



Erasmus+



e-COMMA

Training Curricula



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Foreword

This document was prepared as part of the e-COMMA Project, Agreement no. 2015-1-PL01-KA202-016959, under the auspices of the Strategic Partnerships Erasmus+ Programme. It was written in conjunction with Output 4: Final version of Curriculum for e-Commerce and e-Marketing professions including training materials.

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1. Introduction to Project

During the last few years, Internet has changed the way Europeans buy and sell, communicate, interact, advertise and promote. The new media and continuous innovations in electronic devices are changing the market place from the streets to computers, phones and other new application screens. The last Communication from the European Commission [COM (2011) 942] on e-commerce and online services mentions that “Electronic commerce and online services in the broader sense are now at the heart of the lives of consumers, businesses (from the largest to the smallest) and citizens in general”.

The e-COMMA project has been financed within the Erasmus+ programme, under the Key Action 2, in order to face up to this new reality. The e-COMMA project will take an in-depth look at two fast growing and fast evolving job categories: online marketing and e-commerce. Employment opportunities in these categories are plentiful and Europe has a real competitive advantage if education and training environment manages to deliver the top skills that are on demand in the industry.

e-COMMA has developed European specialist profiles in accordance with European Norm EN 16234-1:2016 based on European meta frameworks EQF/e-CF and ECVET, and sets up training guidelines for developing further vocational training measures for online marketing and e-commerce professions.

The project partners:

- Uniwersytet Ekonomiczny we Wrocławiu – Wrocław, Poland - www.ue.wroc.pl.
- Guimel SAS – La Teste-de-Buch, France – www.guimel.eu.
- CIAPE – Centro Italiano per l’Apprendimento Permanente – Rome, Italy – www.ciape.it.
- Uniwersytet Ekonomiczny w Katowicach – Katowice, Poland – www.ue.katowice.pl.
- FOM Hochschule für Oekonomie & Management – Essen, Germany – www.fom.de.

2. Overview

After desk and field research activities implemented by the international e-COMMA partnership, the five most important job roles related to e-commerce and online marketing were identified and detailed role profiles were developed. These role profiles refer to small and medium sized enterprises (SME) not operating in the Information and Communication Technology (ICT) sector.

2.1 The e-COMMA job profiles

The employees of SMEs usually have core qualifications and skills that are not directly related to the ICT sector. The role profiles are thus meant as added value and not substitutes for job qualifications. As the profiles were prepared by experts after carefully analysing market needs from the employer's perspective, the role profiles contain current demand-driven competences.

The job roles accord to a European reference framework, developed by the European Standardisation Organisations' Working Group on ICT Skills ([CEN Working Group on ICT Skills](#)). The job roles reflect competence proficiency levels derived from the European e-Competence Framework ([e-CF](#)) that has been a European standard since 2016 and is published as [EN 16234-1:2016](#). It appears as the first implementation of the European Qualifications Framework (EQF) for one specific industrial sector; it refers explicitly to e-competences.

The EN 16234-1:2016 is part of the European Union's strategy for e-skills in the 21st century. The norm displays five e-competence areas and a total of 40 e-competences that are essential for the ICT sector. It thus provides a common language to describe the recently developed role profiles. This facilitates the recognition of learning outcomes and their validation. The norm connects jobs, competences and qualifications. This leads to better orientation in the field of professional skills and training. The results are more transparency, mobility and efficiency throughout Europe. Training activities can be designed in order to meet sector-specific needs without being limited to just one country.

The role profiles identified in e-COMMA are the following (further descriptions in annex):

- Community Manager
- Data Specialist
- E-Commerce Developer
- E-Marketer
- Content Manager

Due to the rising impact of digitisation, employers as well as employees need to be well-prepared to face its challenges. In addition, digitisation results in constant change and urges both, employers and employees to keep up-to-date. To face the challenges and meet the needs, the training for ICT sector-specific competences was developed and is to be updated regularly.

As the job roles are meant as added value for experienced employees, this vocational training is based on the ECVET-principles and thus offers opportunities for international mobility and transparent recognition of skills and competences. Developing trainings in accordance with the ECVET principles guarantees acceptance of the e-competences throughout Europe: The qualifications are to be comparable and legible in the EU. The e-COMMA training is highly quality-

oriented and thus puts emphasis on learning outcomes and the achievement of the respective ICT competences according to EN 16234:2016.

2.2 Further action

In this document, the expected learning outcomes of the training will be described. Each job role profile combines a certain set of competences and skills that build the basis for the learning outcomes. These are explicitly related to EN 16234:2016.

The learning outcomes themselves lead to the respective learning units of the trainings. A set of learning outcomes builds the basis for the concept of the learning units, i.e. learning modules. In this document, the units of learning outcomes are provided by using a European template for learning units¹. This guarantees international validity and offers a high level of transparency.

The result of a set of learning units is finally the achievement of the respective qualification, e.g. the developed job role.

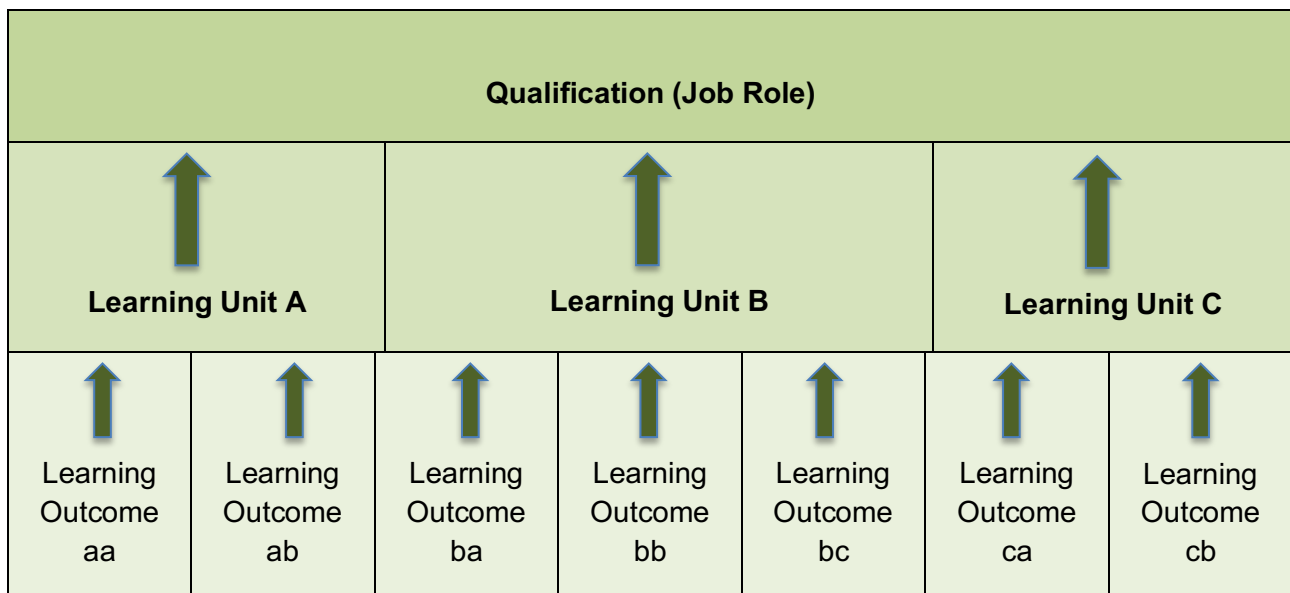


Table 1: Training based on learning outcomes, overview

¹ This template is provided in German and English by the German National Agency for Europe at the Federal Institute for vocational Education and Training (NA at BIBB). It is available online: <https://www.na-bibb.de/erasmus-berufsbildung/mobilitaet/ecvet-und-qualitaet/ecvet-lernergebniseinheiten-von-a-z/> (12.10.2017)

2.3 Training Concept

The e-COMMA trainings lead to vocational qualifications that are appropriate for experienced professionals as well as for jobseekers or students and apprentices. It is crucial that the trainings accompany full-time engagement. That is why the training concept focuses on flexibility and a high degree of self-management.

The concept of blended learning has become more and more popular in the last few years as it combines two different forms of learning: Classical face-to-face interaction between lecturers and learners, but also online learning. By introducing blended learning, learners are able to learn flexibly in terms of time and place. Therefore – and also due to the transnational focus – establishing blended learning in the e-COMMA project seems to be the best possible solution. With this concept, an attempt shall be made to find the optimal setup for educational and vocational training, allowing learners to be better prepared for current and future company needs in the area of e-Commerce and Online-Marketing.

Learning Units

Each role profile should be trained in five relevant learning units that consist of learning outcomes. The units are divided into business modules (BM) and technical modules (TM), depending on the respective job role. Business modules focus on rather theoretical business contents, whereas technical modules focus on technological state of the art and the relevant tools.

Each training consists of five blended learning modules, combining presentations and further audiovisual material for e-learning and face-to-face learning. The training should start with a period of e-learning and close with face-to-face-sessions.

Each learning module will start with an overview on the learning content that is relevant for the respective learning outcome. We suggest to provide the material for the e-learning part will be provided via an e-learning platform, allowing access by the participants only by password. The availability of the training material targets the skills for self-responsible learning. The following face-to-face sessions are meant to be abroad to strengthen the participants' social skills. These face-to-face-sessions focus on solving case studies and a set of other individual and group exercises, to apply the acquired knowledge properly.

Materials

E-learning goes beyond the online availability of training scripts. The e-COMMA trainings put emphasis on diverse learning material that can be used individually and thus fit to the personal learning pace. The learning units can easily be integrated in the schedule of working professionals, as they can be assessed at any time from any place.

When applying e-learning, it is important to notice that simply developing digital learning units is not the key to success. In contrast, the learning elements need to meet the needs of the learners. This means that special emphasis has to be put on the didactical concept. In order to do so, various forms of learning elements will be developed: The presentations are be accompanied by video files, template documents, case studies and exercises. In order to pay attention to the needs, these elements should be available online, but shall also be downloadable to offer more flexibility for the user. All elements are be developed regarding the maximum attention human beings can pay. The following indications were obeyed when developing the learning elements:

1. Videos (Screencasts or existing YouTube-videos): 5 to max. 15 minutes.
2. Audio files: 5 to max. 15 minutes.
3. Text documents: not more than 15 pages.
4. Presentations: approx. 50 slides.

For every profile, a test should be implemented in order to assess the learning success. This test have to be conducted in order to issue a certificate after successful completion.

The proposed ratio of online learning elements regarding the total learning content is ~50% yet institutions which want to use proposed materials can determined other ratio. In order to enrich the online learning elements, learners shall also be confronted with established learning issues. Learners can then flexibly work on those tasks individually or in groups. It is important to notice that learners shall organise these learning phases individually (e.g. make appointments, distribute work, etc.) on their own in order to foster self-management competences and soft skills.

In-class learning tasks may comprise the cooperative or individual work on case studies (e.g. developing a strategy, solving organisational problems, conceptualising e-Commerce or Online Marketing solutions, etc.), research on a given topic group discussions, etc. The ratio of face-to-face learning elements regarding the total learning content shall be ~50%.

Following these suggestions, the e-COMMA project has developed basic training material for all 5 role profiles (e-learning material and a set of exercises). The material is available to the public at www.e-comma.eu. For its deployment, we request the usage of the e-COMMA logo and the mention of the source.

Timeframe of the training

When defining the duration of the blended learning units, the special needs of the target groups have to be acknowledged. Thus, the training has to fulfil two requirements at the same: it has to be long enough in order to allow all content to be taught and it shall not be too extensive as the learners are mainly adults who might be working in parallel to the training.

A total duration of five working days with 4-5 hours of training per are suggested minimum. However, the content may also be offered flexibly as it will be integrated in the online learning platform. Learners will be required to organise their own learning.

Assessment, Validation and Recognition

We propose that the online training is finished by completing an online test for all modules, one test per job role. Passing the test is relevant for attending the following blended learning mobility. Moreover, the face-to-face-sessions need to include assessments.

We suggest that the online training should be accompanied by an online tutor who uploads the material and the contact person for the participants if questions concerning the online training arise. The online tutor also ensures the recognition procedure.

3. Job Role: Community Manager

3.1 Background

Table 1 in the annex shows the Community Manager job role description as developed in the e-COMMA project. This profile was defined in accordance with the European e-Competence Framework (e-CF) and includes feedback from the industry itself. (A detailed role profile can be inspected online²).

The role profile reflects five e-competence areas deriving from the ICT business processes: A. Plan, B. Build, C. Run, D. Enable, E. Manage. These competence areas are mirrored in dimension 1.

Dimension 2 defines a set of e-Competences for each area (40 competences in total).

Dimension 3 lists proficiency levels for each competence (high, medium low).

Dimension 4 contains skills, including soft skills, which qualify the e-competences of dimension 2. These additional skills are divided in three categories: technical, behavioural and business skills.

The mission of the community manager is described as follows:

- S/He develops and manages communication with customers and prospects in line with organisation strategy.
- S/He generates “Brand ambassadors” and daily interacts with tact and sensitivity with users.
- S/He plans and acts consciously in crisis communication.

3.2 Training Objectives

The Community Manager is in charge of developing, organising and managing online relations with various stakeholder communities of the entity/organisation which s/he represents. S/he implements the social media strategies in single contributions or series of contributions and campaigns. S/he acts with tact and sensitivity to develop the e-reputation of the organisation and interacts daily with the public on social media, also reacting to criticism and complaints. S/he also makes sure that social media platforms are well-maintained and that a respectful communication culture is ensured.

The Community manager usually works in strong cooperation with the communication, marketing and PR teams. According to the organisation size, s/he works full or part time. S/he can manage a team and works in close cooperation with the e-Commerce team.

² www.e-comma.eu

Her/his main tasks are:


- Develop, organise and implement the organisation's online communication as part of digital marketing.
- Analyse and identify opinion leaders and community.
- Create and manage the online community.
- Respond to and follow up incoming requests and questions.
- Moderate forums and social media and interact with users.
- Conduct web analytics and assess whether objectives are met.
- Support SEO strategy of the organisation on the web.
- Anticipate and plan crisis communication in cooperation with other services.


3.3 Curriculum


Overview


Learning units	Name + main content	Duration	Assessment
BM 01 (+ Profile Introduction)	Digital Marketing <ol style="list-style-type: none"> 1. (Digital) Marketing 2. Traditional vs. Digital Marketing 3. Marketing Tactics and Web Analytics 4. Legal Issues 	1 d	<p>The qualification for the role profile will be tested by an online quiz.</p> <p>During the face-to-face learning sessions the participants work on case studies to prove their qualifications to take over the job roles in concrete business settings.</p>
BM 02	Business Strategy <ol style="list-style-type: none"> 1. Business Strategy 2. Strategic Management 3. Tools 4. Business Strategy and Action Plan 5. Community Management strategy 	1 d	
BM 04	Relationship and Risk Management <ol style="list-style-type: none"> 1. Relationship Management 2. Risk Management 3. Crisis Management 	1 d	
BM 03 CM	Problem Management <ol style="list-style-type: none"> 1. Problem Management 2. Documentation Standards 3. Change Management 	1 d	
TM 01 CM	Digital Marketing Tools: Trends and Usage <ol style="list-style-type: none"> 1. Digital Marketing Tools 2. Communication Channels 3. Evaluation 	1 d	


The listed business modules (BM) and technical modules (TM) build the basis for the learning units that lead to the role profile qualification. The learning units themselves consist of a set of learning outcomes. The envisaged learning outcomes of each learning unit are described in the tables below.

<p>Title of the Unit: BM 01: Digital Marketing</p>	<p>Application of key concepts of digital marketing</p>		
<p>Reference to the qualification:</p>	<p>Community Manager</p>	<p>EQF-Level:</p>	
		<p>NQF-Level:</p>	
<p>The learning unit consists of three blocks: (a) differentiation between traditional and digital marketing, (b) marketing tactics and web analytics, (c) legal issues. The learner understands the difference between traditional and digital marketing. The learner knows how to apply fundamental principles of digital marketing including online communication. The learner understands and applies data protection and privacy issues.</p>			
<p>Learning outcomes</p>			
<p>He/she is able to:</p> <ul style="list-style-type: none"> • understand fundamental principles of digital marketing – including online communication – in contrast to traditional marketing, • apply appropriate digital marketing tactics, • use basic analytical tools with critical sense to assess the efficiency of different actions and their impact on the ROI, • analyse and monitor the organisation’s digital marketing activities, • evaluate the users’ engagement and the effectiveness of multipliers/influencers, • develop meaningful objectives in accordance with the organisation’s marketing strategy, • apply appropriate digital marketing tactics involved in the organisation’s communication including supervision of the organisation’s digital channels to strengthen the organisation’s e-reputation, • identify data protection and privacy issues involved in the community management strategy and deal with it carefully. 			
<p>Assessment of learning outcomes :</p>			
<p>Teaching Methods: online learning, face-to-face training incl. presentations, group work, diagrams, checklists, toolkits, case studies (also in group works)</p>			
<p>Assessments: written test (quiz/multiple-choice), case studies (can be assessed together with BM-02 by development of a community management strategy and activity plan)</p>			
<p>Additional information: The Learning Unit refers to the training guidelines of e-COMMA.</p>			
<p>Developed by: e-COMMA consortium.</p>			

<p>Title of the Unit: BM 02: Business Strategy</p>	<p>Development and Application of Community Management Strategy</p>		
<p>Reference to the qualification:</p>	<p>Community Manager</p>	<p>EQF-Level:</p>	
		<p>NQF-Level:</p>	
<p>The learner is able to understand different business strategies and digital communication strategies and to develop a community management strategy as well as an operational activity plan on that basis in order to strengthen the organisation's e-reputation.</p>			
<p>Learning outcomes</p>			
<p>He/she is able to:</p> <ul style="list-style-type: none"> • transfer the organisation's business strategy / digital communication strategy to community management, • identify risks and opportunities, present and future market size and needs by means of a SWOT analysis, • create a strategic community management activity plan including precise milestones that fits the organisation's long term strategy, • evaluate and implement standards and best practices to ensure quality standards, • create communication and marketing concepts by producing appropriate plans and offering guidance for the implementation. 			
<p>Assessment of learning outcomes :</p>			
<p>Teaching methods: online learning, face-to-face training incl. presentations, group work, diagrams, checklists, toolkits, case studies (also in group works) Assessments: written test (quiz/multiple-choice), case studies (i.e. development of community management strategy and activity plan)</p>			
<p>Additional information: The Learning Unit refers to the e-COMMA curriculum.</p>			
<p>Developed by: e-COMMA consortium.</p>			

<p>Title of the Unit: BM 04: Relationship and Risk Management</p>	<p>Application of Key Concepts of Relationship Management and Risk Management</p>		
<p>Reference to the qualification:</p>	<p>Community Manager</p>	<p>EQF-Level:</p>	
		<p>NQF-Level:</p>	
<p>The learning unit consists of three blocks: (a) relationship management, (b) risk management, (c) basics in crisis communication The learner independently keeps positive business relations according to the organisation's communication strategy. S/He analyses market trends to provide an appropriate policy for risk management concerning her/his working processes. S/He acts and communicates with care and sensitivity in crisis situations in accordance with the organisation's communication strategy.</p>			
<p>Learning outcomes</p>			
<p>He/she is able to:</p> <ul style="list-style-type: none"> • establish and apply procedures to maintain positive business relations to different stakeholders (internal/external), • address stakeholder needs, concerns and complaints with empathy and in accordance with the organisation's communication strategy, • propose investments in existing and new relationships, • analyse current and future market trends and related risks by using appropriate tools in a self-initiative manner, • provide a policy for risk management to be included in official strategies, • comprehend critical situations and engage in an appropriate manner / with care and sensitivity according to the organisation's strategy to support the organisation's e-reputation. 			
<p>Assessment of learning outcomes :</p>			
<p>Teaching methods: online learning, face-to-face training incl. presentations, group work, diagrams, checklists, toolkits, case studies (also in group works) Assessments: written test (quiz/multiple-choice), case studies (i.e. development of communication strategy and adaptation to critical situation)</p>			
<p>Additional information: The Learning Unit refers to the training guidelines of e-COMMA.</p>			
<p>Developed by: e-COMMA consortium.</p>			

<p>Title of the Unit: BM 03 CM: Problem Management</p>	<p>Manage Problems and Implement Changes/ Improvements</p>		
<p>Reference to the qualification:</p>	<p>Community Manager</p>	<p>EQF-Level:</p>	
		<p>NQF-Level:</p>	
<p>The learning unit consists of three blocks: (a) problem management, (b) documentation standards, (c) change management The learner applies solution-focused thinking when problems occur in line with the organisation's standards. S/He independently keeps documentation up to date. S/He is able to identify needs for improvement and to adapt training plans for staff accordingly so that changes are implemented.</p>			
<p>Learning outcomes</p>			
<p>He/she is able to:</p> <ul style="list-style-type: none"> • identify root causes of incidents in online relationships and communication in a proactive manner and geared to the envisaged quality standards, • resolve or escalate incidents following the organisation's strategy in a sensitive manner. • resolve user support issues in accordance with the Service Level Agreement (SLA) engagement rules, • negotiate and implement relevant changes to the SLA application and ensure the appropriate application, • elaborate and design documents and guidelines for the appropriate usage of relevant tools in accordance with the set standards, • maintain those documents and keep them up-to-date in a self-dependent manner, • identify needs for improvement and training and to contribute to the adaptation of training plans by reflecting the latest changes. 			
<p>Assessment of learning outcomes :</p>			
<p>Teaching methods: online learning, face-to-face training incl. presentations, group work, diagrams, checklists, toolkits, case studies (also in group works) Assessments: written test (quiz/multiple-choice), case studies (i.e. communication of problem, consequences for documentation and training issues)</p>			
<p>Additional information: The Learning Unit refers to the training guidelines of e-COMMA.</p>			
<p>Developed by: e-COMMA consortium.</p>			

<p>Title of the Unit: TM 01 CM: Digital Marketing Tools: Trends and Usage</p>	<p>Digital Marketing Tools and their Application</p>		
<p>Reference to the qualification:</p>	<p>Community Manager</p>	<p>EQF-Level:</p>	
		<p>NQF-Level:</p>	
<p>The learning unit introduces the standards of digital marketing tools. The learner is familiar with the currently most common digital marketing tools, their usage and their value/impact for sales/marketing of the organisation. S/He applies them properly in order to implement the organisation's online communication strategy and to strengthen the organisation's e-reputation.</p>			
<p>Learning outcomes</p>			
<p>He/she is able to:</p> <ul style="list-style-type: none"> • use different online communication applications in a reliable manner to support the organisation's online communication, • analyse their impact on the organisation, particularly on sales and marketing, • monitor trends in online communication and advise the communication team in the strategic selection of appropriate tools for future/emerging needs. 			
<p>Assessment of learning outcomes :</p>			
<p>Teaching methods: online learning, face-to-face training incl. presentations, group work, diagrams, checklists, toolkits, case studies (also in group works) Assessments: written test (quiz/multiple-choice), case studies (i.e. selection and proper usage of communication tools)</p>			
<p>Additional information: The Learning Unit refers to the training guidelines of e-COMMA.</p>			
<p>Developed by: e-COMMA consortium.</p>			

3.4 Delivery

Following this training approach, the learners will achieve the aforementioned learning outcomes by self-responsible learning and assessments. The e-learning elements will be completed by the application of the knowledge and competences in the case studies during the face-to-face-sessions.

These face-to-face sessions are held abroad and thus add extra value. The learners will strengthen their competences in team work, their soft and social skills and of course their language skills, as the training is designed in English. Furthermore, intercultural competences will be improved. The participants will easily recognise and accept cultural differences. They engage in multicultural teams. The learners gain independence and self-reliance and they prove to apply multidisciplinary knowledge.

3.5 Attestation

The outcomes of the training will be assessed and attested by different means. The participants will have to pass online assessments and prove their new competences by engaging in the face-to-face sessions.

These accomplishments will finally be attested by the Europass. This international document is provided by the European Union for displaying achieved competences easily and in a proper manner. The document proves high quality of the competences and displays them transparently as it focuses on concrete learning outcomes. The Europass is a benefit for all participants, as it helps to prove the high quality of qualifications achieved abroad.

4. Job Role: Data Specialist

4.1 Background

Table 2 in the Annex shows the Data Specialist job role description as developed in the e-COMMA project. This profile was defined in accordance to the European e-Competence Framework (e-CF) and includes feedback from the industry itself. (A detailed role profile can be inspected online.³)

The role profile reflects five e-competence areas deriving from the ICT business processes: A. Plan, B. Build, C. Run, D. Enable, E. Manage. These competence areas are mirrored in dimension 1.

Dimension 2 defines a set of e-Competences for each area (40 competences in total).

Dimension 3 lists proficiency levels for each competence (high, medium low).

Dimension 4 contains skills, including soft skills, which qualify the e-competences of dimension 2. These additional skills are divided in three categories: technical, behavioural and business skills.

The mission of the data specialist is described as follows:

- S/He manages and maintains the organisation's databases and selects, reduces, interprets and transforms data into information in order to answer a specific question of relevance to the organisation.
- S/He identifies, analyses and interprets trends and patterns of customers, so that recommendations can be given for the future (marketing) management of the organisation.
- S/He provides reviews and reports to other important interfaces within the organisation.
- S/He analyses the internal databases of the organisation, including traffic information to increase turnover, market shares, etc.
- S/He analyses available databases outside the organisation and distills the relevant information.
- S/He participates in the refining and the implementation of the SEO strategy analysing the Return of Investment (ROI) of the previous actions and participates to the evaluation of the ROI of future actions.
- S/He automates marketing actions such as emailing (prospects, customers, or users who did not complete the buying process).

4.2 Training Objectives

The data specialist collects, prepares, compares, and arranges sets of data that support organisational development. This professional is able to identify and research databases that are relevant for programmed actions. S/he feeds organisation databases with data collected outside of the organisation (open data or not). S/he applies analytical and statistical methods in order to gather information from the organisation's marketing databases that could help to improve the commercial development of a company or organisation.

S/he also uses the internal statistics, traffic, origins, localisation of users and improves the revenue generated by the traffic

The data specialist usually works in strong cooperation with the sales and marketing team. Depending on the organisation's size, works full or part-time. Can manage a team.

³ www.e-comma.eu

Her/His main tasks are:


- Identification, selection, organisation of open/big databases to be used in a marketing and sales development process.
- Creation, implementation of marketing routines, using available data.
- Characterisation of the ROI of marketing and sales actions.
- Definition and management of analytics.
- Creation and sharing of reports.
- Contribution to search engine optimisation (SEO), e-reputation analyses.
- Keywords: AARRR (Acquisition, Activation, Retention, Reference, Revenues).


4.3 Curriculum


Overview


Learning Units	Name + main content	Duration	Assessment
BM 01 (+Profile Introduction)	Digital Marketing <ol style="list-style-type: none"> 1. (Digital) Marketing 2. Traditional vs. Digital Marketing 3. Marketing Tactics and Web Analytics 4. Legal Issues 	1d	<p>The qualification for the role profile will be tested by an online quiz.</p> <p>During the face-to-face learning sessions the participants work on case studies to prove their qualifications to take over the job roles in concrete business settings.</p>
TM 02	Technical basics: <ol style="list-style-type: none"> 1. Data Specialist: Introduction 2. Data in e-Commerce 3. Databases 	1d	
BM 04	Risk management for Data Specialists <ol style="list-style-type: none"> 1. Risk management 2. Risks in Data Management 3. Crisis Management 	1d	
BM 03	Problem Management <ol style="list-style-type: none"> 1. Problem management 2. Best Practices in Problem Management for Data Specialists 3. Documentation standards 4. Change management 	1d	
TM 03	Technical Development and Adaptation: Web tool for data management – Google Analytics	1d	


The listed business modules (BM) and technical modules (TM) build the basis for the learning units that lead to the role profile qualification. The learning units themselves consist of a set of learning outcomes. The envisaged learning outcomes of each learning unit are described in the tables below.

<p>Title of the Unit: BM 01: Digital marketing</p>	<p>Application of key concepts of digital marketing</p>		
<p>Reference to the qualification:</p>	<p>Data Specialist</p>	<p>EQF-Level: NQF-Level:</p>	
<p>The learning unit consists of three blocks: (a) differentiation between traditional and digital marketing, (b) marketing tactics and web analytics, (c) legal issues. The learner understands the difference between traditional and digital marketing. The learner knows how to apply fundamental principles of digital marketing including online communication. The learner understands and applies data protection and privacy issues.</p>			
<p>Learning outcomes</p>			
<p>He/she is able to:</p> <ul style="list-style-type: none"> • understand fundamental principles of digital marketing including online communication in contrast to traditional marketing, • apply appropriate digital marketing tactics, • use basic analytical tools with critical sense to assess the efficiency of different actions and their impact on the ROI, • analyse and monitor the organisation’s digital marketing activities, • evaluate the users’ engagement and the effectiveness of multipliers/influencers, • develop meaningful objectives in accordance with the organisation’s marketing strategy, • apply appropriate digital marketing tactics involved in the organisation’s communication including supervision of the organisation’s digital channels to strengthen the organisation’s e-reputation, • identify data protection and privacy issues involved in the community management strategy and deal with it carefully. 			
<p>Assessment of learning outcomes :</p>			
<p>Teaching methods: online learning, face-to-face training incl. presentations, group work, diagrams, checklists, toolkits, case studies (also in group works)</p>			
<p>Assessments: written test (quiz/multiple-choice), case studies</p>			
<p>Additional information: The Learning Unit refers to the training guidelines of e-COMMA.</p>			
<p>Developed by: e-COMMA consortium.</p>			

<p>Title of the Unit: TM 02: Technical Basics</p>	<p>Knowledge of technical solutions and their application and adaptation in context of data management</p>		
<p>Reference to the qualification:</p>	<p>Data Specialist</p>	<p>EQF-Level:</p>	
		<p>NQF-Level:</p>	
<p>The learning unit consists of two blocks: (a) technical model solutions (b) technical skills in the context of data management The learner is well oriented in the field of database models, their usage and development. S/He applies and develops them to provide information-based business knowledge in a user-oriented manner properly to communicate via most modern communication channels in order to strengthen the organisation's e-reputation.</p>			
<p>Learning outcomes</p>			
<p>He/she is able to:</p> <ul style="list-style-type: none"> • adapt and validate databases and interfaces in order to optimise those reusing proved solutions, • provide leadership to anticipate evolutions using available database structures including interfaces, • evaluate the ICT solutions with regard to sustainable development and adapts the organisation's sustainability policy, • apply and design an appropriate interface to manage data (feed database and extract data) with emphasis on user orientation, • understand appropriate tools to be deployed to create, extract, maintain, renew and propagate business knowledge, • evaluate data and generate structured information to create value for the business. 			
<p>Assessment of learning outcomes :</p>			
<p>Teaching methods: online learning, face-to-face training incl. presentations, group work, diagrams, checklists, toolkits, case studies (also in group works)</p>			
<p>Assessments: written test (quiz/multiple-choice), case studies</p>			
<p>Additional information: The Learning Unit refers to the training guidelines of e-COMMA.</p>			
<p>Developed by: e-COMMA consortium.</p>			

<p>Title of the Unit: BM 04: Risk Management for Data Specialists</p>	<p>Application of key concepts of and risk management especially in context of data management</p>		
<p>Reference to the qualification:</p>	<p>Data Specialist</p>	<p>EQF-Level:</p>	
		<p>NQF-Level:</p>	
<p>The learning unit consists of two blocks: (a) risk management strategy, (b) risk management in the context of data management</p>			
<p>Learning outcomes</p>			
<p>He/she is able to:</p> <ul style="list-style-type: none"> • develop and contribute to a risk containment plan, • identify and evaluate risks in the field of data management by using appropriate analytical tools, • decide on appropriate actions and contribute to the organisation’s risk containment plan according to the organisation’s strategy, • plan, perform and document risk containment actions in the field of data management, • be able to perform in crisis situations. 			
<p>Assessment of learning outcomes :</p>			
<p>Teaching methods: online learning, face-to-face training incl. presentations, group work, diagrams, checklists, toolkits, case studies (also in group works)</p>			
<p>Assessments: written test (quiz/multiple-choice), case studies</p>			
<p>Additional information: The Learning Unit refers to the training guidelines of e-COMMA.</p>			
<p>Developed by: e-COMMA consortium.</p>			

<p>Title of the Unit: BM 03: Problem Management</p>	<p>Manage problems and implement changes/ improvements</p>		
<p>Reference to the qualification:</p>	<p>Data Specialist</p>	<p>EQF-Level:</p>	
		<p>NQF-Level:</p>	
<p>The learner uses technological solutions to avoid incidents using a proactive approach. In the case of incidents occurring, s/he resolves and escalates to optimise system and component performance. S/He identifies root causes and implements changes to the organisation's quality standards and risk containment plan.</p>			
<p>Learning outcomes</p>			
<p>He/she is able to:</p> <ul style="list-style-type: none"> • identify root causes of incidents in databases in a proactive manner and geared to the envisaged quality standards, • take a proactive approach to avoidance of incidents including adaptation of proved technical solution, • resolve or escalate incidents, • optimise system or component performance, • develop and adapt quality standards for data management and contributes to risk containment plan. 			
<p>Assessment of learning outcomes :</p>			
<p>Teaching methods: online learning, face-to-face training incl. presentations, group work, diagrams, checklists, toolkits, case studies (also in group works)</p>			
<p>Assessments: written test (quiz/multiple-choice), case studies</p>			
<p>Additional information: The Learning Unit refers to the training guidelines of e-COMMA.</p>			
<p>Developed by: e-COMMA consortium.</p>			

<p>Title of the Unit: TM 03: Technical development and adaptation</p>	<p>Application and adaption of database models</p>		
<p>Reference to the qualification:</p>	<p>Data Specialist</p>	<p>EQF-Level:</p>	
		<p>NQF-Level:</p>	
<p>The learner has deep knowledge on current database models and interface tools, their usage and development. S/He applies them properly to create, extract, maintain, renew and propagate data-based business knowledge. S/He adapts technical solutions according to results of regular testing.</p>			
<p>Learning outcomes</p>			
<p>He/she is able to:</p> <ul style="list-style-type: none"> • apply different data management solutions in a reliable manner to support the organisation's e-competence, • monitor trends in database and interface solutions and supports strategic decision making, • know and regularly apply appropriate tools to create, extract, maintain, renew and propagate data-based business knowledge, • adapt existing data management models based on regular usage and testing. 			
<p>Assessment of learning outcomes :</p>			
<p>Teaching methods: online learning, face-to-face training incl. presentations, group work, diagrams, checklists, toolkits, case studies (also in group works)</p>			
<p>Assessments: written test (quiz/multiple-choice), case studies</p>			
<p>Additional information: The Learning Unit refers to the training guidelines of e-COMMA.</p>			
<p>Developed by: e-COMMA consortium.</p>			

4.4 Delivery

Following this training approach, the learners will achieve the aforementioned learning outcomes by self-responsible learning and assessments. The e-learning elements will be completed by the application of the knowledge and competences in the case studies during the face-to-face-sessions.

These face-to-face sessions are held abroad and thus add extra value. The learners will strengthen their competences in team work, their soft and social skills and of course their language skills, as the training is designed in English. Furthermore, intercultural competences will be improved. The participants will easily recognise and accept cultural differences. They engage in multicultural teams. The learners gain independence and self-reliance and they prove to apply multidisciplinary knowledge.

4.5 Attestation

The outcomes of the training will be assessed and attested by different means. The participants will have to pass online assessments and prove their new competences by engaging in the face-to-face sessions.

These accomplishments will finally be attested by the Europass. This international document is provided by the European Union for displaying achieved competences easily and in a proper manner. The document proves high quality of the competences and displays them transparently as it focuses on concrete learning outcomes. The Europass is a benefit for all participants, as it helps to prove the high quality of qualifications achieved abroad.

5. Job Role: e-Commerce Developer

5.1 Background

Table 3 in the annex shows the e-commerce developer job role description as developed in the e-COMMA project. This profile was defined in accordance to the European e-Competence Framework (e-CF) and includes feedback from the industry itself. (A detailed role profile can be inspected online.⁴)

The role profile reflects five e-competence areas deriving from the ICT business processes: A. Plan, B. Build, C. Run, D. Enable, E. Manage. These competence areas are mirrored in dimension 1.

Dimension 2 defines a set of e-Competences for each area (40 competences in total).

Dimension 3 lists proficiency levels for each competence (high, medium low).

Dimension 4 contains skills, including soft skills, which qualify the e-competences of dimension 2.

These additional skills are divided in three categories: technical, behavioural and business skills.

The mission of the e-commerce developer is described as follows:

- S/He is in charge of the development, technical planning, and realisation of e-commerce applications and online platforms on the basis of different technologies and third party systems.
- S/he plans, develops and implements complex interfaces, advises the marketing department in technological issues related to e-commerce solutions and designs and creates the online shop, including organisation, layout, structure etc.
- This includes as well the frontend and the backend development and design, and the routines to feed, if required, the supply-chain management system and/or accounting system.

5.2 Training Objectives

The e-commerce developer designs, creates, and maintains e-shops and develops the infrastructure of the online shop on the basis of different technologies, and third party systems to optimise the revenue of the online shop.

The e-commerce developer usually works in strong cooperation with the sales department, marketing and PR team. Depending on the organisation's size, works full or part-time. Can manage a team.

⁴ www.e-comma.eu

Her/His main tasks are:


- Design, organisation, implementation of layout, structure and functions of the online shop.
- Creation of prototypes, mock up.
- Use of customer feedback to improve the usability of the e-shop.
- Set-up of test applications.
- Management of the test sessions, assessment of feedback and reporting.
- Set-up of tools to analyse efficiency of the shop.
- Search engine optimisation (SEO) of the shop.
- Documentation of code.
- Documentation and user manual.
- Management of subcontractors/teammates.


5.3 Curriculum


Overview


Learning Units	Name+ main content	Duration	Assessment
BM 01 (=Profile Introduction)	Project Planning <ol style="list-style-type: none"> 1. E-Commerce 2. E-commerce tools and solutions 3. Project Management standards 	1d	<p>The qualification for the role profile will be tested by an online quiz.</p> <p>During the face-to-face learning sessions the participants work on case studies to prove their qualification s to take over the job roles in concrete business settings.</p>
BM 05	Risk management for e-Commerce Developers <ol style="list-style-type: none"> 1. Risk management 2. Risk Management in the context of e-commerce development 	1d	
BM 03	Problem Management <ol style="list-style-type: none"> 1. Problem management 2. Documentation standards 3. Change management 	1d	
TM 04	Technical basics <ol style="list-style-type: none"> 1. Relevant technical solutions 2. Programming skills 3. Management skills 	1d	
TM 05	Technical development and adaption <ol style="list-style-type: none"> 1. Component integration 2. Testing 	1d	

The listed business modules (BM) and technical modules (TM) build the basis for the learning units that lead to the role profile qualification. The learning units themselves consist of a set of learning outcomes. The envisaged learning outcomes of each learning unit are described in the tables below.

<p>Title of the Unit: BM 01: Product Planning</p>	<p>Designing services and architecture of e-shop solutions</p>		
<p>Reference to the qualification:</p>	<p>e-Commerce Developer</p>	<p>EQF-Level: NQF-Level:</p>	
<p>The learning unit consists of two blocks: (a) project management standards and (b) planning e-shop solutions. The learner has comprehensive knowledge of different e-commerce tools and solutions, their usage and further development. He defines current and future status, considers SWOT of the implemented and future solutions and identifies and plans changes and further adaptations of the e-commerce solutions. For that, s/he refers to project management standards.</p>			
<p>Learning outcomes</p>			
<p>He/she is able to:</p> <ul style="list-style-type: none"> • create an activity plan including precise milestones that fits to the organisation’s long term strategy, • create and maintain strategic documents including guidelines for correct handling of products in accordance with current regulations and legal frameworks, • define architecture, technology and specifications to be deployed in the construction of an e-shop, • suggest and select relevant technological solutions according to the organisation’s needs and in accordance with IPR, • take into account interoperability, scalability, usability and security of the deployed solutions, • monitor technological and business development and align, • define the strategy for the implemented e-Commerce solutions in compliance with the business strategy/needs. 			
<p>Assessment of learning outcomes :</p>			
<p>Teaching methods: online learning, face-to-face training incl. presentations, group work, diagrams, checklists, toolkits, case studies (also in group works)</p>			
<p>Assessments: written test (quiz/multiple-choice), case studies</p>			
<p>Additional information: The Learning Unit refers to the training guidelines of e-COMMA.</p>			
<p>Developed by: e-COMMA consortium.</p>			

<p>Title of the Unit: BM 05: Risk Management for e-Commerce Developers</p>	<p>Manage risks in context of e-commerce development</p>		
<p>Reference to the qualification:</p>	<p>e-commerce Developer</p>	<p>EQF-Level: NQF-Level:</p>	
<p>The learner analyses risks concerning the planning and application of e-shop solutions, including the technical and the business context. S/He contributes to the organisation's risk containment plan and decides on appropriate actions in advance.</p>			
<p>Learning outcomes</p>			
<p>He/she is able to:</p> <ul style="list-style-type: none"> • identify and evaluate risks in the field of e-shop development by using appropriate analytical tools, • decide on appropriate actions and contribute to the organisation's risk containment plan according to the organisation's strategy plan, perform and document risk containment actions in the field of e-shop development. 			
<p>Assessment of learning outcomes :</p>			
<p>Teaching methods: online learning, face-to-face training incl. presentations, group work, diagrams, checklists, toolkits, case studies (also in group works) Assessments: written test (quiz/multiple-choice), case studies (i.e. development of risk containment plans)</p>			
<p>Additional information: The Learning Unit refers to the training guidelines of e-COMMA.</p>			
<p>Developed by: e-COMMA consortium.</p>			

<p>Title of the Unit: BM 03: Problem Management</p>	<p>Managing problems and implementing changes/improvements</p>		
<p>Reference to the qualification:</p>	<p>e-Commerce Developer</p>	<p>EQF-Level: NQF-Level:</p>	
<p>The learning unit consists of two blocks: (a) basics of problem management, (b) documentation standards. The learner applies solution-focused thinking when technological problems occur. S/He independently keeps documentation up to date. S/He is able to identify needs for improvement and adapt training plans for staff accordingly so that changes can be implemented</p>			
<p>Learning outcomes</p>			
<p>He/she is able to:</p> <ul style="list-style-type: none"> • identify root causes of incidents/failures in e-shop solutions in a proactive manner, • resolve with minimum outage and minimum business impact (repair, replace, reconfigure), • classify and record incident types and service interruptions and catalogue them by symptom and resolution (knowledge base) so that appropriate resources and processes can be applied to every occurring problem, • identify failing component/select alternatives, implement relevant changes to the application and ensure the appropriate application. Make provisions for minimum downtime of service by anticipating failures (risks), • elaborate and design documents and guidelines for the appropriate usage of relevant tools in accordance with the set standards, • maintain those documents and keep them up-to-date in a self-dependant manner. 			
<p>Assessment of learning outcomes :</p>			
<p>Teaching methods: online learning, face-to-face training incl. presentations, group work, diagrams, checklists, toolkits, case studies (also in group works) Assessments: written test (quiz/multiple-choice), case studies (i.e. solving a problem, consequences for documentation and training issues)</p>			
<p>Additional information: The Learning Unit refers to the training guidelines of e-COMMA.</p>			
<p>Developed by: e-COMMA consortium.</p>			

Title of the Unit: TM 04: Technical Basics	Applying and adapting e-commerce solutions		
Reference to the qualification:	e-Commerce Developer	EQF-Level:	
		NQF-Level:	
The learning unit trains the technical skills required to appropriately design, develop or adapt an e-commerce solution / e-shop in line with business and customer requirements. To this end, s/he optimises efficiency, cost and quality. Validates results with user representatives.			
Learning outcomes			
He/she is able to: <ul style="list-style-type: none"> • implement state of the art technologies, • apply programming skills in order to design, develop or further adapt existing e-shop solutions according to business and customer needs, • optimise efficiency, cost and quality, • validate results with user representatives. 			
Assessment of learning outcomes :			
Teaching methods: online learning, face-to-face training incl. presentations, group work, diagrams, checklists, toolkits, case studies (also in group works) Assessments: written test (quiz/multiple-choice), case studies (i.e. selection and proper usage of e-shop architectures and e-commerce tools)			
Additional information: The Learning Unit refers to the training guidelines of e-COMMA.			
Developed by: e-COMMA consortium.			

<p>Title of the Unit: TM 05: Technical development and adaptation</p>	<p>Integrating and testing of innovative components in existing e-shops/ new solutions</p>		
<p>Reference to the qualification:</p>	<p>e-Commerce Developer</p>	<p>EQF-Level:</p>	
		<p>NQF-Level:</p>	
<p>The learning unit consists of two blocks: (a) testing (b) component integration. The learner identifies latest technological developments for integration into existing e-shops, new solutions or extension. Integrates additional components or sub-systems to an existing solution or a new e-shop ensuring compatibility, system integrity, interoperability and information security. S/He constructs and executes systematic test procedures for e-shops under usability aspects and against internal and external standards.</p>			
<p>Learning outcomes</p>			
<p>He/she is able to:</p> <ul style="list-style-type: none"> • construct and execute systematic test procedures for safety and usability of e-shop solutions, • ensure upgrades and revisions according to tests and provides reports, • provide valid and user-oriented documentation to optimise usage by other members of the organisation, • identify change requirements through thorough trend-monitoring and define an appropriate strategy to integrate new components, • select, develop and implement solutions and available components into the e-shop while carefully ensuring system integrity. 			
<p>Assessment of learning outcomes :</p>			
<p>Teaching methods: online learning, face-to-face training incl. presentations, group work, diagrams, checklists, toolkits, case studies (also in group works)</p>			
<p>Assessments: written test (quiz/multiple-choice), case studies</p>			
<p>Additional information: The Learning Unit refers to the training guidelines of e-COMMA.</p>			
<p>Developed by: e-COMMA consortium.</p>			

5.4 Delivery

Following this training approach, the learners will achieve the aforementioned learning outcomes by self-responsible learning and assessments. The e-learning elements will be completed by the application of the knowledge and competences in the case studies during the face-to-face-sessions.

These face-to-face sessions are held abroad and thus add extra value. The learners will strengthen their competences in team work, their soft and social skills and of course their language skills, as the training is designed in English. Furthermore, intercultural competences will be improved. The participants will easily recognise and accept cultural differences. They engage in multicultural teams. The learners gain independence and self-reliance and they prove to apply multidisciplinary knowledge.

5.5 Attestation

The outcomes of the training will be assessed and attested by different means. The participants will have to pass online assessments and prove their new competences by engaging in the face-to-face sessions.

These accomplishments will finally be attested by the Europass. This international document is provided by the European Union for displaying achieved competences easily and in a proper manner. The document proves high quality of the competences and displays them transparently as it focuses on concrete learning outcomes. The Europass is a benefit for all participants, as it helps to prove the high quality of qualifications achieved abroad.

6. Job Role: e-Marketer

6.1 Background

Table 4 in the Annex shows the final e-Marketer job role description as developed in the e-COMMA project. This profile was defined in accordance to the European e-Competence Framework (e-CF) and includes feedback from the industry itself. (A detailed role profile can be inspected online.⁵) The role profile reflects five e-competence areas deriving from the ICT business processes: A. Plan, B. Build, C. Run, D. Enable, E. Manage. These competence areas are mirrored in dimension 1. Dimension 2 defines a set of e-Competences for each area (40 competences in total). Dimension 3 lists proficiency levels for each competence (high, medium low). Dimension 4 contains skills, including soft skills, which qualify the e-competences of dimension 2. These additional skills are divided in three categories: technical, behavioural and business skills.

The mission of the e-Marketer is described as follows:

- S/He elaborates and implements the online-marketing strategy of the organisation.
- S/He develops online-marketing campaigns including SEO, SEM/SEA, banners, e-mail, newsletter and social media marketing according to the relevant tools for the adopted strategy.
- S/He also develops the organisation's cooperations and partnerships (affiliate network, including influencers and referrers...). Main objective is to increase visibility, notoriety, outreach and audience, as well as to improve the e-reputation and the global image of the organisation given on the internet.
- S/He collaborates with the marketing manager, general management, and the data analyst to define objectives and to select investments (staff, subcontractors, providers) which are appropriate to reach the objectives

6.2 Training Objectives

The e-marketer is in charge of the digital marketing activities and co-responsible for the representation of the organisation on the internet with the objective to gain new prospects and customers.

The e-marketer works in cooperation with marketing, communication, and sales departments and reports to them or to general management

⁵ www.e-comma.eu

Her/His main tasks are:


- Definition of the online-marketing strategy, in general (holistic concept).
- Design and management of web marketing campaigns in accordance with organisation strategy.
- Definition of conversion strategies and improvements.
- Application of web analytics and drawing conclusions.
- Supporting SEO.
- Setting up of acquisition campaigns.
- Definition, management and analysis of search engine advertising (SEA) campaigns.
- Contribution to the production of contents.
- Optimisation of the customer interface.

6.3 Curriculum


Overview


Learning Units	Name+ content	Duration	Assessment
BM 01 (+profile Introduction)	Digital Marketing <ol style="list-style-type: none"> 1. (Digital) Marketing 2. Traditional vs. Digital Marketing 3. Marketing Tactics and Web Analytics 4. Legal Issues 	1d	<p>The qualification for the role profile will be tested by an online quiz.</p> <p>During the face-to-face learning sessions the participants work on case studies to prove their qualifications to take over the job roles in concrete business settings.</p>
BM 02	Business strategy <ol style="list-style-type: none"> 1. Business Strategy 2. Strategic management 3. Tools 4. Business Strategy and Action Plan 	1d	
BM 04	Relationship and Risk Management <ol style="list-style-type: none"> 1. Relationship management 2. Risk management 3. Crisis management 	1d	
BM 07	Analytical skills <ol style="list-style-type: none"> 1. Customer Needs 2. Needs Analysis 3. Analytical Tools 4. Communication and (internal) collaboration 	1d	
TM 01	Digital Marketing Tools: Trends and Usage <ol style="list-style-type: none"> 1. Digital Marketing Tools 2. Communication Channels 3. Evaluation 	1d	


The listed business modules (BM) and technical modules (TM) build the basis for the learning units that lead to the role profile qualification. The learning units themselves consist of a set of learning outcomes. The envisaged learning outcomes of each learning unit are described in the tables below.

Title of the Unit: BM 01: Digital marketing	Application of key concepts of digital marketing		
Reference to the qualification:	e-Marketer	EQF-Level:	
		NQF-Level:	
<p>The learning unit consists of three blocks: (a) differentiation between traditional and digital marketing, (b) marketing tactics and web analytics, (c) legal issues. The learner understands the difference between traditional and digital marketing. The learner knows how to apply fundamental principles of digital marketing including online communication. The learner understands and applies data protection and privacy issues.</p>			
Learning outcomes			
<p>He/she is able to:</p> <ul style="list-style-type: none"> • understand fundamental principles of digital marketing including online communication in contrast to traditional marketing, • apply appropriate digital marketing tactics, • use basic analytical tools with critical sense to assess the efficiency of different actions and their impact on the ROI, • analyse and monitor the organisation’s digital marketing activities, • evaluate the users’ engagement and the effectiveness of multipliers/influencers, • develop meaningful objectives in accordance with the organisation’s marketing strategy, • apply appropriate digital marketing tactics involved in the organisation’s communication including supervision of the organisation’s digital channels to strengthen the organisation’s e-reputation, • identify data protection and privacy issues involved in the community management strategy and deal with it carefully. 			
Assessment of learning outcomes :			
Teaching methods: online learning, face-to-face training incl. presentations, group work, diagrams, checklists, toolkits, case studies (also in group works)			
Assessments: written test (quiz/multiple-choice), case studies			
Additional information: The Learning Unit refers to the training guidelines of e-COMMA.			
Developed by: e-COMMA consortium.			

<p>Title of the Unit: BM 02: Business Strategy</p>	<p>Development and Application of e-Marketing Strategy</p>		
<p>Reference to the qualification:</p>	<p>e-Marketer</p>	<p>EQF-Level:</p>	
		<p>NQF-Level:</p>	
<p>The learning unit consists of two blocks: (a) basics of business strategy, (b) development of e-marketing strategy. The learner is able to understand different business strategies and digital communication strategies and to develop an e-Marketing strategy as well as an operational activity plan on that basis.</p>			
<p>Learning outcomes</p>			
<p>He/she is able to:</p> <ul style="list-style-type: none"> • identify risks and opportunities, present and future market size and needs by means of a SWOT analysis, • evaluate and implement standards and best practices to ensure quality standards, • estimate IPR and legal issues that need to be respected in e-marketing, • transfer the organisation's business strategy / digital communication strategy to e-marketing actions, • create a strategic e-marketing activity plan including precise milestones that fits the organisation's long term strategy, • create marketing concepts by producing appropriate plans and offering guidance for the implementation. 			
<p>Assessment of learning outcomes :</p>			
<p>Teaching methods: online learning, face-to-face training incl. presentations, group work, diagrams, checklists, toolkits, case studies (also in group works) Assessments: written test (quiz/multiple-choice), case studies (i.e. development of e-marketing strategy and activity plan)</p>			
<p>Additional information: The Learning Unit refers to the e-COMMA curriculum.</p>			
<p>Developed by: e-COMMA consortium.</p>			

<p>Title of the Unit: BM 04: Relationship and Risk Management</p>	<p>Application of key concepts of relationship management and risk management</p>		
<p>Reference to the qualification:</p>	<p>e-Marketer</p>	<p>EQF-Level:</p>	
		<p>NQF-Level:</p>	
<p>The learning unit consists of three blocks: (a) relationship management, (b) risk management, (c) basics in crisis communication The learner independently keeps positive business relations according to the organisation's communication strategy. S/He analyses market trends to provide an appropriate policy for risk management concerning her/his working processes. S/He acts and communicates with care and sensitivity in crisis situations in accordance with the organisation's communication strategy.</p>			
<p>Learning outcomes</p>			
<p>He/she is able to:</p> <ul style="list-style-type: none"> • establish and apply procedures to maintain positive business relations to different stakeholders (internal/external), • address stakeholder needs, concerns and complaints with empathy and in accordance with the organisation's communication strategy, • propose investments in existing and new relationships, • analyse current and future market trends and related risks by using appropriate tools in a self-initiative manner, • provide a policy for risk management to be included in official strategies, • comprehend critical situations and engage in an appropriate manner / with care and sensitivity according to the organisation's strategy to support the organisation's e-reputation. 			
<p>Assessment of learning outcomes :</p>			
<p>Teaching methods: online learning, face-to-face training incl. presentations, group work, diagrams, checklists, toolkits, case studies (also in group works)</p>			
<p>Assessments: written test (quiz/multiple-choice), case studies</p>			
<p>Additional information: The Learning Unit refers to the training guidelines of e-COMMA.</p>			
<p>Developed by: e-COMMA consortium.</p>			

<p>Title of the Unit: BM 07: Analytical Skills</p>	<p>Analysing customer and business needs</p>		
<p>Reference to the qualification:</p>	<p>e-Marketer</p>	<p>EQF-Level:</p>	
		<p>NQF-Level:</p>	
<p>The learner identifies and communicates customer needs and compares them to business needs in order to find solutions in user support and to communicate them.</p>			
<p>Learning outcomes</p>			
<p>He/she is able to:</p> <ul style="list-style-type: none"> • identify the needs of internal and external users, identifies, articulates and clarifies the needs, • exploit specialist knowledge on customer needs in order to offer appropriate solutions, • organise collaboration between internal departments to support e-marketing actions, • act as an interface between internal departments and customers. 			
<p>Assessment of learning outcomes :</p>			
<p>Teaching methods: online learning, face-to-face training incl. presentations, group work, diagrams, checklists, toolkits, case studies (also in group works)</p>			
<p>Assessments: written test (quiz/multiple-choice), case studies</p>			
<p>Additional information: The Learning Unit refers to the training guidelines of e-COMMA.</p>			
<p>Developed by: e-COMMA consortium.</p>			

<p>Title of the Unit: TM 01: Digital Marketing Tools: Trends and Usage</p>	<h2>Applying digital marketing tools</h2>		
<p>Reference to the qualification:</p>	<h3>e-Marketer</h3>	<p>EQF-Level:</p>	
		<p>NQF-Level:</p>	
<p>The learning unit introduces the state of art of digital marketing tools. The learner is familiar with the currently most common digital marketing tools, their usage, and their value/impact for sales/marketing of the organisation. S/He applies them properly in order for implementing the organisation's online marketing strategy and to strengthen the organisation's e-reputation.</p>			
<p>Learning outcomes</p>			
<p>He/she is able to:</p> <ul style="list-style-type: none"> • use different online communication applications in a reliable manner to support the organisation's online marketing, • analyse the impact of the tools on the organisation, particularly on sales and marketing, • monitor trends in online marketing and advise the marketing team in the strategic selection of appropriate tools for future/emerging needs, • use online marketing tools properly and use an appropriate language in accordance with the organisation's guidelines. 			
<p>Assessment of learning outcomes :</p>			
<p>Teaching methods: online learning, face-to-face training incl. presentations, group work, diagrams, checklists, toolkits, case studies (also in group works) Assessments: written test (quiz/multiple-choice), case studies (i.e. selection and proper usage of marketing tools)</p>			
<p>Additional information: The Learning Unit refers to the training guidelines of e-COMMA.</p>			
<p>Developed by: e-COMMA consortium .</p>			

6.4 Delivery

Following this training approach, the learners will achieve the aforementioned learning outcomes by self-responsible learning and assessments. The e-learning elements will be completed by the application of the knowledge and competences in the case studies during the face-to-face-sessions.

These face-to-face sessions are held abroad and thus add extra value. The learners will strengthen their competences in team work, their soft and social skills and of course their language skills, as the training is designed in English. Furthermore, intercultural competences will be improved. The participants will easily recognise and accept cultural differences. They engage in multicultural teams. The learners gain independence and self-reliance and they prove to apply multidisciplinary knowledge.

6.5 Attestation

The outcomes of the training will be assessed and attested by different means. The participants will have to pass online assessments and prove their new competences by engaging in the face-to-face sessions.

These accomplishments will finally be attested by the Europass. This international document is provided by the European Union for displaying achieved competences easily and in a proper manner. The document proves high quality of the competences and displays them transparently as it focuses on concrete learning outcomes. The Europass is a benefit for all participants, as it helps to prove the high quality of qualifications achieved abroad.

7. Job Role: Content Manager

7.1 Background

Table 5 in the Annex shows the final Content Manager job role description as developed in the e-COMMA project. This profile was defined in accordance with the European e-Competence Framework (e-CF) and includes feedback from the industry itself. (A detailed role profile can be inspected online.⁶)

The role profile reflects five e-competence areas deriving from the ICT business processes: A. Plan, B. Build, C. Run, D. Enable, E. Manage. These competence areas are mirrored in dimension 1.

Dimension 2 defines a set of e-Competences for each area (40 competences in total).

Dimension 3 lists proficiency levels for each competence (high, medium low).

Dimension 4 contains skills, including soft skills, which qualify the e-competences of dimension 2. These additional skills are divided in three categories: technical, behavioural and business skills.

The mission of the content manager is described as follows:

- S/He validates or writes by her/himself the contents of the website, social media issues, blog issues (inbound and conversational marketing included).

7.2 Training Objectives

The content manager is in charge of the editorial strategy of the website, social media, pages and posts, blogs and other supports provided by the organisation.

The content manager works in cooperation with marketing, communication and sales departments and reports to them or to general management

Her/His main tasks are:

- Writing the content of pages.
- Accordance with SEA & SEO strategy.
- Definition of the editorial line.
- Validation and/or refinement of contents written by others.
- Authorisation to publish online texts and posts.
- Definition of the authorisation of others to publish (and control).
- Definition and analysis of SEA campaigns.


⁶ www.e-comma.eu


7.3 Curriculum


Overview


Learning Units	Name+ content	Duration	Assessment
BM 01 (+profile Intro)	Digital Marketing 1. (Digital) Marketing 2. Traditional vs. Digital Marketing 3. Marketing Tactics and Web Analytics 4. Legal Issues	1d	<p>The qualification for the role profile will be tested by an online quiz.</p> <p>During the face-to-face learning sessions the participants work on case studies to prove their qualifications to take over the job roles in concrete business settings.</p>
BM 07	Analytical skills 1. Customer Needs 2. Needs Analysis 3. Analytical Tools 4. Communication and (internal) collaboration	1d	
BM 03	Problem Management 1. Problem management 2. Documentation standards 3. Change management	1d	
TM 01	Digital Marketing Tools: Trends and Usage 1. Digital Marketing Tools 2. Communication Channels 3. Evaluation	1d	
TM 06	Content Generation 1. Content Marketing 2. Content Generation 3. Tools	1d	


The listed business modules (BM) and technical modules (TM) build the basis for the learning units that lead to the role profile qualification. The learning units themselves consist of a set of learning outcomes. The envisaged learning outcomes of each learning unit are described in the table below.

Title of the Unit: BM 01: Digital marketing	Application of key concepts of digital marketing		
Reference to the qualification:	Content Manager	EQF-Level:	
		NQF-Level:	
<p>The learning unit consists of three blocks: (a) differentiation between traditional and digital marketing, (b) marketing tactics and web analytics, (c) legal issues. The learner understands the difference between traditional and digital marketing. The learner knows how to apply fundamental principles of digital marketing including online communication. The learner understands and applies data protection and privacy issues.</p>			
Learning outcomes			
<p>He/she is able to:</p> <ul style="list-style-type: none"> • understand fundamental principles of digital marketing including online communication in contrast to traditional marketing, • apply appropriate digital marketing tactics, • use basic analytical tools with critical sense to assess the efficiency of different actions and their impact on the ROI, • analyse and monitor the organisation’s digital marketing activities, • evaluate the users’ engagement and the effectiveness of multipliers/influencers, • develop meaningful objectives in accordance with the organisation’s marketing strategy, • apply appropriate digital marketing tactics involved in the organisation’s communication including supervision of the organisation’s digital channels to strengthen the organisation’s e-reputation, • identify data protection and privacy issues involved in the community management strategy and deal with it carefully. 			
Assessment of learning outcomes :			
<p>Teaching methods: online learning, face-to-face training incl. presentations, group work, diagrams, checklists, toolkits, case studies (also in group works)</p>			
<p>Assessments: written test (quiz/multiple-choice), case studies</p>			
<p>Additional information: The Learning Unit refers to the training guidelines of e-COMMA.</p>			
<p>Developed by: e-COMMA consortium.</p>			

<p>Title of the Unit: BM 07: Analytical Skills</p>	<p>Developing forecasts for short-term/ long-term product/ service/ quality needs</p>		
<p>Reference to the qualification:</p>	<p>Content Manager</p>	<p>EQF-Level:</p>	
		<p>NQF-Level:</p>	
<p>The learner identifies market needs in terms of content production and quality requirements and develops content accordingly. S/He applies relevant metrics to enable accurate decision making in support of production, marketing, sales and distribution functions.</p>			
<p>Learning outcomes</p>			
<p>He/she is able to:</p> <ul style="list-style-type: none"> • understand the global market place by evaluating relevant inputs from broader business, political and social contexts, • analyse future market needs in terms of production and quality requirements by applying relevant metrics to enable decision making in support of production, marketing, sales and distribution functions, • provide long-term forecasts after considering relevant input from the broader business, social and political context, • provide short-term forecast using market inputs, • generate and validate appropriate contents against the background of the forecasts made to support the organisation's e-reputation. 			
<p>Assessment of learning outcomes :</p>			
<p>Teaching methods: online learning, face-to-face training incl. presentations, group work, diagrams, checklists, toolkits, case studies (also in group works)</p>			
<p>Assessments: written test (quiz/multiple-choice), case studies</p>			
<p>Additional information: The Learning Unit refers to the training guidelines of e-COMMA.</p>			
<p>Developed by: e-COMMA consortium.</p>			

<p>Title of the Unit: BM 03: Problem Management</p>	<p>Manage problems and implement changes/ improvements</p>		
<p>Reference to the qualification:</p>	<p>Content Manager</p>	<p>EQF-Level:</p>	
		<p>NQF-Level:</p>	
<p>The learning unit consists of three blocks: (a) problem management, (b) documentation standards, (c) change management The learner applies solution-focused thinking when problems occur in line with the organisation's standards. S/He independently keeps documentation up to date. S/He is able to identify needs for improvement and to adapt training plans for staff accordingly so that changes are implemented.</p>			
<p>Learning outcomes</p>			
<p>He/she is able to:</p> <ul style="list-style-type: none"> • identify root causes of incidents in online-communication in a proactive manner and geared to the envisaged quality standards, • resolve or escalate incidents following the organisation's strategy in a sensitive manner, • resolve user support issues in accordance with the Service Level Agreement engagement rules, • negotiate and implement relevant changes to the SLA application and ensure the appropriate application, • elaborate and design documents and guidelines for the appropriate usage of relevant tools in accordance with the set standards, • maintain those documents and keep them up-to-date in a self-dependent manner, • identify needs for improvement and training and to contribute to the adaptation of training plans by reflecting the latest changes. 			
<p>Assessment of learning outcomes :</p>			
<p>Teaching methods: online learning, face-to-face training incl. presentations, group work, diagrams, checklists, toolkits, case studies (also in group works) Assessments: written test (quiz/multiple-choice), case studies (i.e. communication of problem, consequences for documentation and training issues)</p>			
<p>Additional information: The Learning Unit refers to the training guidelines of e-COMMA.</p>			
<p>Developed by: e-COMMA consortium.</p>			

<p>Title of the Unit: TM 01: Digital Marketing Tools: Trends and Usage</p>	<p>Evaluation and Usage of online communication tools and their application</p>		
<p>Reference to the qualification:</p>	<p>Content Manager</p>	<p>EQF-Level:</p>	
		<p>NQF-Level:</p>	
<p>The learning unit introduces the standards of online communication tools. The learner is familiar with the currently most common online communication tools, their usage and their value/impact for sales/marketing of the organisation. S/He applies them properly in order to implement the organisation's online communication strategy and to strengthen the organisation's e-reputation.</p>			
<p>Learning outcomes</p>			
<p>He/she is able to:</p> <ul style="list-style-type: none"> • use different online communication applications in a reliable manner to support the organisation's online communication, • analyse their impact on the organisation, particularly on sales and marketing, • monitor trends in online communication and advise the communication team in the strategic selection of appropriate tools for future/emerging needs. 			
<p>Assessment of learning outcomes :</p>			
<p>Teaching methods: online learning, face-to-face training incl. presentations, group work, diagrams, checklists, toolkits, case studies (also in group works) Assessments: written test (quiz/multiple-choice), case studies (i.e. selection and proper usage of communication tools)</p>			
<p>Additional information: The Learning Unit refers to the training guidelines of e-COMMA.</p>			
<p>Developed by: e-COMMA consortium.</p>			

<p>Title of the Unit: TM 06: Content Generation</p>	<p>Generating Content for online communication</p>		
<p>Reference to the qualification:</p>	<p>Content Manager</p>	<p>EQF-Level: NQF-Level:</p>	
<p>The learning unit consists of two blocks: (a) Content generation (b) managing content for sales programs, The learner provides appropriate content for different target groups always supporting the organisation's e-reputation.</p>			
<p>Learning outcomes</p>			
<p>He/she is able to:</p> <ul style="list-style-type: none"> • generate content for different purposes; s/he validates given contents and adapts them properly , • adapt given content to the respective business context, • define target groups, size and localisation to provide content for sales programs. 			
<p>Assessment of learning outcomes :</p>			
<p>Teaching methods: online learning, face-to-face training incl. presentations, group work, diagrams, checklists, toolkits, case studies (also in group works)</p>			
<p>Assessments: written test (quiz/multiple-choice), case studies, i.e. generating content</p>			
<p>Additional information: The Learning Unit refers to the training guidelines of e-COMMA.</p>			
<p>Developed by: e-COMMA consortium.</p>			

7.4 Delivery

Following this training approach, the learners will achieve the aforementioned learning outcomes by self-responsible learning and assessments. The e-learning elements will be completed by the application of the knowledge and competences in the case studies during the face-to-face-sessions.

These face-to-face sessions are held abroad and thus add extra value. The learners will strengthen their competences in team work, their soft and social skills and of course their language skills, as the training is designed in English. Furthermore, intercultural competences will be improved. The participants will easily recognise and accept cultural differences. They engage in multicultural teams. The learners gain independence and self-reliance and they prove to apply multidisciplinary knowledge.

7.5 Attestation

The outcomes of the training will be assessed and attested by different means. The participants will have to pass online assessments and prove their new competences by engaging in the face-to-face sessions.

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8. Annex

Please find the profiles for the job roles developed in e-COMMA in this annex. For further information and detailed role profiles visit us on www.e-comma.eu. The five job roles were developed after field and desk research and take into account actual industry needs.

The role profiles accord to the European norm EN 16234-1:2016.

8.1 Table 1

Role title	Community Manager		
Also known as	Social Media Manager, Community Architect/builder, Community Animator		
Relevant professions	Online Marketing Manager, Digital Communication Manager, Customer Support		
Summary statement	<p>The Community Manager is in charge of developing, organising and managing the online relations with the various stakeholder communities of the entity/organisation which s/he represents. S/he implements the social media strategies in single contributions or series of contributions and campaigns. S/he acts with tact and sensitivity to develop the e-reputation of the organisation and interacts daily with the public on social media, reacting also on critics and complaints. S/he also makes sure that social media platforms are well maintained and that a respectful communication culture is ensured (e.g. exclusion of trolls).</p>		
Mission	<p>Develops and manages communication to customers and prospects in line with the organisation strategy. Generates “brand ambassadors” and interacts daily with users. Plans and acts in crisis communication.</p>		
Main task/s	<ul style="list-style-type: none"> • Develop, organise, implement the organisation’s online communication • Analyse and identify opinion leaders and community • Create and manage the online community • Respond to and follow up incoming requests and questions • Moderate forums and social media and interact with users • Conduct web analytics and assess whether objectives are met • Support SEO strategy of the organisation on the web • Anticipate and plan crisis communication in cooperation with other services 		
Deliverables	Accountable for	Responsible for	Contributor to
	<ul style="list-style-type: none"> • Communication on social networks (Facebook, Google+, Instagram, Twitter, YouTube or Pinterest...) • Supporting organisation’s branding • Taking in charge customers/users problems 	<ul style="list-style-type: none"> • Resolving issues and questions with customers and users quickly and effectively, and providing a feedback mechanism for the enterprise • Enhancing and developing the visibility of the organisation • Promoting e-reputation in line with organisation strategy • Reporting 	<ul style="list-style-type: none"> • Communication and campaigns events • Organisation’s PR & communication strategy • Customer Relationship Management
Environment	<p>Usually works in strong cooperation with the communication, marketing and PR teams. According to the organisation size, works full or part time. Can manage a team. Close cooperation with e-Commerce team.</p>		

e-competences	C. 3 User support D. 6 Channel Management D. 12 Digital Marketing E.3 Risk Management E.4 Relationship Management	Level 3 Level 4 Level 4 Level 4 Level 4
KPI's	Stakeholder satisfaction and loyalty. Community engagement. Ambassadors engagement. Statistics/analytics of stakeholders' online activity. Interactivity on social media	

8.2 Table 2

Role title	Data Specialist		
Also known as	Data scientist, Growth Hacker, Data Analyst, Data Marketer, Big Data analyst, Database Marketing Manager		
Relevant professions			
Summary statement	<p>The data scientist collects, prepares, compares, and arranges sets of data that support the organisational development. This professional is able to identify and research databases that are relevant for programmed actions. S/he feeds organisation databases with data collected outside of the organisation (open data or not). S/he applies analytical and statistical methods in order to gather information from the organisation's marketing databases that could help to improve the commercial development of a company or organisation. S/he also uses the internal statistics, traffic, origins, localisation of users and improves the revenue generated by the traffic.</p>		
Mission	<p>Manages and maintains the organisation's databases and selects, reduces, interprets and transforms data into information in order to answer a specific question of relevance to the organisation. Identifies, analyses and interprets trends and patterns of customers, so that recommendations can be given for the future (marketing) management of the organisation. Provides reviews and reports to other important interfaces within the organisation. Analyses the internal databases of the organisation, including traffic information to increase turnover, market shares and average shopping cart. Analyses available databases outside the organisation and "distillates" the relevant information. Participates in the refining and the implementation of the SEO strategy analysing the ROI of the previous actions and participates in the evaluation of the ROI of future actions. Automates marketing actions such as e-mailing (prospects, customers, or users who did not finalise the buying process). Integration of payment process (when needed).</p>		
Main task/s	<ul style="list-style-type: none"> • Identification, selection, organisation of open/big databases to be used in a marketing and sales development process • Creation, implementation of marketing routines, using available data • Characterisation of the ROI of marketing and sales actions • Definition and management of analytics • Creation and sharing of reports • Contribution to SEO, e-reputation analyses • Keywords: AARRR Acquisition, Activation, Retention, Reference, Revenues 		
Deliverables	Accountable for	Responsible for	Contributor to

	<ul style="list-style-type: none"> • Maintenance of the organisation's marketing database • Automatisations of marketing routines • Identification of databases (Open data or Big data) for revenue development 	<ul style="list-style-type: none"> • Data extraction • List of lead generation • Characterisation of the ROI • Analysing results/ effectiveness of marketing actions • Reviews and reports to the management 	<ul style="list-style-type: none"> • SEO • e-reputation • Web development • Strategy for targeted marketing campaigns
Environment	Usually works in strong cooperation with the sales and marketing team. According to the organisation size, works full or part time. Can manage a team.		
e-competences	B. 1 Application Development D.5 Sales Proposal Development D.10 Information and Knowledge Management D.12 Digital Marketing E.3 Risk management	Level 3 Level 3 Level 4 Level 4 Level 4	
KPI's	User number by channel. User cost. Revenue by user. Retention rate. Ambassadors' engagement. Statistics/analytics of stakeholders' online activities.		

8.3 Table 3

Role title	e-Commerce Developer		
Also known as	Developer of e-Shop, Marketplace developer, frontend/ backend developer, e-Commerce Manager		
Relevant professions			
Summary statement	The e-Commerce developer designs, creates, and maintains e- shops and develops the infrastructure of the online shop on the basis of different technologies, and third party systems to optimise the revenue of the online shop.		
Mission	The e-Commerce developer is in charge of the development, technical planning, and realisation of e-commerce applications and online platforms on the basis of different technologies and third party systems. S/he plans, develops and implements complex interfaces, advises the marketing department in technological issues related to e-commerce solutions and designs and creates the online shop, including organisation, layout, structure etc. This includes as well the front end and the back end development and design and the routines to feed, if required for the supply chain management system and/or accounting system.		
Main task/s	<ul style="list-style-type: none"> • Design, organisation, implementation of layout, structure and functions of the online shop • Creation of prototypes, mock up • Use of customer feedback to improve the usability of the e- shop • Setting up of test applications • Management of the test sessions, assessment of feedback and reporting • Setting up of tools to analyse efficiency of the shop • SEO of the shop • Documentation of code • Documentation and user manual • Management of subcontractors/ teammates 		
Deliverables	Accountable for	Responsible for	Contributor to

	<ul style="list-style-type: none"> • Cost (software, templates, including costs for human resources) • Design including ergonomics • Technical/ Customer support • e-Shops design, development and implementation • Prototyping • Internal UX, User orientation • VAT adaptation 	<ul style="list-style-type: none"> • Search engine optimisation • Creates the tools to measure the impact and the efficiency of the e-shop • Maintenance of the shop solution (frontend/backend) • Documentation 	<ul style="list-style-type: none"> • Web content management • Data analysis • Testing procedures and processes • Web marketing • Customer relationship tools design • Reporting tools design • Team training for application skills and reporting • Contributor to localisation for different countries
Environment	Usually works in strong cooperation with the sales department, marketing and PR team. According to the organisation size, works full or part time. Can manage a team.		
e-competences	A.5 Architecture Design A.6 Application Design B.1 Application Development B.3 Testing D.12 Digital Marketing	Level 4 Level 4 Level 4 Level 4 Level 3	
KPI's	Conversion rate. Abandon rate. Traffic and sources. ROI. Availability rate of shop and products or services proposed. Customer feedback.		

8.4 Table 4

Role title	e-Marketer		
Also known as	Internet marketer, web marketer, audience developer, Online Marketing Manager, SEO manager, e-CRM		
Relevant professions			
Summary statement	The e-Marketer is in charge of the digital marketing activities and co-responsible for the representation of the organisation on the Internet with the objective to gain new prospects and customers.		
Mission	The e-Marketer elaborates and implements the Online Marketing strategy of the organisation. S/he develops Online-Marketing campaigns including SEO, SEM/SEA, banners, e-mail, newsletter and social media marketing according to the relevant tools for the adopted strategy. S/he also develops the organisation's co-operations and partnerships (Affiliate Network including influencers and referrers...). Main objective is to increase the visibility, the notoriety, the outreach and the audience, as well as to improve the e-reputation and the global image given on the Internet of the organisation. The e-Marketer collaborates with marketing manager, general management, data analyst to define objectives and to select investments (staff, subcontractors, providers) which are appropriate to reach the objectives.		
Main task/s	<ul style="list-style-type: none"> • Definition of the online marketing strategy in general (holistic concept) • Design and management of web marketing campaigns in accordance with organisation strategy • Definition of conversion strategies and improvements • Application of Web analytics and drawing conclusions • Supporting SEO • Setting up of acquisition campaigns • Definition, management and analysis of SEA campaigns • Contribution to the production of contents • Optimisation of the customer interface 		
Deliverables	Accountable for	Responsible for	Contributor to
	<ul style="list-style-type: none"> • Competition, monitoring and analysis • SEO/Social Media Marketing / e-mail marketing / Affiliate marketing and optimisation • Online marketing strategy definition • Web marketing plan • Organisation • Reporting 	<ul style="list-style-type: none"> • e-reputation • Customer feeds Back analysis and actions in response • Cooperation with other services if existing, or general • e-controlling: uses the e-tools to measure the impact and the efficiency of the e-shop • Documentation • Conversion optimisation • Customer segmentation 	<ul style="list-style-type: none"> • Web design/usability • Marketing plan • Web analytics report • Reporting tools designing • Team training for use and reporting • Web content • User interface optimisation

Environment	Works in cooperation with marketing, communication and sales departments and reports to them or to general management.	
e-competences	A.3 Business Plan Development D.5 Sales Proposal Development D.6 Channel Management D.12 Digital Marketing E.4 Relationship Management	Level 4 Level 4 Level 4 Level 4 Level 3
KPI's	Acquisition rate. Page views/visitors. Traffic and sources. Pages/visit. Time spent by page/visit. Bounce rate. Direct access/referrers/engines percentages.	

8.5 Table 5

Role title	Content Manager, Web Content manager		
Also known as	Internet marketer, web marketer, audience developer, social content manager		
Relevant professions			
Summary statement	The e-content manager is in charge of the editorial strategy of the website, social media, pages and posts, blogs and other supports provided by the organisation.		
Mission	The Content Manager validates or writes by her/himself the contents of the website, social media issues, blog issues (inbound and conversational marketing included).		
Main task/s	<ul style="list-style-type: none"> • Writing the content of pages in accordance with SEA & SEO strategy • Definition of the editorial line • Validation and/or refinement of contents written by others • Authorisation to publish online texts and posts • Definition of the authorisation of others to publish (and control) • Definition and analysis of SEA campaigns 		
Deliverables	Accountable for	Responsible for	Contributor to
	<ul style="list-style-type: none"> • Definition and implementation of content strategy in compliance with the content of the SEO/SEA strategy • Identification of referrers and opinion leaders • Defining the strategy and tools to use in case of crises 	<ul style="list-style-type: none"> • Analysis of the behaviour of targeted customers • Cooperation with other existing services or general management • Documentation 	<ul style="list-style-type: none"> • Email automation marketing • e-reputation strategy • Web analytics reports • Team training for content writing • SEO • Solution deployment including UX
Environment	Works in cooperation with marketing, communication and sales departments and reports to them or to general management		
e-competences	D.3 Education and Training Provision D.5 Sales Proposal Development D.6 Channel Management D.7 Sales Management D.12 Digital Marketing	Level 3 Level 3 Level 4 Level 4 Level 3	
KPI's	Acquisition rate/ Conversion rate. Channels revenues. Page views/ visitors. Traffic and sources. Public engagement from opinion leaders. Traffic generated by search engines with & without SEO. Inbound links. Comments and interactions. ROI. Followers/ Subscribers		

