workplace setting or require an alternative mode of engagement. This distinction ensures that the model remains inclusive and adaptable, while maintaining a consistent focus on applied learning.

Following this, learners engage in applied learning activities. For those with access to a workplace environment, this involves the completion of structured workplace tasks aligned to module learning outcomes. For learners without such access, simulation-based activities provide an alternative context through which realistic scenarios can be explored and key skills can be developed. These pathways ensure that all learners have the opportunity to apply learning in a meaningful and relevant way.

The final stage of the model focuses on the consolidation of learning. Through reflection and feedback, learners evaluate their experiences, consider the effectiveness of their approach and identify opportunities for improvement. This stage plays a critical role in supporting the internalisation of learning and reinforcing the connection between knowledge and practice.

Taken together, these stages form a coherent and cyclical model in which learning is continuously applied and reviewed. This structure ensures that work-based learning within the Skills4Retail programme is both structured and adaptable, supporting consistent learner engagement across a range of delivery contexts.

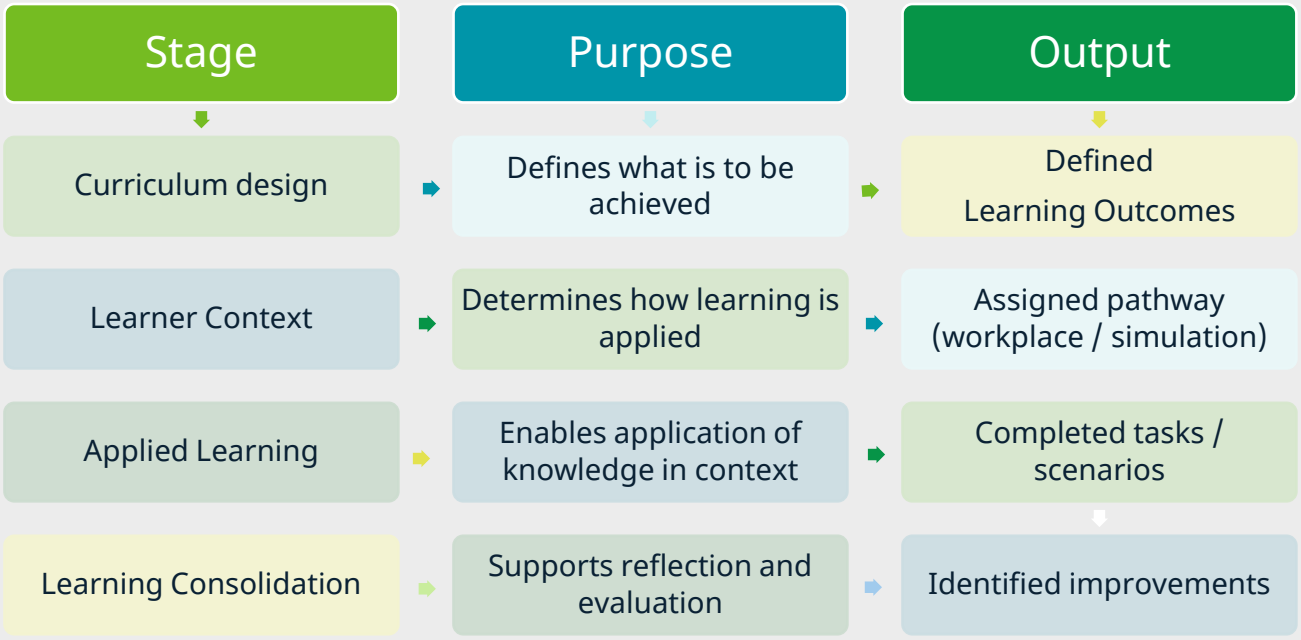


Figure 2: Structure and Function of the Work-Based Learning Model

4. Supporting Components

The work-based learning approach outlined in Section 2 is supported by a set of complementary components that enable the application, practice and documentation of learning. These components function together to support the different stages of the model described in Section 3 and ensure that learners are able to engage meaningfully with work-based learning activities across a range of contexts.

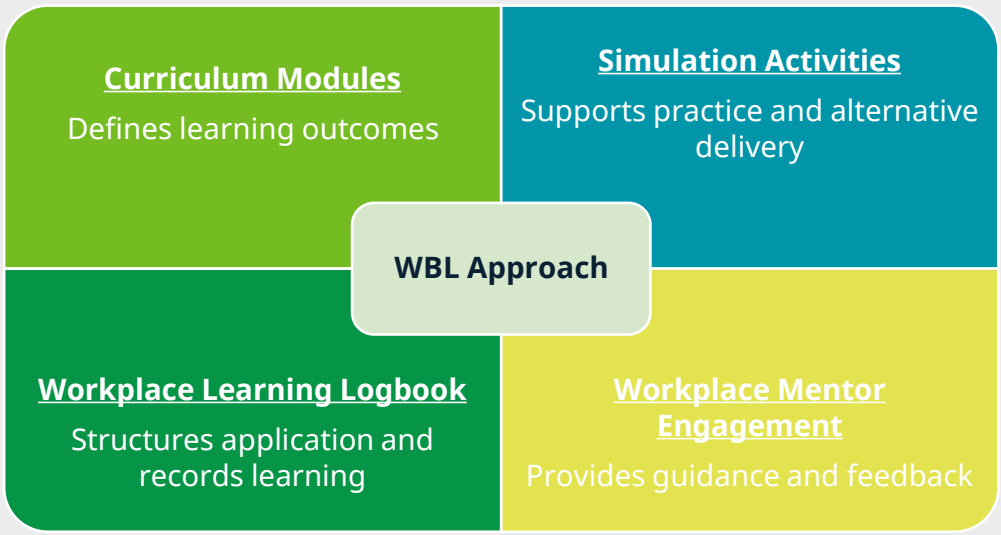


Figure 3: Supporting Components of the Skills4Retail Work-Based Learning Approach

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4.1 Curriculum Modules (D3.1)

The curriculum modules, as detailed in Deliverable D3.1, provide the foundational structure for learning within the Skills4Retail programme. Developed as part of Work Package 3, these modules define the learning outcomes that guide both instruction and application, ensuring alignment across the programme's learning and work-based components. As such, the modules act as the starting point for the work-based learning process and provide the framework within which other outputs, including simulation activities and the Workplace Learning Logbook, operate.

4.2 Simulation Activities

Simulation activities are used to support the practice and application of learning in structured, realistic scenarios. They play a particularly important role in addressing variation in learner access to workplace environments, providing an alternative pathway for those who are not able to engage in workplace-based tasks.

Through the use of simulation videos and associated activities, learners are presented with scenarios that reflect real retail contexts, enabling them to apply concepts, make decisions and develop practical skills. These activities ensure that all learners can participate in work-based learning, regardless of their individual circumstances.

4.3 Workplace Learning Logbook

The Workplace Learning Logbook provides a structured mechanism for recording and supporting the application of learning in the workplace. It is organised by module and includes:

- Workplace learning activities aligned to module learning outcomes
- Task completion records documenting learner engagement
- Structured sections for reflection and feedback
- Records of learner and workplace mentor interactions

The logbook enables learners to document their engagement with work-based tasks, reflect on their experiences and identify areas for improvement. It also provides a consistent structure for evidencing learning, ensuring alignment between learning outcomes, workplace activities and learner reflection.

4.4 Workplace Mentor Engagement

Workplace mentors play a key role in supporting the application of learning for learners operating within a workplace environment. They provide guidance on the selection and completion of workplace tasks, participate in structured discussions with learners and offer feedback on how learning is being applied in practice.

This engagement supports the reflective dimension of the work-based learning approach and helps to ensure that learners are able to contextualise their learning within real organisational settings. Mentor

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involvement also contributes to the validation of learner progress and reinforces the connection between learning and workplace practice.

Within the overall Skills4Retail approach, this role is complemented by simulation-based activities for learners who do not have access to a workplace environment, ensuring that all learners are able to engage with reflection and feedback as part of the work-based learning process.

5. Roles and Responsibilities

The effective implementation of the work-based learning approach within the Skills4Retail programme relies on the active participation of learners, supported by relevant guidance and feedback mechanisms. Responsibilities vary depending on the learner's access to a workplace environment, but all learners are expected to engage actively in applying and reflecting on their learning.

5.1 Learner Responsibilities

Learners are responsible for actively engaging with work-based learning activities and applying their learning within relevant contexts. This may involve completing workplace-based tasks or simulation-based activities, depending on their access to a workplace environment.

Learners are expected to reflect on their experiences, identify areas for improvement and engage with feedback to support their ongoing development. They are also responsible for applying learning in a way that is appropriate and relevant to their individual role or learning context.

5.2 Workplace Mentor Responsibilities

Where learners are operating within a workplace environment, workplace mentors provide guidance and support in the application of learning. This includes assisting learners in identifying appropriate tasks, discussing progress and providing feedback on performance.

Mentors also support the reflective dimension of the approach by engaging in structured discussions with learners and helping to contextualise learning within organisational practice. Their involvement contributes to the validation of learner progress and strengthens the connection between learning and workplace practice.

For learners without access to a workplace mentor, these functions are supported through structured activities and guided reflection within simulation-based learning, ensuring that all learners are able to engage with feedback and development processes.

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Figure 4: Roles and Responsibilities in the Skills4Retail Work-Based Learning Approach

6. Key Design Considerations

The work-based learning approach adopted within the Skills4Retail programme has been informed by a set of key considerations related to effective work-based learning design and implementation. These reflect established principles of work-based learning and have been incorporated into the structure and supporting components of the programme. Trainers supporting delivery are prepared to apply these principles through the Train-the-Trainer programme (T3.6), which provides guidance on facilitating and supporting work-based learning in practice.

The following considerations have informed the design and development of the approach:

- **Positioning work-based learning as a strategic priority**
  Work-based learning is embedded as a core element of the programme, with its application adapted to reflect variation in learner access to workplace environments. It is designed as an integral part of the overall learning experience.
- **Collaborative engagement between training provider and employer**
  Effective implementation of work-based learning depends on active collaboration between training providers and employers. This includes shared responsibility for supporting learners and ensuring that workplace activities remain relevant to organisational practice.
- **Preparation of tutors, lecturers and workplace mentors**
  Effective delivery of work-based learning requires specific skills. Lecturers and workplace mentors are prepared for their roles through targeted training, recognising that supporting applied learning differs from delivering classroom-based instruction. This preparation is supported through the Train-the-Trainer programme (T3.6), including a dedicated session and accompanying recording outlining the key requirements for effective work-based learning implementation.
- **Integration of work-based learning within programme design**
  The programme is designed from the outset to differentiate between classroom-based learning, independent learning and workplace (or simulation-based) application. Learning

outcomes are defined to support application in practice and to remain relevant to the retail context over time.

- **Structured workplace engagement and mentor role**
  Where learners have access to a workplace environment, workplace mentors are expected to have appropriate experience, capacity and communication skills to support learners. The approach provides structured mechanisms to support this engagement (via the Workplace Learning Logbook), including planned mentor–learner interactions, the identification of relevant workplace tasks and the provision of feedback on completed activities.

- **Authentic and applied assessment design**
  Assessment is designed to reflect real-world practice. This includes the use of the workplace or community as a live setting, assignments that focus on addressing challenges or improving practice and the involvement of industry in assessment design. A variety of assessment methods are used across the programme, with scheduling that is cognisant of peak periods within the retail sector. Structured opportunities are also provided for learners to engage with tutors on assessment requirements.

- **Integration of reflection and feedback**
  Reflection and feedback are embedded within the approach. Learners are required to reflect on their experiences and are supported through structured feedback processes that contribute to learning and development.

- **Review and continuous improvement**
  The approach is reviewed following each delivery cycle, with feedback gathered from learners, trainers and employers to identify areas for improvement. Continuous refinement is further supported through stakeholder engagement and feedback gathered during project activities, including trainer engagement and programme implementation. These insights will inform the ongoing enhancement of the work-based learning approach and its supporting resources.

- **Selection of learners and workplace mentors**
  Consideration is given to the suitable selection of both learners and workplace mentors, recognising that engagement, motivation and organisational support are important factors in the effective implementation of work-based learning.

These key design considerations can be summarised into 3 categories detailed in Figure 5.



Figure 5: Summary of Key Design Considerations Underpinning the Skills4Retail Work-Based Learning Approach

7. Added Value of the Approach

The Skills4Retail work-based learning approach delivers added value in terms of accessibility, consistency and relevance to workplace practice. These benefits arise from the structured integration of work-based learning within the programme and the deliberate design of its supporting components.

A key added value of the approach is its focus on the application of learning from the classroom and curriculum to real retail environments. By requiring learners to apply knowledge in relevant contexts, whether within a workplace or through simulation, the model ensures that learning is translated into practical capability.

The approach also enhances accessibility by addressing variation in learner access to workplace environments. The inclusion of simulation-based pathways enables learners without access to a workplace setting to engage in meaningful applied learning, ensuring that participation is not dependent on employment status.

Consistency in delivery represents a further area of added value. The use of clearly defined learning outcomes, structured activities and supporting tools provides a framework that can be applied across different delivery contexts. At the same time, the approach retains sufficient flexibility to adapt to different organisational settings and learner contexts.

The approach also supports stronger engagement between training providers and employers. By establishing defined roles for workplace mentors and incorporating structured workplace activities, the model provides a clear basis for collaboration and helps to ensure that learning remains relevant to organisational needs.

In addition, the emphasis on reflection and feedback contributes to deeper learning and ongoing development. By embedding these elements across both workplace and simulation-based activities, the approach supports learners in evaluating their performance and identifying areas for improvement.

Taken together, these elements result in a work-based learning approach that is practical, and inclusive, supporting the development of skills that are directly applicable within the retail sector.

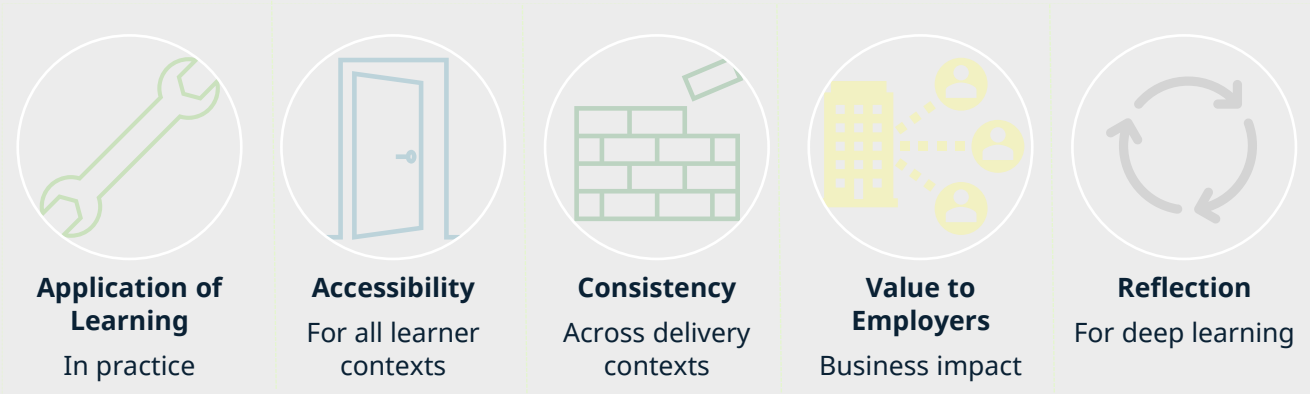


Figure 6: Added Value of the Skills4Retail Work-Based Learning Approach

8. Conclusion

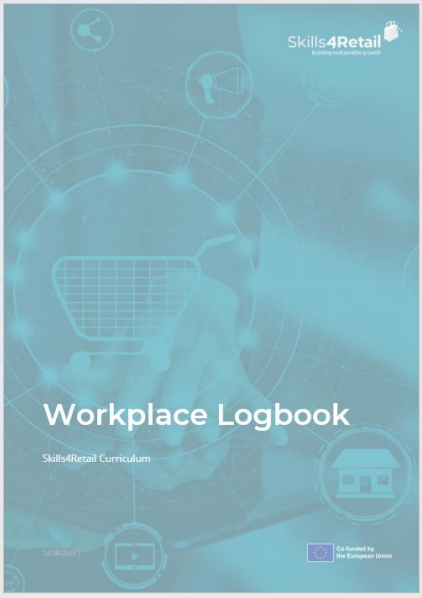
This deliverable has outlined the work-based learning approach developed within the Skills4Retail programme, including its structure, supporting components and key design considerations. Together, these elements define a practical model for applying learning in both workplace and simulated retail environments.

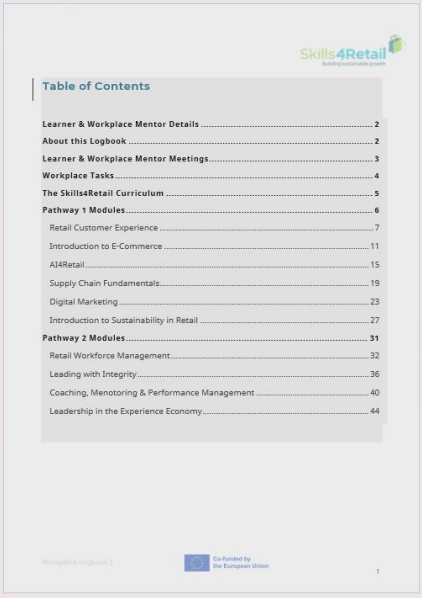
Central to the approach is the application of classroom-based learning in real and realistic contexts. By providing structured pathways for learners with and without access to a workplace, the model ensures that all participants can engage in applied learning and develop relevant, transferable skills.

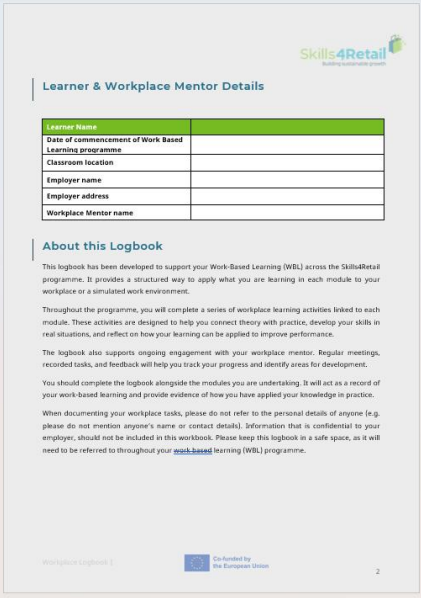
The approach provides a clear and adaptable framework that can be implemented across a range of delivery settings while remaining responsive to the needs of learners, training providers and employers. As such, it offers a practical basis for supporting impactful work-based learning within the retail sector.

9. Annex 1: Evidence of Supporting Tools

Workplace Learning Logbook















Pathway 1 Modules

The following section presents the Work-Based Learning elements for each module within Pathway 1.

For each module, this includes

- a brief overview of the module
- templates for meetings between the learner and workplace mentor,
- workplace tasks linked to the module learning outcomes, and
- a feedback form to capture mentor input on task completion.

Taken together, these materials provide a consistent structure for applying learning within the workplace and documenting progress across the programme.



Retail Customer Experience

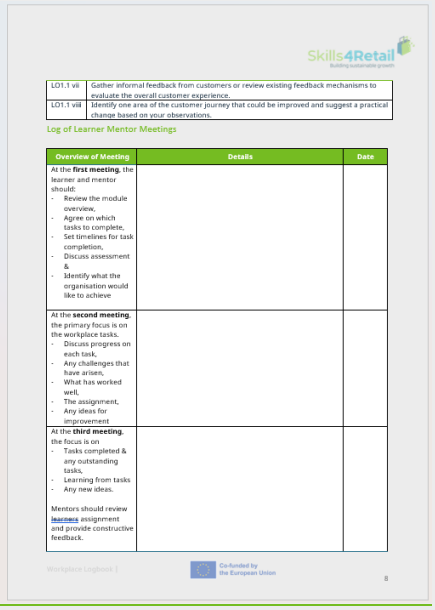
This module focuses on the key factors that shape customer experience within a retail environment. It introduces learners to how customer expectations are formed, and how satisfaction, dissatisfaction, and uncertainty can arise during the customer journey.

The module covers a range of practical areas, including the use of customer personas, communication channels, and customer journey mapping. Learners are also introduced to basic tools and techniques used to assess and measure customer experience, with a focus on how these can be applied in a retail setting.

A strong emphasis is placed on applying these concepts in practice. Through examples and activities, learners are encouraged to analyse existing retail experiences and consider how they could be improved.

Module Learning Outcomes	
LO1.1 i	Define and record customers' expectations
LO1.1 ii	Identify sources of customer satisfaction, dissatisfaction, and uncertainty in retail
LO1.1 iii	Describe persona profile
LO1.1 iv	Schedule and operate multiple communication channels in retail
LO1.1 v	Use customer journey mapping
LO1.1 vi	Use customer analytics
LO1.1 vii	Assess and measure customers experience in retail
LO1.1 viii	Design new and improved retail experiences for customers

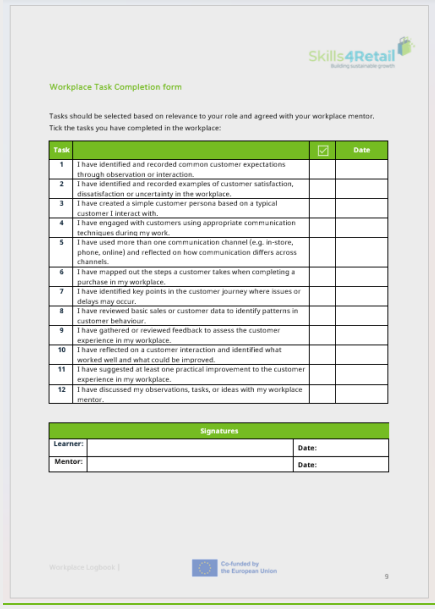
Ideas for additional learning in the workplace	
LO1.1 i	Speak with customers or observe interactions to identify what they expect when entering the store, then record these expectations in simple terms.
LO1.1 ii	Reflect on recent customer interactions and note what appeared to work well and what created frustration or confusion.
LO1.1 iii	Select a typical customer type you encounter and outline their key characteristics, needs, and behaviours.
LO1.1 iv	Take part in communicating with customers using at least one channel (e.g. in-store or online) and reflect on how effectively the message was delivered.
LO1.1 v	Map out a customer's journey from entering the store to completing a purchase, identifying key touchpoints along the way.
LO1.1 vi	Review any available sales or customer data (e.g. popular products, busy times) and identify simple trends that inform customer behaviour.



LO1.1 vii	Gather informal feedback from customers or review existing feedback mechanisms to evaluate the overall customer experience.
LO1.1 viii	Identify one area of the customer journey that could be improved and suggest a practical change based on your observations.

Log of Learner Mentor Meetings

Overview of Meeting	Details	Date
At the **first meeting**, the learner and mentor should: - Review the module overview, - Agree on which tasks to complete, - Set timelines for task completion, - Discuss assessment & - Identify what the organisation would like to achieve		
At the **second meeting**, the primary focus is on the workplace tasks. - Discuss progress on each task, - Any challenges that have arisen, - What has worked well, - The assignment, - Any ideas for improvement		
At the **third meeting**, the focus is on - Tasks completed & any outstanding tasks, - Learning from tasks - Any new ideas. Mentors should review learners assignment and provide constructive feedback.		

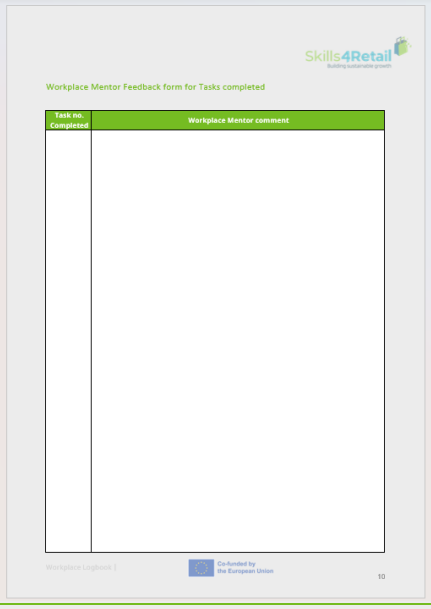


Workplace Task Completion form

Tasks should be selected based on relevance to your role and agreed with your workplace mentor.
Tick the tasks you have completed in the workplace:

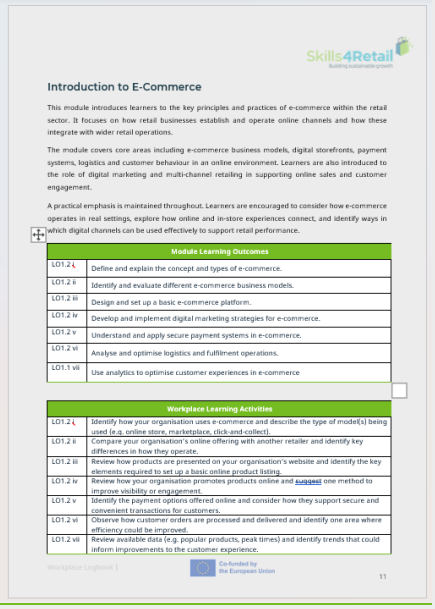
Task		☑	Date
1	I have identified and recorded common customer expectations through observation or interaction.		
2	I have identified and recorded examples of customer satisfaction, dissatisfaction or uncertainty in the workplace.		
3	I have created a simple customer persona based on a typical customer I interact with.		
4	I have engaged with customers using appropriate communication techniques during my work.		
5	I have used more than one communication channel (e.g. in-store, phone, online) and reflected on how communication differs across channels.		
6	I have mapped out the steps a customer takes when completing a purchase in my workplace.		
7	I have identified key points in the customer journey where issues or delays may occur.		
8	I have reviewed basic sales or customer data to identify patterns in customer behaviour.		
9	I have gathered or reviewed feedback to assess the customer experience in my workplace.		
10	I have reflected on a customer interaction and identified what worked well and what could be improved.		
11	I have suggested at least one practical improvement to the customer experience in my workplace.		
12	I have discussed my observations, tasks, or ideas with my workplace mentor.		

Signatures		
Learner:		Date:
Mentor:		Date:



Workplace Mentor Feedback form for Tasks completed

Task no. Completed	Workplace Mentor comment



Introduction to E-Commerce

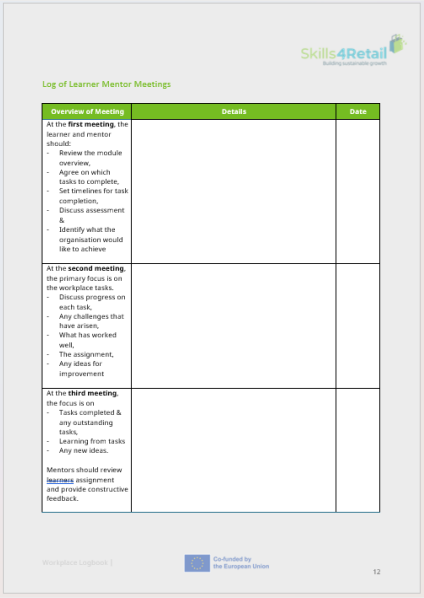
This module introduces learners to the key principles and practices of e-commerce within the retail sector. It focuses on how retail businesses establish and operate online channels and how these integrate with wider retail operations.

The module covers core areas including e-commerce business models, digital storefronts, payment systems, logistics and customer behaviour in an online environment. Learners are also introduced to the role of digital marketing and multi-channel retailing in supporting online sales and customer engagement.

A practical emphasis is maintained throughout. Learners are encouraged to consider how e-commerce operates in real settings, explore how online and in-store experiences connect, and identify ways in which digital channels can be used effectively to support retail performance.

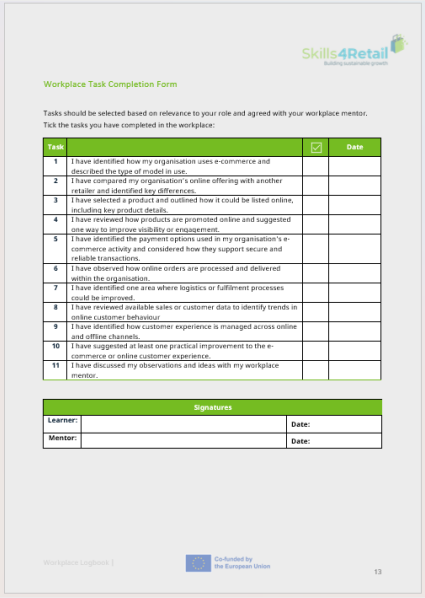
Module Learning Outcomes	
LO1.2 i	Define and explain the concept and types of e-commerce.
LO1.2 ii	Identify and evaluate different e-commerce business models.
LO1.2 iii	Design and set up a basic e-commerce platform.
LO1.2 iv	Develop and implement digital marketing strategies for e-commerce.
LO1.2 v	Understand and apply secure payment systems in e-commerce.
LO1.2 vi	Analyse and optimise logistics and fulfilment operations.
LO1.1 vii	Use analytics to optimise customer experiences in e-commerce

Workplace Learning Activities	
LO1.2 i	Identify how your organisation uses e-commerce and describe the type of model(s) being used (e.g. online store, marketplace, click-and-collect).
LO1.2 ii	Compare your organisation's online offering with another retailer and identify key differences in how they operate.
LO1.2 iii	Review how products are presented on your organisation's website and identify the key elements required to set up a basic online product listing.
LO1.2 iv	Review how your organisation promotes products online and suggest one method to improve visibility or engagement.
LO1.2 v	Identify the payment options offered online and consider how they support secure and convenient transactions for customers.
LO1.2 vi	Observe how customer orders are processed and delivered and identify one area where efficiency could be improved.
LO1.2 vii	Review available data (e.g. popular products, peak times) and identify trends that could inform improvements to the customer experience.



Log of Learner Mentor Meetings

Overview of Meeting	Details	Date
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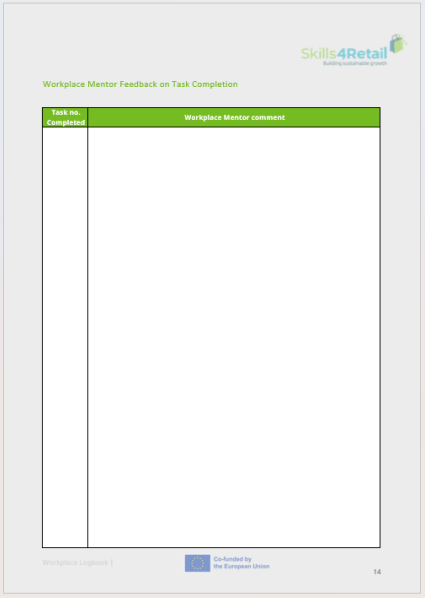


Workplace Task Completion Form

Tasks should be selected based on relevance to your role and agreed with your workplace mentor.
Tick the tasks you have completed in the workplace:

Task		☑	Date
1	I have identified how my organisation uses e-commerce and described the type of model in use.		
2	I have compared my organisation's online offering with another retailer and identified key differences.		
3	I have selected a product and outlined how it could be listed online, including key product details.		
4	I have reviewed how products are promoted online and suggested one way to improve visibility or engagement.		
5	I have identified the payment options used in my organisation's e-commerce activity and considered how they support secure and reliable transactions.		
6	I have observed how online orders are processed and delivered within the organisation.		
7	I have identified one area where logistics or fulfilment processes could be improved.		
8	I have reviewed available sales or customer data to identify trends in online customer behaviour		
9	I have identified how customer experience is managed across online and offline channels.		
10	I have suggested at least one practical improvement to the e-commerce or online customer experience.		
11	I have discussed my observations and ideas with my workplace mentor.		

Signatures		
Learner:		Date:
Mentor:		Date:



Workplace Mentor Feedback on Task Completion

Task no. Completed	Workplace Mentor comment



AI4Retail

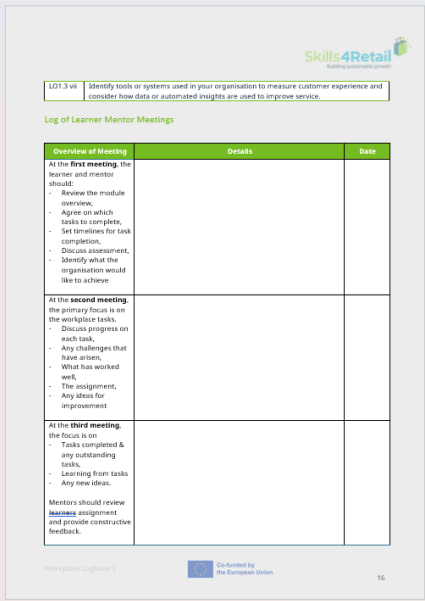
This module introduces learners to the role of artificial intelligence in the retail environment and how it is used to better understand and engage customers. It focuses on how data and digital tools are used to generate insights, support decision-making, and improve overall retail performance.

The module covers key areas including customer behaviour analysis, personalisation, omnichannel retail strategies and the use of AI to enhance the customer journey. It also considers how AI can be applied to improve operational efficiency and customer experience across both digital and physical retail settings.

A strong emphasis is placed on practical application. Learners are encouraged to explore how AI is being used in real retail contexts, identify opportunities where it can add value and consider how data-driven approaches can support improved customer engagement and outcomes.

Module Learning Outcomes	
LO1.3 i	Define and explain the role of AI in retail.
LO1.3 ii	Identify sources of customer insights through AI tools.
LO1.3 iii	Describe the process of creating AI -driven customer profiles.
LO1.3 iv	Design and operate AI-enhanced omnichannel strategies.
LO1.3 v	Apply AI to improve customer journey mapping.
LO1.3 vi	Utilise AI for customer behaviour analytics and predictive insights.
LO1.3 vii	Assess and measure customer experience with AI tools.

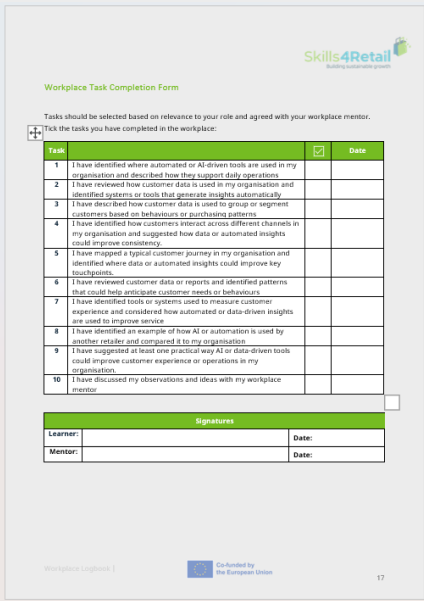
Workplace Learning Activities	
LO1.3 i	Identify where AI or automated tools are used in your organisation (e.g. recommendations, stock systems) and describe how they support retail operations.
LO1.3 ii	Review how customer data is collected and used in your organisation and identify any systems or tools that generate insights automatically to support decision-making.
LO1.3 iii	Consider how customer data (e.g. purchases, preferences) is used in your organisation and describe how systems or tools group customers based on behaviours or patterns.
LO1.3 iv	Identify how customers interact across different channels in your organisation and suggest how data or automated insights could improve consistency between these channels.
LO1.3 v	Map a typical customer journey in your organisation and identify where data or automated insights could be used to improve key touchpoints.
LO1.3 vi	Review customer data or reports used in your organisation and identify patterns that could be used to anticipate customer needs or behaviours.



LO1.3 vii	Identify tools or systems used in your organisation to measure customer experience and consider how data or automated insights are used to improve service.

Log of Learner Mentor Meetings

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At the **third meeting**, the focus is on - Tasks completed & any outstanding tasks, - Learning from tasks - Any new ideas. Mentors should review learners assignment and provide constructive feedback.		



Workplace Task Completion Form

Tasks should be selected based on relevance to your role and agreed with your workplace mentor.
Tick the tasks you have completed in the workplace:

Task		☑	Date
1	I have identified where automated or AI-driven tools are used in my organisation and described how they support daily operations		
2	I have reviewed how customer data is used in my organisation and identified systems or tools that generate insights automatically		
3	I have described how customer data is used to group or segment customers based on behaviours or purchasing patterns		
4	I have identified how customers interact across different channels in my organisation and suggested how data or automated insights could improve consistency.		
5	I have mapped a typical customer journey in my organisation and identified where data or automated insights could improve key touchpoints.		
6	I have reviewed customer data or reports and identified patterns that could help anticipate customer needs or behaviours		
7	I have identified tools or systems used to measure customer experience and considered how automated or data-driven insights are used to improve service		
8	I have identified an example of how AI or automation is used by another retailer and compared it to my organisation		
9	I have suggested at least one practical way AI or data-driven tools could improve customer experience or operations in my organisation.		
10	I have discussed my observations and ideas with my workplace mentor		

Signatures		
Learner:		Date:
Mentor:		Date:

Workplace Mentor Feedback on Task Completion

Task no. Completed	Workplace Mentor comment

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Supply Chain Fundamentals

This module introduces learners to the key principles and practices of supply chain management within the retail sector. It focuses on how goods move from suppliers through to customers, and how effective coordination of these processes supports overall business performance.

The module covers core areas including supply chain operations, customer demand, logistics and the structure of retail supply chains. Learners are also introduced to current trends and challenges, including the need for efficiency, responsiveness and the use of data to support decision-making.

A strong emphasis is placed on practical application. Learners are encouraged to explore how supply chain activities operate within their own organisation, identify opportunities for improvement and consider how effective supply chain management contributes to a positive customer experience.

Module Learning Outcomes	
LO1.4 i	Develop a comprehensive understanding of supply chains
LO1.4 ii	Analyse and improve supply chain performance
LO1.4 iii	Apply data analysis tools for logistical decision-making
LO1.4 iv	Develop and implement efficiency plans
LO1.4 v	Implement change management and improve processes
LO1.4 vi	Maintain and manage logistics databases
LO1.4 vii	Prepare for leadership roles in supply chain management

Workplace Learning Activities	
LO1.4 i	Identify how products move through your organisation, from supplier to customer, and describe the key stages involved.
LO1.4 ii	Observe a supply chain process in your workplace (e.g. stock delivery or replenishment) and identify one area where performance could be improved.
LO1.4 iii	Review available data (e.g. stock levels, delivery schedules, sales trends) and identify how it is used to support decisions in your workplace.
LO1.4 iv	Identify a routine process in your workplace and suggest a practical change that could improve efficiency or reduce delays.
LO1.4 v	Identify a recent change in processes within your organisation and describe how it was implemented and how it impacted operations.
LO1.4 vi	Identify the systems or tools used in your organisation to manage stock or logistics information and describe how they are kept up to date.
LO1.4 vii	Observe how decisions are made in relation to stock, deliveries, or operations and reflect on the skills required to manage these effectively.

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Log of Learner Mentor Meetings

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Workplace Task Completion Form

Tasks should be selected based on relevance to your role and agreed with your workplace mentor.
Tick the tasks you have completed in the workplace:

Task		☑	Date
1	I have identified how products move through my organisation, from supplier to customer, and described the key stages involved		
2	I have observed a supply chain process in my workplace and identified one area where performance could be improved		
3	I have reviewed data (e.g. stock levels, delivery schedules or sales trends) and identified how it supports decision-making in my organisation.		
4	I have identified a routine process in my workplace and suggested a practical change to improve efficiency or reduce delays.		
5	I have identified a recent change in processes within my organisation and described how it was implemented and its impact.		
6	I have identified the systems or tools used to manage stock or logistics information in my organisation and described how they are used in practice.		
7	I have described how stock or logistics information is updated and maintained in my organisation.		
8	I have observed how decisions are made in relation to stock, deliveries, or operations in my organisation.		
9	I have reflected on the skills required to manage supply chain operations effectively.		
10	I have discussed my observations and ideas with my workplace mentor		

Signatures		
Learner:		Date:
Mentor:		Date:

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Workplace Mentor Feedback on Task Completion

Task no. Completed	Workplace Mentor comment

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Digital Marketing

This module introduces learners to the key principles and practices of digital marketing within the retail environment. It focuses on how retailers use digital channels to promote products, engage with customers, and drive sales.

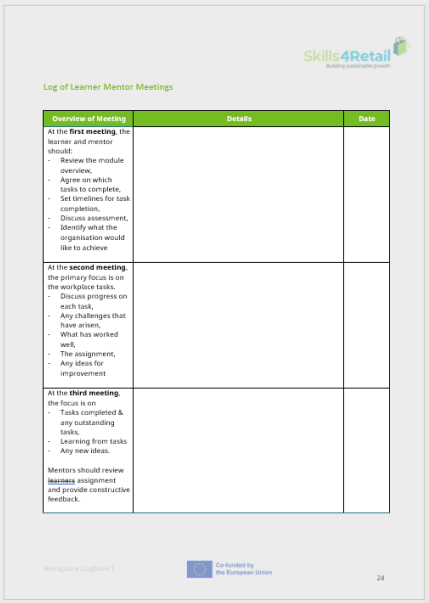
The module covers core areas including websites, search engines, social media, content marketing, and email marketing. Learners are also introduced to how these channels work together to create a consistent and effective online presence, and how digital activity supports the overall customer journey.

A strong emphasis is placed on practical application. Learners are encouraged to explore how digital marketing is used within their own organisation, identify opportunities to improve online engagement, and consider how digital channels can be used to enhance customer experience and business performance.

Module Learning Outcomes	
LO1.5 i	Define the core principles of digital marketing
LO1.5 ii	Understand the fundamental components of an effective website
LO1.5 iii	Identify basic techniques for improving website visibility through SEO
LO1.5 iv	Understand the role of social media platforms in digital marketing
LO1.5 v	Explain the principles of content marketing
LO1.5 vi	Understand the key components of an effective email marketing campaign

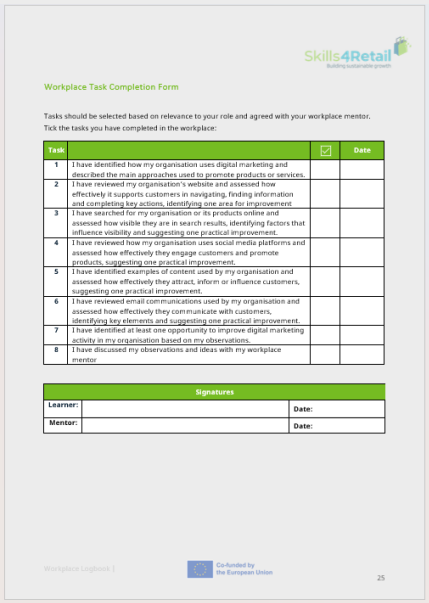
Workplace Learning Activities	
LO1.5 i	Identify how your organisation promotes products or services online and describe the main digital marketing approaches being used.
LO1.5 ii	Review your organisation's website and assess how effectively it supports the customer in finding information, navigating content and completing key actions (e.g. making a purchase or enquiry).
LO1.5 iii	Search for your organisation or its products online and assess how visible they are in search results, identifying factors that may influence their ranking and suggesting one way to improve visibility.
LO1.5 iv	Review how your organisation uses social media platforms and assess how effectively they engage customers and promote products, identifying one area for improvement.
LO1.5 v	Identify examples of content used by your organisation (e.g. posts, videos, product descriptions) and assess how effectively they attract or inform customers, suggesting one practical improvement.
LO1.5 vi	Review email communications used by your organisation (if accessible) and assess how effectively they communicate with customers, identifying the key elements that contribute to their effectiveness and suggesting one practical improvement.

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Log of Learner Mentor Meetings

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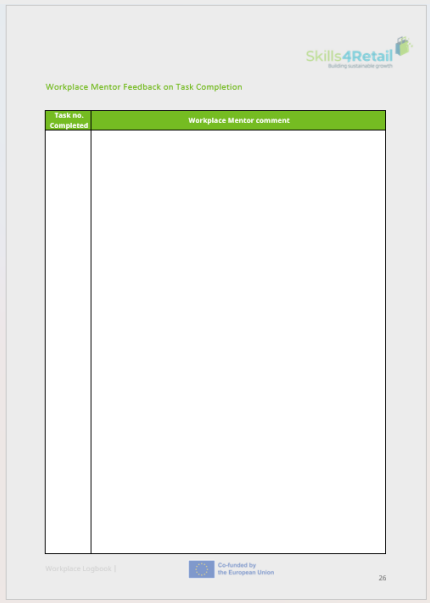


Workplace Task Completion Form

Tasks should be selected based on relevance to your role and agreed with your workplace mentor.
Tick the tasks you have completed in the workplace:

Task		☑	Date
1	I have identified how my organisation uses digital marketing and described the main approaches used to promote products or services.		
2	I have reviewed my organisation's website and assessed how effectively it supports customers in navigating, finding information and completing key actions, identifying one area for improvement		
3	I have searched for my organisation or its products online and assessed how visible they are in search results, identifying factors that influence visibility and suggesting one practical improvement.		
4	I have reviewed how my organisation uses social media platforms and assessed how effectively they engage customers and promote products, suggesting one practical improvement.		
5	I have identified examples of content used by my organisation and assessed how effectively they attract, inform or influence customers, suggesting one practical improvement.		
6	I have reviewed email communications used by my organisation and assessed how effectively they communicate with customers, identifying key elements and suggesting one practical improvement.		
7	I have identified at least one opportunity to improve digital marketing activity in my organisation based on my observations.		
8	I have discussed my observations and ideas with my workplace mentor		

Signatures		
Learner:		Date:
Mentor:		Date:



Workplace Mentor Feedback on Task Completion

Task no. Completed	Workplace Mentor comment



Introduction to Sustainability in Retail

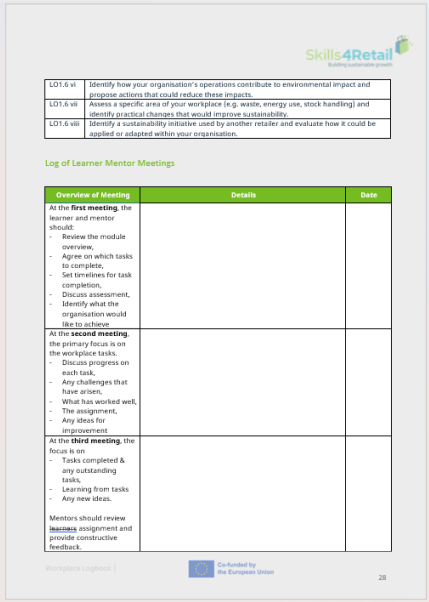
This module introduces learners to the key principles of sustainability within the retail sector and explores how retail operations impact the environment. It focuses on how businesses can respond to environmental challenges while maintaining effective and efficient operations.

The module covers core areas including the environmental impact of retail activities, sustainable practices, regulatory requirements and the risks and opportunities associated with sustainability. Learners are also introduced to practical tools and approaches that can be used to assess and improve sustainability within a retail setting.

A strong emphasis is placed on practical application. Learners are encouraged to explore how sustainability is addressed within their own organisation, identify areas where improvements can be made and consider how more sustainable practices can be integrated into day-to-day operations.

Module Learning Outcomes	
LO1.6 i	Examine how retail operations affect the environment, including the use of natural resources, climate change, pollution, waste, and biodiversity loss.
LO1.6 ii	Develop practical solutions and recommend best practices to address environmental challenges and improve sustainability in retail workplaces.
LO1.6 iii	Evaluate the responsibilities of retailers in meeting sustainability standards
LO1.6 iv	Analyse the strengths and weaknesses of measures taken at national, European, and global levels to address environmental issues in the retail sector.
LO1.6 v	Assess the risks and opportunities of sustainable practices in retail .
LO1.6 vi	Analyse how sustainability issues relate to climate change in retail and develop strategies to reduce the environmental impact of retail operations.
LO1.6 vii	Conduct a basic environmental assessment of a retail workplace and suggest practical ways to improve sustainability.
LO1.6 viii	Examine successful sustainability initiatives in retail, identifying key success factors, challenges, and lessons learned

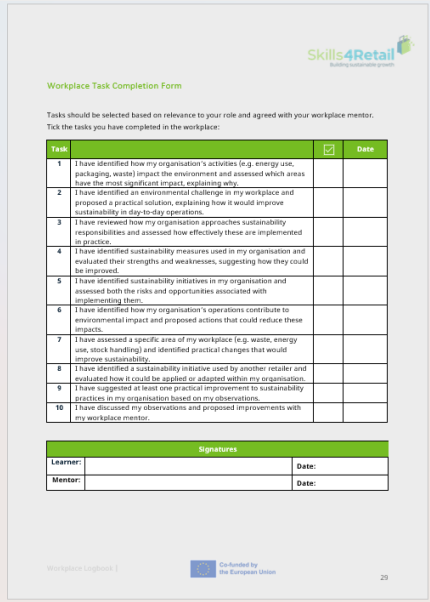
Workplace Learning Activities	
LO1.6 i	Identify how your organisation's activities (e.g. energy use, packaging, waste) impact the environment and assess which areas have the most significant impact, explaining why.
LO1.6 ii	Identify an environmental challenge in your workplace and propose a practical solution, explaining how it would improve sustainability in day-to-day operations.
LO1.6 iii	Review how your organisation approaches sustainability responsibilities and assess how effectively these are implemented in practice.
LO1.6 iv	Identify sustainability measures used in your organisation and evaluate their strengths and weaknesses, suggesting how they could be improved.
LO1.6 v	Identify sustainability initiatives in your organisation and assess both the risks and opportunities associated with implementing them.



LO1.6 vii	Identify how your organisation's operations contribute to environmental impact and propose actions that could reduce these impacts.
LO1.6 viii	Assess a specific area of your workplace (e.g. waste, energy use, stock handling) and identify practical changes that would improve sustainability.
LO1.6 viii	Identify a sustainability initiative used by another retailer and evaluate how it could be applied or adapted within your organisation.

Log of Learner Mentor Meetings

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At the **first meeting**, the learner and mentor should: - Review the module overview, - Agree on which tasks to complete, - Set timelines for task completion, - Discuss assessment, - Identify what the organisation would like to achieve		
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Workplace Task Completion Form

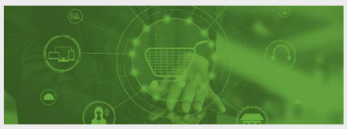
Tasks should be selected based on relevance to your role and agreed with your workplace mentor.
Tick the tasks you have completed in the workplace:

Task		☑	Date
1	I have identified how my organisation's activities (e.g. energy use, packaging, waste) impact the environment and assessed which areas have the most significant impact, explaining why.		
2	I have identified an environmental challenge in my workplace and proposed a practical solution, explaining how it would improve sustainability in day-to-day operations.		
3	I have reviewed how my organisation approaches sustainability responsibilities and assessed how effectively these are implemented in practice.		
4	I have identified sustainability measures used in my organisation and evaluated their strengths and weaknesses, suggesting how they could be improved.		
5	I have identified sustainability initiatives in my organisation and assessed both the risks and opportunities associated with implementing them.		
6	I have identified how my organisation's operations contribute to environmental impact and proposed actions that could reduce these impacts.		
7	I have assessed a specific area of my workplace (e.g. waste, energy use, stock handling) and identified practical changes that would improve sustainability.		
8	I have identified a sustainability initiative used by another retailer and evaluated how it could be applied or adapted within my organisation.		
9	I have suggested at least one practical improvement to sustainability practices in my organisation based on my observations.		
10	I have discussed my observations and proposed improvements with my workplace mentor.		

Signatures		
Learner:		Date:
Mentor:		Date:

Workplace Mentor Feedback on Task Completion

Task no. Completed	Workplace Mentor comment



Pathway 2 Modules

The following section presents the Work-Based Learning elements for each module within Pathway 2.

For each module, this includes

- a brief overview of the module
- templates for meetings between the learner and workplace mentor,
- workplace tasks linked to the module learning outcomes, and
- a feedback form to capture mentor input on task completion.

Taken together, these materials provide a consistent structure for applying learning within the workplace and documenting progress across the programme.

Retail Workforce Management

This module focuses on the key principles and practices involved in managing people within the retail environment. It explores how changes in the retail sector are shaping the way organisations recruit, manage and support their workforce.

The module covers core areas including workforce planning, recruitment and onboarding, team management, employee motivation and managing change. It also addresses practical challenges such as conflict resolution and time management, which are essential for maintaining effective team performance in busy retail settings.

A strong emphasis is placed on application in a management context. Learners are encouraged to reflect on their own role or organisation, analyse how people are currently managed and identify ways to improve team performance, engagement, and overall effectiveness.

Module Learning Outcomes	
LO 2.1 i	Evaluate ongoing change in the retail industry, identifying opportunities and challenges faced by retail managers and select strategies to improve the store and staff presence.
LO 2.1 ii	Discuss the key stages and procedures in the recruitment, selection, and onboarding of retail employees.
LO 2.1 iii	Demonstrate accountability for managing own performance as well as managing the performance of team.
LO 2.1 iv	Demonstrate an understanding of how theories and best practices of employee motivation can be implemented in the workplace.
LO 2.1 v	Assess the skills required for conflict management and resolution in the workplace.
LO 2.1 vi	Demonstrate the importance of time management and how it impacts on the role of the retail manager.

Workplace Learning Activities	
LO 2.1 i	Identify recent changes affecting your organisation (e.g. staffing, customer behaviour, technology) and assess how these changes impact team performance, identifying one action that could improve outcomes.
LO 2.1 ii	Review how recruitment and onboarding are carried out in your organisation and assess how effective these processes are in preparing employees for their roles, suggesting one improvement.
LO 2.1 iii	Review how performance is managed within your team or organisation and assess how effectively it is monitored and improved, identifying one area for improvement.
LO 2.1 iv	Identify how employee motivation is supported in your organisation and evaluate how effective these approaches are in maintaining engagement and performance, suggesting one improvement.
LO 2.1 v	Identify an example of a workplace conflict situation (observed or experienced) and assess how it was handled, identifying what worked well and what could be improved.
LO 2.1 vi	Review how time is managed in your role or team and assess how effectively tasks and priorities are organised, identifying one change that could improve efficiency.

Log of Learner Mentor Meetings

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Workplace Task Completion Form

Tasks should be selected based on relevance to your role and agreed with your workplace mentor.
Tick the tasks you have completed in the workplace:

Task		☑	Date
1	I have identified recent changes affecting my organisation (e.g. staffing, technology, customer behaviour) and assessed how these impact team performance, identifying one action to improve outcomes.		
2	I have reviewed how recruitment, selection, and onboarding are carried out in my organisation and assessed how effectively they prepare employees for their roles, suggesting one improvement.		
3	I have reviewed how performance is managed within my team or organisation and assessed how effectively it is monitored and improved, identifying one area for improvement.		
4	I have identified how employee motivation is supported in my organisation and evaluated how effective these approaches are, suggesting one practical improvement.		
5	I have identified a workplace conflict situation and assessed how it was managed, identifying what worked well and what could be improved.		
6	I have reviewed how time is managed within my role or team and assessed how effectively tasks and priorities are organised, identifying one change to improve efficiency.		
7	I have identified at least one opportunity to improve team performance or people management practices based on my observations.		
8	I have discussed my observations and proposed improvements with my workplace mentor.		

Signatures		
Learner:		Date:
Mentor:		Date:

Workplace Mentor Feedback on Task Completion

Task no. Completed	Workplace Mentor comment

Leading with Integrity

This module focuses on the role of integrity and ethical behaviour in retail leadership. It explores how leaders set expectations, influence workplace culture and build trust through their actions and decision-making.

The module covers core areas including ethical decision-making, professional standards, accountability and the importance of honesty and transparency in leadership. It also considers how leaders manage challenging situations, balance organisational goals with ethical responsibilities and promote a positive and respectful working environment.

A strong emphasis is placed on practical application. Learners are encouraged to reflect on their own approach to leadership, evaluate how integrity is demonstrated within their organisation, and identify ways to strengthen trust, accountability, and ethical practice in their workplace.

Module Learning Outcomes	
LO 2.2 i	Discuss the importance and components of integrity in leadership.
LO 2.2 ii	Demonstrate an appreciation for the importance of equality, diversity & inclusion (EDI) in the modern retail environment.
LO 2.2 iii	Discuss key ethical issues and dilemmas facing retail leaders.
LO 2.2 iv	Employ effective environmental, social, and governance practices and initiatives to enhance the organisation's reputation.
LO 2.2 v	Describe the features of the circular economy and its impact on the retail sector.

Workplace Learning Activities	
LO 2.2 i	Identify how integrity is demonstrated in leadership within your organisation and assess how this influences team behaviour, trust, and decision-making, identifying one area for improvement.
LO 2.2 ii	Review how equality, diversity and inclusion are supported in your organisation and assess how effectively these principles are applied in day-to-day operations, suggesting one improvement.
LO 2.2 iii	Identify an ethical issue or dilemma relevant to your organisation and evaluate how it was handled (or could be handled), explaining the reasoning behind your approach.
LO 2.2 iv	Identify environmental, social, or governance (ESG) practices used in your organisation and assess how they contribute to organisational reputation, suggesting one way to strengthen their impact.
LO 2.2 v	Identify examples of circular economy practices (e.g. recycling, reuse, reduced waste) within your organisation or another retailer and evaluate how they could be applied or improved in your workplace.

Log of Learner Mentor Meetings

Overview of Meeting	Details	Date
At the **first meeting**, the learner and mentor should: - Review the module overview, - Agree on which tasks to complete, - Set timelines for task completion, - Discuss assessment, - Identify what the organisation would like to achieve		
At the **second meeting**, the primary focus is on the workplace tasks. - Discuss progress on each task, - Any challenges that have arisen, - What has worked well, - The assignment, - Any ideas for improvement		
At the **third meeting**, the focus is on - Tasks completed & any outstanding tasks, - Learning from tasks - Any new ideas. Mentors should review learners assignment and provide constructive feedback.		

Workplace Task Completion Form

Tasks should be selected based on relevance to your role and agreed with your workplace mentor.
Tick the tasks you have completed in the workplace:

Task		☑	Date
1	I have identified how integrity is demonstrated in leadership within my organisation and assessed how it influences team behaviour, trust, and decision-making, identifying one area for improvement		
2	I have reviewed how equality, diversity and inclusion are supported in my organisation and assessed how effectively these principles are applied in day-to-day operations, suggesting one improvement.		
3	I have identified an ethical issue or dilemma relevant to my organisation and evaluated how it was handled (or could be handled), explaining the reasoning behind my approach.		
4	I have identified environmental, social, or governance (ESG) practices used in my organisation and assessed how they contribute to organisational reputation, suggesting one way to strengthen their impact.		
5	I have identified examples of circular economy practices (e.g. recycling, reuse, reduced waste) within my organisation or another retailer and evaluated how they could be applied or improved in my workplace.		
6	I have identified at least one opportunity to strengthen ethical practices or integrity in leadership within my organisation		
7	I have reflected on how I demonstrate integrity in my own role and identified one action I could take to improve my leadership approach.		
8	I have discussed my observations and proposed improvements with my workplace mentor.		

Signatures		
Learner:		Date:
Mentor:		Date:

Workplace Mentor Feedback on Task Completion

Task no. Completed	Workplace Mentor comment

Coaching, Menotoring & Performance Management

This module focuses on the skills and practices required to support and develop employees within the retail environment. It explores how coaching and mentoring can be used to improve individual performance, build capability within teams and support organisational goals.

The module covers core areas including the principles of coaching and mentoring, setting performance expectations, providing feedback and supporting continuous development. It also examines how performance management processes can be used to monitor progress, address performance issues and recognise achievement.

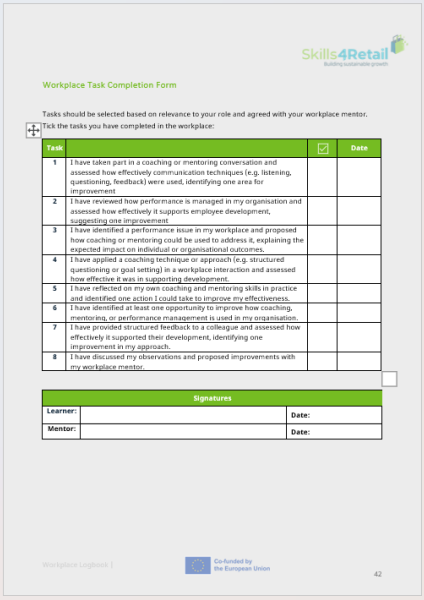
A strong emphasis is placed on practical application. Learners are encouraged to reflect on how they support others in their role, assess how performance is managed within their team or organisation and identify ways to use coaching and mentoring to improve individual and team outcomes.

Module Learning Outcomes	
LO 2.3 i	Demonstrate effective communication skills when providing coaching and mentoring support.
LO 2.3 ii	Identify the integral components of performance management and discuss the critical role of the retail manager within the performance management process.
LO 2.3 iii	Demonstrate an awareness of the importance of coaching and mentoring in achieving organisational goals.
LO 2.3 iv	Discuss the techniques, and frameworks associated with coaching and mentoring.
LO 2.3 v	Demonstrate the key skills required for effective coaching and mentoring.

Workplace Learning Activities	
LO 2.3 i	Take part in a coaching or mentoring conversation (formal or informal) and assess how effectively communication techniques (e.g. listening, questioning, feedback) were used, identifying one area for improvement.
LO 2.3 ii	Review how performance is managed in your organisation (e.g. reviews, targets, feedback) and assess how effectively the process supports employee development, suggesting one improvement.
LO 2.3 iii	Identify a situation where coaching or mentoring could improve performance in your workplace and propose how it could be applied, explaining the expected impact on individual or organisational outcomes.
LO 2.3 iv	Apply a basic coaching technique or approach (e.g. structured questioning, goal setting) in a workplace interaction and reflect on how effective it was in supporting development.
LO 2.3 v	Reflect on your own coaching and mentoring skills in practice (e.g. listening, feedback, supporting others) and identify one action you could take to improve your effectiveness.

Log of Learner Mentor Meetings

Overview of Meeting	Details	Date
At the **first meeting**, the learner and mentor should: - Review the module overview, - Agree on which tasks to complete, - Set timelines for task completion, - Discuss assessment, - Identify what the organisation would like to achieve		
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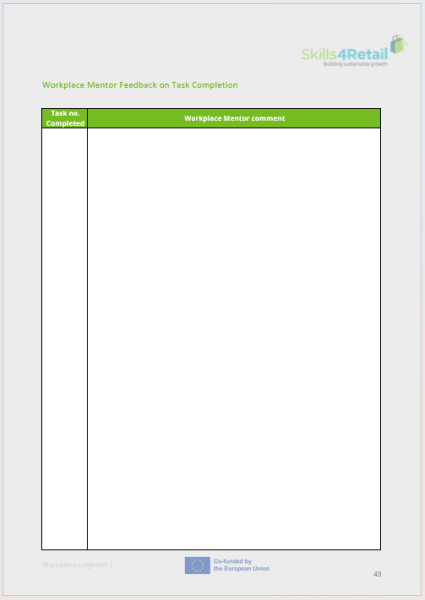
Workplace Task Completion Form

Tasks should be selected based on relevance to your role and agreed with your workplace mentor.
Tick the tasks you have completed in the workplace:

Task		☑	Date
1	I have taken part in a coaching or mentoring conversation and assessed how effectively communication techniques (e.g. listening, questioning, feedback) were used, identifying one area for improvement		
2	I have reviewed how performance is managed in my organisation and assessed how effectively it supports employee development, suggesting one improvement		
3	I have identified a performance issue in my workplace and proposed how coaching or mentoring could be used to address it, explaining the expected impact on individual or organisational outcomes.		
4	I have applied a coaching technique or approach (e.g. structured questioning or goal setting) in a workplace interaction and assessed how effective it was in supporting development.		
5	I have reflected on my own coaching and mentoring skills in practice and identified one action I could take to improve my effectiveness.		
6	I have identified at least one opportunity to improve how coaching, mentoring, or performance management is used in my organisation.		
7	I have provided structured feedback to a colleague and assessed how effectively it supported their development, identifying one improvement in my approach.		
8	I have discussed my observations and proposed improvements with my workplace mentor.		

Signatures		
Learner:		Date:
Mentor:		Date:

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Workplace Mentor Feedback on Task Completion

Task no. Completed	Workplace Mentor comment

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Leadership in the Experience Economy

This module explores how leadership in the retail sector is evolving in response to the growing importance of customer experience. It focuses on how organisations create value through meaningful and engaging customer interactions and the role of leadership in shaping these experiences.

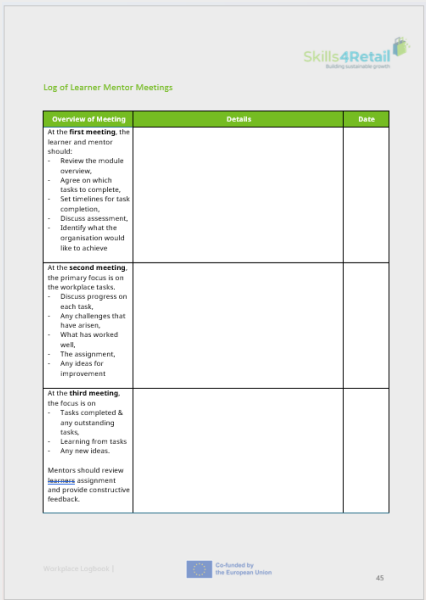
The module covers core areas including experience-led retail strategies, customer-centric thinking, innovation and the integration of digital and physical environments. It also examines how leaders can create a culture that prioritises customer experience, supports employee engagement and responds to changing customer expectations.

A strong emphasis is placed on practical application. Learners are encouraged to analyse how customer experience is currently delivered within their organisation, assess the role of leadership in shaping this experience and identify opportunities to improve how customers interact with the brand across different touchpoints.

Module Learning Outcomes	
LO 2.4 i	Discuss the key theories and frameworks associated with leadership.
LO 2.4 ii	Describe the key fundamentals of what we mean by the experience economy.
LO 2.4 iii	Examine the key pillars associated with customer experience, integrating diagnostics which best measure standards of customer experience as a key element of improvement.
LO 2.4 iv	Describe the importance and elements of the employee experience.
LO 2.4 v	Review emerging technologies employed by organisations to improve customer and employee experiences.

Workplace Learning Activities	
LO 2.4 i	Identify how leadership is demonstrated in your organisation and assess how leadership approaches or styles influence team performance and customer experience, identifying one area for improvement.
LO 2.4 ii	Identify how your organisation creates value beyond products or services and assess how effectively customer experiences are designed to meet expectations, suggesting one improvement.
LO 2.4 iii	Assess how customer experience is delivered in your organisation across key touchpoints and identify how performance is measured, suggesting one improvement based on your findings.
LO 2.4 iv	Identify how your organisation supports employee experience (e.g. working environment, support from managers, training and development opportunities) and assess how this impacts customer experience, suggesting one improvement.
LO 2.4 v	Identify technologies used in your organisation (or another retailer) to improve customer or employee experience and evaluate how effectively they enhance interactions, suggesting one practical improvement.

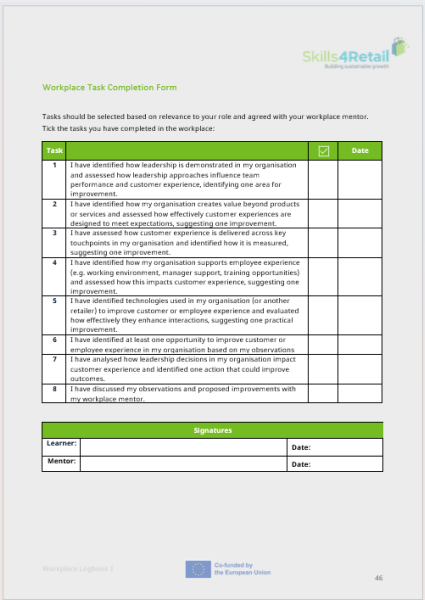
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Log of Learner Mentor Meetings

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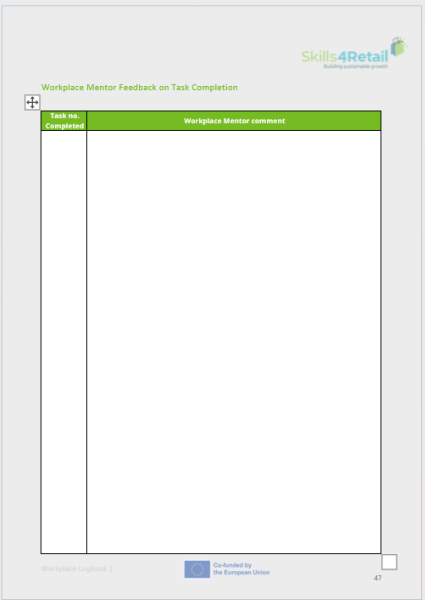
Workplace Task Completion Form

Tasks should be selected based on relevance to your role and agreed with your workplace mentor.
Tick the tasks you have completed in the workplace:

Task		☑	Date
1	I have identified how leadership is demonstrated in my organisation and assessed how leadership approaches influence team performance and customer experience, identifying one area for improvement.		
2	I have identified how my organisation creates value beyond products or services and assessed how effectively customer experiences are designed to meet expectations, suggesting one improvement.		
3	I have assessed how customer experience is delivered across key touchpoints in my organisation and identified how it is measured, suggesting one improvement.		
4	I have identified how my organisation supports employee experience (e.g. working environment, manager support, training opportunities) and assessed how this impacts customer experience, suggesting one improvement.		
5	I have identified technologies used in my organisation (or another retailer) to improve customer or employee experience and evaluated how effectively they enhance interactions, suggesting one practical improvement.		
6	I have identified at least one opportunity to improve customer or employee experience in my organisation based on my observations		
7	I have analysed how leadership decisions in my organisation impact customer experience and identified one action that could improve outcomes.		
8	I have discussed my observations and proposed improvements with my workplace mentor.		

Signatures		
Learner:		Date:
Mentor:		Date:

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Workplace Mentor Feedback on Task Completion

Task no. Completed	Workplace Mentor comment

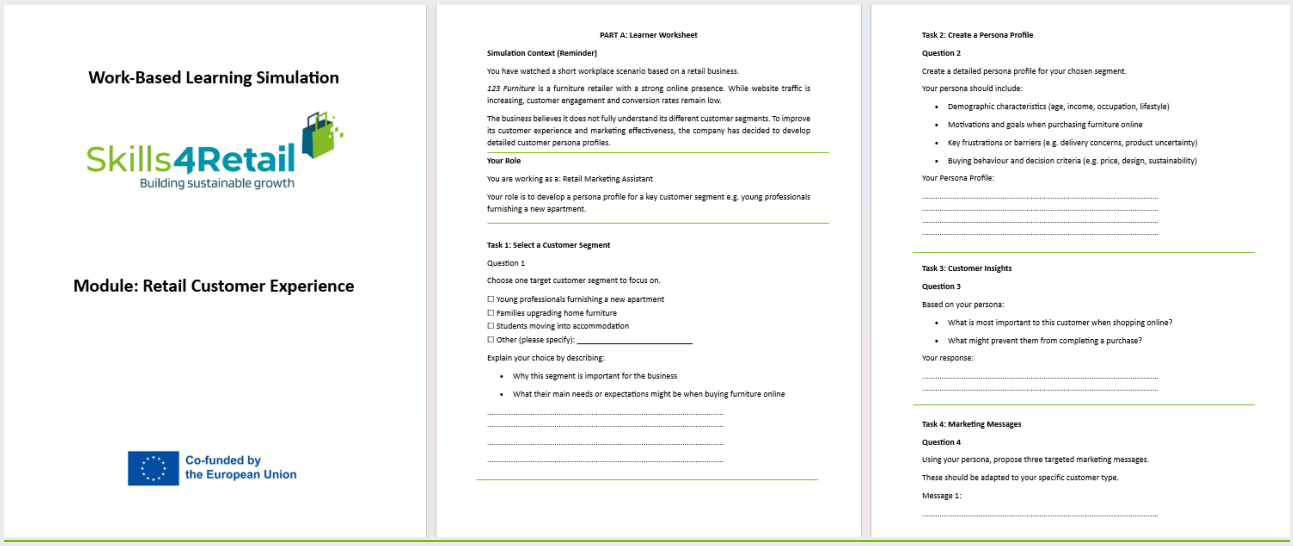
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Notes
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Workplace Simulation Videos & Tasks





Work-Based Learning Simulation

Skills4Retail
Building sustainable growth

Module: Retail Customer Experience

Co-funded by the European Union

PART A: Learner Worksheet

Simulation Context (Reminder)

You have watched a short workplace scenario based on a retail business.

123 Furniture is a furniture retailer with a strong online presence. While website traffic is increasing, customer engagement and conversion rates remain low.

The business believes it does not fully understand its different customer segments. To improve its customer experience and marketing effectiveness, the company has decided to develop detailed customer persona profiles.

Your Role

You are working as a: Retail Marketing Assistant

Your role is to develop a persona profile for a key customer segment e.g. young professionals furnishing a new apartment.

Task 1: Select a Customer Segment

Question 1

Choose one target customer segment to focus on.

☐ Young professionals furnishing a new apartment
☐ Families upgrading home furniture
☐ Students moving into accommodation
☐ Other (please specify): _____

Explain your choice by describing:

- Why this segment is important for the business
- What their main needs or expectations might be when buying furniture online

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Task 2: Create a Persona Profile

Question 2

Create a detailed persona profile for your chosen segment.

Your persona should include:

- Demographic characteristics (age, income, occupation, lifestyle)
- Motivations and goals when purchasing furniture online
- Key frustrations or barriers (e.g. delivery concerns, product uncertainty)
- Buying behaviour and decision criteria (e.g. price, design, sustainability)

Your Persona Profile:

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Task 3: Customer Insights

Question 3

Based on your persona:

- What is most important to this customer when shopping online?
- What might prevent them from completing a purchase?

Your response:

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.....

Task 4: Marketing Messages

Question 4

Using your persona, propose three targeted marketing messages.

These should be adapted to your specific customer type.

Message 1:

.....

Message 2:

.....

Message 3:

.....

Task 5: Communication Channels

Question 5

Recommend 2–3 communication channels that would be most effective for your persona.

☐ Social media
☐ Email marketing
☐ Website / search
☐ Mobile messaging
☐ Other: _____

Explain your choices:

.....
.....

Task 6: Reflection (Work-Based Learning)

Question 6

Reflect on your decision-making:

- What did you learn about customer behaviour and expectations?
- What challenges might arise when developing and using customer personas in a real retail setting?

Your reflection:

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PART B: Assessor Criteria

Assessment Overview

This assessment evaluates the learner's ability to apply customer experience concepts in a practical retail scenario.

The focus is on:

- Understanding customer segments
- Developing realistic personas
- Applying insight to marketing actions
-

Assessment Criteria and Performance Levels

Criteria	Achieved	Partially Achieved	Not Yet Achieved
Understanding of customer segment	Clear, relevant segment selected with explanation	Some understanding shown	Limited or unclear
Persona profile quality	Detailed, realistic and well-structured persona	Some detail but lacks depth	Persona unclear or incomplete
Customer insight (needs & barriers)	Clear understanding of motivations and challenges	Partial understanding	Limited or incorrect
Marketing messages	Relevant and well-targeted messages	Messages present but generic	Messages unclear or missing
Communication channel selection	Appropriate channels selected and justified	Channels selected with limited explanation	Channels inappropriate or missing

Overall Assessment Decision

☐ Pass
☐ Resubmission required

Assessor comments:

.....
.....

Notes for Assessors

- This is a **simulated work-based learning activity**
- Learners are not expected to use real customer data
- Focus should be on:
  - Practical reasoning
  - Realism of persona
  - Application of CX concepts

Flexibility should be allowed in the interpretation of customer segments.

Link to Learning Outcome(s)

This activity aligns with:

- Define and understand customer expectations
- Identify sources of customer satisfaction and dissatisfaction
- Describe and develop persona profiles
- Apply communication channel strategies
- Design improved customer experiences

Module Section	How it appears in the video
Customer Experience Fundamentals	Context and problem setting
Persona Profiles	Core task (persona creation)
Customer Behaviour	Motivations, barriers, decisions
Communication Channels	Channel selection task
Customer Experience Design	Application through messaging
Customer Experience Fundamentals	Context and problem setting
Persona Profiles	Core task (persona creation)





Work-Based Learning Simulation

Skills4Retail
Building sustainable growth

Module: Introduction Sustainability in Retail

Co-funded by the European Union

PART A: Learner Worksheet

Scenario Context (Reminder)

You have watched a short workplace scenario based on a retail business.

Fresh Choice Retail is a medium-sized retailer operating stores across the country. The company has introduced a sustainability strategy to reduce waste, improve energy efficiency, and respond to growing customer expectations around environmental responsibility.

One store has identified several challenges, including:

- Increasing waste disposal costs
- Rising energy consumption
- Growing customer interest in sustainability
- Limited employee knowledge of sustainable practices

Management must decide which sustainability initiatives should be prioritised to deliver the greatest impact while remaining practical for day-to-day retail operations.

Your Role

You are working as a: Retail Sustainability Coordinator

Your role is to review the issues identified and recommend practical actions that will improve the store's sustainability performance.

Task 1: Sustainability Priorities

Question 1

Fresh Choice Retail cannot implement every sustainability initiative immediately.

Identify the two sustainability issues that should be prioritised first and explain your reasoning.

Consider:

- potential environmental impact
- business impact
- cost implications
- practicality of implementation

Your response:

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Task 2: Developing a Business Case

Question 2

Management is concerned that sustainability initiatives may increase workload and costs.

Select one sustainability initiative you would recommend and develop a short business case for its implementation.

Your response should consider:

- The sustainability challenge being addressed
- Expected environmental benefits
- Potential business benefits
- Resources or support that may be required

Your response:

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.....

Task 3: Implementation Planning

Question 3

Management has approved the initiative proposed in Task 2.

Outline how this initiative could be implemented within the store.

Consider:

- Key actions required
- People who should be involved
- Resources required
- Potential timescales

Your response:

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Task 4: Implementation Assessment

Question 4

Before introducing the initiative proposed in Task 3, management wants to understand the practical implications.

Assess the proposed initiative under the following headings:

Benefits

.....

Risks or Challenges

.....

Success Factors

.....

How Success Could Be Measured

.....

Task 5: Employee Engagement

Question 5

The scenario suggests that employees have limited knowledge of sustainability practices.

How could Fresh Choice Retail encourage greater employee participation in sustainability initiatives?

Consider:

- Communication approaches
- Staff training and support
- Encouraging participation in sustainability initiatives
- Monitoring and reinforcing sustainable behaviours

Your response:

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Task 6: Reflection (Work-Based Learning)

Question 6

Reflect on the scenario.

- Which sustainability challenge would be most difficult to address in a real retail environment?
- What barriers might limit progress?
- What did this activity teach you about balancing sustainability objectives with business objectives?

Your reflection

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.....
.....

PART B: Assessor Criteria

Assessment Overview

This assessment evaluates the learner's ability to:

- Identify sustainability challenges in a retail setting
- Apply sustainability concepts to workplace situations
- Recommend practical improvement actions
- Consider both environmental and business impacts
- Reflect on sustainability in retail practice

Assessment Criteria and Performance Levels

Criteria	Achieved	Partially Achieved	Not Yet Achieved
Identification of sustainability issues	Clearly identifies relevant workplace sustainability challenges	Some relevant issues identified	Issues unclear or incomplete
Prioritisation and reasoning	Clear justification for selected priority area	Some justification provided	Limited reasoning
Practical improvement recommendations	Actions are realistic and appropriate for retail	Some practical actions proposed	Actions unrealistic or missing
Evaluation of benefits and challenges	Demonstrates balanced consideration of outcomes	Partial consideration	Limited evaluation
Communication and justification of decisions	Responses are clear, well-structured and supported by appropriate reasoning	Some structure and clarity	Poorly structured or incomplete

Overall Assessment Decision

☐ Pass
☐ Resubmission required

Assessor comments:

Notes for Assessors

- This is a simulated work-based learning activity.
- Learners are not required to provide technical sustainability expertise.
- Focus should be on:
  - Practical application
  - Problem-solving
  - Awareness of sustainability issues
  - Realistic workplace recommendations

Flexibility should be allowed in responses, as multiple solutions may be appropriate.

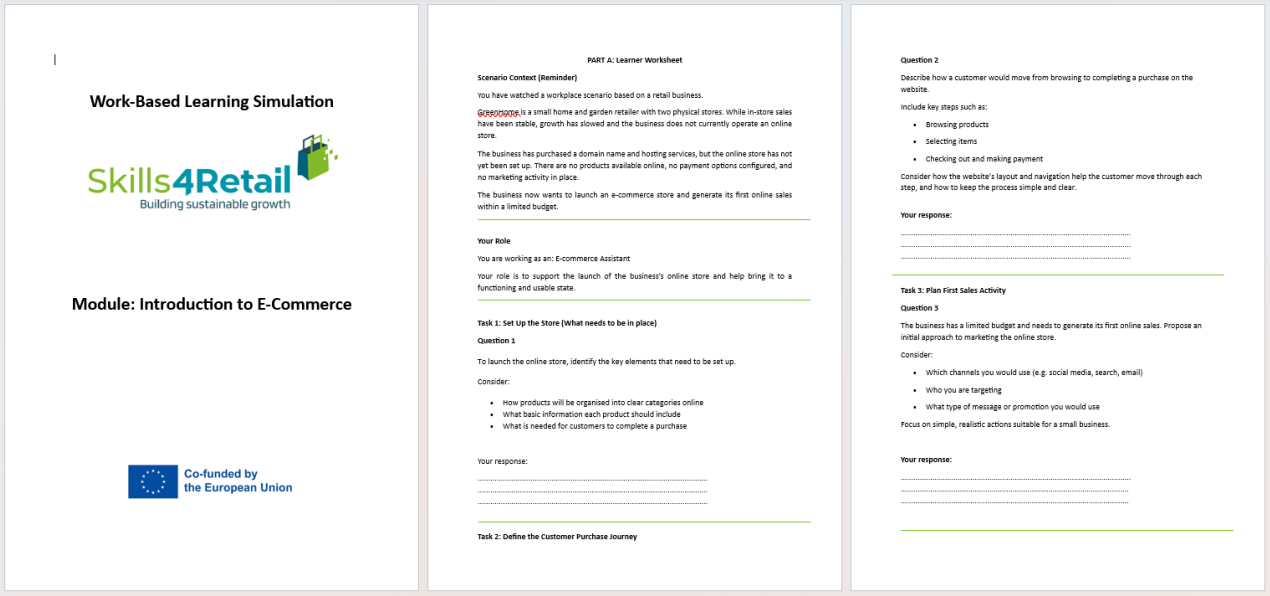
Link to Learning outcome(s)

This activity supports:

- Examine how retail operations affect the environment.
- Develop practical solutions and recommend best practices.
- Assess the risks and opportunities of sustainable practices.
- Analyse how sustainability issues relate to retail operations.
- Conduct basic sustainability reviews and identify areas for improvement.

Module Section	How addressed in activity
Sustainability Concepts and Practices	Identification of sustainability issues
Environmental Impacts of Retail Operations	Analysis of workplace challenges
Climate Change and Retail Operations	Energy efficiency and environmental impact
Risks and Opportunities in Sustainability	Benefits and challenges assessment
Practical Tools for Environmental Assessment	Review and recommendation tasks
Implementing Sustainability and Best Practice	Business case development and implementation planning





Work-Based Learning Simulation

Skills4Retail
Building sustainable growth

Module: Introduction to E-Commerce

Co-funded by
the European Union

PART A: Learner Worksheet

Scenario Context (Reminder)

You have watched a workplace scenario based on a retail business.

Greenhome is a small home and garden retailer with two physical stores. While in-store sales have been stable, growth has slowed and the business does not currently operate an online store.

The business has purchased a domain name and hosting services, but the online store has not yet been set up. There are no products available online, no payment options configured, and no marketing activity in place.

The business now wants to launch an e-commerce store and generate its first online sales within a limited budget.

Your Role

You are working as an: E-commerce Assistant

Your role is to support the launch of the business's online store and help bring it to a functioning and usable state.

Task 1: Set Up the Store (What needs to be in place)

Question 1

To launch the online store, identify the key elements that need to be set up.

Consider:

- How products will be organised into clear categories online
- What basic information each product should include
- What is needed for customers to complete a purchase

Your response:

.....
.....
.....

Task 2: Define the Customer Purchase Journey

Question 2

Describe how a customer would move from browsing to completing a purchase on the website.

Include key steps such as:

- Browsing products
- Selecting items
- Checking out and making payment

Consider how the website's layout and navigation help the customer move through each step, and how to keep the process simple and clear.

Your response:

.....
.....
.....

Task 3: Plan First Sales Activity

Question 3

The business has a limited budget and needs to generate its first online sales. Propose an initial approach to marketing the online store.

Consider:

- Which channels you would use (e.g. social media, search, email)
- Who you are targeting
- What type of message or promotion you would use

Focus on simple, realistic actions suitable for a small business.

Your response:

.....
.....
.....

Task 4: Supporting the Online Store

Question 4

Identify a small number of additional considerations that are important for running an online store.

Think about areas such as:

- Maintaining and updating the website
- Managing orders and deliveries
- Ensuring the website is safe and trustworthy for customers

Focus on awareness and practical considerations.

Your response:

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Task 5: Operational Recommendation

Question 5

Provide a short summary for the business owner outlining:

- What needs to be done to launch the store
- The most important priorities
- How the business can begin generating its first online sales

Your recommendation:

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.....

Task 6: Reflection (Work-Based Learning)

Question 6

- What challenges might arise when setting up and managing an online store?
- How does e-commerce change how a retail business operates compared to physical stores?

Your reflection:

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.....
.....

PART B: Assessor Criteria

Assessment Overview

This assessment evaluates the learner's ability to:

- Understand the requirements for launching an e-commerce store
- Apply practical thinking to online retail operations
- Describe a basic customer journey
- Propose simple but realistic marketing actions

Assessment Criteria and Performance Levels

Criteria	Achieved	Partially Achieved	Not Yet Achieved
Understanding of e-commerce setup	Clear and relevant	Some understanding	Limited or unclear
Customer journey design	Logical and complete	Basic structure	Incomplete
Marketing approach	Practical and relevant	Some relevance	Unrealistic
Awareness of operations	Good understanding	Basic awareness	Limited
Communication of ideas	Clear and structured	Some clarity	Poorly structured

Overall Assessment Decision

☐ Pass
☐ Resubmission required

Assessor comments:

.....
.....

Notes for Assessors

- This is a simulated work-based learning task
- Learners are not expected to provide technical setup (e.g. platforms, tracking tools)
- Focus should be on:
  - Practical understanding
  - Clarity of thinking
  - Realistic application

Important guidance:

- Responses may vary depending on interpretation — multiple valid answers are acceptable
- Encourage:
  - Logical structure
  - Simplicity and practicality
- Do not penalise lack of technical terminology

Link to Learning outcome(s)



Work-Based Learning Simulation

Skills4Retail
Building sustainable growth

Module: AI 4Retail

Co-funded by
the European Union

PART A: Learner Worksheet

Simulation Context (Reminder)

You have watched a short work-based learning scenario set in a retail environment.

ABC Retail is a mid-sized business operating both an e-commerce website and several physical stores. The business is experiencing:

- Strong online traffic
- Low conversion rates
- Low levels of repeat purchases

Customer data is being collected through website activity, purchase history, and customer profiles. However, this data is not yet being used effectively.

The management team is now exploring how Artificial Intelligence (AI) could be used to improve the online customer experience.

Your Role

You are working as a: Digital Retail Assistant

Your role is to propose practical AI based action to improve the online customer experience.

Task 1: Choose an AI Application

Question 1
Which one AI-based solution would you prioritise?

☐ Product recommendations
☐ Personalised email / follow-up communication
☐ Website personalisation (e.g. dynamic content)
☐ Chatbot / customer support AI
☐ Other (please specify): _____

Please explain your choice:

.....
.....
.....

Task 2: Describe Your AI Action

Question 2
Describe one specific AI-driven action you would implement.

Examples (you may choose your own):

- Recommend products based on browsing or purchase history

Trigger a personalised follow-up email after cart abandonment

Adapt website content based on customer behaviour

Your response:

.....
.....
.....

Task 3: Identify the Data Required

Question 3
What type of customer data would be needed to support your solution?

☐ Browsing behaviour (e.g. pages viewed, time on site)
☐ Purchase history
☐ Customer profile information (e.g. preferences, demographics)
☐ Interaction data (e.g. emails clicked, products viewed)
☐ Other (please specify): _____

.....
.....

Task 4: Identify a KPI (Success Measure)

Question 4
How would you measure whether your solution is successful?

☐ Conversion rate
☐ Click-through rate (CTR)
☐ Customer retention / repeat purchases
☐ Average order value
☐ Other (please specify): _____

.....
.....

Task 4: Reflection (Work-Based Learning)

Question 4
Reflect on your decision-making.

- What skills or knowledge did you use in completing this task?
- What challenges might arise if you were implementing this in a real retail job?

Your reflection:

.....
.....
.....

PART B: Assessor Criteria

Assessment Overview

This task assesses the learner's ability to apply AI concepts in a practical retail context.

The focus is on:

- Understanding of the scenario
- Practical decision-making
- Ability to link AI to real business outcomes

Learners are not expected to have technical AI expertise.

Assessment Criteria and Performance Levels

Criteria	Achieved	Partially Achieved	Not Yet Achieved
understanding of the retail scenario	Demonstrates a clear understanding of the business challenge and customer behaviour	Shows some understanding but with minor gaps	Limited or unclear understanding
Selection of AI-based solution	Selects an appropriate and relevant AI solution with clear justification	Solution is reasonable but explanation is weak	Solution is unclear or inappropriate
Practical AI action	Action is realistic and clearly linked to retail practice	Action is described but lacks clarity or realism	Action is unclear, unrealistic, or missing
Use of data	Identifies relevant data and explains its role clearly	Data identified but explanation is limited	Data is missing or inappropriate
Use of KPI / success measure	Identifies a suitable KPI and explains why it is relevant	KPI is identified but explanation is weak	KPI is missing or inappropriate

Overall Assessment Decision

☐ Pass
☐ Resubmission required

Assessor comments:

.....
.....

Notes for Assessors

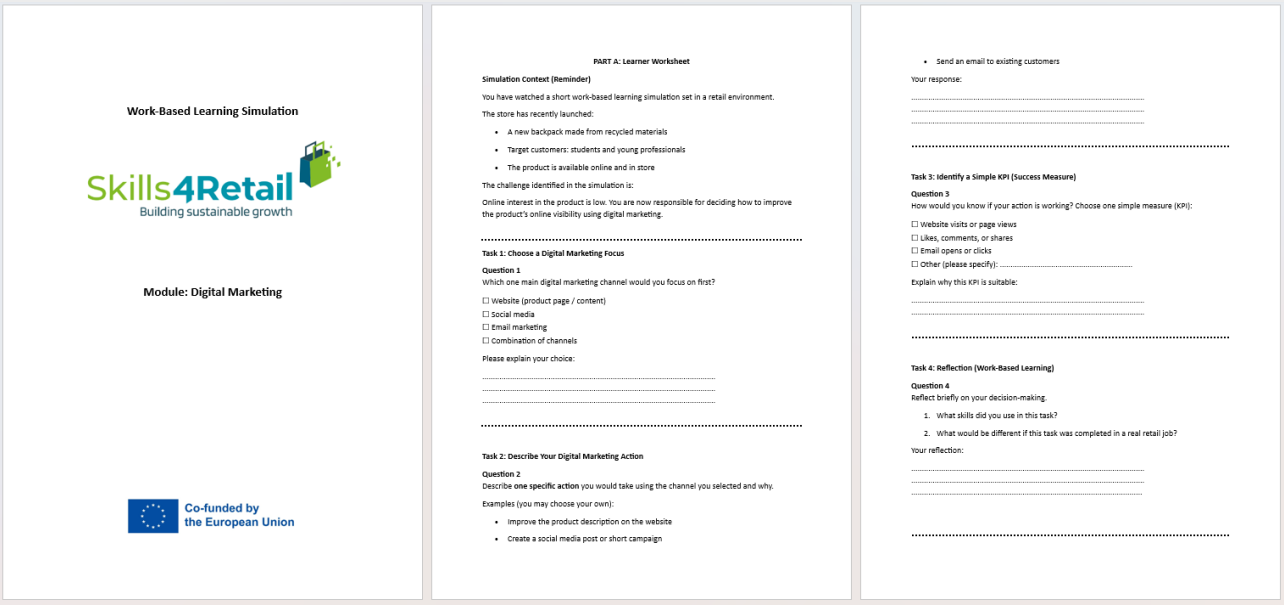
- This is a simulated work-based learning activity.
- Learners are not required to use real AI tools.
- Focus on:
  - Reasoning
  - Practicality
  - Understanding of retail context
- Allow flexibility in responses, particularly for learners with limited prior knowledge of AI.

Link to Learning outcome(s)

- The assessment can test elements of the following learning outcomes:
  - LO.3.1.i) Define and explain the role of AI in retail
  - LO.3.1.ii) Identify sources of customer insights through AI tools
  - LO.3.1.iii) Describe the process of creating AI-driven customer profiles
  - LO.3.1.iv) Design AI-enhanced retail strategies
  - LO.3.1.vi) Utilise AI for customer behaviour analytics and predictive insights
  - LO.3.1.vii) Assess and measure customer experience using KPIs
  - LO.3.1.viii) Develop AI-driven retail experiences

Module Section	How it appears in the video
1. Introduction to AI in Retail	AI opportunity introduced through business problem
2. Consumer Behaviour & Data	Customer browsing and abandonment patterns
3. AI Personalisation	Product recommendations and personalised content
5. Omnichannel Strategies	Online customer journey focus
7. Customer Experience Analytics	KPI measurement of success
9. Designing AI Experiences	Learner task: propose practical AI solution
1. Introduction to AI in Retail	AI opportunity introduced through business problem





Work-Based Learning Simulation

Skills4Retail
Building sustainable growth

Module: Digital Marketing

Co-funded by the European Union

PART A: Learner Worksheet

Simulation Context (Reminder)

You have watched a short work-based learning simulation set in a retail environment.

The store has recently launched:

- A new backpack made from recycled materials
- Target customers: students and young professionals
- The product is available online and in store

The challenge identified in the simulation is:

Online interest in the product is low. You are now responsible for deciding how to improve the product's online visibility using digital marketing.

Task 1: Choose a Digital Marketing Focus

Question 1
Which one main digital marketing channel would you focus on first?

☐ Website (product page / content)
☐ Social media
☐ Email marketing
☐ Combination of channels

Please explain your choice:

.....
.....
.....

Task 2: Describe Your Digital Marketing Action

Question 2
Describe **one specific action** you would take using the channel you selected and why.

Examples (you may choose your own):

- Improve the product description on the website
- Create a social media post or short campaign
- Send an email to existing customers

Your response:

.....
.....
.....

Task 3: Identify a Simple KPI (Success Measure)

Question 3
How would you know if your action is working? Choose one simple measure (KPI):

☐ Website visits or page views
☐ Likes, comments, or shares
☐ Email opens or clicks
☐ Other (please specify): .....

Explain why this KPI is suitable:

.....
.....

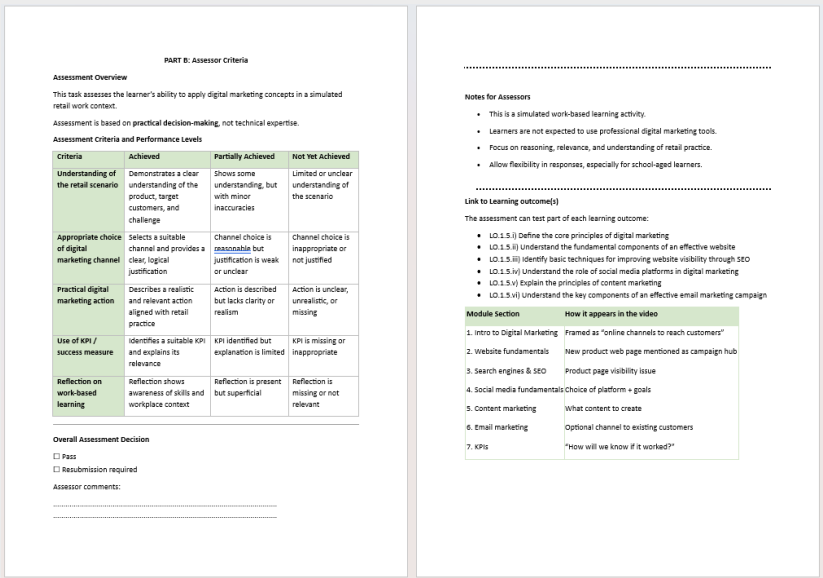
Task 4: Reflection (Work-Based Learning)

Question 4
Reflect briefly on your decision-making.

1. What skills did you use in this task?
2. What would be different if this task was completed in a real retail job?

Your reflection:

.....
.....
.....



PART B: Assessor Criteria

Assessment Overview

This task assesses the learner's ability to apply digital marketing concepts in a simulated retail work context.

Assessment is based on **practical decision-making**, not technical expertise.

Assessment Criteria and Performance Levels

Criteria	Achieved	Partially Achieved	Not Yet Achieved
Understanding of the retail scenario	Demonstrates a clear understanding of the product, target customers, and challenge	Shows some understanding, but with minor inaccuracies	Limited or unclear understanding of the scenario
Appropriate choice of digital marketing channel	Selects a suitable channel and provides a clear, logical justification	Channel choice is reasonable but justification is weak or unclear	Channel choice is inappropriate or not justified
Practical digital marketing action	Describes a realistic and relevant action aligned with retail practice	Action is described but lacks clarity or realism	Action is unclear, unrealistic, or missing
Use of KPI / success measure	Identifies a suitable KPI and explains its relevance	KPI identified but explanation is limited	KPI is missing or inappropriate
Reflection on work-based learning	Reflection shows awareness of skills and workplace context	Reflection is present but superficial	Reflection is missing or not relevant

Overall Assessment Decision

☐ Pass
☐ Resubmission required

Assessor comments:

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Notes for Assessors

- This is a simulated work-based learning activity.
- Learners are not expected to use professional digital marketing tools.
- Focus on reasoning, relevance, and understanding of retail practice.
- Allow flexibility in responses, especially for school-aged learners.

.....

Link to Learning outcome(s)

The assessment can test part of each learning outcome:

- LO.1.5.i) Define the core principles of digital marketing
- LO.1.5.ii) Understand the fundamental components of an effective website
- LO.1.5.iii) Identify basic techniques for improving website visibility through SEO
- LO.1.5.iv) Understand the role of social media platforms in digital marketing
- LO.1.5.v) Explain the principles of content marketing
- LO.1.5.vi) Understand the key components of an effective email marketing campaign

Module Section	How it appears in the video
1. Intro to Digital Marketing	Framed as "online channels to reach customers"
2. Website fundamentals	New product web page mentioned as campaign hub
3. Search engines & SEO	Product page visibility issue
4. Social media fundamentals	Choice of platform + goals
5. Content marketing	What content to create
6. Email marketing	Optional channel to existing customers
7. KPIs	"How will we know if it worked?"

Train the Trainer video for integrating WBL



Work Package No/Name	WP3
Deliverable Name	D3.5 Work-based Learning Component
Partner involvement	Skillnet Ireland
Submission Deadline (As per Annual Work Plan)	**14.08.2026**

Rate	1	2	3	4	5
Quality Parameter	very low/strongly disagree	low/disagree	moderate/neither nor	high/ agree	very high/strongly agree
1. The work performed corresponds to the requirements and methodological standards of the project.	☐	☐	☐	☐	☒
2. The drafting and structuring of each deliverable include the contribution of all relevant experts.	☐	☐	☐	☐	☒
3. Deliverables use clear and easily understandable language in the text and the design is professional and in line with the project brand identity, guidelines, and document template.	☐	☐	☐	☐	☒
4. The output is in line with the standards adopted by the European Commission.	☐	☐	☐	☐	☒
Name of the WP Leader	Donal Grimes				
Submission Date	14/08/2026				



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