Introduction for the further training module
"Commercial professions in the course of digitization" for specialists in vocational orientation

(Leon Žunec)

Developed by the Slovenian partner

"Šolski Center Nova Gorica"

Contact data:

Leon Žunec

Tel.: ++386 (0)5 62 05 777

Leon.Zunec@scng.si

Content

1. Explanation and aim of the further training module

Objectives of the training module:
The objective of the qualification module is bridging the gaps in the knowledge of vocational orientation (VO) specialists, which are happening because of the constant changes in professions due to digitization. Professional profiles are transforming, completely new profiles are being created and many professions are vanishing due to obsolescence – all this brings along new and/or changed types of challenges and requirements with changes to (digital) teaching methods and methodological skills – directly influencing the digitization of vocational orientation.

The qualification module will assist specialists for vocational orientation (VO) to track, identify and adapt to changes in the professions in the field of commerce, using the findings to develop and advance their knowledge in the processes of counselling and vocational orientation. Through the qualification, young people (indirect beneficiaries of the module) will receive more professional, current and applicable knowledge, advice and support in their respective career orientation processes.

Target group of the further training module and participation requirements:
The target group of the module are all those (individuals or groups) who advise full-time and/or offer support with vocational orientation in the field of commerce (e.g. commercial professions). This group includes career counsellors, pedagogues, teachers, training/career advisors as well as organizations in the field (chambers, business associations). Besides the aforementioned profiles, the qualification module is also useful for people involved in the field of commerce, wanting to gain further insight and knowledge about the changes digitization has brought to professions, profiles and relevant vocational orientation.

The teaching content of the module is based around previous existing expertise so the participants are required to have basic knowledge and experience in the field of vocational orientation and knowledge about professions the field of commerce as well as the national vocational training system and its methods/instruments. Completing only individual parts of the module is also an option, expanding and furthering knowledge, though working through at least some of the theoretical parts of the module is advised before moving onto the practical part to achieve better understanding and application of knowledge.

Content of the module:
The qualification module is structured into five main topics, dealing with professional changes due to digitisation in the field of commerce:
   I)   Tools of digitisation – utilizing digital media and platforms (to update knowledge)
   II) Profession profiles – comparing the updated professions to previous versions; examining the new, upcoming professions; analyzing the changes to the job market
   III) Influence of digitisation – the changes to professional profiles and vocational orientation (VO)
   IV) Digitisation of vocational orientation – changes to teaching methods, methodological skills and updating/adapting to constant changes and updates
   V)   Application of acquired knowledge – a digital company visit and simulation of a work process puts the theoretically outlined competencies and skills to the test

The module focuses directly on the new forms of acquiring information – new tools, media and platforms – to research the changes to professions and subsequent changes to vocational orientation. These different, digitized forms of research influence digital teaching methods and skills, which the vocational orientation experts/specialists must have and require constant updating and efficient monitoring. Furthermore, the module is exploring the development of professions due to digitization – brand new, updated and obsolete professions and profiles – and their sustainability against the backdrop of the current job market. The final part of the module ties the previous parts together by applying it directly to a workplace (focused) and job market (wider) context.

The content of the qualification module has been prepared in cooperation with experts of the sector and is based on the needs analysis in the vocational field of commerce.

Work processes, knowledge and skills, covered by the module:
Increasing digitization in the commerce sector is transforming profession profiles and creating new professions, thus bringing about new requirements (in terms of skillsets, knowledge, methods) for vocational orientation (VO) specialists. The knowledge and skills that the qualification module brings will improve counselling (advisory and organizational activity) in the VO process.

From a digitization standpoint, new media skills (acquiring digital information, processing information and using digital tools) require advanced digital teaching methods. These, combined with specialist knowledge about the changes of professions and the job market due to digitization, form the updated and professional knowledge required by the VO specialists to ensure quality counselling and up-to-date VO. The participants of the module will also acquire the skills to identify, analyze and address the shortcomings in their own knowledge.

The application of acquired knowledge via work process simulation and company visit will test and advance skills in relation to observing problem-identification, problem-solving and employability in general. The use of digital tools (platforms, programs et al) in praxis will reveal levels of digitization within the specific profession, requiring multiple skillsets – computer/digital literacy, teamwork, networking, processing (identification, deduction, analysis) and workflow (ability to structure work, follow orders, create/fulfill assignments).

2. Framework of the module

Time scale of the module:
The qualification module spans over five days, totaling 40 hours (8 hours per day, breaks included). The qualification is mostly theoretical, with a practical conclusion to the module, putting the acquired knowledge, competencies and skills to the test as it relates to indirect beneficiaries (young people in the process of VO). This final part will provide direct experience and understanding of the changes in the professional practice and work processes due to digitization. The results of this practical visit has to be documented and analyzed in order to better exchange experiences.

Framework conditions for the learning process that are used and why (for example training places):

Considering that the module is organised on a voluntary basis, the framework conditions ought to be arranged in a way to create a good teaching and learning atmosphere. Learning should be facilitated with remote digital learning platforms – videoconferences, webinars, videos. With module content available in prerecorded form, outside the preset timespan, learning is available to participants on their own time, completing module parts from their workplace or home, enhancing and easing module accessibility.

Necessary technical equipment:

Although remote learning (from home or workplace) is considered an option, the primary environment considered is a learning room (classroom) with necessary digital/technological tools to allow use of digital teaching methods – digital devices with screens, a two-way audio and/or video interface, required (webconference) software and internet access.

To successfully execute the module in its entirety, the following should be provided:

- for presentations (of module content as well as individual/group work) – an interactive presentation board (touchscreen board); alternatively a computer with a projector and pointer, individual computers/tablets
- for webconferences – computers (desktop/laptop/tablet) with internet access and audio/video interfaces (webcam, headset, mic/speaker)
- for theoretical research, using digital tools and media – computer/tablet with internet access, necessary software (distribution, accounting, commerce platforms)

Number of participants per training unit:

In order to achieve the best organisation and potential to achieve effective discussion, work process simulation and presentation of results, the group of participants (maximum 15-20 individuals) should be organised in teams of 4-5 persons. This way teams can work on respective teaching units either simultaneously (focusing on comparing results between groups) or consecutively (focusing on exchanging experiences and optimisation from one group to the next).

3. Recommended used materials for the training module

The teaching/learning materials for the theoretical parts are primarily presentations (videos, webinars and slides), worksheets, internet sources and literature. The materials for the practical parts depend upon the company in which the visit and commercial work process simulation take place – the visit will be done via videoconference form, the work process simulation will be done in the digital environment of the company eg. digital platform/software for distribution, marketing, accounting etc.

4. Didactic structure

Structure of the module:

The qualification module has been structured in a way that it:
- ➢ encompasses five modules, with four theoretical parts with a similar structure and fifth, practical part with its separate two-part layout (company visit and commercial work process simulation);
- ➢ is easily understood for implementing institutions as well as the trainers (teachers, specialists) themselves;
- ➢ offers flexibility of implementation as respective parts of the module can be adapted and/or supplemented at any time;
- ➢ is intended for a multitude of different institutions (educational institutions, universities, institutions for vocational orientation, advanced training institutions for teachers etc.)
- ➢ is transferable to different EU countries for implementation.

In order to fulfill these imperatives, the following structure was developed:

1. **Table of contents**
   This includes the teaching and learning content of the module and is structured into topics (see Chapter 1 – Contents), which in turn are further organized according to detailed topics (A1, A2, etc.). A brief description accompanies each detailed topic, individual work step, knowledge, skill and competency.

2. **Rought concept**
   The rough concept provides and overall overview of the qualification eg. what teaching unit is planned on which qualification day and what is the learning objective, with additional information about: how much time should be allotted for each topic; which teaching methods are suitable; is there an option to check acquired know-how; and which materials and equipment are required. The format of the rough concept is tabular and, as such, it is used for orientation, enabling targeted preparation for implementation.

3. **Detailed schedules**
   Detailed schedules inform the participants about what to expect on each qualification day, providing information about the timeframe (when, how long), content, methods and materials for each teaching unit.

4. **Introduction**
   The introduction (this very document) serves as an instruction manual, an overall concept for the implementation of the qualification module.

Teaching and learning content (structure):

The participants of the qualification module acquire general knowledge about professions in the field of commerce and their changes due to digitization - how to procure digital information, how to use new platforms and new media and how to apply and use different forms of digital learning. In addition to this, they will also gain insight into the broader context of the professional development and changes to the commercial job market – knowledge of existing and developing profiles, knowledge of the demands of the requirements and challenges in the field of commerce and knowledge of the overarching digitization background, ushering in the changes and creating trends of development.

This acquired theoretical knowledge is further deepened with practical application, observing and analyzing the principles and measures of vocational orientation directly within a work environment. The purpose of the virtual company visit and work process simulation – the direct experience of first-hand professional/expert knowledge – is to introduce the participants (the young people in the process of VO) to new professions, to the changes to professions and to present seemingly unattractive professions in a different, interactive, interesting way.

The participants will also acquire a wide range of methodological and social skills, adapted to digitization, enabling them perform advisory, supporting activities in a competent and professional manner. They should be able to choose and adapt appropriate teaching methods; use advanced analytical skills; combine media, methodological and social skills; and be able to identify the changes within the vocational orientation and counselling processes and form conclusions and measures to apply modifications to these processes.

Ultimately, the participants should be able to self-evaluate knowledge and skillset deficits and use acquired in-depth knowledge to reduce and prevent these deficits by using any available method (theoretical and practical) the qualification module encompasses.

Competencies/skills/knowledge to be acquired during the training

Competencies / skills / know-how	Objectives - at the end of this module the learner will know / can do the following
Effective and sensible internet use	Ability to use the internet purposefully, work safely in a digital online environment; knowledge of a varied set of tools (search engines, programs); knowledge of criteria to identify credible sources of information
Use and knowledge of digital information sources	Knowledge of procuring varied digital information sources on a local/national/international level (e.g. websites of local, national commercial chambers, ministry of commerce, employment agencies, training portals); knowledge of effectively defining search criteria and assessing sources according to usefulness
Knowledge of data protection and digital information safety	General knowledge of data protection and an overview of copyright and rights of use in an online environment
General knowledge of digital communication tools	General knowledge of various digital communication tools e.g. videoconference/webconference platforms, social media platforms, learning platforms; ability to use such platforms

Overview of digitization effects on the commerce job market	General knowledge of digitization in the job market and within commercial professions (digital work processes) and knowledge of the advantages and disadvantages of the changes due to digitization
General knowledge of digitization effects on training professions in the commercial vocational field	Basic knowledge of: effects of digitization on training professions in the commercial field; digital work processes and how they changed the requirements for commercial professions
Expert knowledge of digitized VO measures	Theoretical and practical expert knowledge about various digital options in vocational orientation – remote (virtual) job fairs / employment interviews, interactive virtual discussions/panels; virtual company visits, work process simulations / virtual internships
Ability to identify traditional (core) commercial profession profiles, unattractive profiles to young people	Knowledge about core/traditional commercial professions (stemming from the basic principles of the field of commerce) and their advantages / disadvantages; knowledge about less attractive professions and how to make them more attractive, interesting to young people
Comparison between current and future commercial profession profiles	Ability to compare commercial professions in relation to requirement profiles, operational challenges and other content differences and tracking their development due to digitization
Ability to predict development and viability trends for commercial profession profiles	Ability to predict how digitization will influence development of commercial professional profiles based on the knowledge of profession profile changes due to digitization up to the present; predicting new and obsolete commercial profession profiles
Overview of new profession profiles in the commercial sector	General knowledge about new profession profiles and their respective requirements, qualifications, apprenticeships, employment options and challenges
Overview of digital core work processes, operational requirements due to digitization and future digitization effects	Awareness and knowledge of digital core work processes, knowing how to identify them and how they influence vocational orientation and professional profiles; knowledge of the changed skills, competences and requirements for work processes, apprenticeships; ability to analyze and predict trends in digitization in the commercial work processes

Knowledge of further training opportunities due to changed commercial profession profiles	Knowledge about and ability to identify further training opportunities for different commercial professions, that are the direct result of digitization
Competencies to perform VO measures with consideration to changes, caused by digitization	Ability to acquire the necessary skills, abilities and know-how to implement adapted vocational orientation measures
Methodological skills to convey social and individual competencies to young people	Ability to develop required skills in young people in relation to professional requirements due to digitization; ability to prepare suitable vocational orientation measures to achieve development of required skills
Implementation of analysis of the status quo of the young people (profiling)	Ability to identify, analyze the talents, abilities, skills as well as interests and emotions of young people (profiling) and properly document and track their profile in a comprehensible way
Ability to self-analyze and identify knowledge deficits and gaps (in the present and future) and amend them	Knowledge of techniques and methods to identify knowledge gaps and deficits and how to remedy them; ability to predict possible future deficits/discrepancies and find options to counter their development
General knowledge of digital tools and digital teaching methods	Overview of digital tools (media, platforms) and the required skills to use them; ability to transfer these skills to young people; knowledge of different digital teaching methods, their use, effectiveness and information sources about them
General overview of vocational orientation networks in the region	General knowledge about various regional networks (institutions, organizations) that offer support in commercial vocational orientation, building and maintaining a network for updating know-how and creating further training opportunities
Organizational and communication skills for: *1) a virtual company visit* *2) a virtual work process simulation*	Comprehensive knowledge of communication and organization as it relates to employers on the commercial job market; ability to achieve cooperation with employers, connecting them directly with the young people in the process of VO either via virtual company visit or a virtual work process simulation
Organisation of a virtual company visit with an employer in the commerce sector	Planning (structuring and timeframing) a virtual company visit with a presentation of the employer

Execution of a virtual company visit with an employer in the commerce sector	Executing a virtual company visit with a presentation of the employer; overview of the company with a broader context of the job market, the company work processes and its network
Simulation of a work process – passive	Executing a simulation of a work process by the employer, with no input from participants, in the form of a passive presentation with explanation of the work process within a broader workflow
Simulation of a work process - active	Virtually executing an interactive work process in cooperation with the employer, with activity from participants, directly influencing the outcome of the process and analyzing the process within the company workflow
Overview of the operative scope of conditions and demands in innovative companies for commercial practice / apprenticeships	General knowledge about operative conditions and demands (skills, competencies) that are necessary for commercial apprenticeship positions in innovative companies
General knowledge about digitization in the commercial sector	Outline of the digitization effects in the commercial sector of the company – automatization / robotization, use of artificial intelligence, managing databases, using digital tools within the work process
Establishing a support network	Creating, building and maintaining support networks on the market and in a broader regional, national and international context

5. Applied teaching and learning methods

The teaching and learning content of the module is transferred on an input-oriented basis, supplemented by implementation of the theoretical content in a practical context to establish it directly in working practice.

After practical application within a work process, either in groups or individually, the results should be discussed with all participants, to facilitate better analysis and exchange of experiences. A various mix of teaching methods should be used – action-oriented for using digital tools and sources, lecture-based for a general, wider scope of information, interactive/participative methods for the practical simulations (modeling and experiential learning). Using digital tools should be encouraged and incorporated into acquiring knowledge as well as performing tasks and finally documenting and presenting the results. The results may directly influence the further development of assignments.

In order to ascertain acquired knowledge, participants' knowledge is evaluated by questionnaires during as well as at the end of the theoretical part, to easily identify potential deficits and gaps in the knowledge before proceeding to the practical part. Those deficits should be addressed and remedied immediately. This will ensure that participants have the same or at least similar level of vocational orientation knowledge and thus benefit from the practical part in a somewhat equal/comparable process.

Free Licence

The product developed here as part of the Erasmus+ project "BOQua digital" was developed with the support of the European Commission and reflects exclusively the opinion of the author. The European Commission is not responsible for the content of the documents

The publication obtains the Creative Commons Licence CC BY- NC SA.
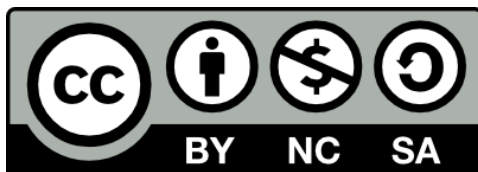
**Content table for the qualification module „Commercial professions in the course of digitization"
of the Erasmus+ project „BOQua Digital"**

Developed by: Leon Žunec (contact: Leon.Zunec@scng.si, Tel.: **+386 (05) 62 05 777**)

No. Teach-/ Learning unit	Title of teaching / learning unit	Working steps / Teaching Content	Possible teaching materials *(These can be created, adapted or supplemented by the trainer)*
A0	**Tools of digitisation**		
A1	Effective and sensible internet use	Using the internet purposefully, work safely in a digital online environment Using a varied set of tools (search engines, programs) and criteria to identify credible sources of information	
A2	Digital information sources	Procuring varied digital information sources on a local / national / international level; effectively defining search criteria and assessing sources according to usefulness	
A3	Data protection and digital information safety	Answering general questions about data protection and an overview of copyright and rights of use in an online environment	
A4	Digital communication tools	Using digital communication tools e.g. videoconference / web conference platforms, social media platforms, learning platforms	
B0	**Researching profession profiles**		
B1	Digitization effects on the commerce job market	Learning about digitization in the job market and within commercial professions and observing the advantages and disadvantages of the changes due to digitization	
B2	Digitization effects on training professions in the commercial vocational field	Exploring effects of digitization on training professions in the commercial field; Digital work processes and how they changed the requirements for commercial professions	
B3	Digitized VO measures	Identifying digital options in vocational orientation – remote (virtual) job fairs / employment interviews, interactive virtual discussions/panels; virtual company visits, work process simulations / virtual internships	

B4	Traditional (core) commercial profession profiles	Learning about core/traditional commercial professions and their advantages / disadvantages; Learning about less attractive professions and how to make them more attractive, interesting to young people	
B5	Current and future commercial profession profiles	Comparing commercial professions in relation to requirement profiles, operational challenges and other content differences and tracking their development due to digitization	
B6	Development and viability trends for commercial profession profiles	Learning about how digitization will influence development of commercial professional profiles based on the knowledge of profession profile changes due to digitization up to the present; exploring new and obsolete commercial profession profiles	
B7	Overview of new profession profiles in the commercial sector	Learning about new profession profiles and their respective requirements, qualifications, apprenticeships, employment options and challenges	
C0	**Changes to professional profiles and vocational orientation**		
C1	Digital core work processes	Exploring digital core work processes, knowing how to identify them and how they influence vocational orientation and professional profiles; Learning about changed skills, competences and requirements for work processes, apprenticeships	
C1	Further training opportunities due to changed commercial profession profiles	Researching further training opportunities for different commercial professions, that are the direct result of digitization	
C3	VO measures changed by digitization	Identifying and analyzing necessary skills, abilities and know-how to implement adapted vocational orientation measures	
D0	**Digitization of vocational orientation**		
D1	Methodological skills to convey social and individual competencies to young people	Identifying required skills in young people in relation to professional requirements due to digitization; Preparing suitable vocational orientation measures to achieve development of required skills	

D2	Analysis of the status quo of the young people (profiling)	Identification and analysis of the talents, abilities, skills as well as interests and emotions of young people (profiling) and proper documentation and tracking of their profile in a comprehensible way	
D3	Self-analyzing and identifying knowledge deficits and gaps and amending them	Exploring techniques and methods to identify knowledge gaps and deficits and how to remedy them; predicting possible future deficits / discrepancies and finding options to counter their development	
D4	Digital tools and digital teaching methods	Overview of digital tools (media, platforms) and the required skills to use them; transferring these skills to young people; exploring digital teaching methods, their use, effectiveness and information sources about them	
D5	Vocational orientation networks	Learning about various regional networks (institutions, organizations) that offer support in commercial vocational orientation; building and maintaining a network for updating know-how and creating further training opportunities	
E0	**Digital company visit and simulation of a work process**		
E1	Organizational and communication skills for a virtual company visit and a virtual work process simulation	Exploring communication and organization as they relate to employers on the commercial job market; learning about cooperation with employers, connecting them directly with the young people in the process of VO either via virtual company visit or a virtual work process simulation	
E2	Organisation of a virtual company visit with an employer	Planning (structuring, timeframing) a virtual company visit with a presentation of the employer in the commerce sector	
E3	Execution of a virtual company visit with an employer in the commerce sector	Executing a virtual company visit with a presentation of the employer in the commerce sector; overview of the company with a broader context of the job market, the company work processes and its network	
E4	Simulation of a work process – passive	A passive simulation of a work process by the employer, with no input from participants, in the form of a presentation with explanation of the work process within a broader workflow	

E5	Simulation of a work process - active	Virtual execution of an interactive work process in cooperation with the employer, directly influencing the outcome of the process and analyzing the process within the company workflow	
E6	The operative scope of conditions and demands in innovative companies for commercial practice / apprenticeships	Identifying operative conditions and demands (skills, competencies) that are necessary for commercial apprenticeship positions in innovative companies	
E7	Digitization in the commercial sector	Outline of the digitization effects in the commercial sector of the company – automatization / robotization, use of artificial intelligence, managing databases, using digital tools within the work process	
E8	Establishing a support network	Learning about creating, building and maintaining support networks on the market and in a broader regional, national and international context	

Rough concept for the qualification module „Commercial professions in the course of digitization" of the Erasmus+ project „BoQua Digital"

Developed by: Leon Žunec (contact: Leon.Zunec@scng.si, Tel.: **+386 (05) 62 05 777**)

	Day 1	Day 2	Day 3
Topic	Tools of digitisation – utilizing digital media and platforms (to update knowledge)	Profession profiles – comparing the updated professions to previous versions; examining the new, upcoming professions; analyzing the changes to the job market	Influence of digitisation – the changes to professional profiles and vocational orientation (VO)
Teaching unit	Tools of digitisation (A1 to A4)	Researching profession profiles (B1 to B7)	Changes to professional profiles and vocational orientation (C1 to C3)
Total duration	**8 hours**	**8 hours**	**8 hours**
Objectives	**A** 1. Effective and sensible internet use 2. Digital information sources 3. Data protection and digital information safety 4. Digital communication tools (platforms, media)	**B** 1. Researching digitization effects on the commerce job market 2. Reviewing digitization effects on training professions in the commercial vocational field 3. Learning about digitized VO measures 4. Identifying traditional (core) commercial profession profiles, presenting unattractive profiles to young people 5. Comparing current and future commercial profession profiles 6. Predicting development and viability trends for commercial profession profiles 7. Overview of new profession profiles in the commercial sector	**C** 1. Reviewing digital core work processes, operational requirements due to digitization and future digitization effects 2. Learning about further training opportunities due to changed commercial profession profiles 3. Performing VO measures with consideration to changes, caused by digitization
Content	• Using the internet purposefully, work safely in a digital online environment (A1) • Using a varied set of tools (search engines, programs) and criteria to identify credible sources of information (A1)	• Digitization in the job market and within commercial professions and observing the advantages and disadvantages of the changes due to digitization (B1) • Effects of digitization on training professions	• Awareness and knowledge of digital core work processes, knowing how to identify them and how they influence vocational orientation and professional profiles (C1) • Changed skills, competences and

	• Procuring varied digital information sources on a local / national / international level (A2) • Effectively defining search criteria and assessing sources according to usefulness (A2) • General questions about data protection and an overview of copyright and rights of use in an online environment (A3) • Digital communication tools e.g. videoconference / web conference platforms, social media platforms, learning platforms; ability to use such platforms (A4)	in the commercial field (B2) • Digital work processes and how they changed the requirements for commercial professions (B2) • Digital options in vocational orientation – remote (virtual) job fairs / employment interviews, interactive virtual discussions/panels; virtual company visits, work process simulations / virtual internships (B3) • Core/traditional commercial professions and their advantages / disadvantages (B4) • Less attractive professions and how to make them more attractive, interesting to young people (B4) • Comparing commercial professions in relation to requirement profiles, operational challenges and other content differences and tracking their development due to digitization (B5) • How digitization will influence development of commercial professional profiles based on the knowledge of profession profile changes due to digitization up to the present (B6) • New and obsolete commercial profession profiles (B6) • New profession profiles and their respective requirements, qualifications, apprenticeships, employment options and challenges (B7)	requirements for work processes, apprenticeships (C1) • Trends in digitization in the commercial work processes (C1) • Further training opportunities for different commercial professions, that are the direct result of digitization (C2) • Necessary skills, abilities and know-how to implement adapted vocational orientation measures (C3)
Method	Welcome & self-introduction, lectures, task assignment, individual & group work, practical exercises, discussion, reporting. Introduction: 30 min. A1: 120 min.; A2: 60 min.; A3: 60 min.; A4:	Introduction, lectures, task assignment, individual & group work, practical exercises, discussion. Introduction: 20 min. B1: 30 min; B2: 60 min.; B3: 70 min.; B4: 60	Introduction, lectures, task assignment, individual & group work, practical exercises, discussion. Introduction: 20 min. C1: 120 min.; C2: 100 min.; C3: 120 min.

	90 min.	min.; B5: 30 min.; B6: 30 min.; B7: 60 min.;	
Know-how check	Theoretical review, questionnaire	Role play	Theoretical review, questionnaire
Materials	Websites, platforms, software programs	Websites, platforms, literature.	Websites, platforms, literature.
Equipment/ Room	Classroom with a projector or a touchscreen board, individual computers, literature.	Classroom with a projector or a touchscreen board, individual computers, mobile devices, literature, flipchart.	Classroom with a projector or a touchscreen board, individual computers, mobile devices, literature.

	Day 4	Day 5
Topic	Digitization of vocational orientation – changes to teaching methods, methodological skills and updating/adapting to constant changes and updates	Application of acquired knowledge – a digital company visit and simulation of a work process puts the theoretically outlined competencies and skills to the test
Teaching unit	Digitization of vocational orientation (D1 to D5)	Digital company visit and simulation of a work process (E1 to E7)
Total duration	**8 hours**	**8 hours**
Objectives	**D** 1. Developing methodological skills to convey social and individual competencies to young people 2. Implementing analysis of the status quo of the young people (profiling) 3. Self-analyzing and identifying knowledge deficits and gaps and amending them 4. General knowledge of digital tools and digital teaching methods 5. General overview of vocational orientation networks in the region	**E** 1. Organizational and communication skills for: 1) a virtual company visit 2) a virtual work process simulation 2. Organisation of a virtual company visit with an employer in the commerce sector 3. Execution of a virtual company visit with an employer in the commerce sector 4. Simulation of a work process – passive 5. Simulation of a work process - active 6. Overview of the operative scope of conditions and demands in innovative companies for commercial practice / apprenticeships

		7. Digitization in the commercial sector
		8. Establishing a support network
Content	• Required skills in young people in relation to professional requirements due to digitization (D1) • Preparing suitable vocational orientation measures to achieve development of required skills (D1) • Identification and analysis of the talents, abilities, skills as well as interests and emotions of young people (profiling) and proper documentation and tracking of their profile in a comprehensible way (D2) • Techniques and methods to identify knowledge gaps and deficits and how to remedy them (D3) • Predicting possible future deficits / discrepancies and finding options to counter their development (D3) • Overview of digital tools (media, platforms) and the required skills to use them (D4) • Transferring these skills to young people (D4) • Exploring digital teaching methods, their use, effectiveness and information sources about them (D4) • Learning about various regional networks (institutions, organizations) that offer support in commercial vocational orientation (D5) • Building and maintaining a network for updating know-how and creating further training opportunities (D5)	• Communication and organization as they relate to employers on the commercial job market (E1) • Cooperation with employers, connecting them directly with the young people in the process of VO either via virtual company visit or a virtual work process simulation (E1) • Planning (structuring and timeframing) a virtual company visit with a presentation of the employer (E2) • Virtual company visit with a presentation of the employer (E3) • Overview of the company with a broader context of the job market, the company work processes and its network (E3) • Simulation of a work process by the employer, with no input from participants, in the form of a passive presentation with explanation of the work process within a broader workflow (E4) • Virtually executing an interactive work process in cooperation with the employer, directly influencing the outcome of the process and analyzing the process within the company workflow (E5) • Operative conditions and demands (skills, competencies) that are necessary for commercial apprenticeship positions in innovative companies (E6) • Outline of the digitization effects in the commercial sector of the company – automatization / robotization, use of artificial intelligence, managing databases, using

		digital tools within the work process (E7) • Creating, building and maintaining support networks on the market and in a broader regional, national and international context (E8)
Method	Introduction, lectures, task assignment, individual & group work, practical exercises, discussion. Introduction: 20 min. D1: 60 min.; D2: 90 min.; D3: 60 min.; D4: 90 min.; D5: 40 min	Task assignment, individual & group work, practical exercises, discussion. Introduction: 10 min. E1: 40 min.; E2: 40 min.; E3: 60 min.; E4: 40 min.; E5: 60 min.; E6: 40 min.; E7: 40 min.; E8: 30 min.
Know-how check	Evaluation questionnaire	Executing a digital company visit and simulation of a work process
Materials	Websites, platforms, software, literature.	Websites and platforms, communication software.
Equipment/ Room	Classroom with a projector or a touchscreen board, individual computers, mobile devices, literature, flipchart.	Classroom with a projector, individual computers with internet access, audio/video interfaces (headsets or mic/speakers, webcam).

The detailed schedules for the qualification module „Commercial professions in the course of digitization" of the Erasmus+ project „BOQua digital"

Developed by: Leon Žunec (contact: Leon.Zunec@scng.si, Tel.: **+386 (05) 62 05 777**)

Day 1: Teaching unit A

Start	Duration [Min]	Title	Content	Materials	Methods
9:00	30	Welcome and introduction to A0	Welcoming the participants, self-introductions, presenting the module and explaining the objectives, introduction to 'Tools of digitisation'	Websites, platforms	Presentation/lecture
9:30	60	Unit A1	Effective and sensible use of internet – using the internet purposefully, work safely in a digital online environment	Search engines, programs, websites, platforms, computer use / PPT slides	Lecture, task preparation and individual work, discussion
10:30	30	Morning break			
11:00	60	Unit A1 (pt. 2)	Using a varied set of tools and criteria to identify credible sources of information	Search engines, programs, websites, platforms / PPT slides	Lecture, task preparation and individual work, discussion, practical exercises
12:00	60	Unit A2	Procuring varied digital information sources on a local / national / international level and effectively defining search criteria and assessing sources according to usefulness	Search engines, programs, websites, platforms, computer use / PPT slides	Lecture/presentation, individual work, discussion
13:00	60	Lunch break			
14:00	60	Unit A3	Answering general questions about data protection and presenting an overview of copyright and rights of use in an online environment	PPT slides, literature	Presentation/lecture, discussion
15:00	30	Coffee break			
15:30	90	Unit A4	Using digital communication tools e.g. videoconference / web conference platforms, social media platforms, learning platforms	Search engines, programs, websites, platforms, computer use	Lecture, individual work, discussion
17:00	End of day 1				

Day 2: Teaching unit B

Start	Duration [Min]	Title	Content	Materials	Methods
9:00	20	Introduction to B0	Introduction to the topic "Researching profession profiles"		Lecture
9:20	30	Unit B1	Researching digitization effects on the commerce job market and within commercial professions	PPT slides, literature, digital information sources	Presentation/lecture
9:50	60	Unit B2	Digital work processes and how they changed the requirements for commercial professions	PPT slides, literature	Presentation/lecture, discussion
10:50	30	Morning break			
11:20	70	Unit B3	Digital options in vocational orientation – remote (virtual) job fairs / employment interviews, interactive virtual discussions/panels; virtual company visits, work process simulations / virtual internships	PPT slides, digital information sources, websites, platforms, literature, computer use	Presentation/lecture, discussion
12:30	60	Lunch break			
13:30	60	Unit B4	Core/traditional commercial professions and their advantages / disadvantages; analyzing less attractive professions and how to make them more attractive, interesting to young people	PPT slides, flipcharts, literature	Presentation/lecture, discussion, brainstorming, role play
14:30	30	Unit B5	Comparing commercial professions in relation to requirement profiles, operational challenges and other content differences and tracking their development due to digitization	PPT slides, flipcharts, literature	Presentation/lecture, discussion
15:00	30	Coffee break			
15:30	30	Unit B6	Explaining how digitization will influence development of commercial professional profiles based on the knowledge of profession profile changes due to digitization and presenting new and obsolete profession profiles	PPT slides, flipcharts, literature	Presentation/lecture, discussion
16:00	60	Unit B7	New profession profiles and their respective requirements, qualifications, apprenticeships, employment options and challenges	PPT slides, flipcharts, literature	Presentation/lecture, discussion, brainstorming
17:00	End of day 2				

Day 3: Teaching unit C

Start	Duration [Min]	Title	Content	Materials	Methods
9:00	20	Introduction to C0	Introduction to the topic "Changes to professional profiles and vocational orientation"		Lecture
9:20	60	Unit C1	Reviewing digital core work processes, operational requirements due to digitization and future digitization effects - changed skills, competences and requirements for work processes, apprenticeships	PPT slides, flipcharts, literature	Presentation/lecture, discussion
10:20	30	Morning break			
10:50	60	Unit C1 (pt. 2)	Analyzing trends in digitization in the commercial work processes	PPT slides, digital information sources, websites, flipcharts, literature	Presentation, discussion, brainstorming
11:50	40	Unit C2	Further training opportunities for different commercial profession profiles, that are the direct result of digitization	PPT slides, digital information sources, platforms websites, flipcharts, literature	Presentation, discussion, brainstorming
12:30	60	Lunch break			
13:30	60	Unit C2 (pt. 2)	Further training opportunities for different commercial professions, that are the direct result of digitization	PPT slides, platforms, websites, flipcharts, literature	Presentation, discussion, brainstorming
14:30	30	Coffee break			
15:00	120	Unit C3	Performing VO measures with consideration to changes, caused by digitization - identification and development of necessary skills, abilities and know-how to implement adapted vocational orientation measures	PPT slides, digital information sources, platforms websites, flipcharts, literature	Presentation, discussion, brain storming, individual and group tasks
17:00	End of day 3				

Day 4: Teaching unit D

Start	Duration [Min]	Title	Content	Materials	Methods
9:00	20	Introduction to D0	Introduction to the topic "Digitization of vocational orientation"		Lecture
9:20	60	Unit D1	Developing methodological skills to convey social and individual competencies to young people – preparing suitable VO measures to achieve development of these skills	PPT slides, platforms, websites, flipcharts, literature	Presentation, discussion, brainstorming
10:20	30	Morning break			
10:50	90	Unit D2	Implementing analysis of the status quo of the young people e.g. profiling - identification and analysis of the talents, abilities, skills as well as interests and emotions of young people and proper documentation and tracking of their profile in a comprehensible way	Flipcharts, literature	Presentation, discussion, brainstorming, individual and group tasks
12:20	60	Lunch break			
13:20	60	Unit D3	Self-analyzing and identifying knowledge deficits and gaps and amending them: I. techniques and methods to identify knowledge gaps and deficits and how to remedy them; II. predicting possible future deficits / discrepancies and finding options to counter their development	PPT slides, literature, flipcharts	Presentation/lecture, discussion, brainstorming, individual and group tasks
14:20	40	Unit D4	Digital tools and digital teaching methods - overview of digital tools (media, platforms) and the required skills to use them; transferring these skills to young people	PPT slides, platforms, websites, flipcharts, literature	Presentation/lecture, discussion, brainstorming
15:00	30	Coffee break			
15:30	50	Unit D4 (pt. 2)	Digital tools and digital teaching methods - exploring digital teaching methods, their use, effectiveness and information sources about them	PPT slides, digital information sources, platforms websites	Presentation/lecture, discussion
16:20	40	Unit D5	General overview of vocational orientation networks in the region; building and maintaining a network for updating know-how and creating further training opportunities	PPT slides, digital information sources	Presentation/lecture, discussion
17:00	End of day 4				

Day 5: Teaching unit E

Start	Duration [Min]	Title	Content	Materials	Methods
9:00	10	Introduction to E0	Introduction to the practical part of the module, "Digital company visit and simulation of a work process"		Lecture
9:10	40	Unit E1	Organizational and communication skills for a virtual company visit & a virtual work process simulation as they relate to employers on the commercial job market	Websites, platforms, PPT slides	Presentation/lecture, discussion
9:50	40	Unit E2	Organisation of a virtual company visit with an employer in the commerce sector – planning, structuring and timeframing	Digital information sources, computer use, PPT slides	Presentation/lecture, individual tasks
10:30	30	Morning break			
11:00	60	Unit E3	Execution of a virtual company visit with an employer in the commerce sector; overview of the company with a broader context of the job market, the company work processes and its network	Communication software & interfaces, computer use	Webconference, presentation
12:00	40	Unit E4	Simulation of a work process – passive - with no input from participants, in the form of a presentation with explanation of the work process within a broader workflow	Communication software & interfaces, computer use, PPT slides	Webconference, presentation
12:40	60	Lunch break			
13:40	60	Unit E5	Simulation of a work process – active - virtually executing an interactive work process in cooperation with the employer, directly influencing the outcome of the process and analyzing the process within the company workflow	Communication software & interfaces, computer use, websites/platforms	Webconference, presentation, individual and group tasks, discussion
14:40	40	Unit E6	Overview of the operative scope of conditions and demands in innovative companies for commercial practice / apprenticeships	PPT slides, platforms, websites, flipcharts, literature	Presentation/lecture
15:20	30	Coffee break			
15:50	40	Unit E7	Digitization in the commercial sector - outline of the digitization effects in the commercial sector of the company	Communication software & interfaces, computer use, PPT slides	Webconference or lecture/presentation, discussion
16:30	30	Unit E8	Creating, building and maintaining support networks on the market	PPT slides	Presentation, discussion
17:00	End of day 5				