



**ALL-ECOM PROJECT**  
**“Sector Skills Alliance to set European standards for qualifications and  
competences in the e-commerce sector”**  
554486-EPP-1-2014-1-ES-EPPKA2-SSA

## **WP 6**

### **TESTING PHASE**

# **GLOBAL REPORT AND CONCLUSIONS**

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## 1. INTRODUCTION

The main objective of this global report is to show the comparative results of the testing activities carried out in the different partner's countries: Austria, Portugal and Spain.

The following project results have been tested by the project beneficiaries (workers and employers of the commerce sector) from these countries:

- ✓ The training courses (Mooc's) developed in the different partner's languages and the project e-learning platform in which the courses are hosted.
- ✓ The on-line tool for the self-assessment of competences on e-commerce.

The final aim of the testing activities has been to receive direct feedback and inputs from the direct project beneficiaries in all countries in order to make improvements in these results based on the opinions, suggestions and proposals raised by these users.

The conclusions presented are mostly result of the information obtained through the satisfaction questionnaires fulfilled by the participants in the testing processes but also through the feedback and opinions expressed by experts, trainers and staff involved in the testing phase.

## 2. DESCRIPTION OF THE ACTIVITY

The training courses (MOOC's) tested and the competences on e-commerce assessed in the pilot phase have been those developed in previous stages of the project (WP4-WP5) within the framework of Common Map of Qualification shown in the following graphic:

COMMOND MAP OF QUALIFICATIONS				
COUNTRY	FUNCTIONAL ÁREA	PROFESSIONAL STANDARD	TRAINING STANDARD	COURSES DEVELOPED
		7 UNITS OF COMPETENCES	15 TRAINING MODULES	
PORTUGAL	SELLING  Prospection, assistance, selling and post-selling	<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>MODULE 1.1</b> Commercial prospection and sales planning through interactive or digital means	<b>COURSE</b>  “Prospection and sales planning”
		<b>UC 2 –</b> To assist and advise the customers on products and services through interactive or digital means.	<b>MODULE 2 /3.1</b> Communication through interactive or digital means <b>MODULE 2.2</b> Customer service through interactive or digital means	
		<b>UC 3 –</b> To sell products and services through interactive or digital means.	<b>MODULE 2 /3.1</b> Communication through interactive or digital means <b>MODULE 3.2</b> Selling through interactive or digital means: process <b>MODULE 3.3</b> Selling through interactive or digital means: documentation	
AUSTRIA	SELLING  Prospection, assistance, selling and post-selling	<b>UC 4 –</b> To do the post-sale monitoring through interactive or digital means	<b>MODULE 4/5.1</b> E-Commerce Basics <b>MODULE 4.2</b> Post sales follow up through interactive or digital means <b>MODULE 4.3</b> Customer satisfaction assessment	<b>COURSE</b>  “E-commerce basics”
		<b>UC 5 –</b> To handle and monitor costumer complaints through interactive or digital means	<b>MODULE 4/5.1</b> E-Commerce Basics <b>MODULE 5.2</b> Complaints management through interactive and digital means	

ESPAÑA	MARKETING	UC 6 – To formulate e-marketing plans	<b>MODULE 6.1</b> E-consumer behaviour and needs	<b>COURSE</b> “How to develop e-marketing plans”
			<b>MODULE 6.2</b> Market research for the digital commerce of products and services	
			<b>MODULE 6.3</b> E-marketing planning	
		UC 7– To implement and monitor e-marketing plans	<b>MODULE 7.1</b> Organization of e-marketing activities: Action Plan <b>MODULE 7.2</b> Developing e-marketing plans <b>MODULE 7.3</b> Monitoring and Evaluation of e-marketing plans	

#### ⇒ Training courses (MOOCs) tested

The courses tested by project beneficiaries in the different countries have been the following:

COUNTRY	FUNCTIONAL AREA	COURSES TESTED
PORTUGAL	SELLING	<b>UC1</b> (Training Module 1.1)  <b>Course 2</b> “Commercial prospection and sales planning through interactive or digital means”
AUSTRIA	SELLING	<b>UC4/5</b> (Training Module 4/5.1)  <b>Course 1</b> “E-Commerce Basics”
SPAIN	MARKETING	<b>UC7</b> (Training Module 7.2)  <b>Course 3</b> “How to develop an e-marketing plan”

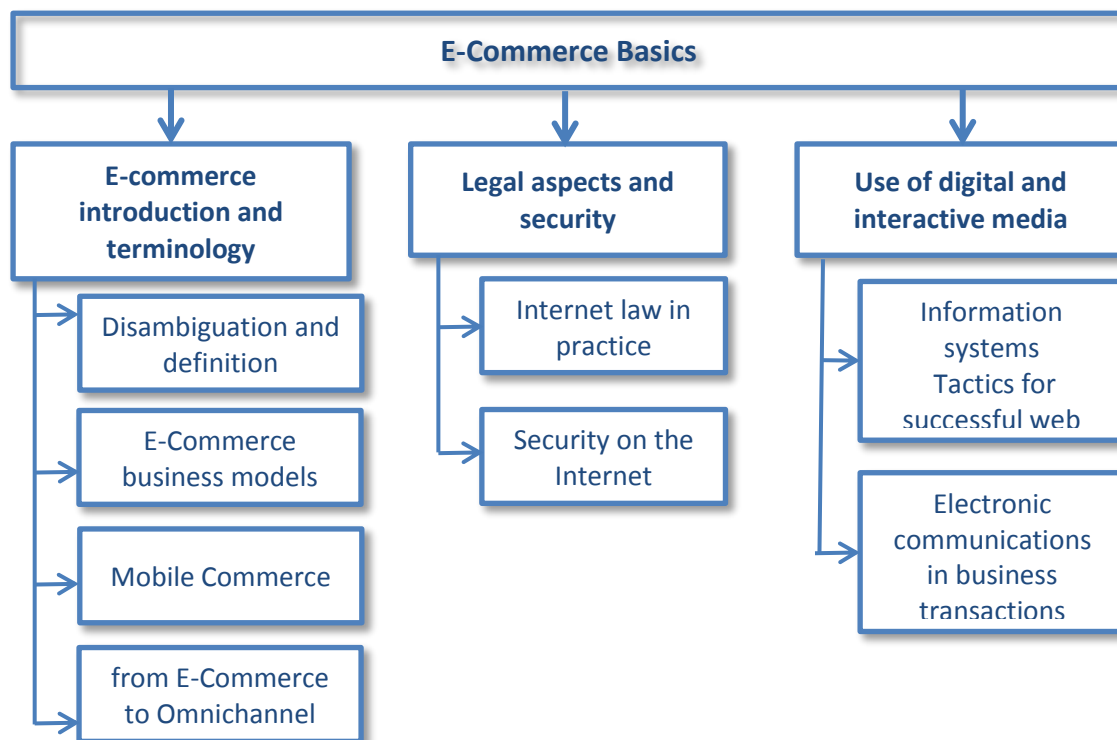
The courses developed were decided by partners in the different participating countries according different selected criteria defined and justified as: Relevance (taken into account the training needs detected in the previous research phase); Sustainability (future use and integration of these training materials in the national VET Systems); Added value; Adaptability to e-learning format...

The training contents have been developed in MOOC format by the Spanish partner IBECON, and hosted in the e-learning platform of the project in the different partner's languages. The e-learning platform is accessible through the project web site: <http://www.allecom.org/index.php/en/training>

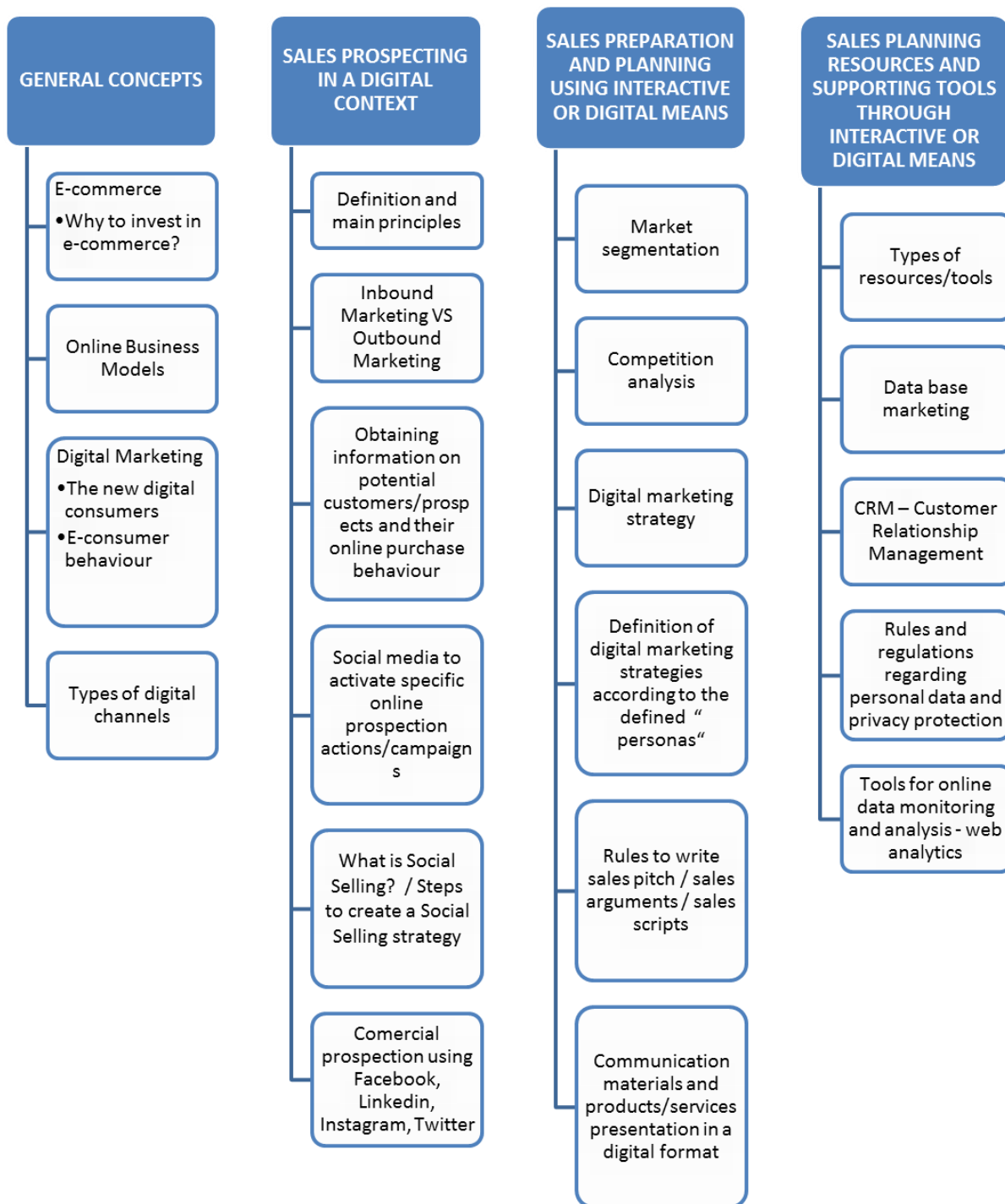
The pilot courses have been delivered in the partner's languages to facilitate the involvement of participants in the testing and after that they have been translated into English and hosted in the English section of the e-learning platform to foster its use at European level.

The **learning contents** of the courses tested are described in the following conceptual maps:

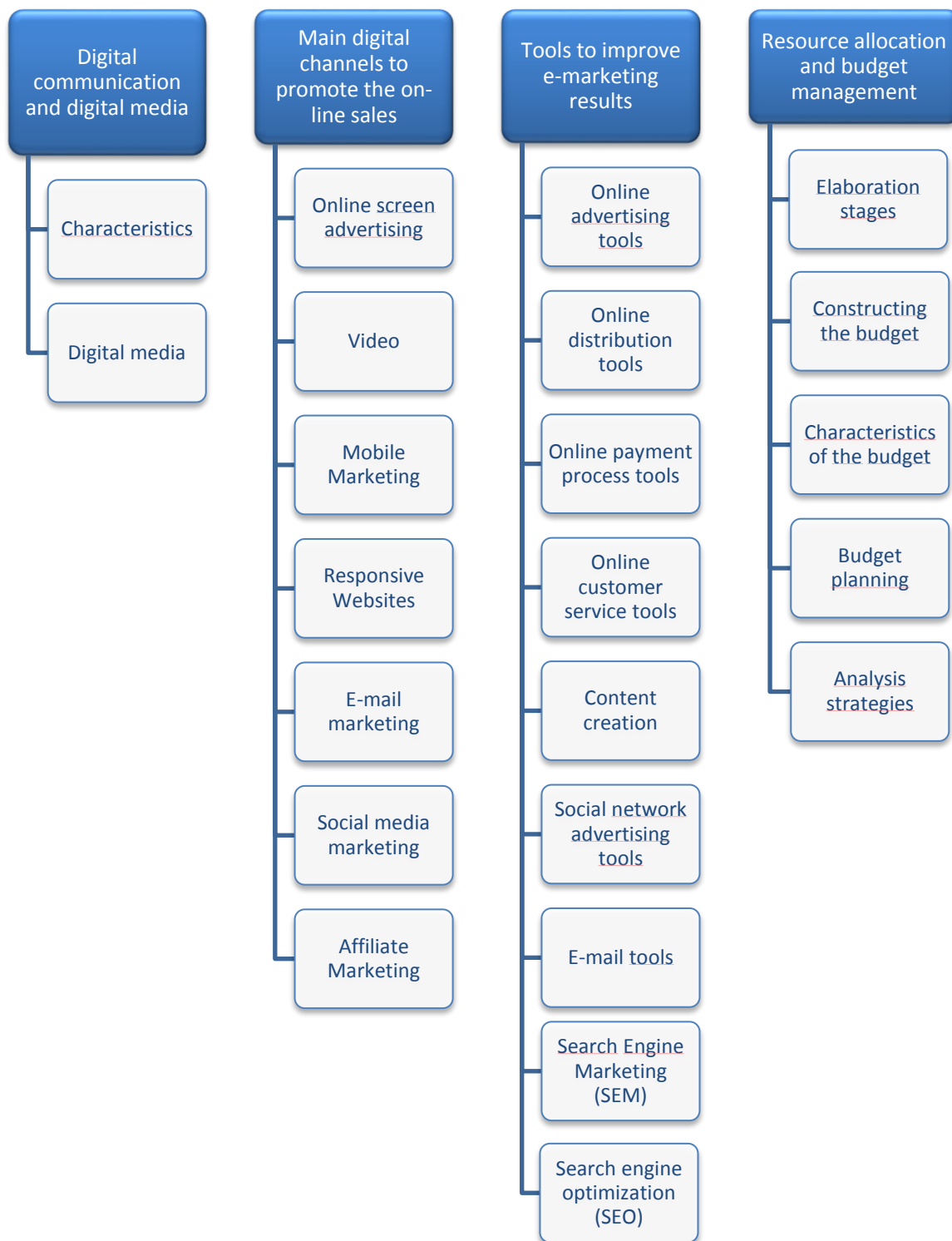
Course tested in **Austria: "E-Commerce Basics"**



Course tested in **Portugal**: “Commercial prospection and sales planning through interactive or digital means”



Course tested in Spain: “How to develop an e-marketing plan”





⇒ **On-line tool for the self-assessment of competences on e-commerce tested**

Each implementing country has organized a testing process to assess the tool developed for the self-evaluation of competences on e-commerce.

The objective of this testing process is to experiment the tool, to self-assess the competences on e-commerce, to detect training needs in the project target group and to guide users about training activities, courses and programs to acquire or improve their competences about digital commerce.

The contents of the tool tested in the different partners' countries are those related to the Units of Competences on e-commerce defined in the areas of Selling and Marketing as reflected in the graphic:

COUNTRY	FUNCTIONAL AREA	UNITS OF COMPETENCE TESTED
PORTUGAL	Selling prospection, assistance, selling and post-selling	<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	Selling prospection, assistance, selling and post-selling	<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	Marketing	<b>UC 6</b> - To formulate e-marketing plans in collaboration with the marketing manager/director; <b>UC 7</b> - To establish and monitor e-marketing plans in collaboration with the marketing manager/director.

The tool is based on a series of questionnaires for the self-assessment of the seven units of competences defined on e-commerce by project partners. These questionnaires include a battery of questions about knowledge, skills and competences necessary to carry out an activity related to e-commerce in a professional context.

- ✓ Questions about Knowledge:  
The objective of these questions is to evaluate what the participants know about the topic.
- ✓ Questions about Skills:  
The objective of these questions is to evaluate if the participants understand or are able to apply theoretical knowledge in a real professional context (job skills)
- ✓ Questions about Competences:  
The objective of these questions is to evaluate if the participant have the personal or social abilities to apply knowledge and skills in a professional context.

The tool is hosted in the project's website in the different partner languages plus English:  
<http://www.allecom.org/index.php/en/on-line-tool>

The different language's versions of the tool in Spanish, German and Portuguese include the questionnaires of the Units of Competences defined by partners in each project country to facilitate the involvement of participants in the testing phase in each country.

The English version of the tool includes the seven questionnaires which respond to the 7 units of competences developed in the project and tested by project beneficiaries in the different countries.

### 3. METODOLOGICAL APPROACH

The testing phase has been carried out following the Guidelines defined by FETICO as leader of the activity (WP6 of Project Work Plan)

These Guidelines have established a methodology and common working documents to develop the testing phase in the three partner countries, so that the information collected was homogeneous and comparable and it allowed to get global results and conclusions.

#### ACTIVITY 1 – TESTING OF THE TRAINING COURSE

The courses have been tested in a pilot training course of 25 hours of duration that took place in the different partner's countries between December 2017 and February 2018.

- **Participants in the pilot course**

Project beneficiaries – workers, employers and entrepreneurs of the commerce sector.

Applicants for the course have been provided with a registration form to collect their data and to verify they have the profile required. *See in attached in Annex 1– Registration form-Pilot course.*

The participants came from all age-groups and had ICT-knowledge on various levels, from beginners to experienced online marketing staff.

A total of 133 participants have been enrolled in the courses in the three implementing countries with the following distribution of participant per country:

COUNTRY	NUMBER OF PARTICIPANTS IN THE PILOT COURSES		
	ENROLLED	ACTIVE	CERTIFIED
AUSTRIA	34	34	34
PORTUGAL	42	35	35
SPAIN	57	47	42
TOTAL	133	116	111

#### ■ Training methodology and resources

The courses have been delivered using a **blended learning method**, which combines individual study on-line through an e-learning platform with traditional face to face sessions. The distribution of hours in classroom and on-line has been different in each partner country as shown in the following table.

COUNTRY	HOURS IN CLASSROOM	HOURS ON-LINE
AUSTRIA	5	20
PORTUGAL	19	6
SPAIN	20	5

The on-line part of the course have been performed using the open resources (MOOCs) of the courses that are allocated in the e-learning platform in the different partners languages: <http://www.allecom.org/index.php/en/training>

Apart of the training contents the platform provides other learning resources to support participants in their learning process as: web chat, forum, activities workshop, and other complementary open training materials about e-commerce.

The classroom sessions have been an important part of the learning process, to solve issues, to exchange experiences among participants and to get direct feedback from them about the courses. All the learning process has been supported by a tutor, expert in the matter who was available to guide and support participants in their individual learning experience.

Different editions of the pilot course have been organized in the implementing countries with classroom sessions in different cities:

COUNTRY	NUMBER OF COURSES
AUSTRIA	2 courses in Graz
PORTUGAL	2 courses with classroom sessions in Lisbon and Porto
SPAIN	2 courses with classroom sessions in in Madrid and Barcelona
TOTAL	6 COURSES

The number of face to face sessions and the moment in which these have taken place along the learning process have been also different in the three partner countries:

- In Spain the face to face session took place at the end of the learning process (5 hours) to exchange experiences, to solve doubts, assess learning results and assess satisfaction of participants with the training experience.
- In Portugal the face to face sessions took place in the beginning of each training course (3 hours), to introduce the learning objectives and contents, explain the methodological approach and the correct use of the LMS used (Moodle) and almost at the end of the learning process (3 hours) to assess learning results, overcome difficulties and assess satisfaction of participants.
- In Austria, the courses were delivered mainly face to face and only 5 hours were conducted online by means of a learning platform.

Participants have been provided with supporting materials with information related to the training courses and to the use of the on-line platform.

Different staff from the project partners have been involved in the testing process:

- External training tutors who have supported participants in the different editions of the pilot course delivered in the three implementing country. The tutors has been available to guide and support participants in their individual learning experience both in the on-line part of the course and also in the classroom sessions.
- The coordinators of the activity in the partners involved (FETICO, SOC, CECO and NOWA) have given support to participants in organizational issues of the pilot course.
- One person in IBECOM has given technological support to participants and coordinators in all countries.

#### ▪ **Evaluation and Certification of the training process**

Participants who have taken part in the pilot training courses have received a “Certificate of achievement of learning outcomes” provided that they met the following requirements:

- ✓ To perform 100% of the course duration. This criteria has been checked with the time of connection in the platform and the attendance to the classroom session.
- ✓ To visualize all the training contents.
- ✓ To get a minimum of 70% of correct answers in the final evaluation test.
- ✓ To deliver and pass all proposed tasks and activities.

Participants who did not meet these requirements obtained a “Certificate of participation” provided that they met the following criteria:

- ✓ To perform a minimum of 50% of the course duration (12hs out of 25h). This will be checked with the time of connection in the platform.
- ✓ To visualize at least 80% of the training contents.
- ✓ To get a minimum of 50% of correct answers in the final evaluation test.

*See attached Annex 3.1 and 3.2 – Certificate Models.*

From 133 participants enrolled in the courses in the three implementing countries 83% have met the evaluation criteria to get the “Certificate of achievement of learning outcomes”.

#### ▪ Evaluation of the activity by participants

As the main objective of the pilot course has been to receive feedback from participants about the course they were required to fill a questionnaire to know their opinion and level of satisfaction with the training materials and tools and with the organizational aspects of the pilot courses. This evaluation questionnaire has been available on the e-learning platform.

*See attached Annex 2 -Self-Assessment questionnaires of the pilot course*

### ACTIVITY 2 – TESTING OF THE ON-LINE TOOL FOR THE SELF-ASSESSMENT OF COMPETENCES ON E-COMMERCE.

Project beneficiaries (workers, employers and entrepreneurs of the commerce sector) in the different partner’s countries have experimented the tool and self-assessed their competences on e-commerce regarding the seven competences defined on e-commerce:

COUNTRY	COMPETENCE TESTED
PORTUGAL	<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>UC 4</b> - To do the post-sale monitoring through interactive or digital means; <b>UC 5</b> - To handle and monitor customer complaints through interactive or digital means.
SPAIN	<b>UC 6</b> - To formulate e-marketing plans in collaboration with the marketing manager/director; <b>UC 7</b> - To establish and monitor e-marketing plans in collaboration with the marketing manager/director.

A total of 120 project beneficiaries have participated in the testing of the tool for the self-assessment of competences in the different partner's countries.

COUNTRY	NUMBER OF PARTICIPANTS IN THE TESTING OF THE TOOL
AUSTRIA	51
PORTUGAL	21
SPAIN	48
TOTAL	120

The method used for the testing of the tool has been different in each country:

⇒ An oriented process supported by a tutor/coach in a face to face session (in Spain and one group in Austria) in which participants have registered on-line, accessed to the tool and completed the questionnaires corresponding to each unit of competence guided and supported by a coach or tutor during the testing process.

⇒ An on-line self-managing process in which participants were invited to answer, asked by e-mail to register in the tool, accessed and tested the tool and self-assessed their competences on e-commerce (in Portugal and one group in Austria). In any case, the participants who needed orientation during the testing received the support of an expert.

At the end of the process participants were asked to fill an online satisfaction evaluation questionnaire to know their opinion about the tool. This questionnaire is available on the tool  
*See attached Annex 4- Evaluation questionnaire - Self-assessment tool.*

## 4. ANALYSIS OF RESULTS

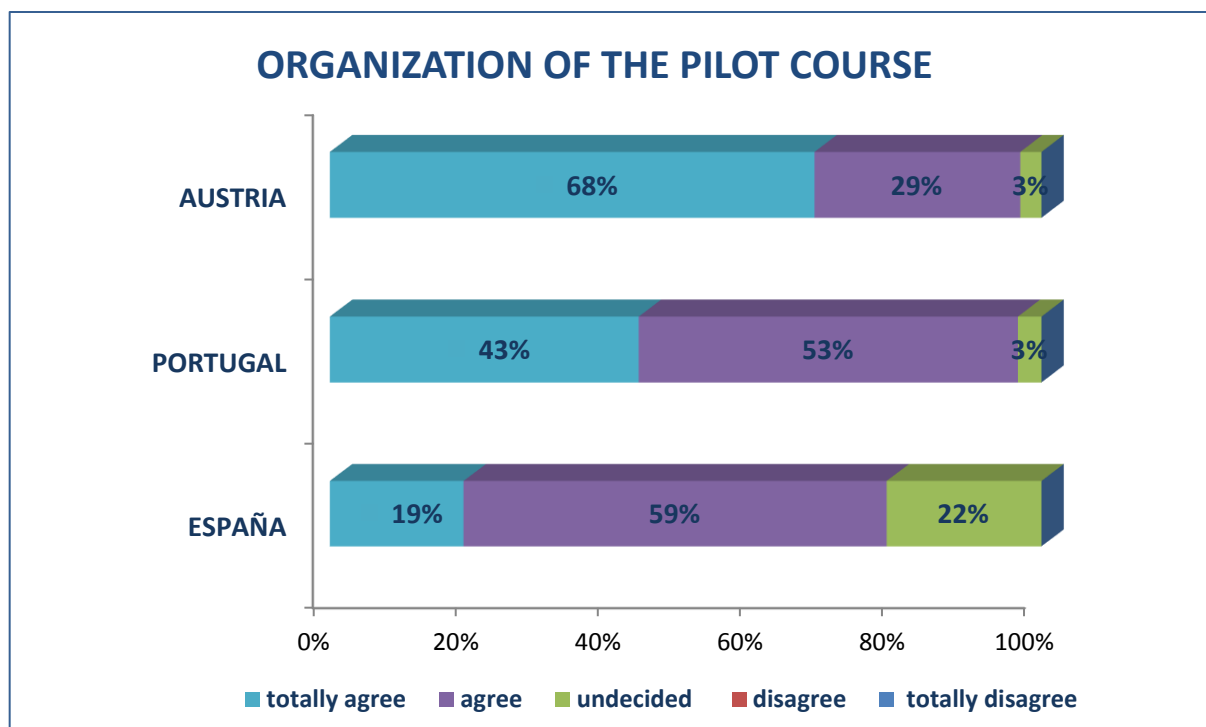
The results of the testing phase (pilot course + self-assessment tool) have been obtained mainly through the information collected from the satisfaction questionnaires filled by participants in the pilot course and by users of the tool but also through the feedback and opinions expressed by experts, trainers and staff involved in the testing activities.

### 4. 1. RESULTS OF THE PILOT COURSES

The training courses has been tested by a total of 111 participants in the six editions of the pilot courses delivered in the tree implementing countries, of which 95 participants filled the satisfaction questionnaire. The data indicate that the level of satisfaction with the courses has been very high.

For reporting purpose, the results of the 6 groups have been grouped per country and the results in each evaluation item are as follows:

1. The **organization of the course** (registration, information provided to participants, communication...) has been considered very appropriate or appropriate for the optimal development of the activity by more than 91% of the participants.



Participants were also asked to give comments to each evaluation item and the results obtained can be summarised as follows:



In Austria

- *All information was clearly communicated*

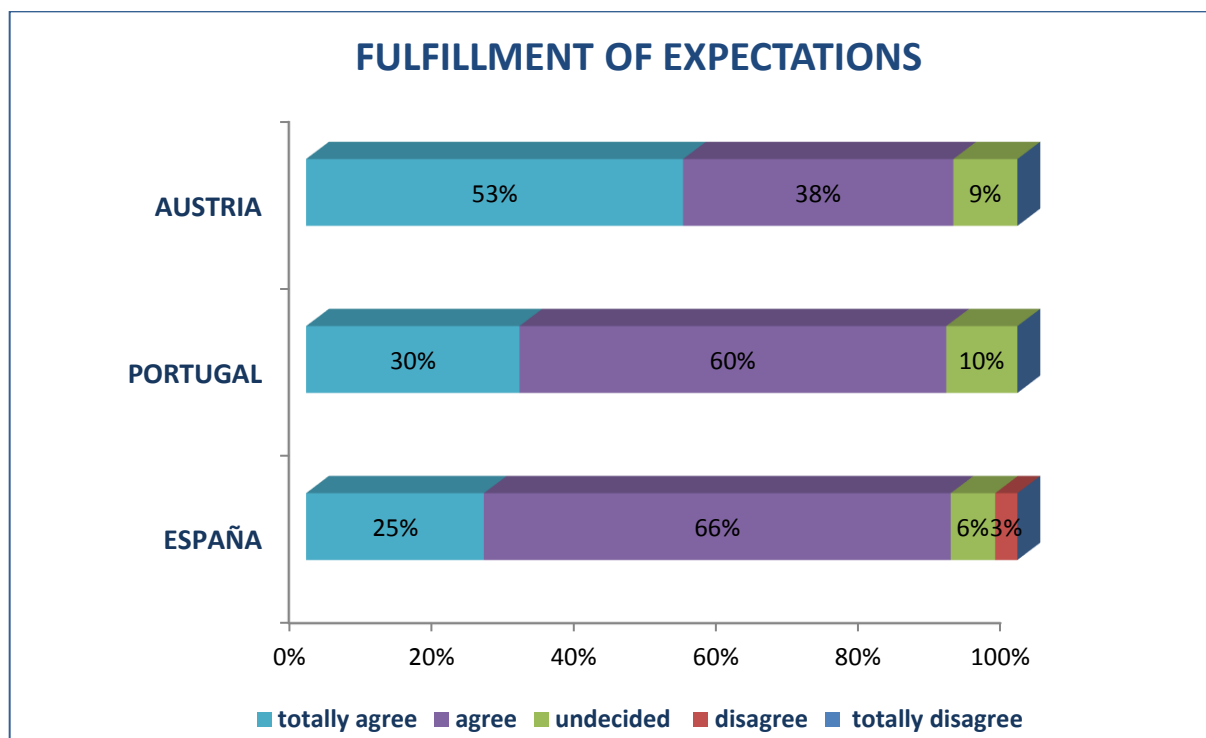
In Portugal

- *I wish I had known that it was necessary to have an active account in various social networks;*
- *An optional intermediate face-to-face session could be an asset, in order to take stock of the training development;*
- *To have synchronous sessions, at least one;*
- *More face-to-face sessions, maybe 1/3 of the time being face-to-face to ask questions and listen to information given by the teacher (it makes it easier to understand);*

In Spain

- *It is a course easily accessible online. The monitoring of each activity is very clear;*
- *More information regarding how the course was structured and about the practical activities would have been helpful;*
- *Good management and promptness in clarifying doubts;*

2. About the expectations of participants, the course has totally met or met the **expectations** of more than 90% of the participants;



Comments of the participants to this item:

In Austria

- *Could have more content*
- *Good for people with little or no experience in the field*

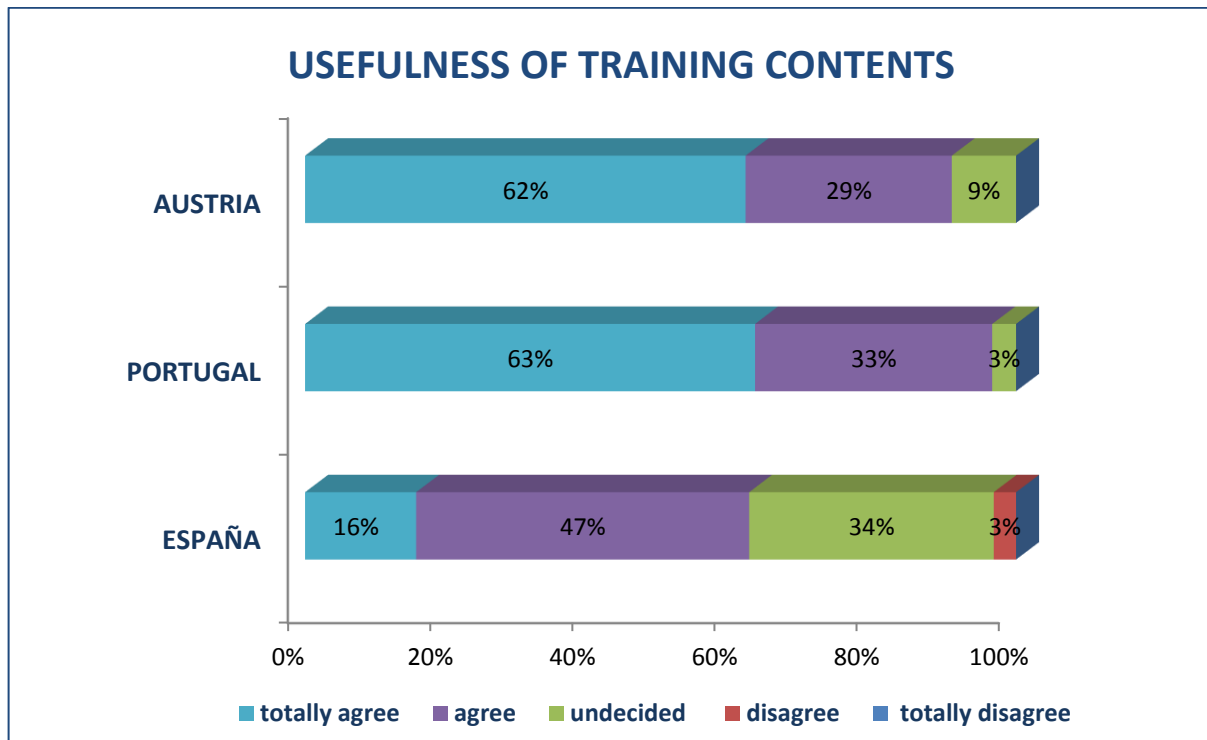
In Portugal

- *Not initially but in the end it was rewarding because I ended up learning the basics on this subject”.*
- *Needed a little more time or more face-to-face sessions.*
- *Appropriate content, however, the themes could be addressed in a more detailed way.*

In Spain

- *Now I have a more professional vision of digital marketing*
- *I have acquired new knowledge about the topic.*
- *The course didn't fulfilled my expectations because my marketing skills are very low.*
- *Yes, I expected a course that would give the opportunity to deepen on certain topics of digital marketing, but I have lacked videos and more practical examples.*

3. The **training contents** has been rated as very useful or useful by 83% of the participants.



Comments of the participants to this item:

In Austria

*- I can continue using it*

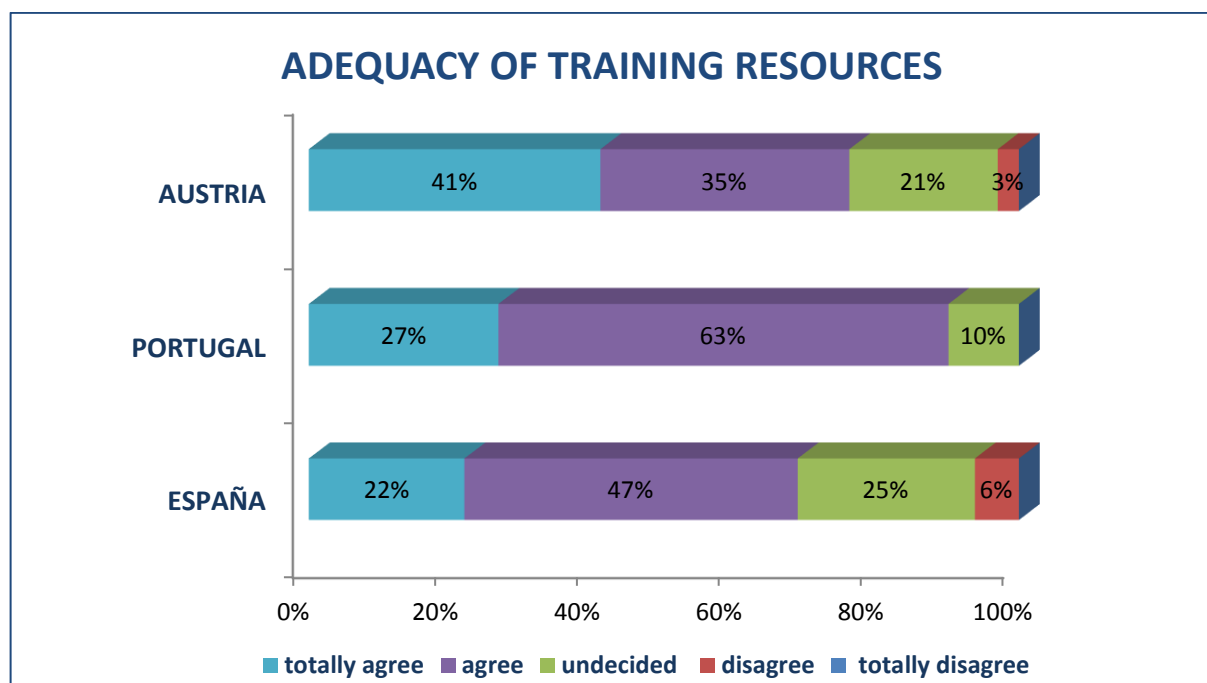
In Portugal

*- The contents are sufficient, practical and oriented to the creation/management of businesses, they are appropriate to the subject and very useful mainly for those who want to acquire knowledge in the area, however, some topics could be more developed.*

In Spain

*- I found the course very interesting and useful especially for those people who work with these tools in their day to day job.*  
*- The duration should be longer. To follow all training contents it is necessary more time.*  
*- Very useful, it is what you see today in communications and digital media.*  
*- Despite not being very expert on the subject at least I have acquired concepts that give me new knowledge.*  
*- It makes you see the online advertising world in another way.*

4. The **training resources** made available for participants have been considered totally suitable or suitable by 78% of total participants.



Comments of the participants to this item:

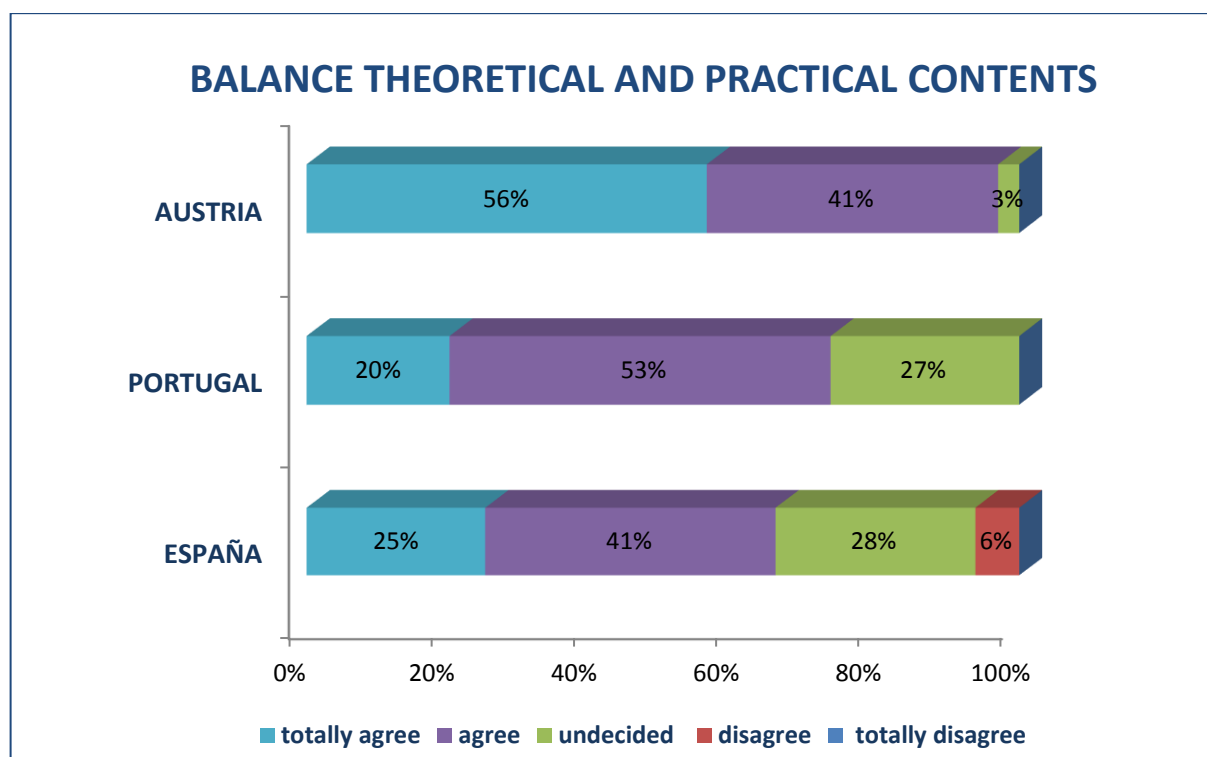
In Portugal

*- Are suitable, but there could be more external links to articles and videos;*  
*- All available resources are relevant.*

#### In Spain

- *Resources have been adequate*
- *The platform is very complete, offers many possibilities to organize, program, interact, etc.*
- *More hours are needed to be able to follow the course.*
- *It has been difficult for me to understand certain concepts and carry out activities because the lack of previous knowledge.*
- *It would be good to have the support of visual tutorials.*

5. The **balance between theoretical and practical contents** has been rated as good or very good by 78% of the participants.



#### Comments of the participants to this item:

##### In Austria

- *Maybe try more exercises yourself, that you see what is meant*
- *Yes, there could be more practice exercises*
- *Practical exercises in between were very helpful and well chosen*
- *Entry via terms in English sometimes too confusing*

##### In Portugal

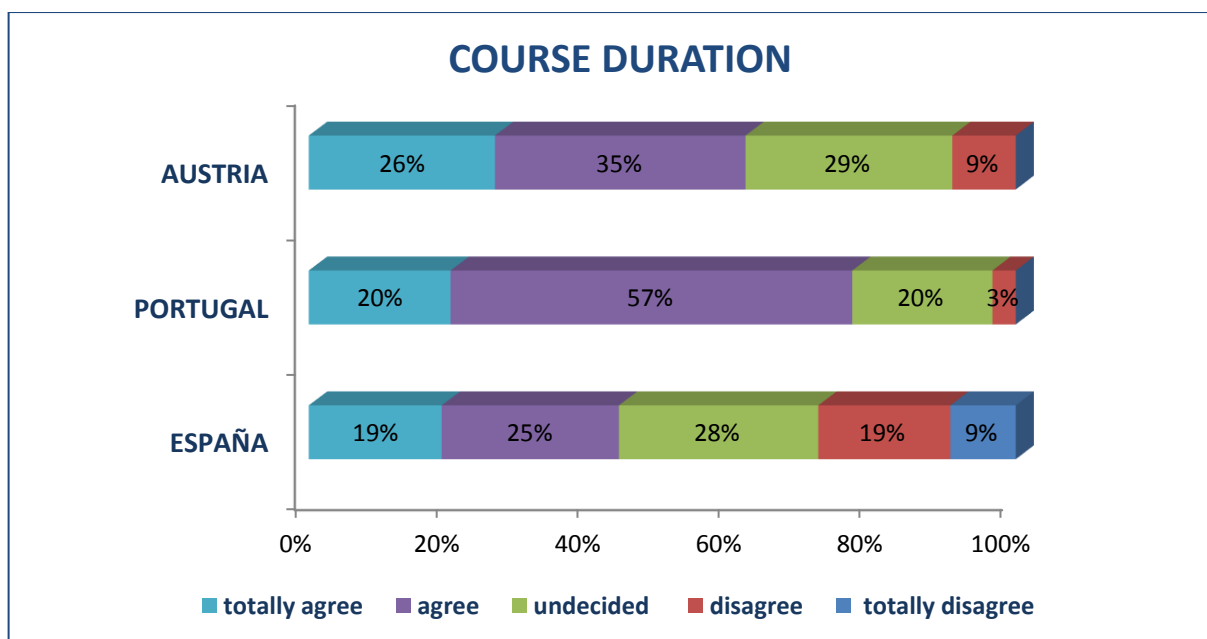
- *Is balanced;*
- *Have more theory and fewer activities, or more personalized activities;*

- *Some practical activities did not have enough learning content to support for their development;*
- *The number of activities may be excessive.*

#### In Spain

- *Some practical exercises/activities are not easy to understand.*
- *Some practical exercises require more theoretical contents to do them.*
- *Some contents are missing to know how to do some practical exercises.*

6. The **duration of the course** is suitable for the training contents proposed for a 59% of the participants but the rest of participants disagree with course duration for the reasons they express in the open questions. In Austria the duration of the course is considered too long for the training contents proposed while in Spain and Portugal is considered too short for the training contents proposed.



#### Comments of the participants to this item:

##### In Austria

- *could be shorter (for example 2 days)*
- *More content / exercises and shorter breaks*
- *2 days would be enough or more content should be offered*
- *More topics would be great*

##### In Portugal

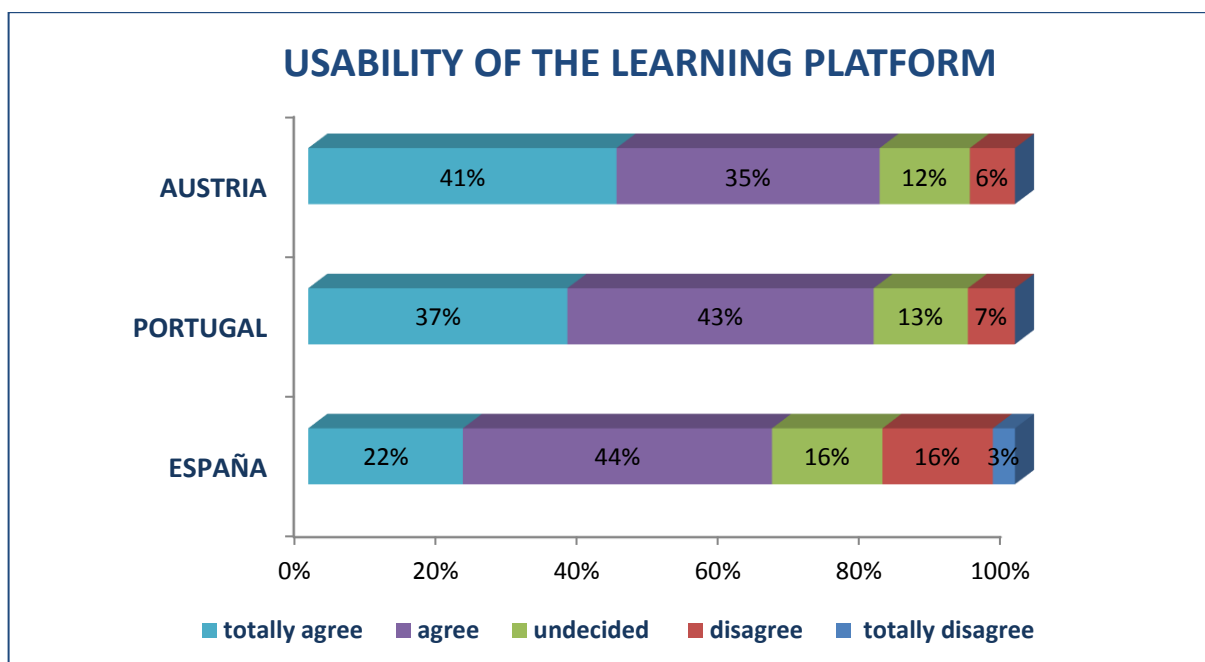
- *Perfectly fit; 25 hours was enough to cover all the necessary topics; more than this would have been boring and demotivating;*

- *The contents are very compact, if the participant does not have some marketing basic knowledge, it may be needed additional time;*
- *I needed more than 25 hours to complete;*
- *Based on the number of activities and the extension of learning content a few more hours could be added;*
- *Maybe another 2 weeks taking into consideration the number of practical activities.*

#### In Spain

- *The course must have more hours.*
- *It should be more extensive and with more face-to-face classes.*
- *More hours are needed*
- *Many practical activities for the limited time available*
- *More face-to-face training.*

7. The **e-learning platform usability** has been rated as well-structured and easy to use by a 73% of the participants.



Comments of the participants to this item:

#### In Austria

- *Easy to handle*

#### In Portugal

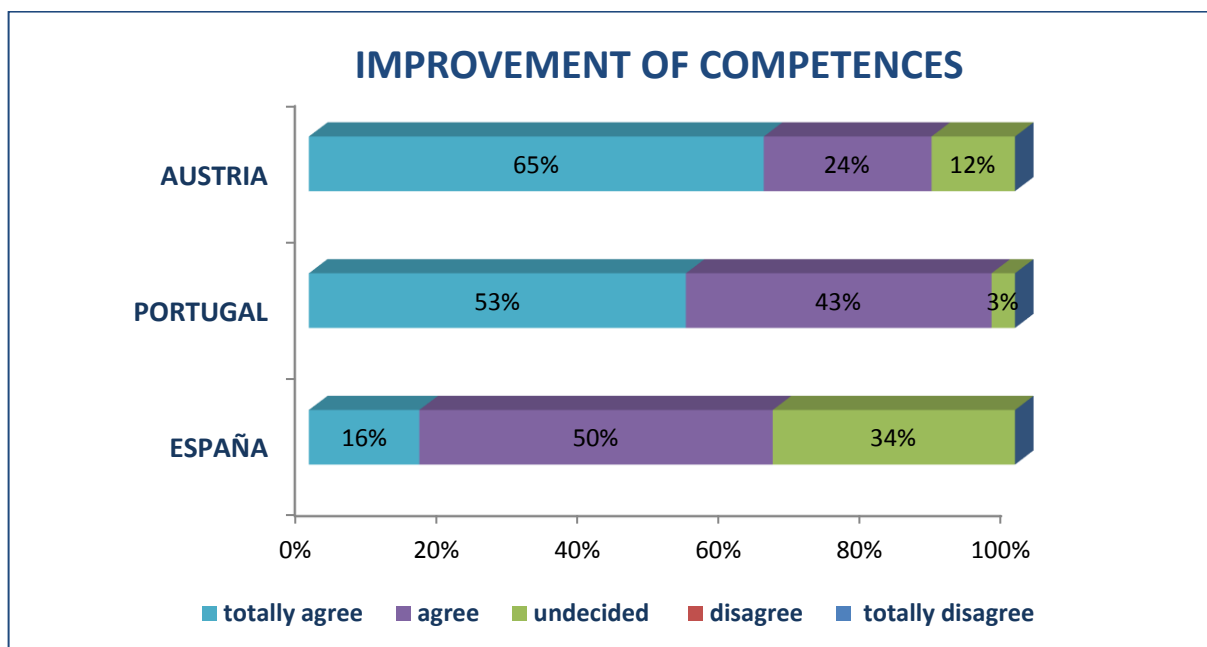
- *The platform is user friendly and well structured, although it needs some improvements at the level of navigation within the menus;*
- *The platform though understandable, is not very user friendly;*
- *Could be more dynamic;*

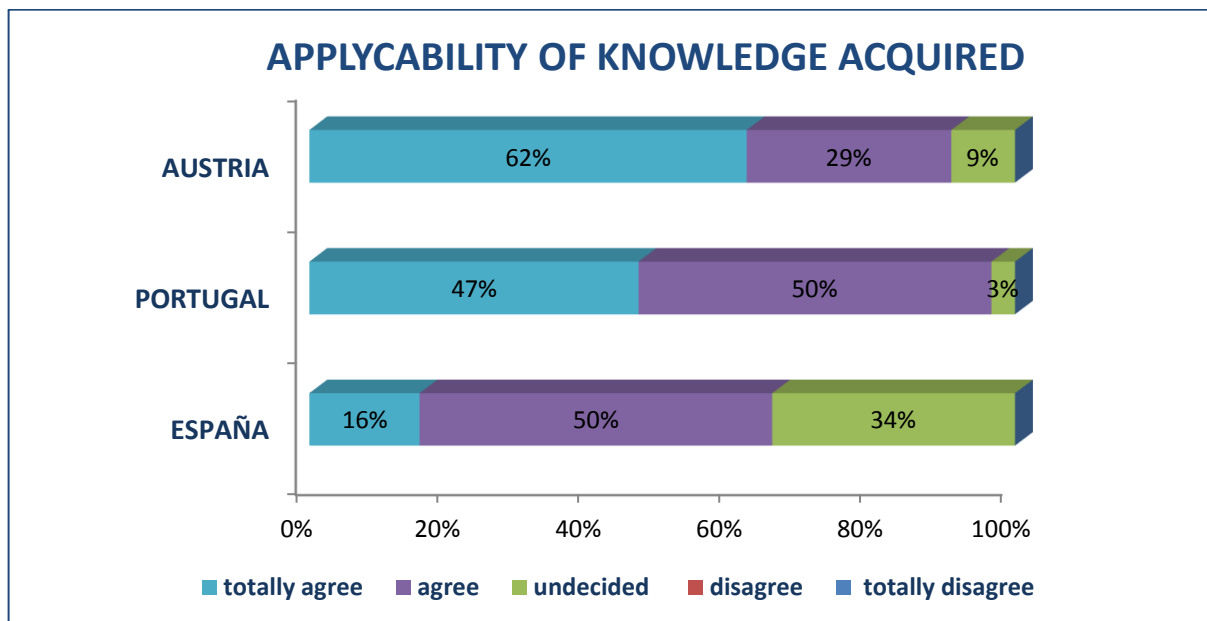
- Graphics have poor resolution, there are not many links;
- Videos could be added;
- When we enter again it could open directly into the activity / learning content we left;
- When we exit each exercise, we must return to the home page and re-enter the module which is not so good;
- When submitting exercises/practical activities or doing the tests we have to confirm everything many times;
- The activities, as the tests, should also have 3 possibilities of response, not just one;
- It should be possible to carry out the evaluation without having to do the activities before;
- Very positive the fact that the exercises/activities are sent privately and not placed in a public forum.

#### In Spain

- The structure is very completed and offers very good organization and follow-up
- A bit messy at the beginning
- The usability of the platform leaves a lot to be desired. It is not intuitional!

- About the **improvement of competences on digital marketing** and future **application of knowledge acquired** at the end of the training process, 84% of the participants consider they have improved their competences on e-marketing and 83% of them think they are going to apply the knowledge acquired in this field.





Comments of the participants to this items:

In Austria

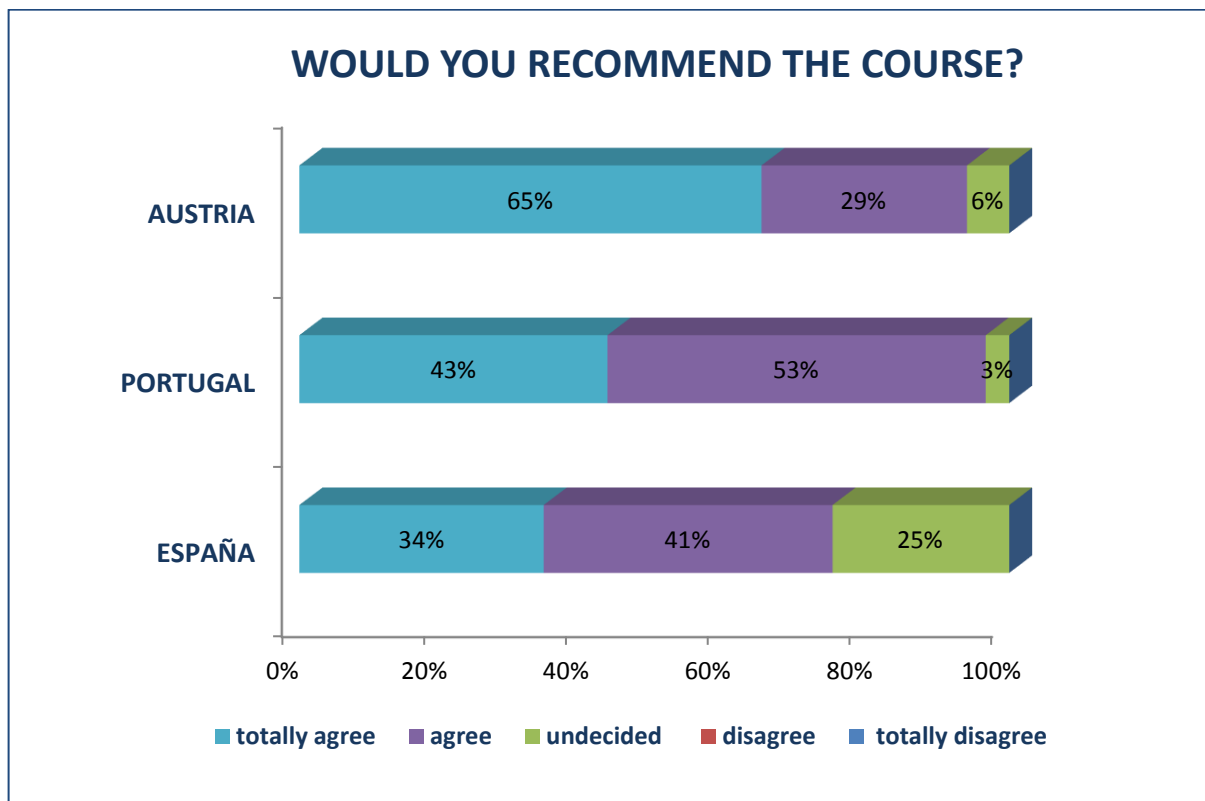
- *All my questions have been answered*
- *I would rather do something more practical*
- *Definitely, I am going to apply the knowledge acquired*

In Spain

- *I have improved my knowledge about digital marketing.*
- *It has been very interesting to know in an academic way the digital publicity with which we live.*
- *I will try to put knowledge acquired into practice*
- *I acquired knowledge that I did not have*
- *Many things learned that will be very useful for my work, my Facebook page, etc.*

9. Finally, participants have been asked if **they would recommend this course to others** and 88% of them state that they would recommend it.





In Austria

- *Good entry for those who have not had anything to do with the subject-matter before*

In Spain

- *Of course I would recommend it, the course is good, necessary and useful, and the only thing to mention is that the profile of participants should be people with some previous knowledge in social networks and marketing.*
- *Yes, it's interesting*
- *Yes, but improving some aspects*
- *Yes, it is very interesting for people who already have a previous basis.*

*In general we can say that 80% of the participants in the pilot course express a very positive reaction about the training experience.*

**Strong and weak points underlining by the participants about the pilot course:**

THE BEST OF THE COURSE	ASPECTS OF IMPROVEMENT
<b>In Austria</b> <ul style="list-style-type: none"> <li>✓ Share different experiences</li> <li>✓ To know the basics of e-commerce</li> </ul>	<b>In Austria</b> <ul style="list-style-type: none"> <li>✓ Translate terms and definitions better (German words)</li> </ul>

<ul style="list-style-type: none"> <li>✓ Security on the Internet;</li> <li>✓ The excellent coach and lecturer;</li> <li>✓ The basics have been explained very well (understandable, acceptable), with this knowledge you can keep working building on it;</li> <li>✓ That we worked together;</li> <li>✓ That everything was explained to us very well;</li> <li>✓ The information was very well communicated and understandable;</li> <li>✓ There was the opportunity to ask questions and discuss concrete examples in the group;</li> <li>✓ Generally become familiar with the subject of e-commerce;</li> <li>✓ That we discussed current topics and the trainer included these topics, so that we could work with them;</li> <li>✓ That the teacher explained very well;</li> <li>✓ I learned a lot of new things;</li> <li>✓ The mix between understandable theory and applicable practice;</li> <li>✓ Useful content for everyone;</li> <li>✓ Course documents very understandable and clear;</li> <li>✓ Coach very eager, very nice, very qualified;</li> <li>✓ The compilation of participants Old/Young, workers/works councils/ employers;</li> <li>✓ Well structured;</li> <li>✓ Great explained;</li> <li>✓ The intermediate tests for self-checking.</li> </ul> <p><b>In Portugal</b></p> <ul style="list-style-type: none"> <li>✓ Application in daily work;</li> <li>✓ Contents;</li> <li>✓ Acquisition of knowledge;</li> <li>✓ Practical activities;</li> <li>✓ Flexibility;</li> <li>✓ The appropriate use of technical terms.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Think about: 2 courses ("generations") or ask for previous knowledge;</li> <li>✓ More content or even more details;</li> <li>✓ The questions in the tests were not easy to understand;</li> <li>✓ The content of the course could be edited / presented in less time;</li> <li>✓ Maybe more practice → Variation theory &amp; practice;</li> <li>✓ Divide the time resources better. We had many or long breaks. These should be shortened and filled with more content or exercises;</li> <li>✓ To do more practical exercises, e.g. with e-mail settings;</li> <li>✓ More content or shorter duration;</li> <li>✓ Better preparation of access data;</li> <li>✓ More comprehensible questions and answers;</li> <li>✓ Other content may be included;</li> <li>✓ The test questions are sometimes difficult to understand;</li> <li>✓ Maybe more practical examples on the computer;</li> <li>✓ Revise the question in the test;</li> <li>✓ Too long breaks, time could be much better used with additional material or practical exercises;</li> <li>✓ At least show to write simple mails if someone has not had anything to do with it;</li> <li>✓ Do more exercises or not talk so long;</li> <li>✓ That the students are more involved.</li> </ul> <p><b>In Portugal</b></p> <ul style="list-style-type: none"> <li>✓ Tests duration;</li> <li>✓ More dynamic content exposure;</li> <li>✓ To have synchronous sessions;</li> <li>✓ Organization of activities;</li> <li>✓ Reducing the time taken by trainer to give feedback on the practical activities;</li> <li>✓ Interaction with the participant;</li> <li>✓ More face to face sessions;</li> </ul>
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### In Spain

- ✓ The face-to-face training but it should be at the beginning of the training period because it clarifies many concepts useful to follow the course;
- ✓ The structure of contents;
- ✓ To know how important it is today to use social networks and everything that can be done to sell a product on-line;
- ✓ The acquisition of knowledge in this important topic;
- ✓ The flexibility of the training method;
- ✓ The training platform is very good;
- ✓ The information and resources provided;
- ✓ Both the platform and the contents;
- ✓ The academic vision of the publicity that surrounds us in our day to day;
- ✓ The flexibility in organizing your own training schedule;
- ✓ The course in good and enriching;
- ✓ The rapid response of the tutor and the information and feedback provided;
- ✓ The acquisition of new knowledge about digital marketing;
- ✓ I have learned many things that I did not know;
- ✓ The introduction to the world of communication and digital marketing. Now I will see it in a more conscious way.
- ✓ The concepts of digital marketing acquired and how, where they apply.
- ✓ It makes you see the advertising world in another way. In spite of being every day watching e-marketing campaigns in the media this course allows you to learn to differentiate concepts that previously you did not notice.

- ✓ Platform functionality;
- ✓ Reducing the number of exercises in module 1;
- ✓ Reducing the complexity of module 4 legislative information.

### In Spain

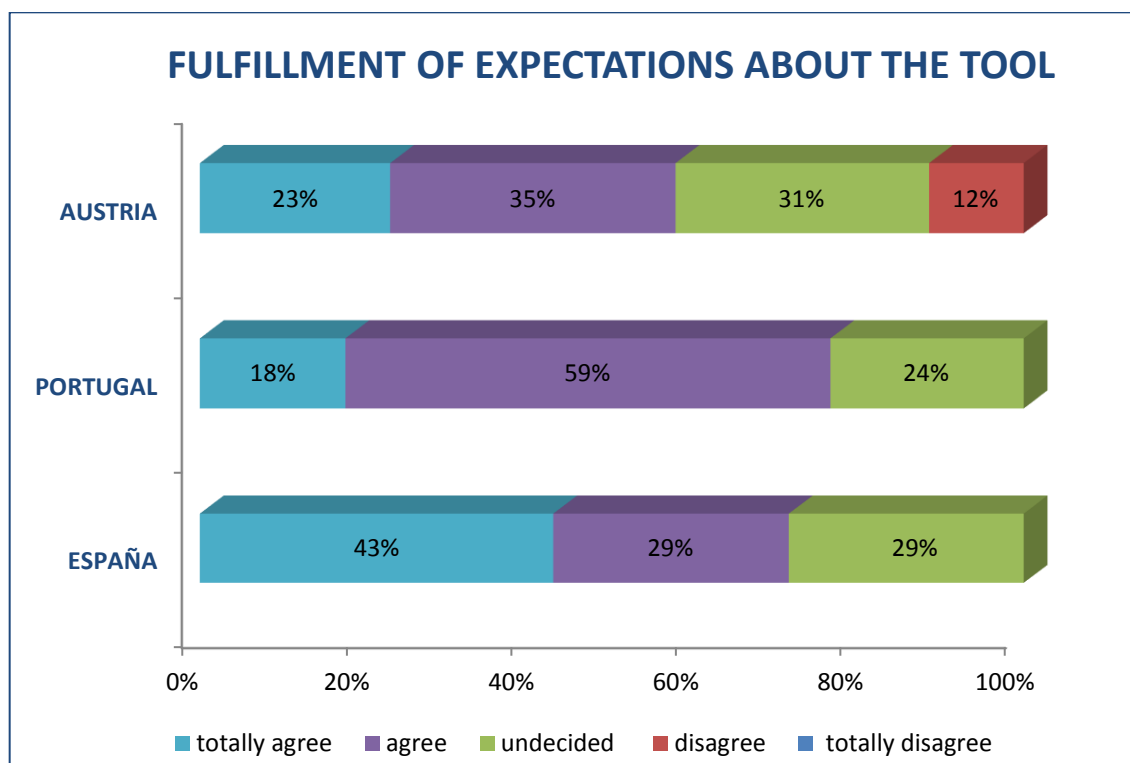
- ✓ The duration of the course must be longer;
- ✓ More communication with the trainer, more hours for the realization of the course;
- ✓ The system should be corrected in the evaluation tests. I would change the retry options in the evaluation tests by placing a maximum of two attempts;
- ✓ The face-to-face training should have been at the beginning, for a better understanding of the concepts of the course;
- ✓ Face-to-face class at the beginning of the course and some more in between, with a longer time of completion;
- ✓ The course duration should be longer;
- ✓ More contents and explanation on how to budget a marketing plan;
- ✓ The platform is too basic and does not attract the learners. I find formative videos and a more intuitive design necessary. There are failures such as repetitions of questions in the final questionnaires that must be corrected;
- ✓ Some exercises are very complex. The supported links are in English, they must be in Spanish.
- ✓ I have missed practical and visual examples that will accompany and complement the theoretical part of the course.
- ✓ Enrich the platform with support videos. You could even distinguish between the base and complementary

	<p>information for those who wish to deepen on a specific issue.</p> <p>✓ It is necessary to have previous knowledge about the field to follow the course.</p>
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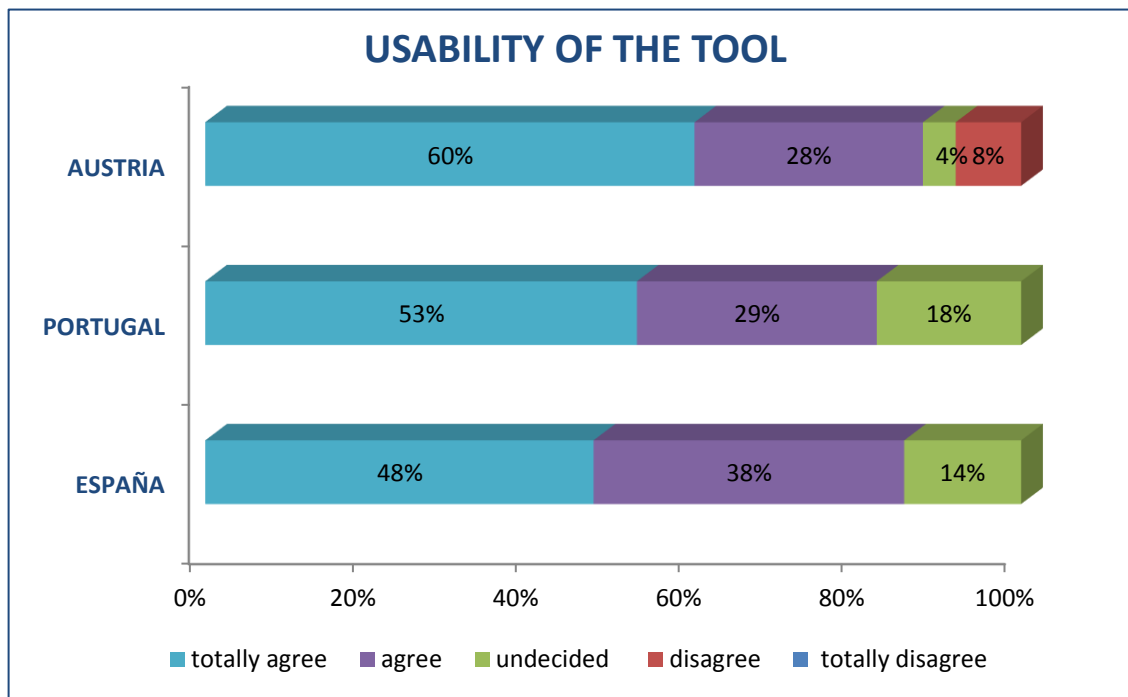
## 4.2 – RESULTS OF THE TESTING OF THE ON-LINE TOOL

The tool for the self-assessment of competences on e-commerce has been tested by a total of 120 users in the different implementing countries of which 64 users answered to the evaluation questionnaire made available online in the tool. The results obtained in each evaluation item can be summarised as follow:

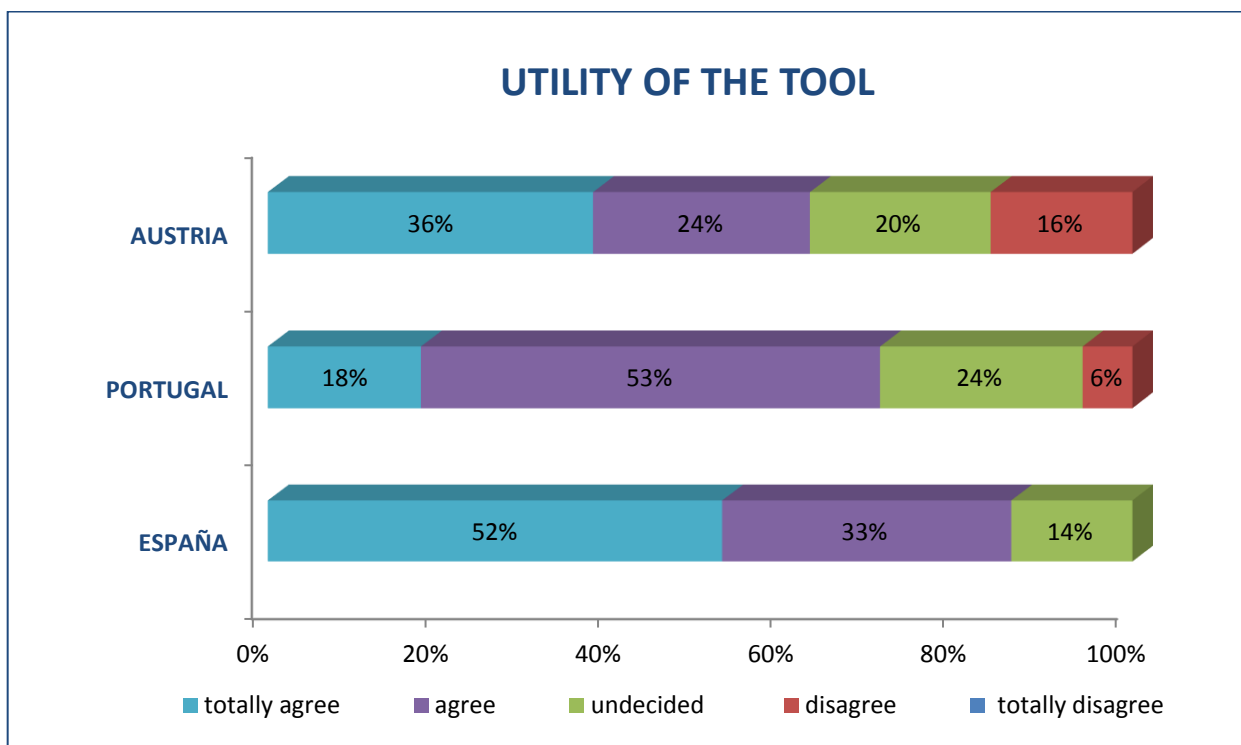
1. The tool has totally met or met the **expectations** of a 69% of the participants.



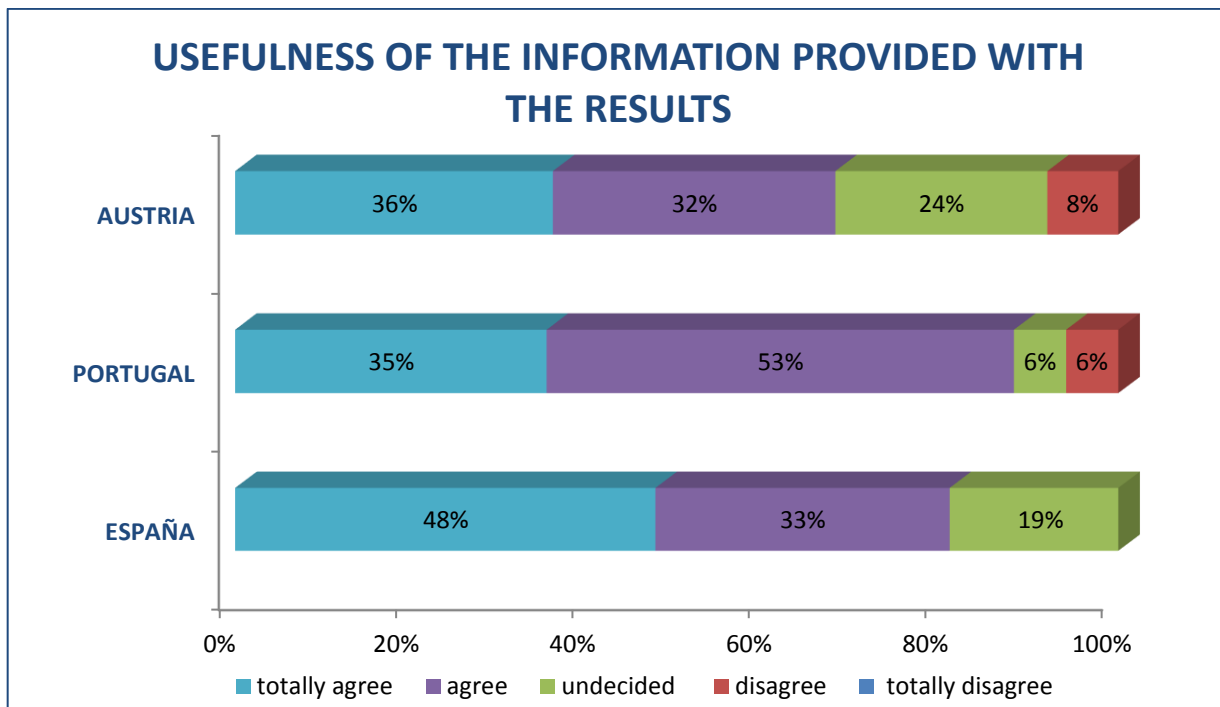
2. 85% of the participants agreed or totally agreed that **the tool is well-structured and easy to use.**



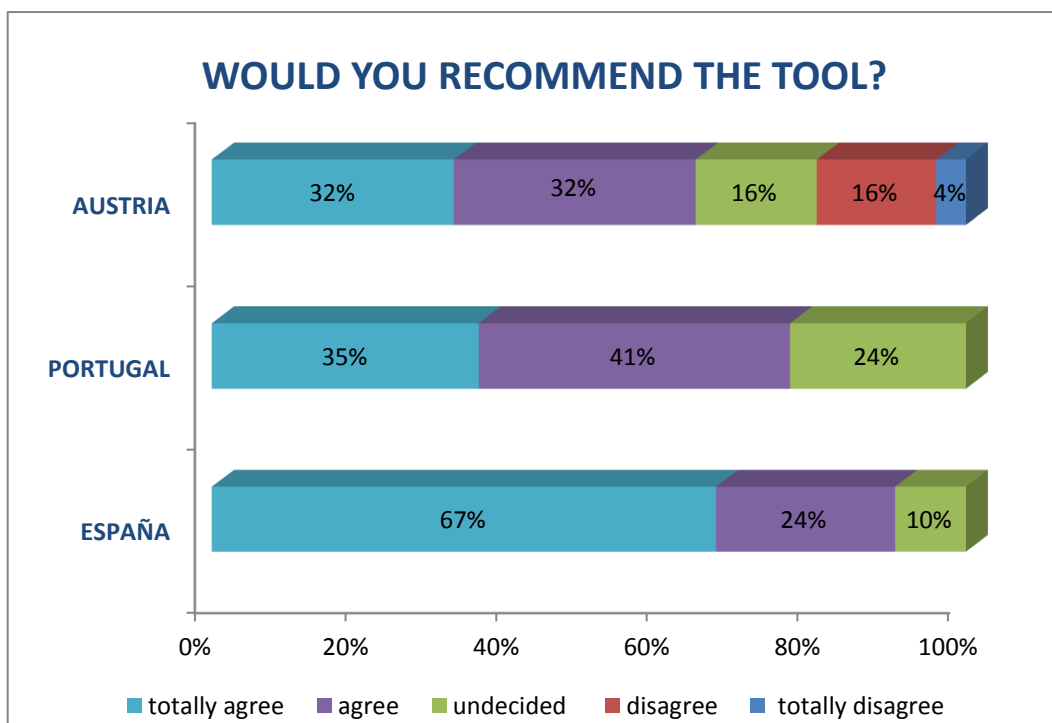
3. 72% of the participants agreed or totally agreed that **the tool is meaningful to its purpose: the self-assessment of competences.**



4. 79% of the participants agreed or totally agreed that the **information provided with the results** is useful



5. 77% of the participants state that they **recommend the use of the tool** to others.



According to these figures we can say that the evaluation of the tool by participants has been very positively in all aspects asked.

Participants have also been requested to give feedback about utilities they found in the tool and aspects of improvement. These are the comments of participants to this items:

WHAT UTILITY YOU FIND IN THE TOOL?	WHAT ASPECTS SHOULD BE IMPROVED?
<b>In Austria</b> <ul style="list-style-type: none"> <li>✓ It helps me to assess myself and what I need in my job;</li> <li>✓ Knowledge check.</li> <li>✓ I was able to assess my digital skills in general;</li> <li>✓ Supports me when choosing a course and can thereby assess whether I can start a basic course or already in a higher course level;</li> <li>✓ Self-assessment needs more competencies / training;</li> <li>✓ How well are you familiar with this area and how your own self-assessment is;</li> <li>✓ I think good self-assessment requires more questions across branches.</li> <li>✓ I know what kind of knowledge I have (on e-commerce);</li> <li>✓ Self-assessment of my status.</li> </ul> <b>In Portugal</b> <ul style="list-style-type: none"> <li>✓ Usefulness of the links provided;</li> <li>✓ To allow self-assessment of knowledge (3);</li> <li>✓ To be used as a self-assessment tool previous to the entrance into a training course, to allow a better "match" between the level of knowledge of the students and the entrance requirements of a specific training course;</li> <li>✓ To support better homogeneity in training groups;</li> </ul>	<b>In Austria</b> <ul style="list-style-type: none"> <li>✓ The questions could be expanded;</li> <li>✓ This test gives me more of a self-assessment, which I can have before. With more subject-specific questions, I could test myself how my knowledge really is. Otherwise, the course was also very helpful to pass this test better;</li> <li>✓ The questions and answers are clear and could not be improved.</li> </ul> <b>In Portugal</b> <ul style="list-style-type: none"> <li>✓ To be able to know which answers were not right and why (2);</li> <li>✓ More questions;</li> <li>✓ To have practical activities that could lead to validation of skills and competences;</li> <li>✓ Some of the questions are not clearly formulated;</li> <li>✓ More topics should be addressed by the self-assessment tool (2) and more in-depth self-assessment should also be available.</li> </ul> <b>In Spain</b> <ul style="list-style-type: none"> <li>✓ Some visual aspects of the questionnaires can be improve;</li> <li>✓ The training resources proposed could be more specific;</li> <li>✓ Differentiation by colour of the units of competence;</li> <li>✓ The explanation of the questions could be more extensive to clarify them more;</li> <li>✓ The writing of the questions, some are confusing;</li> </ul>

<ul style="list-style-type: none"> <li>✓ After a training process it can also be used as a learning assessment.</li> </ul> <p><b>In Spain</b></p> <ul style="list-style-type: none"> <li>✓ Useful to self-assess my competences on digital marketing;</li> <li>✓ It seems a very interesting tool to know training resources on e-commerce.</li> <li>✓ It is helpful to know if I am ready to accredit my competences;</li> <li>✓ Very useful to be used in the definition of competences on e-marketing;</li> <li>✓ Self-assessment of competences;</li> <li>✓ It gives you information about topics and concepts in which you would need to improve skills or acquire knowledge;</li> <li>✓ Important to evaluate my skills and knowledge in digital marketing;</li> <li>✓ It is a direct information, very compressed but fast in its analysis.</li> <li>✓ Self-evaluation of knowledge in the area of e-commerce.</li> </ul>	<ul style="list-style-type: none"> <li>✓ The design of the tool could be more friendly;</li> <li>✓ The structure of the tests could be clearer;</li> <li>✓ The result of the test shouldn't be just a percentage, it will be more helpful you receive information about the issues in which you must improve your knowledge.</li> <li>✓ More questions in the test and the possibility of open answers.</li> <li>✓ More time to complete the questionnaires.</li> </ul>
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Among the additional comments of the participants:

- ✓ *The most interesting thing I find is the possibility of continuing with your own personal learning process with the training resources and courses proposed once the self-evaluation has been completed.*



## 5. CONCLUSIONS

The general conclusions of the testing phase are based mainly on the evaluation made by the participants in the pilot courses and the users of the pilot experience with the on-line tool for the self-assessment of competences. Other kind of feedback about the results tested have been also considered as opinions of trainers, tutors, training experts, project staff and other key agents involved.

In general both the training courses and the on-line tool have been evaluated very positively although it is important to highlight that the results collected and the feedback received from the users about the training resources tested are different in each partner country.

The different results obtained are due to the training courses tested in each country have been different and also the training methodology has varied from one country to another. In Portugal and Spain the results of the testing phase have been more homogeneous, due to the level of the courses tested in these countries in terms of complexity is similar (level 4 of European Qualification Framework-EQF) the extension of the contents is also similar and the method of training delivery has been the same (blended learning with more training hours on-line). In Austria the level of the course is lower (level 2 of the EQF), the training contents are more reduced and the training method used has been mainly face to face (blended learning with more training hours in classroom) justified because the low level of ICT skills of the project target group in this country.

After considering all the information collected in the three partner countries the following conclusions about the pilot activities can be drawn:

### 1. CONCLUSIONS ABOUT THE TESTING OF THE TRAINING COURSES

We can say that the main purpose of the training, that is the improvement of competences of participants has been achieved taking into account the following figures:

- 84% of the participants in all implementing countries consider they have improve their competences in different matters related to e-commerce.
- 83% of the total participants think they are going to apply the knowledge acquired.
- The high level of involvement and compliance with the learning objectives of the participants - from 133 participants initially enrolled, 116 have completed the training process and 111 (more than 80%) have met all the training evaluation criteria to get the "Certificate of achievement of learning outcomes"

In Spain and Portugal participants recommended for future editions of the courses to specify the previous level of knowledge and/or skills on the subject and the level of expertise in the use of technology and social media required to access and to follow up the course. These previous requirements to enter the course must take into account that the courses defines learning objectives that correspond to a level 4 of European Qualification Framework-EQF.

While the heterogeneity of the testing groups in terms of previous knowledge and experience on the subject and level of digital skills has been assessed as a negative issue in Spain and Portugal, in Austria this heterogeneity in the group has been considered as a positive thing because it favours mutual learning of participants.

This aspect has been evidenced in the evaluation of the participants in the pilot courses in Spain and Portugal because the different level of knowledge/ experience has determined not only the course follow-up and the level of achievement of the learning objectives but also the opinions of participants about the different aspects of the pilot courses, as level of complexity of the course (for some participants the course is very complex and for others the level of complexity is adequate) the training methodology (the participants with lower level of knowledge / experience prefer the face-to-face training) and duration of the course (for some participants the course duration is correct and for others the duration is too short).

The training contents and learning resources provided have been evaluated as useful, well-structured and adequate, nevertheless some improvements are proposed by participants as a better balance and link between theoretical and practical contents and a revision of some exercises to try to explain them more clearly. The e-learning platform is considered to be well structured, intuitive and user-friendly, but some participants suggest to improve visual aspects as the navigation within the menus and introduce more dynamic contents as videos.

Regarding the training methodology proposed, the blended learning approach has been well accepted by participants, in Austria the high number of face to face hours has been considered very positive to ensure the involvement of participants while in Spain and Portugal the delivery of the course mainly under e-learning method is considered as an advantage in terms of flexibility in the organization of the own learning processes, even taken into account the working times in the commerce sector, nevertheless participants have considered very useful the face to face sessions to exchange information and views with tutor and with the rest of participants. Again those participants with low level of digital skills propose to have more classroom sessions throughout the training process.

In relation to the course duration especially in Spain but also some participants in Portugal think that it is needed more than 25 hours to complete the course and to fully achieve the learning objectives. Many suggestions have been received to extend the course duration. More than 50% of the participants in Spain and Portugal considered 25 hours of duration are not enough taking into account not only the amount of theoretical contents included but also the number and complexity of the activities and practical exercises proposed. On the contrary in Austria the duration of the course is considered too long for the training contents proposed.

There were some proposal of changes common to the different courses delivered, relevant and easy to implement as be able to re-enter directly in the last training contents or activity visited, to allow three attempts of answer in the activities and in the tests, a clearer explanation of some exercises.

In summary we can conclude that due to the suggestions and proposals of improvement given by participants in the different pilot courses are different, the adjustments in the training programs, in the duration of the courses, in the e-learning platform and in the training methodology that will be also different in future editions of the different courses.

## **2. CONCLUSIONS ABOUT THE TESTING OF THE ON-LINE TOOL FOR THE SELF-ASSESSMENT OF COMPETENCES.**

After considering all the information available about testing of the self-assessment tool in the three countries we can conclude that the level of satisfaction of participants with the tool is high regarding usability, functionality, utility.

Again it is important to highlight the different evaluation results in the three partner countries due to the different level of digital skills of users and also depending on the process of testing if this was guided or self-managed.

- In Austria the users with low level of ICT-skills had difficulties to complete the testing process. In the test group were participants tested the tool only receiving the access link participants had problems with the registration due to it required a confirmation via e-mail. The main obstacle in the use of the tool is the low level of digital skills of employees in the commerce sector in Austria especially in retail activities. Participants who had the appropriate ICT skills perceived the test as positive and helpful.

- In Portugal where the process was self-managed only participants with low level of digital skills asked for some support and guidance to use the tool.

- In Spain where the process was guide by a tutor participants did not have special difficulties in the use of the tool.

The tool has been considered meaningful for its purpose, that is the self-assessment of competences on e-commerce, but other utilities of the tool have been considered according to the opinions of users and experts such as: the self-assessment of training needs in the field of e-commerce, to serve as a supporting tool in the HR recruitment and selection processes, in the training courses organization to ensure better homogeneity of groups, after a training process it can also be used as a learning assessment tool.

Important to mention is the positive evaluation received regarding the dimension “usefulness of the information provided with the results”. The information about open training resources on e-commerce provided on the platform at the end of the self-assessment process, with direct links to other MOOCs, courses and resources on e-commerce, have been very well valued by participants as a way to organize an individual training pathway that cover the own training needs detected by each user.

Some participants have suggested interesting improvements in usability features and visual aspects of the tool as the differentiation of the units of competences by colours for a clearer structure of the questionnaires especially if non-guided self-assessment is the frame for the use of the tool.

There were some proposal of improvement suggested by participants in the different partner’s countries, relevant and easy to implement that can ensure an efficient use of the tool as: more time to complete the questionnaires, a more detailed and clearer formulation of some questions, more questions in the evaluation of some competences and the possibility of open answers.

In summary, we can say that the tool has been positively valued for more than 76% of the users, not only for the self-assessment of competences on e-commerce but also for other purposes in the areas of training and HR management.

## **ANNEXES**

### **PILOT COURSE**

Annex 1– Registration form-Pilot course

Annex 2 - Evaluation questionnaire - Pilot course

Annex 3.1 - Certificate of achievement of learning outcomes - Pilot course

Annex 3.2 - Certificate of participation- Pilot course

Annex 4 - Evaluation questionnaire - Self-assessment of competences

## Annex 1– Registration form-Pilot course



### PILOT COURSE: “HOW TO DEVELOP AN E-MARKETING PLAN”

Course organized in the framework of the European Project ALL-ECOM:  
“Sector Skills Alliance to set European standards for qualifications and  
competences in the e-commerce sector”

### REGISTRATION OF PARTICIPANTS

PARTICIPANT DATA	
FIRST NAME	
SURNAME	
GENDER ((M/F)	
E-MAIL ADDRESS	
COMPANY	
JOB POSITION	
COMPANY ADDRESS*	

\* Non-mandatory data

DATE: \_\_\_\_\_

PARTICIPANT SIGNATURE: \_\_\_\_\_

*Insert the disclaimer text about protection of personal data, according to the law in each country*

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## Annex 2 - Evaluation questionnaire - Pilot course

### PILOT COURSE: "HOW TO DEVELOP AN E-MARKETING PLAN"

#### EVALUATION QUESTIONNAIRE

At the end of the pilot course we would like to know your opinion about the training activity in which you have participated with the objective of identifying improvement elements.

*Your opinion can help us to improve the course.  
Therefore, we sincerely appreciate your contribution.*

PARTICIPANT INFORMATION*	
NAME AND SURNAME	
COMPANY	
JOB TITLE	

\*Optional data

#### RATINGS

1= totally disagree 2= disagree 3= undecided  
4= agree 5= totally agree

ORGANIZATION OF THE COURSE	1	2	3	4	5	COMMENTS
1. The organization of the course has been appropriate for the optimal development of the activity (registration, information, communication)						
THE LEARNING ACTIVITY	1	2	3	4	5	COMMENTS
2. The course has met my expectations						
3. The contents of the course are useful						
4. The other training resources made available are suitable						

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5. There is a good balance between contents, practical exercises/activities, other resources/additional information such as bibliography, annexes, etc.						
6. The duration of the course is suitable for the training contents proposed						
7. The e-learning platform is well-structured and easy to use						
FOLLOW-UP	1	2	3	4	5	COMMENTS
8. I have improved my competences						
9. I am going to apply the knowledge acquired						
10. I would recommend this course to others						

The best of the course has been

What should be improved is

ADDITIONAL COMMENTS

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### Annex 3.1 - Certificate of achievement of learning outcomes - Pilot course



**Pilot Course**  
**"HOW TO DEVELOP AN E-MARKETING PLAN"**

**CERTIFICATE OF ACHIEVEMENT**

**This Certificate is awarded to**

Xxxxxx Xxxxxx

for having successfully completed the Course "HOW TO DEVELOP AN E-MARKETING PLAN" celebrated in the framework of the European Project ALL-ECOM "Sector Skills Alliance to set European standards for qualifications and competences in the e-commerce sector" in (place) on (date), with a duration of (xx hours), and organized by (partner/partners).

**Signed:** \_\_\_\_\_  
Position in the organizing partner/partners

**Date:** \_\_\_\_\_

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### Annex 3.2 - Certificate of participation- Pilot course



**Pilot Course**  
**"HOW TO DEVELOP AN E-MARKETING PLAN"**

**CERTIFICATE OF PARTICIPATION**

**This Certificate is awarded to**

Xxxxxx Xxxxxx

for having participated in the Pilot Course "HOW TO DEVELOP AN E-MARKETING PLAN" celebrated in the framework of the European Project ALL-ECOM "Sector Skills Alliance to set European standards for qualifications and competences in the e-commerce sector" in (place) on (data), with a duration of (xx hours), and organized by (partner/partners).

**Signed:** \_\_\_\_\_  
Position in the organizing partner/partners

**Date:** \_\_\_\_\_

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## Annex 4 - Evaluation questionnaire - Self-assessment of competences



### ON-LINE TOOL FOR THE SELF-ASSESSMENT OF COMPETENCES

#### EVALUATION QUESTIONNAIRE

We would like to know your opinion about the self-assessment tool with the objective of identifying improvement elements. Therefore, we sincerely appreciate your contribution.

#### RATINGS

1= totally disagree 2= disagree 3= undecided  
4= agree 5 = totally agree



ONLINE TOOL FOR SELF-ASSESSMENT OF COMPETENCES	1	2	3	4	5	COMMENTS
1. The tool has met my expectations						
2. The tool is well-structured and easy to use						
3. The tool is meaningful to its purpose: self-assessment of competences						
4. The information provided with the results is useful						
5. I would recommend the use of the tool to others						

What utility you find in the tool?

What aspects should be improved in the tool?

ADDITIONAL COMMENTS

Thank you very much for your collaboration.

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## PICTURES

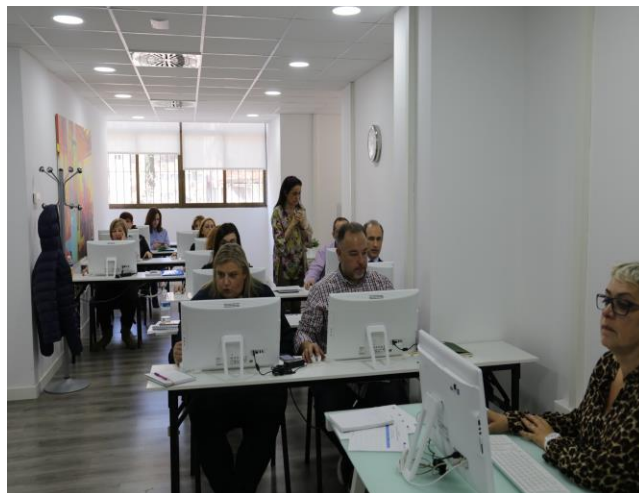
### Pilot Course- Group 1- Madrid. In classroom session



### Pilot Course- Group 2- Barcelona. In classroom session



### Testing of the self-assessment tool





### Testing activities in Graz (Austria)

