

Skills4Retail
Building sustainable growth

Retail Skills Core VET Curriculum

Deliverable 3.1

14/02/2025 | DONAL GRIMES

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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 3.1 will design the new VET Curricula for the Retail sector in Europe. The Curricula will be tailored to the demands for digital, green and resilience skills within the Retail sector, implementing the Strategy defined in WP2.

The Skills4Retail Consortium

The Skills4Retail consortium is an Erasmus + Partnerships for Innovation Funded project, bringing together 30 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

* joined as Associated Partner on Oct. 30th 2023

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1. Introduction

Work Package 3 of the Skills4Retail project aims to design and develop the new VET Curricula for the Retail sector in Europe, integrate work-based learning components, identify qualification paths for learners, and design a programme to actively promote the mobility of learners in the EU.

Work Package 3 extends from the last quarter of the first year of the project until the first quarter of the last year and consists of six tasks. The specific objectives are summarised as follows:

- Design an innovative VET curriculum focused on competences and job profiles to build a sustainable pipeline of new talent and enable the rapid digital, green and resilience upskilling / reskilling of both young people and adults, fast tracking candidates into high demand roles at both entry/operational or management/leadership level in the retail sector.
- Develop an effective VET training programme and create all related offline and online learning materials and delivery methods for selected professions targeting both new talent and existing workforce, through flexible training modules.
- Integrating work-based learning, mentoring, networking, site visits in the new VET programmes to build sustainable career pathways and ensure continuous upskilling and reskilling to help retailers increase resilience and adapt to the green and digital transition.
- Ensure recognition of acquired micro-credentials and certification at both EU and National levels either by making the learning part of a country's formal VET education or by preparing learners for certification through continuing VET.
- Design a market demand led curriculum that facilitates cross-border certification and therefore contributes to the mobility of vocational students, jobseekers and trainees across Europe.

The primary objective of task 3.1 is the design of an innovative VET curriculum focused on competences and job profiles to build a sustainable pipeline of new talent and enable the rapid digital, green and resilience upskilling / reskilling of both young people and adults, in the retail sector. In pursuit of this objective, task 3.1 will harness the research undertaken and findings identified in D2.1 (*Occupational Profiles and Needs analysis*) and D2.2 (*European Retail Skills Strategy*). The curriculum will be modular and comprehensive targeting the broad spectrum of personas identified in WP 2. Five categories of design principles to address the common barriers to effective training in the retail sector were identified in D2.1; the curriculum has been mapped paying particular attention to these principles to ensure a

programme of education is developed that is *accessible to those that need it most*. This was a key problem identified in D2.2, that Skills4Retail needs to solve.

The modular curriculum allows for customisation and offers flexibility of learning to create personalised learning pathways, tailored to individual needs. In task 3.1, the Core Curriculum is divided into three specific pathways to address the priority occupational profiles identified in D2.1. Each pathway consists of a selection of modules that can be completed in isolation or together, as a suite of complementary modules, enhancing that crucial aspect of *flexibility* that will facilitate learners to participate at their own pace. Learning units and their associated learning outcomes will be delineated for each module, as well as programme learning outcomes for each pathway.

In addition, an assessment of existing educational resources in the retail sector and materials available to the WP3 partners was conducted as part of the efforts coordinated in D3.1. An approach to integrating proposed materials to the development of the 3 pathways will be outlined. This was another *key problem* Skills4Retail proposed to solve in D2.2.

The *Pathway approach* to segmenting the curriculum (introduced in full in section 2 of this document), will facilitate the S4R programme to be mapped strategically at different levels of the EQF, to reflect the broad spectrum of profiles in the retail sector.

Continuing vocational education and training (CVET) will also be a central theme of this curriculum, in particular via pathway 2, as the demographic of students enrolling at this level will have commenced their working and are aspiring to upskill to continue their personal or professional development.

The detailed approach to qualifications (credentials and certifications) will be outlined in full in D3.2.

2. Transforming WP2 Findings into Actionable Results

The strategic recommendations proposed by the European Retail Skills Strategy identified key findings from the needs analysis undertaken. Each of these findings have required a proactive response during the curricula development phase of S4R, detailed below.

Finding (i)

To deliver a truly comprehensive, innovative curriculum for the European retail sector, the core triple transition themes should be complimented by two additional topics; "*learning how to learn*" and "*basic core retail skills*". This was a market driven demand, emanating from direct engagement with employers

Action (i)

The pathway approach introduced in Section 1, will facilitate a modular break down of the curricula. The modules that make up each pathway will be defined by thematic areas. The triple transition themes of Digital, Green and Resilience, that are integral to Skills4Retail, will be defining characteristics of the modules across each pathway. In addition, Pathway 1 will reflect the need for "*basic core retail skills*" identified in the Skills strategy, by integrating learning units designed to consider these skills needs. The final pathway will be exclusively devoted to the Learning & Development function in Retail; an acknowledgement of the "*learning how to learn*" requisite that arose from that direct consultation with retail employers during the development of the European Retail Skills Strategy.

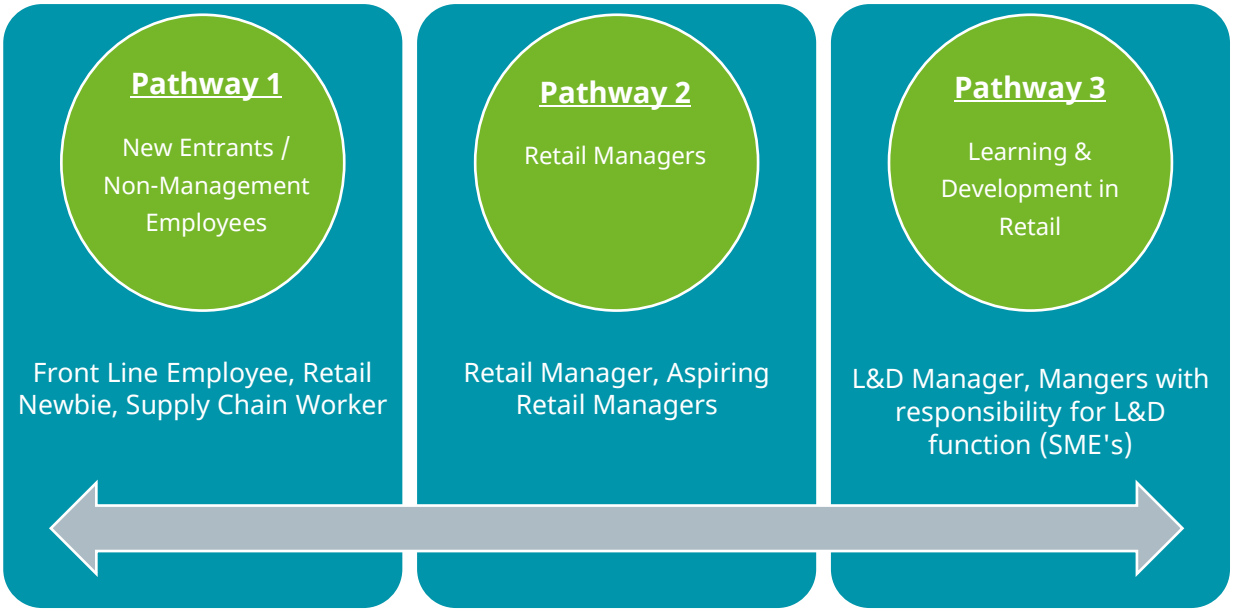
Finding (ii)

Five "*archetype personas*" were proposed, to capture the breadth of demographics this programme should target: (1) Front Line Employee, (2) Retail Manager, (3) Supply Chain Worker, (4) L&D Manager, (5) Retail Newbie

Action (ii)

This proposal forms the foundation of the pathway approach to dividing the curriculum. Numerous curricula design workshops, facilitated the formulation of three over-arching pathways that would accommodate the training needs of each of the personas mapped out in D2.2. Figure 2.1 illustrates each of these pathways and the different personas for which they are targeted to.

Figure 2.1: The pathway segmentation of the S4R curriculum



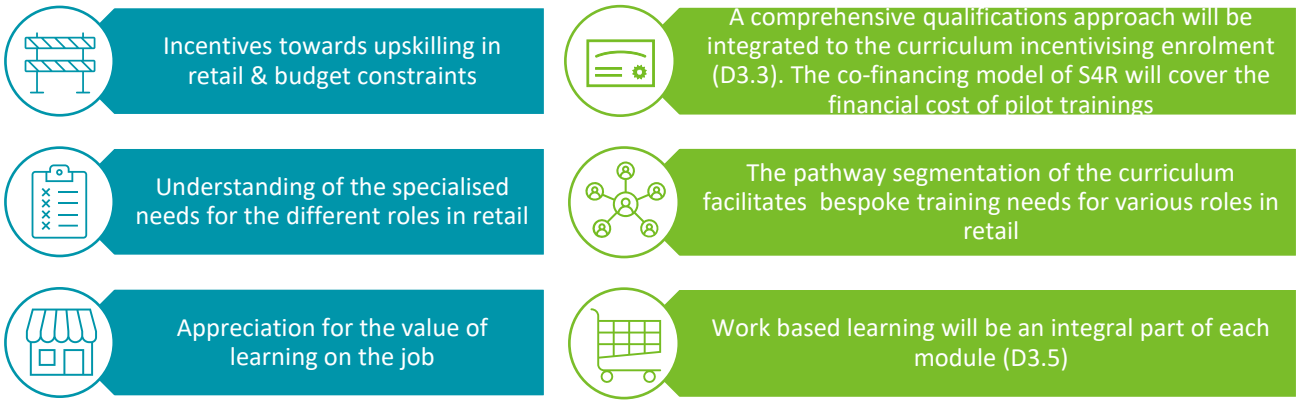
Finding (iii)

The European Retail Skills strategy also identified the barriers to training both for employers and employees. For employers, an *ineffective approach to learning* and for employees a *lack of awareness and motivation* were determined to be foremost barriers that WP3 partners had to be cognisant of, in designing a curriculum that would overcome those barriers.

Action (iii)

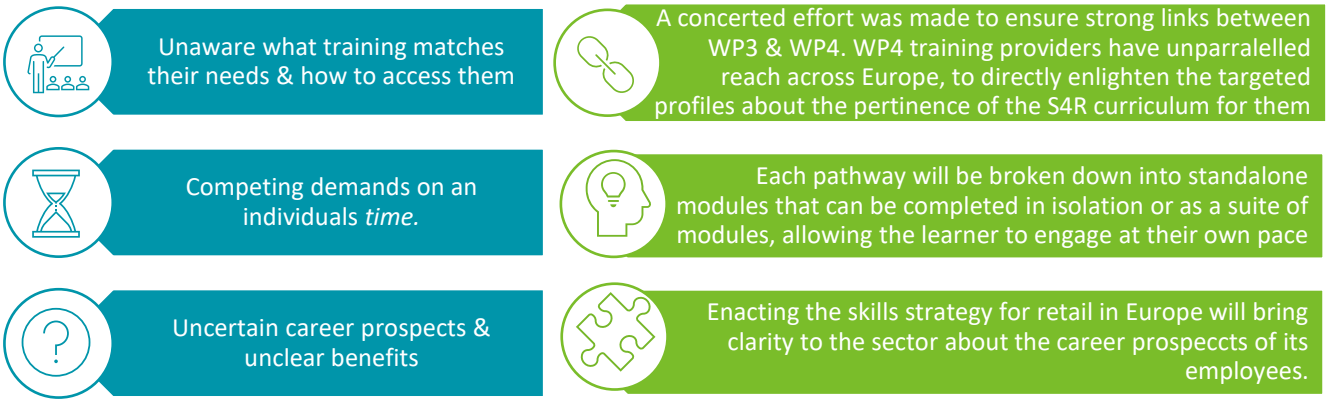
The *ineffective approach to learning* that was identified as a major barrier to upskilling for *employers*, is caused by a lack of a variety of factors (detailed in figure 2.2 in blue). The solutions to these barriers emanated from the WP3 curriculum design workshops and are detailed in figure 2.2 (in green).

Figure 2.2: Barriers to upskilling in retail for employers & the S4R Solutions



The contributing factors for the lack of awareness and motivation for *employees* are detailed in figure 2.3 (in blue) and the proposed S4R solutions (in green).

Figure 2.3: Barriers to upskilling in retail for employees & the S4R Solutions



Finding (iv)

Unique challenges exist within the retail sector, that the S4R curriculum must address:

1. *Existing training it is not integrated into suitable learning journeys*
2. *Existing training is not accessible to those who need it most*
3. *Retailers are struggling to attract, retain and upskill staff in face of increasing pace of change, cost pressures and competition from other industries"*

Action (iv)

1. The strategy to develop course materials, will be introduced in section 4.1. These materials will be integrated into a flexible and innovative curriculum.
    a. **Flexible**; as it will put the learner first, allowing them to complete module(s) that suit their needs, at their pace.
    b. **Innovative**; as the pathway approach will segment the target demographic by career stage and job function, creating a wide-ranging, comprehensive curriculum the retail sector in Europe has not seen previously.
2. Accessibility is a central, influencing factor to the rollout of the S4R programme. Solutions have been proposed for each of the barriers delineated in Figures 2.2 and 2.3, to ensure S4R modules are accessible for employees & employers
3. The implementation of a Europe-wide strategy for retail will aid the *attraction and retention* of talent to careers in retail. For the first time, clarity to career progression in retail will be

evident in a comprehensive curriculum spanning the broad range of topics impacting the sector and catering for the multitude of personas working or aspiring to work in retail.

3. Retail Skills VET Curriculum

3.1 Scope & Methodology

The scope that the Skills4Retail VET Curriculum will cover includes the core triple transition themes of the project outlined in the Grant Agreement (Digital, Green & Resilience) and the 2 additional themes identified in the European Retail Skills Strategy ("*learning how to learn*" and "*basic core retail skills*"). Interested individuals and organisations will be able to address their training needs through a flexible programme that facilitates engagement at their own pace and in line with their needs. Learners can select modules within each pathway that align to their individual training needs to tailor their own upskilling journeys.

The methodology adopted to define the curriculum is based on the following steps:

1) Outlining target profiles and skills requirements identified in the European Retail Skills Strategy

2) Segmenting the curriculum into separate pathways to meet the training needs of the profiles identified in step 1

3) Aligning learning outcomes with the relevant levels on the European Qualification Framework (EQF).

4) Defining the programme learning outcomes, modules, learning units and module learning outcomes that will structure the curriculum

Applying the above methodology, the curriculum has been divided into three different programmes to address three different types of target audiences, as detailed in the next section.

3.2 Target Audience

Figure 2.1 describes the "*archetype personas*" that were identified in the European Retail Skills strategy: 1) Front Line Employee, (2) Retail Manager, (3) Supply Chain Worker, (4) L&D Manager, (5) Retail Newbie. The three pathways proposed cater for the educational needs of each of these personas. The pathway

approach links target persona's together with personas that have similar characteristics and career stage; for example, *Front line employee* and *Retail Newbie* are represented in the cohort in Pathway 1. All of the personas identified in the strategy will make up the target audience in the different pathways, illustrated below.

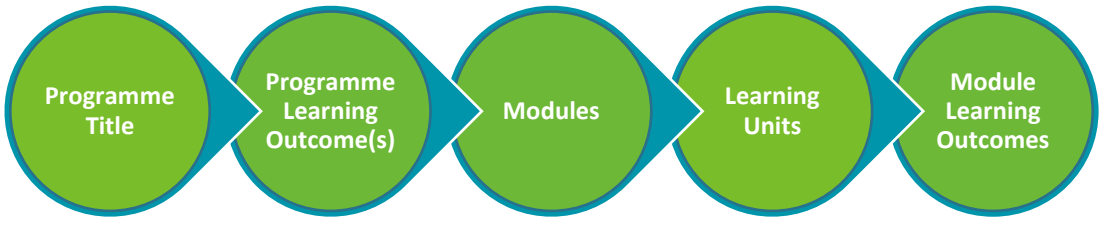
Figure 3.1: Mapping Archetype Person to Target Audience

Pathway	1	2	3
Target Audience:	New Entrants / Non Management Employees	Retail Managers / Aspiring Retail Managers	L&D Function in retail
Archetype Persona:	Front line employee, Retail newbie, Supply chain worker	Retail Manager, Aspiring retail manager	L&D Manager, Mangers with responsibility for L&D function (SME's)

3.3 Curriculum Structure

The curriculum has been separated into 12 modules across 3 pathways to address the competency needs identified for the different target audiences. Each pathway will have its own Programme Learning Outcome(s) outlining what the learner will be expected to know, understand or to be able to do, upon successful completion of the full suite of modules in that pathway. Modules, learning units and associated, module learning outcomes will then be detailed for each module within each pathway.

Figure 3.2: Curriculum Structure for each pathway



3.3.1 Pathway 1: New Entrants

3.3.1A: Programme Learning Outcomes

Upon succseful completion of the full programme of modules in Pathway 1, learners will be able to:

1. Display the architecture, coordination and delivery of the customer experience.
2. Display specialised knowledge in e-commerce fundamentals and strategies to enhance digital retail operations.
3. Demonstrate advanced knowledge of AI technologies and their application in enhancing retail efficiency, customer experience, and decision-making.
4. Demonstrate a comprehensive understanding of supply chains, including the ability to analyse, design, and improve supply chain operations through data-driven decision-making and effective change management strategies, while preparing for leadership roles in the field.
5. Demonstrate the ability to apply digital marketing strategies to enhance brand visibility and improve sales in the retail sector by utilising digital channels and analysing their effectiveness.
6. Critically analyse and evaluate the environmental impact of retail operations and develop and implement innovative, practical solutions to promote sustainability within the retail sector

3.3.1B: Modules, Learning Units & Module Learning Outcomes

There will be 6 modules in Pathway 1. Each module will involve 1 days (2 hours) of classroom learning and 3 days (10 hours) of live online learning.

1.1 Retail Consumer Experience
Learning Units:
i) General considerations about customer experience
ii) Sources of customer satisfaction, dissatisfaction, and uncertainty in retail
iii) Persona Profile
iv) Communication channels in retail
v) Customer journey mapping
vi) Customer analytics
vii) Tools to assess and measure customers experience in retail
viii) Retail experiences for customers
ix) Case studies and experiments
Module Learning Outcomes
Upon successful completion of this module, the learner will be able to
LO.1.1.i) Define and record customers' expectations

LO.1.1.ii) Identify sources of customer satisfaction, dissatisfaction, and uncertainty in retail

LO.1.1.iii) Describe persona profile

LO.1.1.iv) Schedule and operate multiple communication channels in retail

LO.1.1v) Use customer journey mapping

LO.1.1.vi) Use customer analytics

LO.1.1.vii) Assess and measure customers experience in retail

LO.1.1.viii) Design new and improve the retail experience for customers

1.2 E-Commerce Introduction

Learning Units:

i)Understanding E-commerce Basics;

ii) E-commerce Business Models;

iii) Setting Up an E-commerce Platform;

iv) Digital Marketing for E-commerce;

v) E-commerce Payment Systems;

vi) Logistics and Fulfilment in E-commerce;

vii) Understanding Customer Behaviour in E-commerce;

viii) Multi-channel Retailing;

ix) Ethical and Legal Considerations in E-commerce;

x) Trends and Future of E-commerce

Module Learning Outcomes

Upon completion of this module, the learner will be able to:

LO.1.2.i) Define and explain the concept and types of e-commerce.

LO.1.2.ii) Identify and evaluate different e-commerce business models.

LO.1.2.iii) Design and set up a basic e-commerce platform.

LO.1.2.iv) Develop and implement digital marketing strategies for e-commerce.

LO.1.2.v) Understand and apply secure payment systems in e-commerce.

LO.1.2.vi) Analyse and optimise logistics and fulfilment operations.

LO.1.2.vii) Use analytics to understand and improve customer experiences in e-commerce.

LO.1.2.viii) Integrate e-commerce into a multi-channel retail strategy.

LO.1.2.ix) Address legal and ethical considerations specific to e-commerce.

1.3 AI4Retail

Learning Units:

i) Introduction to AI in Retail;

ii) Understanding Consumer Behaviour Through AI;

iii) AI-Powered Personalisation;

iv) AI for Operational Efficiency in Retail;

v) Omnichannel Strategies with AI;

vi) Customer Journey Mapping Enhanced by AI;

vii) AI in Customer Experience Analytics;

viii) AI Ethics and Challenges in Retail;

ix) Designing AI-Enhanced Retail Experiences;

x) Case Studies and Practical Experiments in AI for Retail

Module Learning Outcomes

Upon completion of this module, the learner will be able to:

LO.1.3.i) Define and explain the role of AI in retail.

LO.1.3.ii) Identify sources of customer insights through AI tools.

LO.1.3.iii) Describe the process of creating AI-driven customer profiles.

LO.1.3.iv &v) Design and operate AI-enhanced omnichannel strategies.

LO.1.3.vi) Apply AI to improve customer journey mapping.

LO.1.3.vii) Utilise AI for customer behaviour analytics and predictive insights.

LO.1.3.viii) Assess and measure customer experience with AI tools.

LO.1.3.ix) Develop and test AI-driven retail experiences for customer engagement and satisfaction.

1.4 Supply Chain Fundamentals

Learning Units:

i) Introduction to Supply Chain Management;

ii) Development Trends and Customer Orientation,

iii) Supply Chain Operations;

iv) Strategic Challenges in SCM;

v) Current Trends in Global SCM;

vi) Supply Chain Configuration;

vii) Extent of Vertical Integration;

viii) Case Studies and Practical Experiments in Supply Chain Management

Module Learning Outcomes

Upon completion of this module, the learner will be able to:

LO.1.4.i) Develop a Comprehensive Understanding of Supply Chains

LO.1.4.ii) Analyse and Improve Supply Chain Performance

LO.1.4.iii) Apply Data Analysis Tools for Logistical Decision-Making

LO.1.4.iv) Develop and Implement Efficiency Plans

LO.1.4.v) Implement Change Management and Improve Processes

LO.1.4.vi). Maintain and Manage Logistics Databases

LO.1.4.viii). Prepare for Leadership Roles in Supply Chain Management

1.5 Digital Marketing

Learning Units:

i) Introduction to digital marketing;

ii) Website essentials;

iii) Search engine basics;

iv) Social media fundamentals;

v) Content marketing basics;

vi) Email marketing essentials

Module Learning Outcomes

Upon completion of this module, the learner will be able to:

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

1.6 Introduction to Sustainability in Retail
Learning Units:
i) Environmental Impacts of Retail Operations ii) Sustainability Concepts and Practices iii) Regulatory and Standard Requirements iv) Practical Tools for Environmental Assessment v) Climate Change and Retail Operations vi) Risks and Opportunities in Sustainability vii) Case Studies of Sustainability in Retail
Module Learning Outcomes
Upon completion of this module, the learner will be able to: LO.1.6.i): Examine how retail operations affect the environment, including the use of natural resources, climate change, pollution, waste, and biodiversity loss. LO.1.6.ii): Develop practical solutions and recommend best practices to address environmental challenges and improve sustainability in retail workplaces. LO.1.6.iii): Evaluate the responsibilities of retail businesses in meeting sustainability standards at national, European, and global levels. LO.1.6.iv): Analyse the strengths and weaknesses of measures taken at national, European, and global levels to address environmental issues in the retail sector. LO.1.6.v): Assess the risks and opportunities of sustainable practices in retail and propose strategies to reduce risks and take advantage of opportunities. LO.1.6.vi): Analyse how sustainability issues relate to climate change in retail and develop strategies to reduce the environmental impact of retail operations. LO.1.6.vii): Conduct a basic environmental assessment of a retail workplace and suggest practical ways to improve sustainability. LO.1.6.vii): Examine successful sustainability initiatives in retail, identifying key success factors, challenges, and lessons learned.

3.3.2 Pathway 2: Retail Managers

3.3.2A: Programme Learning Outcomes

Upon successful completion of the full programme of modules in Pathway 2, learners will be able to:

1. Display specialised knowledge in key retail management areas.

2. Demonstrate understanding of established business management frameworks and theories.
3. Demonstrate and apply specialised people management skills required in the modern retail environment.
4. Demonstrate good judgement in formulating responses to well-defined people management in retail challenges.
5. Display an ability to apply theoretical concepts and/or technical or creative skills to a range of managing people contexts.
6. Demonstrate accountability for managing own performance whilst participating in a team as well as responsibility for managing and improving performance of others under your supervision.
7. Display appropriate competence and skills to set, achieve and evaluate own learning goals and assist others in identifying their learning needs.
8. Recognise and evaluate the key stakeholders' assumptions and diverse points of view in a modern retail environment and demonstrate the ability to recognise environmental and ethical issues.

3.3.2B: Modules, Learning Units & Module Learning Outcomes

There will be 5 modules in Pathway 2. Each module will involve 2 days (12 hours) of classroom learning and 2 days (12 hours) of live online learning. This will be supported by workplace and independent learning.

2.1 Retail Workforce Management
Learning Units:
i) Changing world of work
ii) Managing Change in Retail
iii) Recruitment, Selection and Onboarding in Retail
iv) Managing-self and Team
v) Employee Motivation in retail
vi) Conflict Management
vii) Time Management
Module Learning Outcomes
Upon completion of this module, the learner will be able to:

LO.2.1.i & ii) Evaluate ongoing change in the retail industry, identify opportunities and challenges faced by retail managers and select strategies to improve the store and staff presence.

LO.2.1.iii) Discuss the key stages and procedures in the recruitment, selection, and onboarding of retail employees.

LO.2.1.iv) Demonstrate accountability for managing own performance as well as managing the performance of team.

LO.2.1.v) Demonstrate an understanding of how theories and best practices of employee motivation can be implemented in the workplace.

LO.2.1.vi) Assess the skills required for conflict management and resolution in the workplace.

LO.2.1.vii) Demonstrate the importance of time management and how it impacts on the role of the retail manager.

2.2 Leadership in the Experience Economy
Learning Units:
i) Introduction to Leadership ii) The experience economy iii) Knowing your audience iv) 6 pillars of customer Experience Excellence v) Employee Experience vi) EE Technologies
Module Learning Outcomes
Upon completion of this module, the learner will be able to: LO.2.2.i) Discuss the key theories and frameworks associated with leadership. LO.2.2.ii) Describe the key fundamentals of what we mean by the experience economy, LO.2.2.iii & iv) Examine the key pillars associated with customer experience, integrating diagnostics which best measure standards of customer experience as a key element of improvement. LO.2.2.v) Describe the importance and elements of the employee experience. LO.2.2.vi) Review emerging technologies employed by organisations to improve customer and employee experiences.

2.3 Leading with Integrity
Learning Units:

i) Integrity in Leadership,

ii) EDI

iii) Ethical leadership

iv) ESG

v) Circular economy

vi) Accountability & Responsibility

Module Learning Outcomes

Upon completion of this module, the learner will be able to:

LO.2.3.i) Discuss the importance and components of integrity in leadership.

LO.2.3.ii) Demonstrate an appreciation for the importance of Equality, Diversity & Inclusion (EDI) in the modern retail environment.

LO.2.3.iii) Discuss key ethical issues and dilemmas facing retail leaders.

LO.2.3.iv & vi) Employ effective environmental, social, and governance practices and initiatives to enhance the organisation's reputation.

LO.2.3.v) Describe the features of the circular economy and its impact on the retail sector.

2.4 Coaching, Mentoring & Performance Management

Learning Units:

i) Communication Skills

ii)Managing Performance

iii) Importance of Coaching & Mentoring

iv) Techniques & Frameworks

v) Importance of Emotional intelligence

Module Learning Outcomes

Upon completion of this module, the learner will be able to:

LO.2.4.i) Demonstrate effective communication skills when providing coaching and mentoring support.

LO.2.4.ii) Identify the integral components of performance management and discuss the critical role of the retail manager within the performance management process.

LO.2.4.iii) Demonstrate an awareness of the importance of coaching and mentoring in achieving organisational goals.

LO.2.4.iv) Discuss the techniques, and frameworks associated with coaching and mentoring.

LO.2.4.v) Demonstrate the key skills required for effective coaching and mentoring.

2.5 AI4Retail
Learning Units:
i) Introduction to AI in Retail;
ii) Understanding Consumer Behaviour Through AI;
iii) AI-Powered Personalisation;
iv) AI for Operational Efficiency in Retail;
v) Omnichannel Strategies with AI;
vi) Customer Journey Mapping Enhanced by AI;
vii) AI in Customer Experience Analytics;
viii) AI Ethics and Challenges in Retail;
ix) Designing AI-Enhanced Retail Experiences;
x) Case Studies and Practical Experiments in AI for Retail
Module Learning Outcomes
Upon completion of this module, the learner will be able to:
LO.2.5.i) Define and explain the role of AI in retail.
LO.2.5.ii) Identify sources of customer insights through AI tools.
LO.2.5.iii) Describe the process of creating AI-driven customer profiles.
LO.2.5.iv &v) Design and operate AI-enhanced omnichannel strategies.
LO.2.5.vi) Apply AI to improve customer journey mapping.
LO.2.5.vii) Utilise AI for customer behaviour analytics and predictive insights.
LO.2.5.viii) Assess and measure customer experience with AI tools.
LO.2.5.ix) Develop and test AI-driven retail experiences for customer engagement and satisfaction.

3.3.3 Pathway 3: L&D in Retail

There will be 1 module in Pathway 3. This module will involve 2 days (12 hours) of classroom learning and 2 days (12 hours) of live online learning. This will be supported by workplace and independent learning.

3.1 Coaching, Mentoring & Performance Management
Learning Units:
i) Developing Training Workshops and Material ii) Key Skills for Delivery iii) Using UDL Principles for Training iv) Communications Skills v) Different Learning Styles vi) Digital Learning Tools vii) Assessing Techniques and Practices viii) Evaluating Training
Module Learning Outcomes
Upon completion of this module, the learner will be able to: LO.3.1.i) Discuss the importance of effective learning and development strategies in the modern retail environment. LO.3.1.ii) Examine how organisations can and should collaborate with education and training providers LO.3.1.iii) Discuss the key skills required to perform effectively in a modern retail environment LO.3.1.iv) Describe the best practices associated with developing training and education programmes LO.3.1.v & vi) Demonstrate the key knowledge, skills and competencies for delivering training programmes LO.3.1.vii & viii) Describe the best practices associated with assessing and evaluating training and education programmes

4. Development of Course Materials

There will be a multi-faceted approach to developing course materials for the Skills4Retail Curriculum. Each of the below activities will be pursued to develop a bank of material the training providers will be able to utilise in the pilot period of the programme roll-out.

1. **Use of existing resources (at partner level)**
   Work Package 3 partners have experience in developing curricula in this sector previously. As a result, there will be a certain level of material available to those organisations that have already been developed that could be utilised or re-purposed for Skills4Retail.
2. **Development of new material**

The bespoke nature of the curricula will require a certain level of new material to be developed by that work package 3 partners. To deliver an innovative offering to the market, this will be required

3. **Use of open access material**
   Open access resources will be assessed to identify suitable material that could be utilised or repurposed.

Different delivery methodologies for different situations will be adopted. As introduced at the beginning of each *Pathway* section in this document, a blended approach will be pursued for delivery. Classroom learning and online learning will be utilised to teach the methodologies. Where possible, this will be supported by workplace and independent learning, to complete a comprehensive approach to delivery methodologies that will facilitate for the defined learning outcomes. In *Pathway 1,* the work-based learning components are reflected in the practical case studies and experiments learning units. A key consideration for this pathway is that some of the cohort of students may not yet be employed in retail, as aspiring retail workers; therefore, flexibility will be important in the application of these learning units. With regards to Pathway 2 and 3, it will be a safer assumption that enrolled students will be actively employed in a retail setting. This will facilitate widespread integration of work-based learning components for students; for example, the assessment exercises in these modules may involve the application of the classroom/online learning in a real would setting at work (D3.5 will detail further).

5. Annex 1: Curricula charts

Pathway 1: New Entrants

Programme Learning Outcomes	Modules	Learning Units	Module Learning Outcomes
1.1 Display the architecture, coordination & delivery of the customer experience. 1.2 Display specialised knowledge in e-commerce fundamentals and strategies to enhance digital retail operations. 1.3. Demonstrate advanced knowledge of AI technologies and their application in enhancing retail efficiency, customer experience, and decision-making. 1.4. Demonstrate a comprehensive understanding of supply chains, including the ability to analyse, design, and improve supply chain operations through data-driven decision-making and effective change management strategies, while preparing for leadership roles 1.5. Demonstrate the ability to apply digital marketing strategies to enhance brand visibility and improve sales in the retail sector by utilising digital channels and analysing their effectiveness. 1.6 Critically analyse and evaluate the environmental impact of retail operations and develop and implement innovative, practical solutions to promote sustainability within the retail sector	**1.1 RETAIL CUSTOMER EXPERIENCE**	i) General considerations about customer experience ii) Sources of customer satisfaction, dissatisfaction, and uncertainty in retail iii) Persona profile iv) Multiple communication channels in retail v) Customer journey mapping vi) Customer analytics vii) tools to assess and measure customers experience in retail viii) Design new and improved retail experiences for customers ix) Case studies and experiments	LO.1.1.i) Define and record customers' expectations LO.1.1..ii) Identify sources of customer satisfaction, dissatisfaction, and uncertainty in retail LO.1.1..iii) Describe persona profile LO.1.1. iv) Schedule and operate multiple communication channels in retail LO.1.1. v) Use customer journey mapping LO.1.1. vi) Use customer analytics LO.1.1. vii) Assess and measure customers experience in retail LO.1.1. viii) Design new and improved retail experiences for customers
	1.2. E-COMMERCE INTRODUCTION	i) Understanding e-commerce basics; ii) E-commerce business models; iii) Setting up an e-commerce platform; iv) Digital marketing for e-commerce; v) E-commerce payment systems; vi) Logistics and fulfilment in e-commerce; vii) Understanding customer behaviour in e-commerce; viii) Multi-channel retailing; ix) Ethical and legal considerations in e-commerce; x) Trends and future of e-commerce	LO.1.2.i) Define and explain the concept and types of e-commerce. LO.1.2.ii) Identify and evaluate different e-commerce business models. LO.1.2.iii) Design and set up a basic e-commerce platform. LO.1.2.iv) Develop and implement digital marketing strategies for e-commerce. LO.1.2.v) Understand and apply secure payment systems in e-commerce. LO.1.2.vi) Analyse and optimise logistics and fulfilment operations. LO.1.2.vii) Use analytics to optimise customer experiences in e-commerce.
	1.3 AI4RETAIL	i) Introduction to AI in retail; ii) Understanding consumer behaviour through AI; iii) AI-powered personalisation; iv) AI for operational efficiency in retail; v) Omnichannel strategies with AI; vi) Customer journey mapping enhanced by AI; vii) AI in customer experience analytics; viii) AI ethics and challenges in retail; ix) Designing AI-enhanced retail experiences; x) Case studies and practical experiments in AI for retail	LO.1.3.i) Define and explain the role of AI in retail. LO.1.3.ii) Identify sources of customer insights through AI tools. LO.1.3.iii) Describe the process of creating AI -driven customer profiles. LO.1.3.iv) Design and operate AI-enhanced omnichannel strategies. LO.1.3.v) Apply AI to improve customer journey mapping. LO.1.3.vi) Utilise AI for customer behaviour analytics and predictive insights. LO.1.3.vii) Assess and measure customer experience with AI tools.
	1.4 SUPPLY CHAIN FUNDAMENTALS	i) Introduction to Supply Chain Management; ii) Development Trends and Customer Orientation; iii) Supply Chain Operations; iv) Strategic Challenges in SCM; v) Current Trends in Global SCM; vi) Supply Chain Configuration; vii) Extent of Vertical Integration; viii) Case Studies and Practical Experiments in Supply Chain Management	LO. 1.4.i). Develop a comprehensive understanding of supply chains LO. 1.4.ii). Analyse and improve supply chain performance LO. 1.4.iii). Apply data analysis tools for logistical decision-making LO. 1.4.iv). Develop and implement efficiency plans LO. 1.4.v). Implement change management and improve processes LO. 1.4.vi). Maintain and manage logistics databases LO. 1.4.vii). Prepare for leadership roles in supply chain management
	1.5 DIGITAL MARKETING	i)Introduction to digital marketing; ii) website essentials; iii) search engine basics; iv) social media fundamentals; v) content marketing basics; vi) email marketing essentials	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
	1.6 INTRO TO SUSTAINABILITY IN RETAIL	i) Environmental impacts of retail operations, ii) Sustainability concepts and practices iii) Regulatory and standard requirements iv) Practical tools for environmental assessment v) Climate change and retail operations vi) Risks and opportunities in sustainability vi) Case studies of sustainability in retail	LO.6.i): Examine how retail operations affect the environment, including the use of natural resources, climate change, pollution, waste, and biodiversity loss. LO.6ii): Develop practical solutions and recommend best practices to address environmental challenges and improve sustainability in retail workplaces. LO.6.iii): Evaluate the responsibilities of retailers in meeting sustainability standards LO.6.iv): Analyse the strengths and weaknesses of measures taken at national, European, and global levels to address environmental issues in the retail sector. LO.6.v &vi): Assess the risks and opportunities of sustainable practices in retail LO.6.v): Analyse how sustainability issues relate to climate change in retail and develop strategies to reduce the environmental impact of retail operations. LO.6.vii): Conduct a basic environmental assessment of a retail workplace and suggest practical ways to improve sustainability. LO6.vii): Examine successful sustainability initiatives in retail, identifying key success factors, challenges, and lessons learned.

Pathway 2: Retail Managers

Programme Learning Outcomes	Modules	Learning Units	Module Learning Outcomes
1. Display specialised knowledge in key retail management areas. 2. Demonstrate understanding of established business management frameworks and theories. 3. Demonstrate and apply specialised people management skills required in the modern retail environment. 4. Demonstrate good judgement in formulating responses to well-defined people management in retail challenges. 5. Display an ability to apply theoretical concepts and/or technical or creative skills to a range of managing people contexts. 6. Demonstrate accountability for managing own performance whilst participating in a team as well as responsibility for managing and improving performance of others under your supervision. 7. Display appropriate competence and skills to set, achieve and evaluate own learning goals and assist others in identifying their learning needs. 8. Recognise and evaluate the key stakeholders' assumptions and diverse points of view in a modern retail environment and demonstrate the ability to recognise environmental and ethical issues. visibility and improve sales in the retail sector by utilising digital channels and analysing their effectiveness.	**2.1 RETAIL WORKFORCE MANAGEMENT**	i) Changing world of work, ii) Managing change in retail iii) Recruitment, selection and onboarding in retail, iv) Managing-self and team, v) Employee motivation in retail vi) Conflict management vii) Time management	LO.2.1.i & ii) 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.iii) discuss the key stages and procedures in the recruitment, selection, and onboarding of retail employees. LO.2.1.iv) demonstrate accountability for managing own performance as well as managing the performance of team. LO.2.1.v) demonstrate an understanding of how theories and best practices of employee motivation can be implemented in the workplace. LO.2.1.vi) assess the skills required for conflict management and resolution in the workplace. LO.2.1.vii) demonstrate the importance of time management and how it impacts on the role of the retail manager.
	2.2. LEADING WITH INTEGRITY	i) Integrity in leadership, ii) EDI iii) Ethical leadership iv) ESG v) Circular economy vi) Accountability & responsibility	LO.2.2.i & vi) 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.vi) describe the features of the circular economy and its impact on the retail sector.
	2.3. COACHING, MENTORING & PERFORMANCE MGMT	i) Communication skills ii) Managing performance iii) Importance of coaching & mentoring iv) Techniques & frameworks v) importance of emotional intelligence	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.
	2.4 LEADERSHIP IN THE EXPERIENCE ECONOMY	i) Introduction to leadership ii) The experience economy iii) Knowing your audience iv) 6 pillars of customer experience excellence v) Employee experience vi) EE technologies	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 & iv) 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.v) Describe the importance and elements of the employee experience. LO. 2.4.vi) Review emerging technologies employed by organisations to improve customer and employee experiences.
	2.5 AIRRETAIL	i) Introduction to AI in retail; ii) Understanding consumer behaviour through AI; iii) AI-powered personalization; iv) AI for operational efficiency in retail; v) omnichannel strategies with AI; vi) Customer journey mapping enhanced by AI; vii) AI in customer experience analytics; viii) AI ethics and challenges in retail; ix) Designing AI-enhanced retail experiences; x) Case studies and practical experiments in AI for retail	LO. 1.4.i). Develop a comprehensive understanding of supply chains LO. 1.4.ii). Analyse and improve supply chain performance LO. 1.4.iii). Apply data analysis tools for logistical decision-making LO. 1.4.iv). Develop and implement efficiency plans LO. 1.4.v). Implement change management and improve processes LO. 1.4.vi). Maintain and manage logistics databases LO. 1.4.vii). Prepare for leadership roles in supply chain management

Pathway 3: Learning & Development Function in Retail

Programme Learning Outcomes	Modules	Learning Units	Module Learning Outcomes
AS PER MLO'S	**3.1 TRAIN THE TRAINER**	I. i) Developing Training Workshops and Material II. Key Skills for Delivery a. Using UDL Principles for Training b. Communications Skills c. Different Learning Styles III. Digital Learning Tools IV. Assessing Techniques and Practices V. Evaluating Training	LO.3.1.i) Discuss the importance of effective learning and development strategies in the modern retail environment. LO.3.1.ii) Examine how organisations can and should collaborate with education and training providers LO.3.1.iii) Discuss the key skills required to perform effectively in a modern retail environment LO.3.1.iv) Describe the best practices associated with developing training and education programmes LO.3.1.v) Demonstrate the key knowledge, skills and competencies for delivering training programmes LO.3.1.vi) Describe the best practices associated with assessing and evaluating training and education programmes

Quality Review of key deliverable

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.	☐	☐	☐	☐	☒
Comments: The deliverable is easy to read, includes all the requested information, and features infographics and figures to enhance the reader's understanding.					
4. The output is in line with the standards adopted by the European Commission.	☐	☐	☐	☐	☒

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