



# GREENBRIDGE Methodological guidebook

## Aligning Digital Skills Training with Labor Market Needs

### 1. Introduction

This methodological guidebook supports VET teachers in delivering the course Digital Skills – 2.3 Aligning Digital Skills Training with Labor Market Needs. It explains the course structure, learning outcomes, and teaching approaches, and provides practical guidance for planning and facilitating the training.

The guidebook also outlines how to help participants analyse labour-market signals, map digital competences using DigComp 2.2, and design responsive CPD actions within VET institutions. It serves as a concise, practical tool to ensure consistent and effective implementation of the course across different contexts.

### 2. Teaching approaches

This course is structured into three modules that gradually build participants' ability to interpret labour-market signals, map digital competences, and design a responsive CPD plan. Each module combines short theoretical inputs with practical analysis tasks, reflection moments, and collaborative exercises. The teaching approach focuses on linking real labour-market evidence to VET practice. Participants work with job adverts, sector briefings, and DigComp 2.2 descriptors to understand digital-skills demands and identify priorities for their institutions. The sessions emphasise guided practice, peer learning, and the creation of simple tools that educators can replicate in their own contexts.

#### 2.1. Structure of the course

The course Digital Skills – 2.3 Aligning Digital Skills Training with Labor Market Needs is organised into three main modules, each designed to help VET educators analyse digital-skills demands, map competences, and plan institutional development.

##### **Module 1: Skills Intelligence and DigComp Mapping**

This module introduces participants to reading labour-market signals and gathering skills intelligence from sources such as job adverts, ESCO profiles, and sector reports. It guides educators in mapping existing VET competences against the DigComp 2.2 framework to identify priorities, gaps, and overlaps.

Subtitles: Gathering Intelligence on Current and Emerging Digital Skills; Mapping VET Competences to DigComp 2.2; Gap and Overlap Analysis.

## Module 2: Developing a CPD Plan for VET Providers

This module focuses on designing a practical CPD plan that strengthens the digital capacity of staff. Participants learn to define a clear purpose, identify a target group, write measurable learning outcomes, and select appropriate training modes and resources.

Subtitles: Defining Purpose and Target Group; Writing Measurable Learning Outcomes; Selecting Training Modes and Resources.

## Module 3: Cultivating a Responsive Digital Culture

The final module explores how VET institutions can sustain digital development through long-term upskilling models, support structures, resource sharing, and internal collaboration. It highlights strategies that help institutions remain aligned with evolving labour-market requirements.

Subtitles: Models for Digital Upskilling; Building Support Structures; Creating a Central Resource Repository.

## 2.2. Teaching methods used in the course

The course uses a mix of teaching methods to help participants engage with labour-market data, digital-competence frameworks, and institutional planning processes. Short lectures introduce key concepts such as skills intelligence, DigComp 2.2, and CPD planning, while videos support visual explanation of practical steps and examples. Reflective activities encourage participants to connect the content to their own institutional context and identify areas for improvement. Practical exercises (mapping tasks, analysing job adverts, and drafting parts of a CPD plan) allow participants to apply concepts directly. Self-paced elements on the learning platform give educators the flexibility to explore materials in more depth and at their own rhythm. A set of shared resources, including templates, examples, and the course presentation, supports lesson delivery and helps participants replicate the methods in their own institutions. These approaches ensure flexibility and create an active learning environment that can be adapted to different VET settings.

## 3. Lessons plan

This chapter provides VET educators with a detailed framework for delivering the course Digital Skills – 2.3 Aligning Digital Skills Training with Labor Market Needs, outlining the learning goals, content, and practical guidance for each lesson. By the end of this course, participants are expected to analyse labour-market signals and use skills intelligence to identify priority digital competences relevant to their VET programmes. They will be able to map existing training content against the DigComp 2.2 framework, detect gaps and overlaps, and translate these findings into a structured and measurable CPD plan.

### 3.1. Module 1: Skills Intelligence and DigComp Mapping

Expected duration	Content	Comments
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20 min	<p><b>Subtitle 1.1: Gathering Intelligence on Current and Emerging Digital Skills</b></p> <p>This subtitle introduces participants to the concept of skills intelligence and its role in aligning VET training with labour-market needs. Learners explore how to collect relevant information from sources such as job adverts, ESCO profiles, sector reports, and local employer data. The session highlights how these sources help identify digital tools, competences, and emerging trends across different sectors. Participants examine examples from their own context and begin recognising patterns that signal priority digital skills for VET programmes.</p>	<p>Use concrete job-ad examples to make labour-market signals easy to interpret. Encourage participants to compare intelligence from multiple sources. Highlight differences between transversal and sector-specific digital skills. Prompt short reflection on how skills intelligence currently informs teaching in their institution.</p>
20 min	<p><b>Subtitle 1.2: Subtitle 2: Mapping Competences to DigComp 2.2</b></p> <p>This subtitle guides participants through the process of mapping their existing VET programmes against the DigComp 2.2 framework. Educators learn how to review current course content, identify where digital competences already appear, and determine the level at which learners are expected to perform. The session introduces a simple, practical approach to creating a first mapping table, helping participants visualise how their training offer aligns with the five DigComp areas. Through examples and discussion, they begin recognising which competences are covered intentionally, which emerge indirectly, and which may require strengthening.</p>	<p>The session works best when educators bring real course descriptions or learning outcomes to analyse together. Encourage open discussion about differing interpretations of DigComp areas and levels, as collaborative reflection improves accuracy. Highlight that the goal is not perfection but creating a starting point that can be refined over time and updated as training needs evolve.</p>



20 min	<p><b>Subtitle 1.3: Gap and Overlap Analysis</b></p> <p>This subtitle helps participants analyse the results of their DigComp mapping to identify where digital competences are missing, underdeveloped, or overly concentrated. Educators review their mapping tables to determine which DigComp areas show clear gaps and which appear repeatedly across different courses. The session emphasises how these patterns reveal strengths, weaknesses, and opportunities for improvement within the VET offer. Participants discuss how identified gaps relate to labour-market demands and how overlaps may signal areas for streamlining or better coordination across subjects.</p>	<p>Invite participants to compare their findings in small groups, as shared perspectives make the analysis more accurate and actionable. Encourage them to link each identified gap or overlap back to real labour-market signals gathered in Subtitle 1. Emphasise that this analysis provides the foundation for later CPD planning and should remain realistic, focused, and directly tied to institutional needs.</p>
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### 3.2. Module 2: Developing a CPD Plan for VET Providers

Expected duration	Content	Comments
20 min	<p><b>Subtitle 2.1: Defining the CPD Purpose and Target Group</b></p> <p>This subtitle introduces participants to the first steps of designing an effective CPD plan: defining a clear purpose and identifying who the plan is intended for. Educators learn how to translate findings from their gap and overlap analysis into a focused institutional goal that guides professional development. The session also explains how to select a specific target group whose digital competences need strengthening, ensuring that the CPD effort remains practical, manageable, and directly aligned with labour-market priorities. Participants draft an initial purpose statement and describe the characteristics of the target group within their own institution.</p>	<p>Encourage participants to keep both the purpose and the target group as specific and realistic as possible to avoid overly broad CPD plans. Reflection works well here, ask educators to connect their choices directly to the evidence gathered in Module 1. Highlight that starting with a smaller, well-defined group increases the likelihood of visible progress and institutional engagement.</p>
20 min	<p><b>Subtitle 2.2: Writing Measurable Learning Outcomes</b></p> <p>This subtitle guides participants in formulating clear and measurable learning outcomes for their CPD plan. Educators explore how outcomes describe the specific knowledge, skills,</p>	<p>Invite participants to revisit their purpose statement to ensure every learning outcome directly supports it. Encourage them to test whether outcomes are observable by imagining how they would recognise or</p>



	<p>or behaviours that staff should demonstrate after completing the planned activities. The session highlights the use of observable action verbs and shows how each outcome should link directly to the CPD purpose and labour-market demands identified earlier. Participants review examples and begin drafting outcomes that are specific, achievable within available resources, and relevant to the digital competences that need strengthening.</p>	<p>document progress. Remind educators that well-written outcomes make later evaluation easier and ensure the CPD plan remains focused and realistic.</p>
20 min	<p><b>Subtitle 2.3: Selecting Training Modes and Resources</b></p> <p>This subtitle supports participants in choosing the most suitable training modes and resources to deliver their CPD plan effectively. Educators explore how different formats, such as short workshops, blended learning, peer mentoring, or self-paced activities, can be matched to the learning outcomes and institutional context. The session also highlights practical considerations, including staff availability, access to digital tools, and varying levels of digital confidence. Participants review examples of adaptable resources and begin outlining which modes best support their target group and purpose.</p>	<p>Encourage participants to select methods that are realistic for their institution rather than idealised options that may be difficult to sustain. Remind them to balance flexibility with structure by choosing formats that support consistent participation. Discuss how small pilot sessions or trials can help refine the chosen modes before wider implementation.</p>

### 3.3. Module 3: Cultivating a Responsive Digital Culture

Expected duration	Content	Comments
20 min	<p><b>Subtitle 3.1: Models for Digital Upskilling</b></p> <p>This subtitle introduces participants to different models that support ongoing digital upskilling within VET institutions. Educators explore approaches such as micro-learning, peer mentoring, blended formats, and continuous improvement cycles, examining how each model helps maintain digital competence over time. The session emphasises that upskilling is not a one-off activity but a sustained process that adapts to emerging technologies and labour-market needs. Participants discuss which models fit</p>	<p>Invite participants to reflect on which upskilling models are already present in their institution and where gaps exist. Encourage them to consider practical factors such as time availability, staff preferences, and existing digital infrastructure. Highlight that choosing one or two models to implement consistently is more effective than attempting to apply many at once.</p>



	their institutional context and how these can be integrated into everyday professional practice.	
20 min	<p><b>Subtitle 3.2: Designing Inclusive Digital Learning Materials</b></p> <p>This subtitle explains how institutions can create the conditions that make inclusive digital learning possible on a daily basis. It focuses on building the support structures (people, processes, and routines) that ensure digital learning is organised, accessible, and consistent across the organisation. Participants explore how roles such as digital champions, cross-department collaboration, and clear communication channels help staff access guidance and share practices. The session also highlights how feedback loops, evaluation processes, and shared digital platforms strengthen inclusiveness by ensuring that materials, tools, and approaches remain updated, usable, and responsive to the needs of different learners.</p>	Encourage participants to reflect on which support structures already exist in their institution and which are missing or underused. Emphasise that inclusive digital materials require an environment where staff feel supported, informed, and connected.
20 min	<p><b>Subtitle 3.3: Creating a Central Resource Repository</b></p> <p>This subtitle introduces participants to the role of a central resource repository in sustaining digital development across a VET institution. Educators explore how a shared digital space can collect templates, guides, examples, and tools that support teaching, competence mapping, and ongoing CPD activities. The session highlights the value of clear organisation, accessibility, and consistent curation, showing how a repository helps staff work with the same references and maintain aligned standards. Participants consider which materials should be included, how they can contribute, and how the repository can grow into a living archive that supports continuous digital improvement.</p>	Encourage participants to discuss practical options for creating or improving a shared space using tools already available in their institution. Emphasise the importance of keeping the repository simple, regularly updated, and widely accessible. Invite educators to reflect on how a common resource space can reduce duplication, strengthen collaboration, and support long-term digital culture.
20 min	<p><b>Subtitle 3.4: Strategies for Industry Collaboration</b></p>	Encourage participants to reflect on existing collaborations and identify





	<p>This subtitle explores how VET institutions can collaborate with industry partners to keep their digital-skills training aligned with real workplace needs. Participants examine different forms of engagement, such as regular consultations, joint workshops, participation in programme reviews, and short workplace visits for staff. The session highlights how ongoing dialogue with employers provides up-to-date insights into emerging technologies, digital practices, and sector-specific expectations. Educators also consider how structured partnerships strengthen curriculum relevance, support staff development, and create opportunities for innovation and shared projects.</p>	<p>opportunities to make them more intentional and continuous. Emphasise that even small, regular interactions can significantly improve alignment with labour-market needs. Invite educators to think about concrete next steps they can take to engage local employers in a practical and sustainable way.</p>
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## 4. Adapting the course for different contexts

Adapting this course to different VET contexts is essential to ensure relevance for diverse professional backgrounds and institutional realities. Educators can tailor examples, mapping exercises, and CPD planning tasks to the sectors they serve (manufacturing, healthcare, tourism, or business) so that digital competences remain closely linked to real labour-market requirements. Depending on the target group, discussions can focus on local labour-market data, sector-specific digital tools, or institutional priorities related to digital transformation. Facilitators may also adjust delivery methods by integrating group work, reflective discussions, or peer-review activities to match participants' experience levels and available time.

## 5. Conclusion

This guidebook equips VET educators with the tools and methods needed to align digital skills training with labour-market demands. By working with skills intelligence, mapping competences using DigComp 2.2, and designing a structured CPD plan, educators can make digital development purposeful and evidence-based. The course also supports institutions in building a responsive digital culture through long-term upskilling models, sustainable support structures, and shared resource repositories. By applying these approaches, VET providers strengthen their capacity to adapt to evolving digital practices, improve staff confidence, and ensure that learners acquire competences that reflect real workplace expectations.