

# Result 15

## Common Map of Qualifications

*English Version*

Elaborated by ANQEP and nowa

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## 1. Introduction

Qualification systems in Spain, Portugal and especially in Austria are significantly different.

The implementation of National Qualification Frameworks (NQFs) is differently advanced in the partner countries.

This map was intended to contain designed and re-designed national qualifications, trying to make them as common as possible. The task is to develop common learning outcomes and its related knowledge, skills and competences. In fact this result includes not exactly “re-designed qualifications” but **seven common Units of Competence (UCs) in the field of e-commerce**. These units are based on researches regarding skills gap and training offers/innovative learning methods (WP2+3), national compilations of already existing qualifications and a common agreement for the further development of qualifications at the staff mobility in Barcelona.

These **seven UCs in SELLING and MARKETING** are a common product elaborated by all partners. They will be integrated in existing national/regional qualifications and/or integrated as such in the National Qualification systems of the partner countries according to defined national strategies.

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As a next step “**Training curricula and content designs**” (result 16) based on these common UCs will be developed.

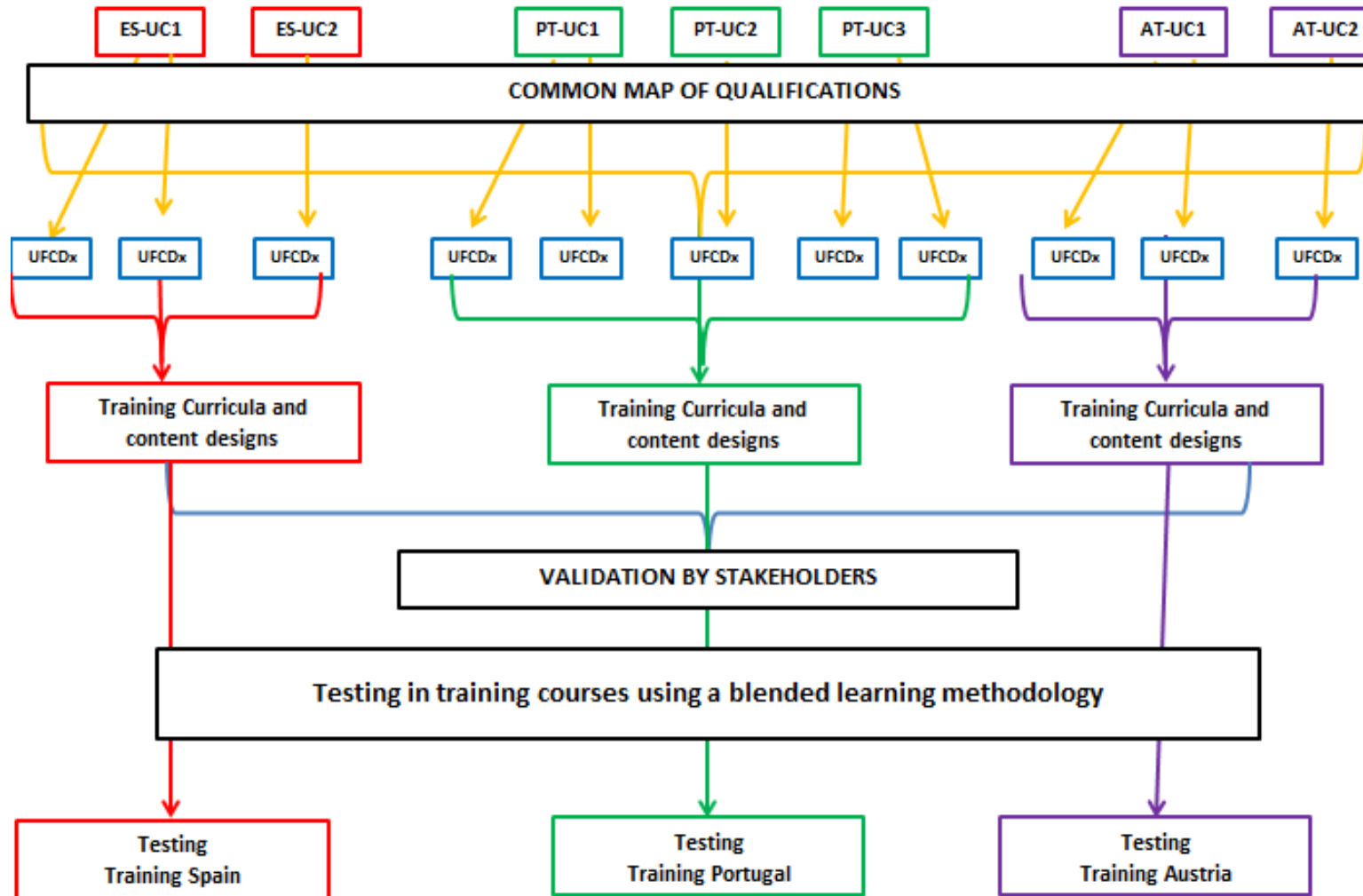
The whole process and the results will be **validated by stakeholders** of relevant public and private organizations, employers, employees and VETs, in the field of commerce.

These stakeholders and the project partners will assure the sustainability of our project results specifically the integration of the 7 UCs into the national qualification systems.

Below you will find the description of the procedure, structure and the common results which are available in the “**Definition of new Learning Outcomes**” – result 14.

This represents the “greatest common denominator” reachable due to the various conditions in partner countries.

This figure illustrates the entire process and the further steps to be accomplish



## 2. Methodology

### Elaborating Units of Competence (UCs) and new Learning Outcomes (LOC)

Researches regarding **skills gap, training standards and innovative learning methods** were carried out in every partner country. The results of these researches were summarized in a transnational document and showed a demand on the following skills:

#### Digital and technological skills

- General e-commerce skills
- Role and function of e-commerce
- Working with new technological applications
- Training concerning online consumers, motivation, purchase, marketing
- Using social media to communicate with clients
- Using of e-commerce and social media to increase sales

#### *Annexes I-IV*

**National compilations** including already existing qualifications, their levels and the existing job positions in each partner country were elaborated and taken into account for the development of the Learning Outcomes.

#### *Annex V*

Based on these results partners agreed on elaborating **digital and technological Learning Outcomes in the field of e-commerce on EQF-level 3 /4 in the functional areas of selling and marketing.**

#### *Annex VI*

**Seven Units of Competences (UCs)** were defined, divided and disseminated to partners (3 UCs-Portugal, 2 UCs-Spain, 2 UCs-Austria).

Country	Functional Area	Units of Competence
Portugal	<b>SELLING prospection, assistance, selling and post-selling</b>	<b>UC 1</b> – To carry out the commercial prospection and plan the sales of products and services available to the clients through interactive or digital means; <b>UC 2</b> – To assist and advise the customers on products and services through interactive or digital means; <b>UC 3</b> – To sell products and services through interactive or digital means.
Austria	<b>SELLING prospection, assistance, selling and post-selling</b>	<b>UC 4</b> – To do the post-sale monitoring through interactive or digital means; <b>UC 5</b> – To handle and monitor costumer complaints through interactive or digital means.
Spain	<b>MARKETING</b>	<b>UC 1</b> – To formulate e-marketing plans in collaboration with the marketing manager/director; <b>UC 2</b> – To establish and monitor e-marketing plans in collaboration with the marketing manager/director.

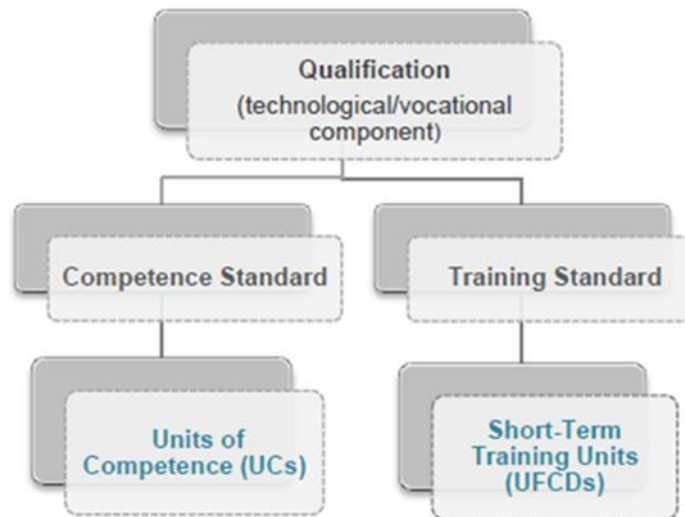
An **UC** consists of a coherent combination of learning outcomes, subject to evaluation and autonomous validation. Each UC contains several elements:

- **Professional Actions** – Actions through which the individual demonstrates s/he masters the UC, i.e., they are the subdivision of the UC into directly observable actions showing that the individual is competent
- **Knowledge** – The “collection of facts, principles, theories and practices related to the field of studies or professional activity”
- **Skill** – The “ability to apply knowledge and use the acquired resources to complete tasks and solve problems. It may be cognitive (use of logical, intuitive or creative thinking) or practical (implying manual skill and the use of methods, materials, tools and instruments)”

- **Competence** - “Means the proven ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and personal development. In the context of the European Qualifications Framework, competence is described in terms of responsibility and autonomy”
- **Performance criteria** – Quality requirements of the UC associated with performance, i.e., quality standards by which the individual is considered competent (quality level that the actions must have)
- **Products/outputs** – Concrete results obtained as produced outputs resulting from performance. They help evaluate whether the performance was delivered based on the defined criteria. They are obtained products and/or demonstrated evidence

Partners in each country defined **professional actions, new Learning Outcomes** related to e-commerce, developed in terms of **KSC, performance criteria and products for these UCs**. The Learning Outcomes were defined under the EQF/EQAVET perspective in order to assure the comparability and mutual recognition of qualifications in all implementing countries.

**Annex VII**



WP leaders elaborated a final version of a “**Definition of new Learning Outcomes**” in English.

***Annex VIII***

WP leaders elaborated a “**Common Map of Qualifications**” in English, which was discussed and agreed at a partner meeting.

The “**Common Map of Qualifications**” was translated into the languages of the partner countries.



### 3. Contents

#### Functional Area - SELLING

##### ***Unit of Competence (UC) 1 - SELLING:***

***Description of the UC:***

To carry out the commercial prospecting and plan the sales of products available to the clients through interactive or digital means

##### ***Unit of Competence (UC) 2 - SELLING:***

***Description of the UC:***

To assist and advise the customers on products through interactive or digital means

##### ***Unit of Competence (UC) 3 - SELLING:***

***Description of the UC:***

To sell products through interactive or digital means.

##### ***Unit of Competence (UC) 4 - SELLING:***

***Description of the UC:***

To do the post-sale monitoring through interactive or digital means.

##### ***Unit of Competence (UC) 5 - SELLING:***

***Description of the UC:***

To handle and monitor customer complaints through interactive or digital means.

## Functional Area - MARKETING

### ***Unit of Competence (UC) 1 - MARKETING:***

***Description of the UC:***

To formulate e-marketing plans in collaboration with the marketing manager/director.

### ***Unit of Competence (UC) 2 - MARKETING:***

***Description of the UC:***

To establish and monitoring e-marketing plans in collaboration with the marketing manager.

## 4. Annexes

→ **Annex I**

Result 6: National Reports “Skills gaps study through desk research and quantitative and qualitative research”

→ **Annex II**

Result 7: General report on skills needs related to e-commerce

→ **Annex III**

Result 9 +10: National reports on results of focus groups with experts in innovative learning methods and e-commerce and focus groups with sector’s VET experts

→ **Annex IV**

Result 11: General report on training needs and innovative learning methods

→ **Annex V**

Result 12: Compilation of methodologies for the design of qualifications and recognition of competences

→ **Annex VI**

Result 13: Minutes of "Training on the design of qualifications using the learning outcomes approach and recognition of competences"

→ **Annex VII:**

“Methodological Guidebook - Design of qualifications based on learning outcomes”, ANQEP 2015

→ **Annex VIII:**

Result 14: Definition of new Learning Outcomes