



Competence Matrix on Design and Delivery of Innovative Curricula in Skills for Green Jobs

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GreenVET4U

Building the capacity of VET providers and private entities to cooperate designing and delivering innovative curricula in skills for Green Jobs in Uganda

greenvet4u.eu

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Introduction

The **Competence Matrix on Design and Delivery of Innovative Curricula in Skills for Green Jobs** (Deliverable D3.2) has been developed as a core deliverable of GreenVET4U, a Capacity Building in Vocational Education and Training (VET) project, funded by the European Union under the Erasmus+ programme.

The competence matrix defines the set of competences, structured in Units of Learning Outcomes, required by VET practitioners and in-company trainers in Uganda to effectively design and deliver innovative curricula addressing the skills required for green jobs. By doing so, the matrix provides a reference document for later development of curricula, syllabuses, tests and textbooks.

The competence matrix is the result of activities carried out by the project consortium within Work Package 3, Competence Matrix Configuration. It took advantage also of the work done for the definition of the **Strategy for VET curricula development and WBL provision** (D2.1) and the findings from the **Benchmarking analysis of European frameworks of reference** (D3.1).

The development of the competence matrix directly responds to the overarching objectives of the GreenVET4U project, which seeks to promote labour market relevance, quality and inclusion in Uganda's VET system while supporting the country's transition towards a green and sustainable economy. The competence matrix aligns with both the objectives of the Erasmus+ Programme and the Regional Priorities defined in the Multi-Annual Indicative Programme for Uganda, which highlights green economy, inclusive growth, and skills development as strategic pathways for Uganda's socio-economic resilience.

The matrix, particularly shaped to match the needs identified in the project drafting, is designed to equip **Ugandan VET practitioners and in-company trainers** — target users of the project and namely "Learners" in the matrix — with the competences needed to create curricula that effectively respond to the specific context of Uganda's green labour market. It also promotes the development of curricula that foster employability, social inclusion, entrepreneurship and civic engagement, thereby addressing the intertwined challenges of environmental sustainability and youth employment, which are recognised as urgent priorities for Uganda's economic and social development.

Hence, the competence matrix provides a structured framework defining the knowledge, skills, responsibility and autonomy expected from Ugandan VET practitioners and in-company trainers who will be responsible for designing and delivering innovative curricula focused on green job competences.

Development process

The matrix has been developed through a careful process that included the following steps.

- Analysis of key European competence frameworks of reference (such as GreenComp, EntreComp, DigiComp, DigiCompEdu, EQUAVET and EFQEA) and selection of their most relevant elements for the Ugandan context.
- Alignment of the matrix with the Regional Priorities of the Multi-Annual Indicative Programme for Uganda, especially regarding green economy and inclusive education.
- Alignment of the matrix with the particularities and specific needs of the Ugandan VET ecosystem, stated by the Ugandan project partners.
- Definition of Units of Learning Outcomes based on six coherent areas of competences derived from the project objectives and Uganda's VET ecosystem
- Use of the EQF and ECVET methodologies to ensure that each Unit is expressed in transferable, recognisable and assessable learning outcomes
- Design of competence descriptors to upskill Ugandan VET practitioners and in-company trainers, aimed to allow them to understand, apply and demonstrate the expected competences when designing and delivering curricula for green jobs.

This structured approach ensures that the matrix is not only aligned with European and international standards but also highly adaptable to the Ugandan education system, making it a practical and strategic tool for supporting the upskilling and professionalisation of VET practitioners and in-company trainers in the green sector.

The competence matrix has been designed to fit levels 5 and 6 of the **European Qualifications Framework** (EQF). This provides flexibility in approaching later training design for professionals with a more technical-operational profile (level 5) as well as for those with greater autonomy, leadership and innovation in curriculum design (level 6).

EQF level	Knowledge	Skills	Responsibility and autonomy
5	Comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge	A comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems	Exercise management and supervision in contexts of work or study activities where there is unpredictable change; review and develop performance of self and others
6	Advanced knowledge of a field of work or study, involving a critical understanding of theories and principles	Advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study	Manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts; take responsibility for managing professional development of individuals and groups

Competence Matrix structure

The matrix is structured into six Areas of Competence. Each area is further divided in relevant Units of Learning Outcomes, thirteen in total, as showed below.

Area 1	Building business-education partnerships for curriculum design and work-based learning delivery
Unit 1.1	Facilitating strategic collaboration between VET providers and businesses for co-designing curricula
Unit 1.2	Coordinating and managing work-based learning placements with business partners
Area 2	Identifying skills for green jobs
Unit 2.1	Identifying labour market needs for green jobs in Uganda's local and national contexts
Unit 2.2	Mapping green skills frameworks and translating them into occupational profiles
Area 3	Introducing green entrepreneurship skills in curricula
Unit 3.1	Embedding entrepreneurial mindsets for green jobs into curriculum content
Unit 3.2	Designing training activities that develop entrepreneurial skills for sustainable business models

Area 4	Integrating digital technologies and educational contents in the curriculum
Unit 4.1	Selecting and adapting digital tools and resources for VET curricula
Unit 4.2	Designing digital-supported learning pathways for green skills development
Unit 4.3	Implementing and assessing digital learning activities for green job readiness
Area 5	Addressing inclusion and diversity, common values, civic engagement and participation in curricula delivery
Unit 5.1	Promoting inclusion, diversity and equal access in green skills curricula
Unit 5.2	Integrating civic engagement, ethical values and community participation into learning design
Area 6	Quality assurance and digital supported validation of competences
Unit 6.1	Designing quality assurance processes for green VET curricula
Unit 6.2	Applying digital-supported systems for validation and recognition of green competences

Within the competence matrix, as detailed in the following pages, each Unit of Learning Outcomes specifies the following information.

- The set of **Competences** expected from the learners (Ugandan VET practitioners and in-company trainers).
- A list of **Learning Outcomes** detailing what the learners should know, understand and/or be able to do at the end of the learning process.
- Precise **Performance Criteria** that define measurable indicators of competence acquisition.
- Detailed **Competence Descriptors** covering Knowledge, Skills, Responsibility and Autonomy.

Competence Matrix

Area 1. Building business-education partnerships for curriculum design and work-based learning delivery

The present area covers the competences required to create partnerships between VET centres and businesses, and co-design work-based learning curricula. It defines the competences that enable VET practitioners and in-company trainers to facilitate collaboration and manage placements aligned with green sector requirements.

This area of competence embeds approaches and components of the following European reference frameworks:

- European Framework for Quality and Effective Apprenticeships (EFQEA)
- European Quality Assurance Reference Framework for VET (EQUAVET)
- Entrepreneurship Competence Framework (EntreComp), particularly from "mobilising resources" and "working with others".

Unit 1.1 Facilitating strategic collaboration between VET providers and businesses for co-designing curricula

Competences		
<ul style="list-style-type: none"> ▪ Identify and engage relevant stakeholders for green job training partnerships. ▪ Co-design curricula that reflect real labour market needs and sustainability principles. ▪ Establish formal cooperation structures with business partners 		
Learning Outcome 1		
Learners are able to map relevant businesses and stakeholders within green sectors		
Performance Criteria		
<ul style="list-style-type: none"> ▪ Identifies potential business partners based on relevance to the green sector. ▪ Compiles stakeholder maps that highlight roles, interests, and potential collaboration areas 		
Knowledge	Skills	Responsibility & Autonomy

<ul style="list-style-type: none"> - Understand the structure of the green economy in Uganda. - Be familiar with methods for stakeholder analysis and mapping. 	<ul style="list-style-type: none"> - Conduct environmental scanning and stakeholder profiling. 	<ul style="list-style-type: none"> - Independently identify and categorise relevant organisations for partnerships. - Demonstrate initiative in building new professional networks.
Learning Outcome 2		
Learners are able to initiate structured dialogue with business partners for curriculum co-design		
Performance Criteria		
<ul style="list-style-type: none"> ▪ Uses structured consultation methods (surveys, interviews, workshops) to gather input from business stakeholders. ▪ Facilitates dialogue that leads to shared curriculum objectives and draft content proposals. 		
Knowledge	Skills	Responsibility & Autonomy
<ul style="list-style-type: none"> - Understand principles of effective communication and negotiation. - Be aware of participatory curriculum design methodologies. 	<ul style="list-style-type: none"> - Facilitate consultations using structured tools (e.g. workshops, focus groups). - Summarise and integrate stakeholder feedback into curriculum proposals. 	<ul style="list-style-type: none"> - Take proactive responsibility for involving diverse business voices in co-design processes. - Ensure transparency and ethical standards in stakeholder engagement.
Learning Outcome 3		
Learners are able to draft partnership agreements that reflect shared goals, roles and responsibilities.		
Performance Criteria		
<ul style="list-style-type: none"> ▪ Drafts and finalises cooperation agreements specifying responsibilities, timelines and expected outcomes. ▪ Ensures agreements comply with both educational and legal standards. 		
Knowledge	Skills	Responsibility & Autonomy
<ul style="list-style-type: none"> - Understand the components of cooperation agreements (roles, tasks, deliverables). - Know about national regulations and organisational policies relevant to partnerships. 	<ul style="list-style-type: none"> - Draft clear and comprehensive agreements. - Negotiate terms that align educational and business interests. 	<ul style="list-style-type: none"> - Ensure clear documentation and mutual accountability through written agreements. - Assume ownership for the maintenance of institutional partnerships.

Unit 1.2 Coordinating and managing work-based learning placements with business partners

Competences		
<ul style="list-style-type: none"> Design and manage effective work-based learning schemes aligned with curricula. Ensure quality, relevance and safety in work-based learning environments. Monitor, evaluate and refine placement experiences. 		
Learning Outcome 1		
Learners are able to co-develop work-based learning plans with business partners.		
Performance Criteria		
<ul style="list-style-type: none"> Designs learning placements that align with green job profiles and training outcomes. Defines clear roles for VET students, tutors, and business mentors in work-based learning plans. 		
Knowledge	Skills	Responsibility & Autonomy
<ul style="list-style-type: none"> Understand the learning objectives of WBL and employer expectations. Be aware of occupational standards for green jobs in Uganda. 	<ul style="list-style-type: none"> Collaboratively design WBL schedules and learning tasks. Align placement plans with curriculum outcomes and job profiles. 	<ul style="list-style-type: none"> Take initiative in harmonising academic and business requirements. Ensure compliance with legal and safety standards in WBL arrangements.
Learning Outcome 2		
Learners are able to supervise and support VET students during their placements.		
Performance Criteria		
<ul style="list-style-type: none"> Establishes mentoring and feedback systems involving VET students, educators, and business supervisors. Ensures VET students receive timely support and guidance during placements. 		
Knowledge	Skills	Responsibility & Autonomy
<ul style="list-style-type: none"> Know best practices in workplace mentoring and student support. Understand the principles of learner-centred supervision. 	<ul style="list-style-type: none"> Monitor VET student performance and provide constructive feedback. Facilitate conflict resolution between VET students and business mentors. 	<ul style="list-style-type: none"> Demonstrate accountability for VET students' professional and personal development during placements. Uphold equity and inclusion in all supervision tasks.
Learning Outcome 3		
Learners are able to apply quality assurance processes to monitor and evaluate placements.		
Performance Criteria		

<ul style="list-style-type: none"> Conducts regular reviews of placement quality using evaluation rubrics and feedback forms. Documents learning progress and applies findings for continuous improvement. 		
Knowledge	Skills	Responsibility & Autonomy
<ul style="list-style-type: none"> Understand quality assurance models (such as EQUAVET) and their application to WBL. Be aware of documentation standards for quality monitoring. 	<ul style="list-style-type: none"> Apply checklists, rubrics and feedback loops to assess the effectiveness of placements. Recommend adjustments based on monitoring data. 	<ul style="list-style-type: none"> Lead the implementation of continuous improvement plans. Ensure transparency and data-driven decisions in placement evaluations.

Area 2. Identifying skills for green jobs

This area focuses on the competences needed to identify green labour market needs in Uganda and translate them into occupational profiles using recognised frameworks, ensuring alignment between industry demands and VET curricula.

This area of competence embeds approaches and components of the following European reference frameworks:

- European Sustainability Competence Framework (GreenComp)
- European Skills, Competences and Occupations taxonomy (ESCO)
- European Quality Assurance Reference Framework for VET (EQUAVET)

Unit 2.1 Identifying labour market needs for green jobs in Uganda's local and national contexts

Competences
<ul style="list-style-type: none"> Analyse Uganda's green economy sectors and identify emerging job roles. Research and interpret green labour market intelligence. Align curriculum design with current and future green workforce demands
Learning Outcome 1
Learners are able to research the Ugandan green economy and identify growth sectors linked to green jobs.
Performance Criteria
<ul style="list-style-type: none"> Conducts research on national and local development plans and green sector strategies.

<ul style="list-style-type: none"> Identifies emerging green jobs based on policy frameworks, employer feedback, and sectoral trends. 		
Knowledge	Skills	Responsibility & Autonomy
<ul style="list-style-type: none"> Understand the structure and policies of Uganda's green economy. Be familiar with methods for stakeholder analysis and mapping using national or international references. 	<ul style="list-style-type: none"> Conduct environmental scans and desk research using reliable data sources. 	<ul style="list-style-type: none"> Independently identify and synthesise information from multiple data sources. Demonstrate curiosity and critical thinking in research.
Learning Outcome 2		
Learners are able to assess the skills demands of employers in the green sector.		
Performance Criteria		
<ul style="list-style-type: none"> Collects and analyses data from industry consultations, job platforms and government statistics. Identifies specific green skill sets sought by employers in selected sectors. 		
Knowledge	Skills	Responsibility & Autonomy
<ul style="list-style-type: none"> Understand skills demand forecasting techniques and employer consultation approaches. 	<ul style="list-style-type: none"> Collect, filter and interpret data from business and institutional sources. Conduct structured interviews or surveys with employers. 	<ul style="list-style-type: none"> Take responsibility for accurate and unbiased reporting of employer needs. Demonstrate ethical conduct in data handling and confidentiality.
Learning Outcome 3		
Learners are able to document and communicate their labour market findings to inform curriculum development.		
Performance Criteria		
<ul style="list-style-type: none"> Produces clear and structured reports or presentations on green job trends. Uses labour market data to make evidence-based recommendations for curriculum updates. 		
Knowledge	Skills	Responsibility & Autonomy
<ul style="list-style-type: none"> Know reporting formats, visualisation tools and presentation standards for labour market data. 	<ul style="list-style-type: none"> Prepare written reports, charts and presentations that are clear and audience-appropriate. 	<ul style="list-style-type: none"> Assume ownership for the clarity and usability of reports for curriculum teams. Use evidence to advocate for curriculum innovation.

Unit 2.2 Mapping green skills frameworks and translating them into occupational profiles

Competences		
<ul style="list-style-type: none"> Interpret and adapt international green skills frameworks to the Ugandan VET context. Define occupational profiles based on skills clusters relevant to green jobs. Bridge the gap between policy-level frameworks and practical training design. 		
Learning Outcome 1		
Learners are able to identify relevant green skills frameworks and extract applicable competences.		
Performance Criteria		
<ul style="list-style-type: none"> Selects green skills frameworks (such as GreenComp) relevant to Uganda's environmental and labour policies. Extracts core competences, knowledge areas, and attitudes from selected frameworks. 		
Knowledge	Skills	Responsibility & Autonomy
<ul style="list-style-type: none"> Understand the structure and aims of green skills frameworks (such as GreenComp) and their relevance to the Ugandan context. 	<ul style="list-style-type: none"> Select and extract relevant competence elements from frameworks and adapt them to local conditions. 	<ul style="list-style-type: none"> Take responsibility for ensuring the relevance of selected competences to the Ugandan context. Apply judgment when selecting and excluding framework components.
Learning Outcome 2		
Learners are able to match identified skills with real job roles in the Ugandan green economy		
Performance Criteria		
<ul style="list-style-type: none"> Analyses real job descriptions and maps them against extracted green skills. Identifies gaps between job demands and existing training curricula. 		
Knowledge	Skills	Responsibility & Autonomy
<ul style="list-style-type: none"> Know how to interpret job descriptions and sectoral reports. Understand the structure of occupational profiles. 	<ul style="list-style-type: none"> Map competences to job descriptions using structured templates or matrices. 	<ul style="list-style-type: none"> Ensure accurate and context-appropriate translation of skills into job roles. Demonstrate collaboration with business partners to validate mappings.
Learning Outcome 3		
Learners are able to design occupational profiles for integration into VET curricula.		
Performance Criteria		
<ul style="list-style-type: none"> Develops occupational profiles that include skill sets, knowledge, and soft skills for green jobs. 		

<ul style="list-style-type: none"> Validates draft profiles with employers and VET stakeholders. 		
Knowledge	Skills	Responsibility & Autonomy
<ul style="list-style-type: none"> Know the structure and standard components of occupational profiles. Be aware of validation procedures involving industry experts. 	<ul style="list-style-type: none"> Draft occupational profiles including required knowledge, skills, attitudes, and responsibilities. 	<ul style="list-style-type: none"> Take ownership of the relevance and practical applicability of occupational profiles. Show commitment to iterative review and validation with stakeholders.

Area 3. Introducing green entrepreneurship skills in curricula

The present area defines the competences necessary to embed entrepreneurial mindsets and sustainability principles into curricula, helping VET students develop business ideas aligned with green job realities.

This area of competence embeds approaches and components of the following European reference frameworks:

- Entrepreneurship Competence Framework (EntreComp)
- European Sustainability Competence Framework (GreenComp)
- European Framework for Quality and Effective Apprenticeships (EFQEA)

Unit 3.1 Embedding entrepreneurial mindsets for green jobs into curriculum content

Competences
<ul style="list-style-type: none"> Foster an entrepreneurial and sustainability-oriented mindset in VET students. Integrate core entrepreneurial competences into curriculum design for green jobs. Promote initiative-taking and problem-solving aligned with sustainable business practices in VET students
Learning Outcome 1
Learners are able to identify key entrepreneurial competences relevant to green and sustainable business contexts.
Performance Criteria

<ul style="list-style-type: none"> Reviews entrepreneurship competence frameworks (such as EntreComp) to identify relevant competences for green business contexts. Selects competences linked to sustainable entrepreneurship, such as ethical thinking, creativity and resource mobilisation. 		
Knowledge	Skills	Responsibility & Autonomy
- Understand entrepreneurship competence frameworks (such as EntreComp) with a focus on sustainability and ethics.	- Select and contextualise entrepreneurial competences for green sector relevance.	<ul style="list-style-type: none"> - Take initiative in updating knowledge about entrepreneurial trends and competence models. - Show adaptability when transferring competences to diverse green job contexts.
Learning Outcome 2		
Learners are able to integrate entrepreneurial mindset development activities into training curricula.		
Performance Criteria		
<ul style="list-style-type: none"> Designs curriculum units that embed entrepreneurial challenges and real-world problem-solving. Integrates active learning methods (case studies, simulations, role-plays) into green entrepreneurship modules. 		
Knowledge	Skills	Responsibility & Autonomy
- Understand methods for embedding entrepreneurial attitudes and behaviours into VET curricula.	- Design and implement classroom activities that encourage entrepreneurial thinking and sustainable practices.	<ul style="list-style-type: none"> - Take ownership for fostering learner autonomy and initiative. - Cultivate a supportive and creative learning climate.
Learning Outcome 3		
Learners are able to create learning environments that stimulate creativity, self-efficacy and ethical awareness for VET students.		
Performance Criteria		
<ul style="list-style-type: none"> Creates safe, inclusive and participatory classroom environments that encourage experimentation and critical thinking in VET students. Embeds ethical reflection and sustainability principles into entrepreneurial decision-making exercises designed for VET students. 		
Knowledge	Skills	Responsibility & Autonomy
- Understand inclusive pedagogical strategies and ethical reasoning models.	- Facilitate learner engagement through active and collaborative methods.	- Take responsibility for promoting ethical behaviour, sustainability and civic responsibility in entrepreneurial contexts.

		- Encourage reflective and self-directed learning.
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Unit 3.2 Designing training activities that develop entrepreneurial skills for sustainable business models

Competences		
<ul style="list-style-type: none"> Design practical training activities that simulate entrepreneurial processes for VET students in green business models. Apply sustainability principles to business planning exercises for VET students. Evaluate entrepreneurial ideas developed by VET students using environmental and social responsibility criteria 		
Learning Outcome 1		
Learners are able to design hands-on activities and projects that develop entrepreneurial competences for VET students targeting green jobs.		
Performance Criteria		
<ul style="list-style-type: none"> Designs project-based learning activities that replicate entrepreneurial decision-making in real or simulated green business scenarios. Selects tools for project management, risk analysis and business planning. 		
Knowledge	Skills	Responsibility & Autonomy
<ul style="list-style-type: none"> Understand experiential and project-based learning principles. Know tools for planning entrepreneurial simulations and green business modelling. 	<ul style="list-style-type: none"> Develop and facilitate hands-on entrepreneurial learning projects. 	<ul style="list-style-type: none"> Take responsibility for selecting appropriate tools and frameworks. Encourage learner initiative and peer collaboration.
Learning Outcome 2		
Learners are able to guide VET students through the process of developing sustainable business ideas.		
Performance Criteria		
<ul style="list-style-type: none"> Facilitates the creation of sustainable business ideas by VET students, integrating circular economy and low-carbon principles. Coaches VET students on value proposition design, resource management and stakeholder engagement. 		
Knowledge	Skills	Responsibility & Autonomy

- Understand sustainability principles (such as those stated in GreenComp) and how they relate to entrepreneurship.	- Guide learners through sustainable business model design and pitching processes.	- Promote ethical, social and environmental responsibility in learners' business thinking. - Support self-reflection and collaborative refinement of ideas.
Learning Outcome 3		
Learners are able to assess entrepreneurial proposals from VET students using economic, environmental and social indicators.		
Performance Criteria		
<ul style="list-style-type: none"> Applies multi-criteria evaluation frameworks (such as GreenComp) for assessing sustainability in business ideas proposed by VET students. Provides constructive feedback on both the social and environmental impact of entrepreneurial proposals developed by VET students. 		
Knowledge	Skills	Responsibility & Autonomy
- Know multi-dimensional evaluation frameworks for business models (including sustainability indicators).	- Apply fair and transparent evaluation methods for student business ideas.	- Ensure that ethical, social and environmental aspects are embedded in business assessment. - Take ownership for fostering learners' understanding of responsible entrepreneurship.

Area 4. Integrating digital technologies and educational contents in the curriculum

The present area covers the competences required to integrate digital technologies for both learning and assessment in green skills education. It supports the development of blended, accessible and interactive learning environments for VET students.

This area of competence embeds approaches and components of the following European reference frameworks:

- Digital Competence Framework for Citizens (DigComp)
- Digital Competence Framework for Educators (DigCompEdu)
- European Sustainability Competence Framework (GreenComp)
- European Quality Assurance Reference Framework for VET (EQUAVET)

Unit 4.1 Selecting and adapting digital tools and resources for VET curricula

Competences		
<ul style="list-style-type: none"> Identify and select appropriate digital tools and resources for the design of green job training curricula. Critically assess the relevance, accessibility and sustainability of digital resources. Adapt selected digital tools to match the educational needs of VET students. 		
Learning Outcome 1		
Learners are able to evaluate and select digital tools for delivering training content related to green jobs.		
Performance Criteria		
<ul style="list-style-type: none"> Identifies digital platforms, software and tools relevant to the teaching of green job competences. Assesses selected tools against criteria such as functionality, sustainability, and relevance. 		
Knowledge	Skills	Responsibility & Autonomy
<ul style="list-style-type: none"> Understand digital competence frameworks (such as DigComp or DigCompEdu). Know relevant digital tools for teaching green jobs. 	<ul style="list-style-type: none"> Evaluate digital tools for pedagogical alignment and sustainability. 	<ul style="list-style-type: none"> Take responsibility for selecting suitable digital tools for green skills development.
Learning Outcome 2		
Learners are able to adapt and contextualise digital resources for specific VET learning environments.		
Performance Criteria		
<ul style="list-style-type: none"> Adapts and customises digital materials to meet the needs of different groups of VET students. Ensures the cultural, linguistic and technical appropriateness of digital resources. 		
Knowledge	Skills	Responsibility & Autonomy
<ul style="list-style-type: none"> Understand digital content adaptation methods and localisation strategies. 	<ul style="list-style-type: none"> Customise digital materials to suit the specific needs of VET students. 	<ul style="list-style-type: none"> Demonstrate autonomy in tailoring resources to local contexts and learner profiles.
Learning Outcome 3		
Learners are able to ensure digital resource accessibility and sustainability in line with pedagogical and ethical principles.		
Performance Criteria		
<ul style="list-style-type: none"> Applies standards of accessibility and inclusiveness when selecting digital tools (e.g., screen reader compatibility, offline access). 		

<ul style="list-style-type: none"> Advocates for the ethical and sustainable use of digital technologies in the educational process. 		
Knowledge	Skills	Responsibility & Autonomy
<ul style="list-style-type: none"> Know accessibility guidelines and ethical principles for digital education. 	<ul style="list-style-type: none"> Apply accessibility checks and integrate sustainable digital practices. 	<ul style="list-style-type: none"> Ensure all VET students have fair and equitable access to digital learning content.

Unit 4.2 Designing digital-supported learning pathways for green skills development

Competences		
<ul style="list-style-type: none"> Design coherent digital-supported learning pathways for VET students. Integrate interactive and collaborative digital tools into curriculum delivery. Ensure the alignment of digital-supported activities with learning outcomes. 		
Learning Outcome 1		
Learners are able to plan digital-supported learning sequences for green job skills acquisition.		
Performance Criteria		
<ul style="list-style-type: none"> Designs structured learning paths that combine digital tools with face-to-face learning. Aligns digital-supported activities with clearly defined green skill outcomes. 		
Knowledge	Skills	Responsibility & Autonomy
<ul style="list-style-type: none"> Understand instructional design models for digital-supported learning. 	<ul style="list-style-type: none"> Develop blended and fully digital learning pathways. 	<ul style="list-style-type: none"> Take ownership of aligning digital activities with learning objectives for VET students.
Learning Outcome 2		
Learners are able to integrate interactive digital tools into curriculum delivery.		
Performance Criteria		
<ul style="list-style-type: none"> Selects and implements collaborative digital platforms (forums, wikis, virtual classrooms) to support VET students' active engagement. Facilitates the use of digital tools for problem-based and project-based learning. 		
Knowledge	Skills	Responsibility & Autonomy
<ul style="list-style-type: none"> Know collaborative and interactive digital tools. 	<ul style="list-style-type: none"> Facilitate active and cooperative digital learning experiences for VET students. 	<ul style="list-style-type: none"> Take responsibility for promoting learner interaction and collaboration through digital tools.
Learning Outcome 3		

Learners are able to evaluate the effectiveness of digital-supported pathways for VET students.

Performance Criteria

- Uses feedback mechanisms and assessment data to revise digital-supported pathways for continuous improvement.
- Collaborates with peers to reflect on the use and impact of digital technologies in green skills education.

Knowledge	Skills	Responsibility & Autonomy
- Understand digital pedagogy assessment principles and models (such as those described in the Assessment section of DigCompEdu).	- Apply evaluation tools and feedback loops to digital learning pathways.	- Demonstrate autonomy in reviewing and improving digital learning designs for green skills development.

Unit 4.3 Implementing and assessing digital learning activities for green job readiness

Competences

- Implement digital learning activities that develop practical and cognitive competences in VET students for green jobs.
- Apply digital assessment tools to monitor VET students' progress.
- Integrate digital tools for formative and summative assessment aligned with green competence frameworks.

Learning Outcome 1

Learners are able to deliver digital-supported training sessions on green job competences.

Performance Criteria

- Conducts digital-supported sessions using virtual classrooms, simulations or e-learning platforms.
- Integrates environmental case studies into digital teaching content.

Knowledge	Skills	Responsibility & Autonomy
- Understand digital delivery methods and platforms.	- Facilitate engaging, content-rich, digital-supported training sessions.	- Demonstrate initiative in using digital tools for active learning and green competence development in VET students.

Learning Outcome 2

Learners are able to use digital tools to assess VET students' performance in green skills.		
Performance Criteria		
<ul style="list-style-type: none"> Selects appropriate digital assessment tools for measuring VET students' performance in green competences. Applies formative assessment methods such as quizzes, polls and peer reviews using digital platforms. 		
Knowledge	Skills	Responsibility & Autonomy
- Know digital formative and summative assessment tools, such as those described in the Assessment section of DigCompEdu.	- Apply diverse digital tools to assess VET students' skills and knowledge.	- Ensure fair and transparent assessment practices using digital tools.
Learning Outcome 3		
Learners are able to provide digital feedback and guide VET students' learning processes.		
Performance Criteria		
<ul style="list-style-type: none"> Provides real-time and asynchronous digital feedback to support VET students' progress. Encourages self-reflection and self-assessment using digital tools. 		
Knowledge	Skills	Responsibility & Autonomy
- Understand feedback techniques for digital learning environments.	- Provide clear, constructive and timely digital feedback to VET students.	- Take ownership for guiding VET students' improvement through digital channels.

Area 5. Addressing inclusion and diversity, common values, civic engagement and participation in curricula delivery

The present area focuses on the competences required to promote inclusion, diversity, civic engagement and ethical reasoning in curriculum design, encouraging VET practitioners and in-company trainers to address social responsibility and accessibility for all VET students.

This area of competence embeds approaches and components of the following European reference frameworks:

- European Sustainability Competence Framework (GreenComp)
- Entrepreneurship Competence Framework (EntreComp)
- European Pillar of Social Rights (EPSR)
- European Quality Assurance Reference Framework for VET (EQUAVET)

Unit 5.1 Promoting inclusion, diversity and equal access in green skills curricula

Competences		
<ul style="list-style-type: none"> Design inclusive and diversity-aware curricula for green job training. Apply equity, accessibility and cultural sensitivity principles in learning design for VET students. Identify and remove barriers to participation for underrepresented groups in green education. 		
Learning Outcome 1		
Learners are able to identify potential barriers to inclusion and diversity in green skills training programmes.		
Performance Criteria		
<ul style="list-style-type: none"> Conducts needs analysis and stakeholder consultations to identify inclusion and diversity challenges. Reviews existing curricula for implicit biases or barriers to participation. 		
Knowledge	Skills	Responsibility & Autonomy
- Understand principles of social inclusion, equity and diversity (such as those described in the Social Inclusion section of the European Pillar of Social Rights).	- Conduct diversity audits and needs assessments in educational settings.	<ul style="list-style-type: none"> Take responsibility for ensuring inclusive design and delivery practices. Show initiative in advocating for the rights of underrepresented groups.
Learning Outcome 2		
Learners are able to design inclusive learning activities that reflect cultural, gender and social diversity.		
Performance Criteria		
<ul style="list-style-type: none"> Designs inclusive learning activities that represent diverse cultural and gender perspectives. Adapts teaching materials and methods to address the needs of diverse VET student profiles. 		
Knowledge	Skills	Responsibility & Autonomy
- Know inclusive pedagogical strategies and culturally responsive teaching methods.	- Design learning activities that respect and celebrate cultural and social diversity among VET students.	- Demonstrate ethical commitment to equality and anti-discrimination practices.
Learning Outcome 3		

Learners are able to implement accessibility and support measures to ensure equal learning opportunities for all VET students.

Performance Criteria

- Applies accessibility standards and universal design principles in curriculum delivery.
- Establishes support systems for underrepresented VET students during training.

Knowledge	Skills	Responsibility & Autonomy
- Understand accessibility principles and universal design standards (such as those described in EQUAVET Quality Indicators).	- Apply inclusive communication and adaptive teaching techniques.	- Take responsibility for ensuring equal opportunities for all VET students through structural and pedagogical adjustments.

Unit 5.2 Integrating civic engagement, ethical values and community participation into learning design

Competences

- Embed civic engagement, ethical reasoning and sustainability values into green skills curricula for VET students.
- Promote critical thinking, democratic participation and social responsibility.
- Foster collaborative learning activities that connect VET students with their communities

Learning Outcome 1

Learners are able to integrate civic values and ethical reasoning into green skills training.

Performance Criteria

- Embeds ethical reasoning and civic values in learning objectives and content design.
- Incorporates examples of socially responsible practices from local and global green economy initiatives.

Knowledge	Skills	Responsibility & Autonomy
- Understand core civic and ethical principles (such as those promoted by GreenComp).	- Embed ethical reasoning and civic responsibility in curriculum design.	- Take responsibility for cultivating social and environmental values in VET students.

Learning Outcome 2

Learners are able to design project-based learning activities that promote community engagement.

Performance Criteria		
<ul style="list-style-type: none"> Designs project-based learning activities linked to local community sustainability challenges. Facilitates partnerships between VET students and community stakeholders. 		
Knowledge	Skills	Responsibility & Autonomy
- Know community-based learning methodologies and collaboration strategies.	- Design and facilitate project-based learning linked to real community needs.	- Promote partnerships between VET institutions and community organisations to enhance civic engagement.
Learning Outcome 3		
Learners are able to guide VET students in applying ethical and civic values to real-world green challenges.		
Performance Criteria		
<ul style="list-style-type: none"> Supports VET students in applying ethical reasoning and civic responsibility when addressing green sector problems. Encourages VET students to reflect on the social and environmental consequences of their decisions. 		
Knowledge	Skills	Responsibility & Autonomy
- Understand ethical decision-making frameworks (such as those described in the Values section of GreenComp).	- Facilitate reflective learning and ethical debate in VET students.	- Encourage VET students to apply civic and ethical principles when addressing green job challenges.

Area 6. Quality assurance and digital supported validation of competences

The present area aims to provide guidance on quality assurance and digital validation of competences, ensuring that training programmes meet standards and that students' achievements are fairly recognised and certified.

This area of competence embeds approaches and components of the following European reference frameworks:

- European Quality Assurance Reference Framework for VET (EQUAVET)
- European Framework for Quality and Effective Apprenticeships (EFQEA)
- Digital Competence Framework for Educators (DigCompEdu)
- European Sustainability Competence Framework (GreenComp)

Unit 6.1 Designing quality assurance processes for green VET curricula

Competences		
<ul style="list-style-type: none"> Apply quality assurance principles in the design and delivery of green skills curricula. Ensure the alignment of curriculum design with labour market needs, especially for green jobs. Promote a culture of continuous improvement in VET provision 		
Learning Outcome 1		
Learners are able to design quality assurance plans for green skills curricula in alignment with recognised standards.		
Performance Criteria		
<ul style="list-style-type: none"> Designs quality assurance frameworks that cover curriculum planning, delivery and evaluation, following recognised models (such as those described in the Quality Cycle of EQUAVET). Defines indicators and performance measures linked to curriculum quality and relevance for green jobs. 		
Knowledge	Skills	Responsibility & Autonomy
- Understand quality assurance principles and frameworks (such as EQUAVET).	- Develop quality assurance plans aligned with green sector needs and VET standards.	- Take responsibility for ensuring quality, relevance and transparency in curriculum design.
Learning Outcome 2		
Learners are able to implement and monitor quality assurance measures during curriculum delivery.		
Performance Criteria		
<ul style="list-style-type: none"> Applies quality assurance tools during the implementation of curricula, ensuring alignment with industry expectations. Documents quality review results and implements corrective actions when necessary. 		
Knowledge	Skills	Responsibility & Autonomy
- Know quality monitoring tools and evaluation methods.	- Apply continuous monitoring practices and document quality issues during curriculum delivery.	- Assume accountability for maintaining and improving curriculum quality throughout its lifecycle.
Learning Outcome 3		
Learners are able to evaluate the effectiveness of quality assurance processes and propose improvements.		

Performance Criteria		
<ul style="list-style-type: none"> Conducts systematic evaluations of curriculum quality involving VET stakeholders. Uses evaluation results to recommend data-driven improvements in future curricula. 		
Knowledge	Skills	Responsibility & Autonomy
- Understand evaluation methodologies and feedback loops (such as those described in the Review section of EQUAVET).	- Conduct structured evaluations and propose evidence-based improvements.	- Take ownership for initiating improvement cycles and ensuring stakeholder participation in quality discussions.

Unit 6.2 Applying digital-supported systems for validation and recognition of green competences

Competences		
<ul style="list-style-type: none"> Use digital tools (such as Microcredentials) for validating VET students' learning outcomes in green skills training. Ensure fairness, transparency and traceability in digital validation processes. Design and apply digital-supported systems for the recognition of competences. 		
Learning Outcome 1		
Learners are able to select appropriate digital validation tools (such as Microcredentials) for competence-based assessment.		
Performance Criteria		
<ul style="list-style-type: none"> Identifies digital platforms and tools suitable for competence-based validation, including Microcredentials. Reviews validation options against criteria of reliability, security and usability. 		
Knowledge	Skills	Responsibility & Autonomy
- Know digital validation systems and platforms (such as Microcredentials and those described in the Assessment section of DigCompEdu).	- Select and configure digital tools for competence-based assessment and validation.	- Take responsibility for ensuring the validity, reliability and fairness of digital validation systems.
Learning Outcome 2		
Learners are able to apply digital-supported validation methods in line with quality assurance principles.		
Performance Criteria		

<ul style="list-style-type: none"> ▪ Applies digital-supported validation strategies (such as those described in the Assessment section of DigCompEdu) during green skills training assessment. ▪ Ensures that digital validation processes are consistent with ethical and data protection standards. 		
Knowledge	Skills	Responsibility & Autonomy
- Understand ethical, legal and technical requirements for digital-supported validation.	- Apply validation strategies that are secure, transparent and aligned with green skills training standards.	- Ensure compliance with data protection, academic integrity and quality assurance norms.
Learning Outcome 3		
Learners are able to document and communicate VET students' competences using digital certification systems (such as Microcredentials).		
Performance Criteria		
<ul style="list-style-type: none"> ▪ Generates digital certificates and validation records that accurately document VET students' achievements, such as Microcredentials. ▪ Uses digital tools to communicate assessment outcomes to VET students and relevant stakeholders. 		
Knowledge	Skills	Responsibility & Autonomy
- Know digital certification systems and competence recording methods.	- Generate digital credentials (such as Microcredentials).and provide accurate competence documentation to VET students and employers.	- Assume responsibility for transparent, accessible and learner-centred communication of validation outcomes.