

Integrating Digital Reputation Management into VET: A Pedagogical Perspective from the RepUtAction Open Manual

The rapid expansion of the digital economy has reshaped the conditions under which small and medium-sized enterprises (SMEs) operate, making digital reputation a critical factor for sustainability and competitiveness. The [RepUtAction Open Manual for VET Providers](#) introduces an innovative pedagogical framework aimed at integrating digital reputation management into vocational education and training (VET). This article examines the manual's contribution to contemporary VET practices, highlighting its methodological foundations, alignment with European priorities, and implications for trainers and learners.

The manual conceptualises digital reputation as a multidimensional competence that extends beyond basic digital skills. It encompasses online visibility, credibility, communication strategies, and ethical behaviour in digital environments. In doing so, it aligns with broader European priorities that emphasise the development of transversal skills, digital literacy, and entrepreneurial competences. By embedding these elements into VET provision, the manual contributes to preparing learners not only for employment but also for active participation in a highly competitive and interconnected digital economy.

A key strength of the RepUtAction approach lies in its pedagogical design, which is both learner-centred and practice-oriented. The manual offers modular training structures, case-based learning scenarios, and interactive activities that encourage experiential learning. This methodology supports the development of higher-order skills such as critical thinking, problem-solving, and strategic decision-making. At the same time, it reflects established principles of quality assurance in VET, including outcome-based learning and continuous improvement. Its flexible structure allows adaptation to different educational contexts, making it suitable for both initial vocational education and continuing professional development.

The implementation of such an approach has important implications for VET practitioners. Trainers are encouraged to adopt more facilitative roles, creating learning environments that simulate real-world business challenges and foster active learner engagement. This shift requires not only pedagogical adaptation but also continuous professional development, as educators need to be familiar with digital communication tools, online platforms, and reputation management practices. In this sense, the manual supports not only learner development but also the upskilling of VET professionals. Furthermore, the RepUtAction Open Manual is closely aligned with key European policy priorities, including the digitalisation of education and training, the strengthening of links between VET and the labour market, and the promotion of

entrepreneurship. By addressing a concrete and emerging skills need, it enhances the relevance and responsiveness of VET systems. It also contributes to broader objectives such as economic resilience and social inclusion, as improved digital competences can empower both individuals and businesses.

In conclusion, the integration of digital reputation management into VET represents a timely and necessary innovation. The RepUtAction Open Manual provides a structured and adaptable framework that supports this integration, combining theoretical insights with practical tools. Its emphasis on learner-centred pedagogy, flexibility, and alignment with European priorities makes it a valuable resource for modernising VET provision. As digital environments continue to shape economic and social realities, equipping learners with the skills to manage reputation effectively will remain an essential component of vocational education and training. The manual is available in EN, GR, IT, PT and the stakeholders are able to read it through the project's website: <https://reputaction-project.eu/>.