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PRACTICAL GUIDE FOR FACILITATORS

INAIR E-LEARNING ENVIRONMENT: USER MANUAL FOR FACILITATORS

Increasing the uptake of AI in Retail
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1. Introduction

1.1 Purpose of the User Manual

This user manual aims to provide a comprehensive and operational guide for facilitators, trainers, curriculum managers and learning designers integrating the e-learning environment developed within the *INcreasing the uptake of AI in Retail (INAIR)* project - Coordination and Support Action funded by the EU's Horizon Europe Research and Innovation programme - into formal and non-formal training pathways.

The document seeks **to help facilitators understand the pedagogical logic, the curriculum structure** and **the role they can play in supporting workplace transfer.** Particularly, the purpose of this manual is to equip facilitators with the knowledge and tools needed to:

- **Understand the platform's learning logic**: how the modular structure, proficiency levels and role-based pathways work together to personalise learning.
- **Navigate the learning environmen**t with confidence and explain its functions clearly to learners.
- **Guide learners** through the full lifecycle of participation—from initial registration, through content completion, to the final assessment and certification.
- **Plan facilitated interventions** (workshops, coaching, Q&A, contextualisation sessions) that complement the self-paced content.
- **Identify risks and common learner difficulties**, responding proactively with pedagogically sound interventions.
- **Design blended and hybrid learning experiences** that integrate online modules, face-to-face sessions, workplace assignments and structured reflection.
- **Support knowledge transfer**, ensuring that learners not only understand AI concepts but can apply them meaningfully to their specific retail roles.

Ultimately, this manual should serve as a bridge between the digital content and the real-world retail context, ensuring that learners achieve practical, work-relevant competence.

1.2 Who is this Manual for

This manual is intended for professionals responsible for designing, delivering or supervising structured learning programmes in AI and digital transformation within the retail sector.

Target users include:

- **Trainers and course designers in private and public Continuing Vocational Education and Training (CVET) organisations** delivering AI-related programmes.
- In-company **Learning & Development (L&D) managers** responsible for upskilling employees.
- **Work-based learning facilitators** who support employees' skill development on the job.
- **Intermediary organisations** (chambers of commerce, sector associations) offering training services to retail SMEs.
- **Freelance trainers and business coaches** providing AI and digital transformation consultancy.

This manual is also useful for:

- Curriculum managers, who need to understand how the INAIR platform operationalises the AI Core Curriculum.
- Digital transformation facilitators, who support adoption of AI tools at workplace level.
- Supervisors and team leaders, who monitor employee participation and ensure alignment with organisational goals.

If your role involves helping adult learners develop AI literacy or apply AI solutions in retail settings, **this manual gives you the structure, tools and pedagogical guidance required to facilitate effectively.**

1.3 How to use this Manual

This document is structured to mirror the lifecycle of a facilitated training intervention:

- **Section 2**: Conceptual understanding of the INAIR ecosystem.
- **Section 3**: Curriculum alignment and content structure.
- **Section 4**: Operational guidance on the learner journey and platform navigation.
- **Section 5**: Assessment logic and interpretation.
- **Section 6**: Pedagogical integration strategies and delivery scenarios.
- **Section 7**: Troubleshooting and facilitator support guidance.

Facilitators are encouraged to consult the conceptual sections (Sections 2 and 3) before planning training pathways and to use the operational sections during delivery and monitoring phases (Sections 4-6). The manual should be considered a planning and reference document rather than a simple technical navigation guide.

2. Understanding the INAIR Learning Environment

2.1 About the platform

The INAIR e-learning environment is a dedicated online platform hosting a suite of multilingual **educational resources** aimed at developing AI literacy and AI skills relevant to specific functions within the retail sector, based on the **AI Core Curriculum for MSMEs in Retail** developed by the project consortium. The platform is a core component of the project strategy to **increase AI adoption in European retail SMEs**, providing a scalable learning model adaptable across countries and organisational contexts.

Particularly, the platform offer:

- **Interactive modules** combining videos, readings, quizzes, and reflection tasks;
- **Role-based learning pathways**, where the system automatically assigns modules based on the learner's job function;
- **Three proficiency levels** (*Foundation, Intermediate, Advanced)* aligned with the learner's initial self-assessment and pathway progression;
- **Integrated assessment**, including diagnostic, formative, and summative elements;
- **Tracking and analytics**, giving learners insights into progress, badges, time spent, and completed modules.

The educational resources are designed to support both **independent self-paced learning** and **facilitated structured instruction.** From a facilitator perspective, the platform resources can be used:

- As pre-session preparation (flipped classroom model)
- As guided in-session exploration
- As post-session reinforcement
- As structured homework assignments
- As workplace application tasks

The environment is designed around three key principles: **accessibility**, through intuitive navigation, multimedia content and multilingual resources; **relevance**, meaning all content is contextualised to real retail workflows (including customer service, operations, HR, marketing, and management); and **personalisation**, to ensure each learner receives only the modules relevant to their specific job role and level.

2.2 Self-paced learning: principles and implications

The INAIR platform is designed according to a self-paced learning model that enables learners to regulate the timing, sequence and rhythm of their progression through the curriculum. Participants can access modules flexibly, revisit content when needed, and allocate study time according to their professional responsibilities and prior knowledge. This approach is intended to meet the needs of adult learners in the retail sector, whose schedules and operational demands often necessitate adaptable learning solutions.

Within a self-paced framework, **progression is individualised**. Learners may complete modules at different speeds depending on their familiarity with AI concepts, digital confidence and workload. In the context of this variability, facilitators can adopt a coordination role to ensure overall programme coherence while respecting individual learning trajectories. Rather than enforcing uniform pacing,

facilitators can monitor milestones, clarify expectations and support learners in maintaining steady progress toward defined learning outcomes.

Self-paced learning also places greater emphasis on **learner autonomy and self-regulation**. Facilitators can contribute to sustaining motivation and engagement by establishing clear programme structures, communicating timelines and organising periodic check-ins or milestone reviews. Peer exchange or reflection sessions can further reinforce commitment and deepen understanding of key concepts explored within the modules.

Finally, **contextualisation** remains central to meaningful competence development. Although the platform content is aligned with real retail scenarios, facilitators can enhance its relevance by encouraging learners to relate AI concepts to their specific organisational environments, operational challenges and strategic objectives through guided dialogue and applied examples.

2.3 How learners typically use the platform

Learners are expected to access and navigate the INAIR platform autonomously, engaging with its structure in a sequential yet flexible manner. While the platform supports individualised progression, the learner journey follows a coherent pathway that moves from initial onboarding to final assessment. As further detailed in Chapter 4, this journey can be understood as comprising four main phases.

1	2	3	4
REGISTRATION AND **INITIAL ASSESSMENT**	ACCESSING THEIR **LEARNING PATHWAY**	**MODULE ENGAGEMENT**	**FINAL ASSESSMENT**
Learners create an account on the platform and complete an initial assessment designed to identify their existing level of AI competence, based on their role and function. The results determine their entry point within the curriculum and configure an appropriate starting level.	After completing the assessment, learners are assigned a customised learning pathway aligned with their proficiency level and professional focus area. The pathway indicates mandatory and optional modules and provides a structured overview of progression.	Learners work through the assigned modules and associated OERs at their own pace. Each module includes explanatory content, practical examples, knowledge checks and reflection activities that support gradual competence development.	Upon completion of the required modules, learners undertake a final assessment that evaluates their understanding of key concepts and their ability to apply AI principles within retail contexts. Successful completion confirms achievement of the intended learning outcomes.

2.4 The role of the facilitator in a self-paced context

In a self-paced learning environment, the facilitator's function shifts from direct instruction to **structured guidance and strategic support**. The facilitator accompanies the learning process by helping participants navigate the curriculum, interpret key concepts and connect digital learning to professional practice. The platform provides structured content and progression logic; facilitation can enhance coherence, relevance and reflection within the broader training context.

One important dimension of this role concerns **onboarding**. At the outset of a programme, facilitators can clarify expectations regarding timelines, outcomes and participation requirements. They can ensure that learners understand how the platform is structured, how progression works and what the overall objectives of the pathway are. This initial orientation can help establish shared understanding and

reduce uncertainty, particularly for participants who may be less familiar with digital learning environments.

A second dimension involves **sense-making**. AI concepts, particularly at intermediate and advanced levels, can carry strategic, ethical and organisational implications. Facilitators may create moments for discussion - whether brief check-ins, group exchanges or reflective prompts - that allow learners to explore not only what the content presents, but why it matters and how it reshapes decision-making in retail contexts. These interventions do not require constant presence, but they can provide structured opportunities to deepen understanding beyond surface-level completion.

Facilitators may also support **transfer to practice** by proposing practical applications aligned with the modules being completed. This can take the form of short problem-solving tasks, guided case analysis, workplace observation assignments or structured reflection on existing organisational processes. Such activities help translate digital learning into operational insight without necessarily requiring extensive additional instruction.

Finally, the facilitator can play a supportive role in **monitoring progression and maintaining momentum**. This may involve reviewing progress indicators, responding to questions, clarifying misunderstandings or encouraging learners who fall behind planned milestones. Support can be proactive or reactive depending on available time and organisational capacity.

It is important to recognise that the INAIR model can accommodate lighter facilitation structures without compromising its core logic. In contexts with limited time, facilitation may be concentrated at key moments - such as an initial kick-off session, a mid-point review and a final debrief. Alternatively, support may be primarily reactive, with the facilitator available for consultation when needed rather than leading frequent structured sessions.

Even with minimal touchpoints, the combination of clear onboarding, defined milestones and at least one structured reflection opportunity can preserve alignment between the platform experience and programme objectives. Through this flexible approach, the consortium seeks to enhance scalability while maintaining coherence, allowing organisations to adapt the level of facilitation to their capacity without undermining the integrity of the learning pathway.

3. Structure of the Learning Content

3.1 Conceptual framework and content logic

The learning content available within the INAIR e-learning environment is directly derived from the AI Core Curriculum for Micro, Small and Medium-sized Enterprises (MSMEs) in Retail developed by the project consortium. The curriculum was developed on the basis of transnational research into AI skills needs and gaps in the retail sector and is structured to address both foundational AI literacy and advanced strategic applications.

The curriculum adopts a **fractal educational model**, which integrates four complementary components: **concept-based curriculum design**, **learner-centred teaching**, **heutagogy** (self-determined learning) and **openness**. Concept-based design ensures that learning is organised around transferable conceptual understandings rather than isolated technical facts. Learner-centred teaching emphasises active engagement with real retail scenarios. Heutagogy supports autonomy and self-regulated progression, while openness ensures accessibility and flexibility across different institutional and organisational settings.

A central principle of the curriculum is **modularity**. Content is divided into sixteen distinct learning blocks, each addressing a specific domain of AI knowledge or application, such as machine learning, natural language processing, AI-driven customer engagement or sustainable AI integration. Each module functions as a coherent unit while also contributing to the overall progression logic of the curriculum. This modular structure allows the platform to assemble customised pathways without fragmenting conceptual continuity.

Differentiation is embedded in the system design. Learners are not always expected to complete all sixteen modules. Instead, during registration they indicate their professional role and complete a diagnostic assessment. Based on this information, the platform assigns a tailored learning pathway aligned with both declared job function and assessed competence level. This approach reflects the curriculum's recognition that AI adoption in retail varies significantly across roles, from operational staff to management and technical support functions.

Each module follows a consistent pedagogical architecture informed by the curriculum framework. Facilitators who wish to gain a deeper understanding of the pedagogical rationale, intended learning outcomes and conceptual architecture underpinning each module are encouraged to consult the corresponding **learning block** in the AI Core Curriculum. Particularly, the Curriculum document provides the full instructional design framework for each block, including the following information:

BLOCK TITLE & OVERVIEW	Provides a concise description of the module's scope, outlining its main focus, relevance to retail practice and intended objectives.
GENERALISATIONS (CONCEPTUAL UNDERSTANDINGS)	Articulates the broad, transferable principles that underpin the module. These statements capture the deeper insights learners are expected to internalise, ensuring understanding goes beyond procedural knowledge.
GUIDING QUESTIONS	Includes factual, conceptual and reflective questions designed to stimulate inquiry, critical thinking and discussion around the key themes addressed in the module.
LEARNING OUTCOMES	Defines measurable statements describing what learners will know, understand and be able to do upon completion, formulated in alignment with Bloom's Taxonomy.
KEY SKILLS	Identifies the specific digital, transversal and green competences developed through the module, aligned with the European Skills, Competences, and Occupations (ESCO) classification framework.
CRITICAL CONTENT	Specifies the essential concepts, technical elements and core information that form the knowledge base of the module.
SUGGESTED **LEARNING EXPERIENCES**	Outlines indicative pedagogical activities (e.g., case studies, simulations, applied exercises or discussions) that may be implemented in synchronous or asynchronous contexts to reinforce learning.
ASSESSMENT METHODS	Describes the tools used to evaluate understanding and competence acquisition, including quizzes, applied tasks, reflective activities or project-based assignments.

In addition, each module integrates a ***Digital Mindset*** dimension, fostering behaviours such as curiosity, adaptability, experimentation and iterative problem-solving, which are essential for the responsible and effective adoption of AI in retail contexts.

3.2 Catalogue of educational resources available

The INAIR e-learning environment offers a comprehensive suite of resources, comprising 16 modules categorized across three proficiency levels: Foundation, Intermediate, and Advanced. Each module is specifically designed to transition learners from foundational concepts to advanced strategic applications relevant to the retail sector.

The **Foundation** level establishes essential terminology, ethical awareness and basic data competence. It ensures that all learners share a minimum conceptual baseline before engaging with more technical applications.

As learners progress to **Intermediate** modules, the emphasis shifts from understanding to application. Here, learners explore how AI tools can be integrated into marketing, customer engagement, sustainability initiatives or operational processes. This stage bridges theoretical knowledge and functional use.

At the **Advanced** level, the focus moves toward strategic integration and organisational transformation. Learners examine how AI influences entire value chains, supports executive decision-making and reshapes competitive positioning within the retail ecosystem.

The complete list of modules available on the platform is presented below:

PROFICIENCY LEVEL	MODULES	MAIN FOCUS
Foundation Literacy & Basic Concepts	1. Introduction to AI	Literacy and basic concepts, general terminology.
	2. Basic operational dynamics of AI	Basic operational functioning of AI.
	3. Applications of AI in Retail	Examples of AI usage in the retail sector.
	4. Data-driven decision making	Fundamental concepts on data management for decision making.
	5. Ethics	Introduction to ethical considerations in AI.
Intermediate Application & Integration	6. Machine Learning in Retail	Practical application of Machine Learning in retail.
	7. Natural Language Processing (NLP) in Retail	Use of NLP for specific tasks in retail.
	8. Driving Human-Centred Innovation with AI	How AI can support user-focused innovation.
	9. AI for Sustainability	Integration of AI into sustainability strategies.
	10. Regulations and Trustworthy AI	Regulations and principles for trustworthy AI.
Advanced Strategy & Reflection	11. AI-Enabled Value Chain	Strategic impact of AI on the entire value chain.
	12. AI for Knowledge and Insights Management	Use of AI to extract knowledge and insights.
	13. AI for Operations Optimization	Optimisation of operational processes through AI.
	14. AI-powered Customer Engagement	Advanced strategies for customer engagement based on AI.

15. AI for Inventory Management	Advanced inventory management using AI solutions.
16. AI-driven Business Intelligence	Use of AI for strategic business analysis and intelligence.

The informative content is enriched with supplementary materials (videos, articles, guides, case studies) to provide a real-world context.

3.3 Personalised learning pathways

A central feature of the INAIR e-learning environment is its capacity to deliver **personalised learning pathways** aligned with the diverse professional roles within the retail sector. The AI Core Curriculum recognises that AI adoption does not occur uniformly across organisational functions; responsibilities, decision-making authority and operational exposure vary significantly between roles such as sales assistant, marketing manager, logistics coordinator, HR officer or executive management. A uniform, one-size-fits-all training structure would therefore be inefficient and potentially misaligned with professional needs.

To address this, the INAIR platform assigns modules based on two key inputs collected during onboarding: the learner's declared business function and the results of the initial diagnostic assessment. This dual mechanism ensures that both professional relevance and existing competence level are taken into account when configuring the pathway.

Role-based differentiation is achieved by mapping specific organisational functions to the sixteen curriculum modules. Each role is associated with a defined combination of Foundation, Intermediate and, where appropriate, Advanced modules that reflect the practical AI applications most relevant to that function. For example, a professional working in marketing may be directed toward modules on AI-powered customer engagement, data-driven decision making and business intelligence, while an inventory or operations manager may receive modules focused on predictive analytics, operations optimisation and inventory management. Management roles typically include strategic modules addressing AI-enabled value chains and AI-driven organisational transformation.

The following table shows exactly which modules are included in the training path for each business function.

	FOUNDATION					INTERMEDIATE					ADVANCED					
BUSINESS FUNCTION	MODULE 1	MODULE 2	MODULE 3	MODULE 4	MODULE 5	MODULE 6	MODULE 7	MODULE 8	MODULE 9	MODULE 10	MODULE 11	MODULE 12	MODULE 13	MODULE 14	MODULE 15	MODULE 16
Sales	✓			✓		✓	✓							✓		✓
Marketing	✓		✓			✓	✓			✓		✓		✓		
Customer Service	✓		✓		✓		✓	✓		✓				✓		
Operations	✓		✓			✓			✓		✓		✓			
Inventory / Stock Management	✓		✓			✓			✓				✓		✓	
Finance and Accounting	✓			✓	✓				✓	✓		✓				✓
Human Resources	✓		✓		✓			✓		✓		✓				
IT / Technical Support	✓	✓					✓			✓	✓					✓
E-commerce	✓				✓	✓	✓			✓				✓		✓
Management	✓			✓	✓				✓	✓	✓					✓

This differentiation aims to improve relevance and efficiency. Learners are not required to complete modules unrelated to their professional responsibilities, thereby reducing cognitive overload and enhancing perceived applicability. At the same time, the modular design preserves flexibility. Where professional responsibilities overlap - for instance, in smaller SMEs where one individual may cover customer service and stock management - multiple relevant modules can be combined within a single pathway.

Progression within personalised pathways remains aligned with the curriculum's proficiency levels. Learners move from foundational literacy to applied competence and, where applicable, to strategic understanding. Module completion and assessment results are tracked through the platform interface, enabling both learners and facilitators to monitor advancement toward pathway completion.

Facilitators can play an important role in reviewing and, where necessary, refining personalised pathways. While automated configuration ensures initial alignment, facilitators may recommend additional optional modules based on organisational priorities, emerging transformation initiatives or individual development goals. This ensures that personalisation remains dynamic and responsive rather than fixed.

4. The Learner Journey

The learner journey within the INAIR e-learning environment follows a structured yet flexible pathway. The overall experience is organised into clearly defined stages that move from onboarding to certification. Understanding this journey enables facilitators to anticipate learner needs, provide targeted guidance and ensure smooth progression.

4.1 Registration and access

Access to the platform is provided through the main INAIR website or via a direct link shared by the facilitator or training provider.

The **onboarding** process consists of four key steps:

1	2	3	4
ACCESS	**SIGN-UP**	**INITIAL ASSESSMENT**	**LOG-IN**
Learners enter the platform via the official website or a dedicated training link.	Learners create an account using their email address and password. A 5-digit verification code is automatically sent to confirm identity.	During registration, learners complete a short assessment questionnaire and select their current job role in the retail sector.	After successful registration, learners may log in at any time to resume progress.

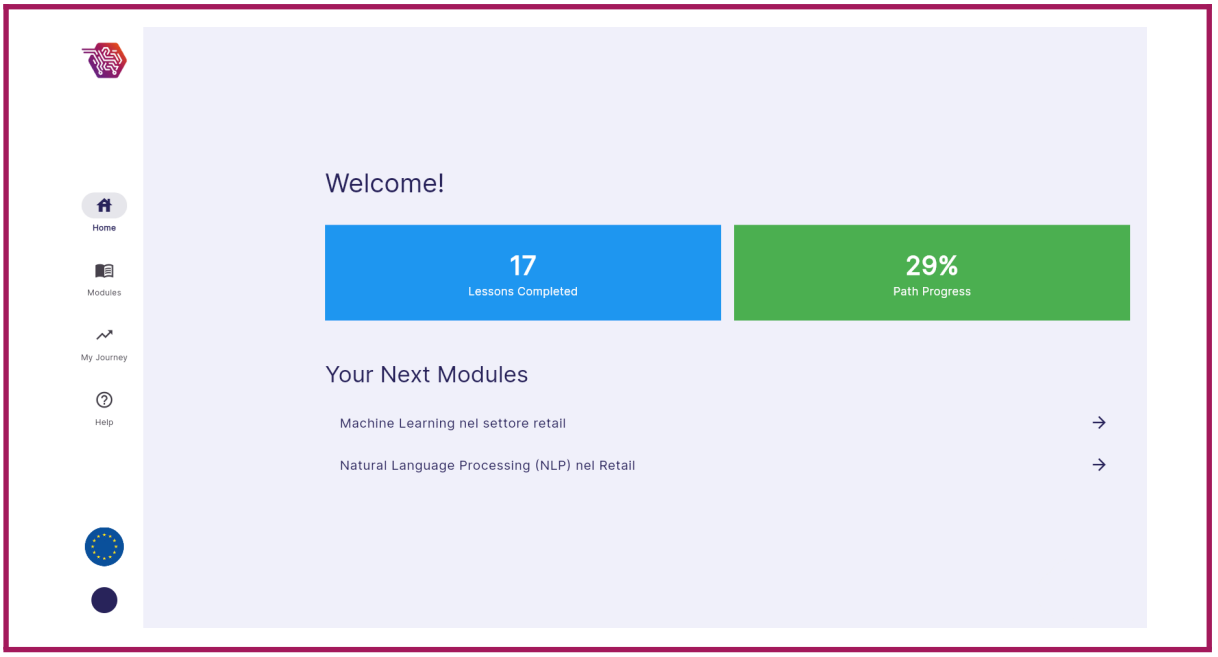
The selection of job function during profile completion is **particularly important**, as it determines the modules included in the learner's pathway. Facilitators are advised to stress the necessity of accurate role designation to ensure congruence between professional duties and allocated educational material.

4.2 Navigating the interface

The INAIR platform interface is designed for intuitive navigation and clarity of progression. Its structure allows learners to quickly understand their current position within the pathway and identify next steps.

The main interface areas include the following:

- **Homepage:** this is the main landing page, providing an overview of the learner's progress, their lessons already completed and quick links to the next mandatory modules.
- **Modules:** a dedicated section that lists the customised pathway of modules assigned to the learner's job function and based on the level of competence assigned by completing the initial questionnaire (*Foundation, Intermediate, Advanced*).
- **My journey:** this section allows you to see the specific progress of the learning path: which badges the learner has earned, and therefore what level of competence they are currently at, statistics showing their study activity on the platform over the last 10 weeks, and which topics have been covered in their learning so far.
- **Help section:** a section potentially containing technical and non-technical FAQs, a point for support and a contact form to write to the INAIR team if the learner has any further questions.



The interface supports transparency in progression, helping learners visualise their advancement and reinforcing motivation through milestone tracking.

4.3 Moving through modules

Learning progression within a pathway follows a structured sequence. When learners begin, they access the proficiency level assigned to them (Foundation, Intermediate or Advanced). Higher levels remain locked until all compulsory modules within the current level have been completed. This structure ensures logical progression and conceptual coherence.

Within each module, content is typically presented sequentially. **Learners must complete each content page - whether reading, video viewing or activity - before being able to advance to the next**. This ensures exposure to all core material before progression.

Embedded throughout the modules are short **knowledge checks**. These are non-graded quizzes designed to reinforce comprehension. Although completion is required to continue, scores do not prevent progression. Their purpose is formative reinforcement rather than performance filtering.

To promote steady engagement, facilitators may recommend allocating a consistent amount of time per week to platform use. Depending on the learning objectives of the programme, facilitators may also advise completion of optional modules to deepen understanding.

5. Assessment and Feedback

5.1 Overview of the assessment approach

Assessment within the INAIR e-learning environment is grounded in the methodological framework described in the publication "**Assessing AI Competences in Retail MSMEs: A Methodological Approach**". The approach is **competence-oriented** and designed to evaluate not only conceptual understanding of AI, but also the ability to apply knowledge in realistic retail scenarios.

The assessment system is aligned with three core principles:

- **Competence-based evaluation**: Assessment measures knowledge, applied reasoning, decision-making capacity and digital mindset development.
- **Progressive evaluation across levels**: Assessment reflects the curriculum's progression from Foundation to Intermediate and Advanced learning blocks.
- **Contextual relevance to retail MSMEs**: Questions and activities are grounded in authentic operational contexts to ensure applicability.

The educational resources reinforce this approach by embedding interactive components, knowledge checks, case studies and reflection prompts within each module, ensuring continuous formative reinforcement.

The INAIR model distinguishes **three categories of assessment**, corresponding to different stages of the learner journey and serving different pedagogical purposes.

ASSESSMENT STAGE	TIMING	PURPOSE	FORMAT WITHIN PLATFORM
Initial	Beginning of pathway	Baseline competence profiling and pathway assignment	Function-specific Multiple-Choice Questions (MCQs) + profiling questionnaire
Intermediate	Within modules	Monitoring progress and reinforcing understanding	Knowledge checks, reflection activities, quizzes
Final	End of pathway	Summative validation of competence	Comprehensive MCQ-based evaluation

5.2 Initial assessment

The Initial Assessment performs a dual function: profiling and knowledge evaluation.

A. Profiling Component

The **profiling questionnaire** captures contextual variables such as:

- Company size
- Organisational function
- Familiarity with AI
- Confidence in applying AI

- Digital and AI maturity of the organisation

Although the platform primarily uses the organisational function to configure the personalised pathway, the full set of profiling responses provides valuable contextual insight for facilitators. These data points may inform:

- Group clustering for workshops
- Differentiated facilitation strategies
- Identification of additional support needs
- Selection of supplementary OERs

This profiling logic supports the differentiated learning pathway model described in the methodology

B. Knowledge Check Component

The knowledge check consists of scenario-based multiple-choice questions (MCQs). These MCQs:

- Are aligned with specific learning outcomes of relevant learning blocks
- Reflect real-world retail situations
- Assess applied judgement rather than simple recall of information
- Include plausible distractors based on common misconceptions

MCQs were selected as the primary automated assessment format due to their scalability in online and MOOC contexts, reliability and consistency, suitability for self-paced learning systems and capacity to measure applied reasoning when properly designed.

The results of the Initial Assessment determine the recommended learning pathway across Foundation, Intermediate and Advanced modules.

5.3 Intermediate (formative) assessments within the educational resources

Intermediate assessments are embedded directly within the educational resources and serve a formative function throughout the learner journey. Their purpose is to reinforce understanding, stimulate reflection and support incremental competence development without creating high-stakes pressure. Each format contributes in a distinct way to the consolidation of knowledge and the application of AI concepts within retail contexts.

Knowledge Checks

Knowledge checks are short, structured question sets integrated within individual lessons. They typically consist of multiple-choice or true/false items aligned with the specific learning outcomes of the module. Their primary function is immediate reinforcement: they allow learners to verify whether they have correctly understood key concepts before progressing further. Because they are low-stakes and automatically corrected, knowledge checks provide instant clarification of misconceptions and promote active engagement with the material rather than passive reading or viewing.

Interactive Quizzes

Interactive quizzes expand on simple knowledge checks by incorporating varied question types, including scenario-based questions, matching exercises or applied reasoning prompts. These quizzes are designed to test not only recall but also interpretation and contextual judgement. They present realistic retail situations in which learners must select the most appropriate AI-driven approach. This strengthens the transition from theoretical understanding to practical decision-making.

Decision-Making Scenarios

Decision-making scenarios simulate real operational or strategic challenges faced by retail professionals. Learners are presented with contextual information—such as customer behaviour data, operational constraints or regulatory considerations—and must choose among alternative courses of action. These scenarios are particularly important for developing higher-order cognitive skills, including analysis, evaluation and strategic reasoning. They reflect the curriculum's emphasis on applying AI responsibly and effectively within complex organisational environments.

Reflection and Self-Assessment Prompts

Reflection activities invite learners to consider how the module content relates to their own professional context. Prompts may ask learners to identify potential AI applications within their organisation, evaluate current data practices or assess ethical implications of AI use in their sector. These activities support metacognition by encouraging learners to examine their assumptions, identify knowledge gaps and articulate practical implications. They also provide facilitators with valuable qualitative insight into learners' interpretative processes and readiness for workplace transfer.

Case-Based Mini-Exercises

Case-based mini-exercises are short applied tasks derived from real or realistic retail examples. Learners may be asked to interpret data outputs, identify potential AI tools suitable for a specific challenge or analyse the strengths and limitations of a proposed AI solution. These exercises bridge conceptual learning with operational relevance and help learners practise structured problem-solving within bounded scenarios. By grounding AI principles in authentic retail cases, they strengthen retention and applicability.

Together, these formative assessment elements create a continuous feedback loop within the learning process. They ensure that competence development is incremental, contextual and aligned with the practical realities of AI adoption in retail MSMEs.

5.4 Final assessment

The final assessment represents the summative stage of the learner's pathway and is conducted on the platform once all assigned modules have been successfully completed. Its purpose is to confirm that the learner has achieved the intended learning outcomes associated with their personalised, function-based pathway and can demonstrate both conceptual understanding and applied competence in AI within retail contexts.

The **structure** of the final assessment is comprehensive and aligned with the methodology defined in the Assessment Framework. It consists of multiple-choice questions, many of which are scenario-based

rather than purely theoretical. These items are designed to assess not only recall of definitions or principles, but the learner's ability to interpret information, analyse retail situations and select appropriate AI-driven solutions. In particular, the assessment emphasises application and judgement, reflecting the curriculum's focus on practical integration rather than abstract knowledge.

The questions are mapped to the learning outcomes of the modules included in the learner's pathway. This ensures coherence between instruction and evaluation and guarantees that learners are assessed only on content relevant to their professional function and assigned proficiency level. In this way, the final assessment confirms that the learner has reached the expected level of competence within their specific retail context.

A minimum score of 70% is required to successfully complete the pathway. Learners who do not reach the threshold are encouraged to revisit the relevant modules before attempting the assessment again. A cooling-off period may be applied to promote reflection and revision rather than repeated immediate attempts. Upon successful completion, the platform will issue a **final certification** from the project consortium, validating the conclusion of the learning pathway.

Although scoring is automated, the final assessment should not be understood as a purely technical process. It marks the culmination of the learning journey and provides an opportunity for facilitators, where applicable, to review results, discuss key areas of strength or difficulty and support the transition from structured learning to practical implementation in the workplace.

5.5 Feedback mechanisms

Feedback within the INAIR ecosystem operates at two complementary levels: automated and facilitated.

FEEDBACK LEVEL	TIMING	PURPOSE
Automated	Automated feedback is generated immediately following knowledge checks, module quizzes and final assessment responses.	- Identifying correct and incorrect answers - Reinforcing correct reasoning - Addressing common misconceptions - Supporting immediate self-correction
Facilitated	Facilitator-led feedback occurs outside the automated platform logic and may take place during workshops, debrief sessions, coaching conversations or group discussions	- Interpreting reflection activities - Deepening understanding of case studies - Clarifying misunderstandings revealed in formative assessments - Supporting transfer of knowledge to workplace implementation

6. Troubleshooting

This section outlines common issues that facilitators may encounter when supporting learners using the INAIR platform and provides practical guidance for resolution. While the platform is designed to be intuitive and stable, challenges may arise related to access, navigation, progression, motivation or contextual understanding. In many cases, these issues can be resolved quickly through structured facilitator intervention.

Where technical problems cannot be resolved locally, facilitators may contact the INAIR support team at **info@ai4retail.eu** or via the platform's contact form. When reaching out, it is advisable to include clear information about the issue (e.g. user role, browser used, screenshot if possible, and steps taken before the issue occurred) to facilitate efficient resolution.

Issue	Learner Observation	Facilitator Action
Access/Login Failure	"I can't log in" or "I forgot my password"	Check if the learner is using the correct email address. Direct the learner to the "*Forgot password?*" link. If login difficulties persist after these steps, facilitators may advise learners to contact the platform support team through the contact form.
Content Unavailability	"I can only see a few modules" or "The content I need isn't there"	Confirm the learner correctly selected their job function during registration. The curriculum is customised, meaning they only see their assigned pathway. If the function is wrong, contact support to reset the profile.
Progress Blocked	"I can't move to the next page/module"	Verify the learner has completed all required elements on the current page, specifically the Knowledge Checks or mandatory Reflection Activities. Pages may require a full scroll-down or completion of an interaction before the 'Complete the module' button is enabled.
Pacing/Motivation	The learner is falling behind or expresses feeling overwhelmed.	Discuss the learner's time management and learning environment. Introduce external scaffolding: schedule a brief 1:1 check-in, pair them with a peer for collaborative study, or integrate a mandatory group debrief session.
Technical Errors	Page loading issues, broken videos, or incorrect scoring.	Ask the learner to clear their browser cache, try a different modern browser and ensure a stable internet connection. If the issue is reproducible, document the time, the page URL, and the steps taken, and report it to the technical support team.
Understanding/Context	The learner understands the concept but doesn't know how it applies to their job.	This is an expected facilitation need. Use the Reflection Activity output as a starting point. Schedule a small-group workshop focused on local case studies or a workplace transfer task where they must relate the online concept to a specific company problem.

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