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JOB AD SKILLS AUDIT

INDIVIDUAL

VET design

1. AT A GLANCE

Activity title	*Job Ad Skills Audit*
Format	*Individual, self-paced activity*
Duration	*90–120 minutes*
Group size	*Self-paced*
Challenge	*Challenge 1 – Closing the Skills Mismatch*
Setting	*Individual work using a computer and internet access.*
Method / framework	*Reflective practice combined with job ad analysis and a Skills Gap Matrix.*

EXPECTED OUTPUTS

- A completed Job Ad Tally Sheet for one occupation (worksheet, page 7)
- A short skills-gap overview: covered, partly covered, missing
- Three priority improvements for your course or module
- One small change you will test first, with a date and evidence

2. DESCRIPTION

The Job Ad Skills Audit is an individual activity for VET teachers, trainers, curriculum designers, and career guidance staff. It helps participants compare their current teaching or curriculum with real labour-market expectations.

The participant collects around 8–10 current job advertisements from one relevant occupational field or sector. They analyse the job ads and identify repeated technical skills, digital skills, transversal competences, tools, certifications, and workplace behaviours. These findings are then compared with one selected VET course, module, or programme that the participant knows well.

By the end of the activity, the participant creates a short skills-gap overview and identifies three priority improvements that could make their teaching or curriculum more relevant to current employer needs. These improvements may include updating learning outcomes, adding practical tasks, introducing new tools, adapting assessment, or inviting employer input.

2.1 LEARNING OUTCOMES

- Identify current labour-market skills needs by analysing real job advertisements, and recognise repeated employer expectations: technical skills, digital tools, soft skills, certifications and workplace behaviours.
- Compare job ad findings with a selected VET curriculum, identify which skills are covered, partly covered or missing, and prioritise three realistic improvements.
- Reflect on their own teaching practice and decide one small change they can test in their course or module.



- Ask participants to use recent job ads from the same sector or occupation, not mixed sectors.
- Encourage them to focus on repeated patterns, not one unusual requirement from a single employer.
- Remind participants to translate broad skills into teachable activities. For example, “communication” should become something concrete, such as explaining a technical process to a customer.
- Keep the final action realistic and possible to test soon.

WHERE TO FIND GOOD JOB ADS

EURES (EU job portal) | National job portals | LinkedIn · company websites

3. PREPARATION

Before starting, the participant selects one VET course, module or programme they know well. This will be the reference point for the audit.

The participant then chooses one occupational field connected to that course, for example cook, electrician, administrative assistant, hairdresser, IT technician or mechanic, and collects 8–10 current job advertisements from reliable sources. The job ads should relate to the same occupation so they can be compared.

Finally, the participant prints or opens the Job Ad Tally Sheet (worksheet, page 7) to record skills, count how often they appear and check curriculum coverage.

3.1 MATERIALS NEEDED

- ☐ 8–10 current job advertisements from one relevant sector.
- ☐ One selected VET curriculum, course, module, or syllabus.
- ☐ Job Ad Tally Sheet (worksheet, page 7).
- ☐ Pen and paper or digital document for notes.
- ☐ Highlighter or digital marking tool.

TIME PLANNER (ABOUT 95 MIN, SELF-PACED)

Choose 10'	Collect job ads 20'	Tally the skills 20'	Gaps & notes 20'	Top 3 15'	Test 10'

QUALITY CHECK FOR YOUR JOB ADS

Use ads from the last 3–6 months, from different employers, and for the same entry-level role your learners would apply for. Skip ads that copy the same text from one agency.

4. STEP-BY-STEP INSTRUCTIONS

Step	Time	What the facilitator does
1	*10 min*	*The participant identifies the selected course or module and writes down the occupational field they want to analyse*
2	*20 min*	*The participant finds 8–10 recent job ads from the same sector and saves or copies the key information.*
3	*20 min*	*The participant highlights repeated technical skills, digital tools, transversal competences, certifications, and workplace behaviours.*
4	*20 min*	*The participant records the main skills gaps and adds short notes on why they matter for learners' employability.*
5	*15 min*	*The participant selects three realistic changes that could be introduced into teaching, practical training, assessment, or employer cooperation.*
6	*10 min*	*The participant chooses one improvement to test first and writes down what will be changed, when, and what evidence will show whether it helped.*

5. DEBRIEF QUESTIONS



- Which skills appeared most often in the job advertisements?
- Which employer expectations are already well covered in the curriculum?
- Where did I find the clearest gap between labour-market needs and current teaching?
- Which missing or weak skill would most improve learners' employability?
- What is one realistic change I can test in my own course or module?
- What further evidence should I collect from employers, learners or graduates?

5.1 KOLB EXPERIENTIAL LEARNING CYCLE

Concrete experience	*The participant analyses real job advertisements and compares them with an existing VET course or module.*
Reflective observation	*The participant reflects on which employer expectations are well covered and which gaps are most visible.*
Abstract conceptualisation	*The participant identifies broader patterns in the gaps, such as technical, digital, transversal, or assessment-related skills.*
Active experimentation	*The participant selects one practical improvement to test in their own teaching or curriculum.*

VARIATIONS

• Team version: two colleagues audit the same sector separately, then compare their tally sheets.
• With learners: let advanced learners collect and analyse the job ads as a research task.
• Employer check: send your Top 3 to one employer contact and ask: "Would this help?"
• Repeat yearly: keep your tally sheet and redo the audit to spot changing trends.

6. WORKSHEET

6.1 JOB AD TALLY SHEET

Read your 8–10 job ads one by one. Write each skill or requirement in a new row the first time it appears, then tick the ad number every time it is mentioned. Finally, check how well your curriculum covers it.

Skill / requirement	1	2	3	4	5	6	7	8	9	10	Σ	In curriculum? ✓ ◐ ✗
Technical:												
Technical:												
Digital tool:												
Digital tool:												
Transversal:												
Transversal:												
Certification:												
Behaviour:												

✓ covered ◐ partly covered ✗ missing Σ = number of ads that mention the skill

6.2 MY TOP 3 IMPROVEMENTS

① Skill to strengthen:

What I will change:

② Skill to strengthen:

What I will change:

③ Skill to strengthen:

What I will change:

🧪 MY FIRST TEST

Which improvement will I try first? _____

When and with which group? _____

How will I know it helped (evidence)? _____

Who can give me feedback? _____

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AI

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