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Innovative VET Scalable Micro-Credential Solutions that Engage, Explore, Explain, Elaborate and Evaluate

D3.3

Baseline guideline for assessment of work-based learning and training practices

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https://www.stimuli2.no/project/five

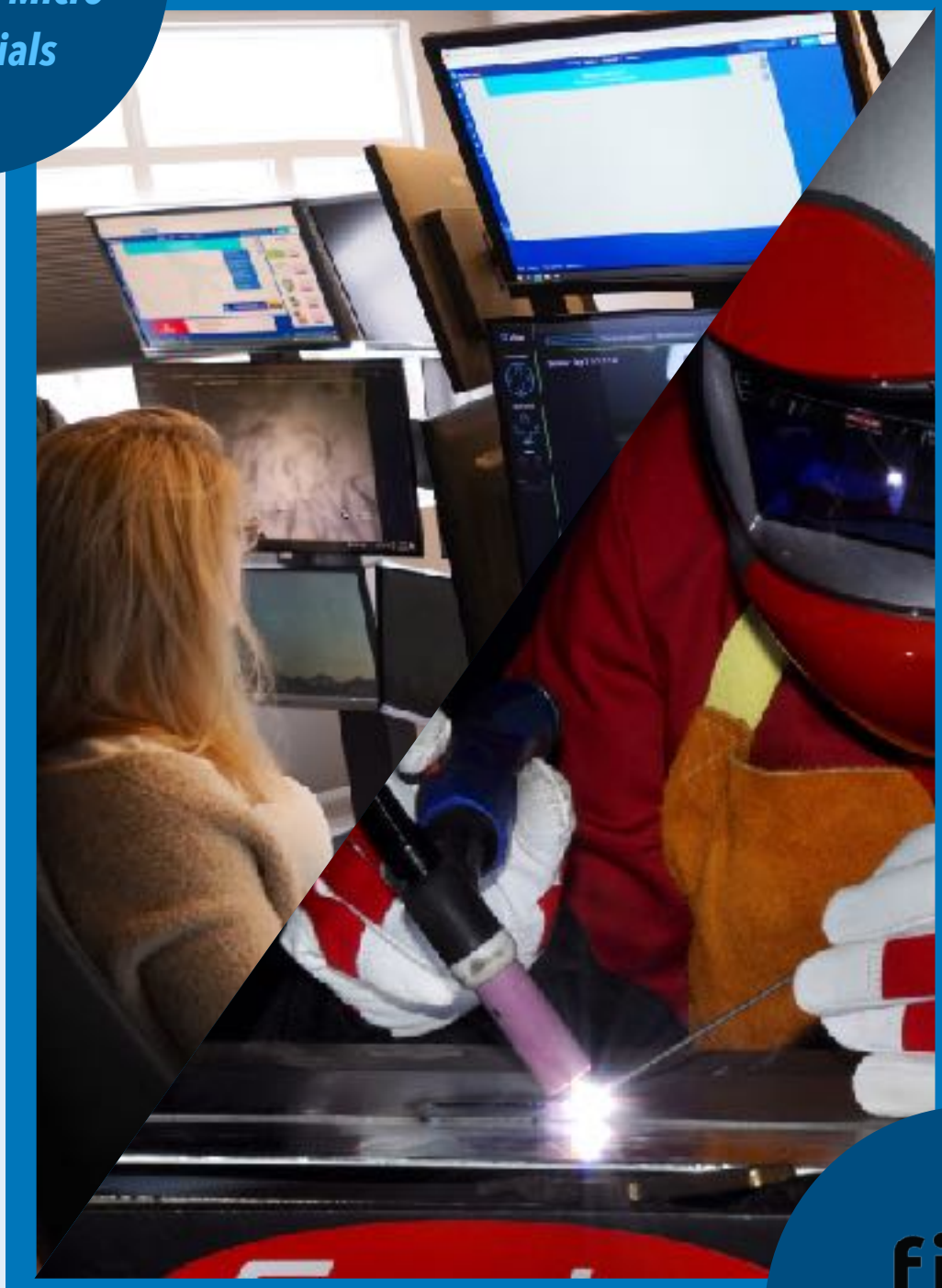
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Assessment & Work-Based Practices
Applying Micro-Credentials

Micro-Learning and Micro-Courses paired with Micro-Credentials



D3.3

Guideline for Usage of Micro-Courses paired with Micro-Credentials in VET

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Assessment of work-based learning and training practices

Assessment, recognition and accreditation of prior learning

Within a European context, the term recognition of prior learning (RPL) is closely linked to the concept of validation of non-formal and informal learning. Both approaches offer structured mechanisms through which learners can have their previous experiences and competencies acquired through work, community activities, self-directed study, or other non-traditional pathways, formally assessed and accredited. This assessment may align with national or sectoral qualification standards, or with specific components of those standards. The overarching purpose is to ensure that learners receive meaningful recognition for the knowledge, skills and competencies they have already demonstrated. These processes are thereby supporting lifelong learning, improving access to further education and training, and strengthening pathways toward employment and career progression.

RPL can play a vital role in supporting a learner's progression within both lifelong learning pathways and career development opportunities in the labour market. By formally recognizing competences, skills and knowledge gained through work experience, informal learning or prior education, RPL helps learners advance more efficiently and meaningfully. The European Centre for the Development of Vocational Training (Cedefop) highlighted this value in 2008 by stating that:

> *"Validating on formal earning is increasingly seen as a way of improving lifelong and life-wide learning. More European countries are emphasizing the importance of making visible and valuing learning that takes place outside formal education and training institutions, for example at work, in leisure time activities or at home".*

The Council of the European Union, in its Recommendation of 20 December 2012, emphasized the importance of validating non-formal and informal learning to support young adults in securing employment, by stating that:

> *"The validation of learning outcome , namely knowledge, skills and competences acquired through non-formal and informal learning, can play a important role in enhancing employability and mobility, as well as increasing motivation for lifelong learning, particularly in the socio-economically disadvantaged of the low-qualified".*

The Council recommended that by 2018, member states should establish mechanisms enabling individuals to have their knowledge, skills, and competencies gained through non-formal and informal learning formally validated. Where appropriate, this validation should allow learners to obtain a full or partial qualification, ensuring that valuable learning achieved outside traditional education systems is recognized and can meaningfully contribute to their educational and professional progression.

Due to this, recognition of prior learning is a process that formally acknowledges an individual's knowledge, skills and competencies acquired through non-formal activities such as structured learning, training, or work experiences. In addition, it includes informal activities that occur naturally in the daily life, including the tasks performed at work, during leisure time, or within the family. This recognition can take the form of validation, certification or the awarding of qualifications, ensuring that learning gained outside traditional education systems is valued and made visible. Importantly, the process also offers a critical opportunity for refugees and asylum seekers to receive recognition for formal qualifications they previously earned but can no longer document due to conflict, displacement, or other socio-political disruptions. In this way, recognition of prior learning supports both social inclusion and equitable access to education and employment by helping individuals rebuild their professional identities and continue their learning or career pathways.

Assessment and recognition of prior learning acknowledges that valuable learning takes place not only in formal education, but also in non-formal and informal settings such as workplaces, community activities, and everyday experiences. This process makes it possible to validate the knowledge, skills, and competencies individuals have acquired through these varied pathways for a specific purpose such as employment, further training, or academic progression. It also enables learners to have their existing learning formally recognized as meeting the learning outcomes associated with a particular award level, which may count toward a qualification.

Assessments that turns experience into accredited outcomes.

The purpose of RPL.

By valuing diverse learning experiences, recognition of prior learning promotes inclusion, reduces duplication of learning, and creates more flexible and efficient pathways to personal and professional advancement.

Recognition of prior learning (RPL) offers a structured way to assess and validate the knowledge, skills and competencies an individual has already acquired through formal education, work experience, or informal learning. It enables institutions to evaluate a person's existing expertise and determine its equivalence to established qualifications or standards. Thus, the core purpose of RPL is to provide individuals with an opportunity to receive formal acknowledgment for what they already know and can do, allowing them to:

- Secure employment by demonstrating existing, relevant skills.
- Earn promotions through validated professional competence.
- Identify opportunities for up- and re-skilling based on recognized strengths and gaps.
- Pursue new career pathways with proof of prior experience and abilities.
- Meet regulatory or professional standards required for specific roles.
- Access further education and training without unnecessary repetition.
- Receive academic credits for parts of a course already mastered.
- Enter education programs at an advanced level, reducing time to completion.
- Obtain certification for components of a qualification based on prior learning.
- Achieve full certification or an award when prior learning matches all requirements

A summary with the overview of RPL and its purposes:

1. Review learning experiences, to .
2. Identify training and prior qualifications, to
3. State achievements as competences, to
4. Assembly evidence of relevant achievements, to
5. Organize the evidences in profile, CV or portfolio, to
6. Present the evidences in the required format, with the
7. Possible results:
    - Access to job
    - Exemptions from modules
    - Entry with credits
    - Partial qualification
    - Full qualification with accreditation
    - Not successful. Gaps must be completed before next attempt.

The potential beneficiaries of RPL are broad and diverse, encompassing individuals whose skills and experience may not yet be formally recognized. This includes for instance workers in the informal economy who seek official validation of the competencies they have developed on the job.



It targets employees who require updated qualifications to remain competitive in a changing labour market, or unemployed adults or retirees who wish to up-skill or re-skill in order to re-enter the workforce. It includes migrant workers who need their existing qualifications acknowledged in a new country. By offering these groups a pathway to formal recognition, RPL helps unlock opportunities, support mobility and promote inclusive participation in education and employment.

Overview of RPL as a process

The recognition of prior learning process typically involves several key stages such as guidance, evidence collection, assessment and accreditation. The exact structure may vary depending on national regulations, institutional practices and individual needs. In the European context, the Council of the European Union (2012) outlines a standardized four-stage framework for validating non-formal and informal learning, offering a clear and coherent structure to ensure consistency and quality across countries. These four stages are:

- Identify the learning outcomes an individual has gained through non-formal and informal learning experiences, including skills developed at work, in daily life, or through self-directed learning activities.
- Document these learning outcomes in a structured and verifiable way that captures the individual's competences, achievements and relevant evidences.
- Assess the individual's documented learning against established qualification standards to determine the extent to which their existing knowledge and skills meet formal requirements.
- Certify the results of this assessment by awarding a qualification, granting credits toward a qualification, or providing another appropriate form of official recognition that validates the individual's demonstrated competencies.

Each stage has its own specific requirements and typically occurs in a sequential order. However, additional support stages can also be integrated to strengthen the overall process. These may include guidance and advising before the formal process begins, targeted teaching or skill development prior to the assessment stage, and ongoing tracking or follow-up after certification to monitor progress and support further learning. This expanded structure ensures that individuals are well-prepared, accurately assessed and supported beyond the point of recognition.



The recognition of prior learning process will take many different forms. Its implementation often depends on several contextual factors. It may vary according to the purpose of the assessment, the specific practices of the provider, as well as the motivations of both the individual seeking recognition and the organization involved.

RPL differs depending on whether it is conducted within an educational institution or a workplace setting, and whether the provider is a public or private entity. In addition, the availability of fees, staff capacity and supporting resources can significantly influence how the process is designed, delivered and experienced by the learner.

In general education settings, institutions play a central role in facilitating the recognition of prior learning process by guiding and supporting individuals. This includes to prepare for having their existing knowledge, skills and competences assessed against established learning outcomes, qualification standards, or formal awards. Employers may implement RPL procedures tailored to their operational requirements, offering company-specific recognition that aligns with workplace roles and performance expectations. In addition, private institutions can deliver RPL services on behalf of employers or through competitive funding provided by state or municipal authorities. This is expanding the access to recognition pathways and ensuring that diverse learning experiences are acknowledged across different sectors.

In practice, the recognition of prior learning process is typically facilitated by professionals such as subject-matter expert teachers or instructors, trained assessors, counsellors, external evaluators, or a combination of these roles. Their expertise ensures that the assessment is fair, accurate and aligned with established standards. The process will address how to:

- Provide clear, relevant and accessible information to help individuals understand the recognition of prior learning process and its benefits.
- Meet with individuals to offer personalized guidance, ensuring they feel supported and informed throughout the process.
- Assist individuals in identifying the level and scope of their existing skills, knowledge and competences, helping them to understand how these align with qualification standards.
- Explain evidence requirements, including what types of documentation, work samples, or demonstrations are considered valid and how they will be evaluated.
- Support individuals in preparing their evidence portfolio or assessment materials, ensuring their achievements are presented effectively.
- Conduct assessments using appropriate methods, such as examinations, practical demonstrations, interviews, or portfolio evaluation.
- Formally accredit the individual's competences, granting recognition or qualifications where standards are met.
- Provide constructive advice on next steps, guiding individuals toward further education, training opportunities, or pathways for career advancement.

The process can be delivered in various formats, including one-to-one sessions, face-to-face group workshops, or in some cases, fully online. Regardless of the mode, it demands active participation from the individual, who must engage in thoughtful reflection, provide clear and credible evidence of their competences and be prepared for their work to undergo formal assessment. This level of engagement is essential to ensure that the recognition accurately captures the depth and authenticity of the learner's prior experiences.

The recognition of prior learning process can be organized into three overarching phases, each comprising a set of structured stages that guide individuals from identifying their existing competences to achieving formal recognition. These three phases encompass four key areas, described as follows:

Advice: The applicant is informed about the recognition of prior learning policy, procedures, processes and evaluation criteria. He/she receives clear guidance on the available options and pathways. This ensures they understand how the recognition process works and can make informed decisions about how best to pursue validation of their prior learning.

Preparation and assessment: This process typically unfolds in two key areas.

- In the first area, the applicant engages in structured reflection on their prior training, non-formal learning and experiential learning to identify the knowledge and skills they have acquired. This is aligned towards the relevant qualification standards or learning outcome descriptions.

- In the second area, the applicant compiles and presents evidence such as work samples, certificates, portfolios, or testimonials that demonstrates the competences they claim. This will ensure a clear match to the required standards or learning outcomes. In some cases, applicants may need to prepare for and complete competence tests to further verify their abilities.

Certification: This is the assessment phase, where the evidence submitted by the candidate is carefully evaluated by a subject-matter expert and, when appropriate, supplemented with a competence based test or practical demonstration. If the individual meets the required standards or learning outcomes, they may be awarded a certificate or a partial qualification, formally recognizing the competences they have demonstrated.

Thus, during the first phase the knowledge level, skills and competences are in focus. The second phase identifies the standard of a qualification or a partial qualification. What are the evidences required to meet the standards and learning outputs descriptions? Evidences will be collected and competence tests may be carried out. The last third phase assess the results in order to obtain certification and/or accreditation.

Recognition and accreditation of prior learning and quality assurance

Recognition of prior learning is used to assess an individual's existing knowledge, skills and competences against clearly defined standards, learning outcomes, or qualification levels. It serves as a formal judgment on learning that has been acquired not only through traditional education, but also through independent study, professional experience, or practical work activities. To ensure fairness, credibility and consistency, the implementation of RPL must adhere to established quality assurance procedures at the national, sectoral or institutional level. This guarantees that prior learning is evaluated rigorously and recognized in a transparent and reliable manner.

The implementation of recognition of prior learning must be conducted with the same level of professional rigor, expertise and quality assurance as the formal teaching and learning processes aligned with the relevant subject area and qualification level. This ensures that the assessment of existing knowledge, skills and competences is both credible and consistent, upholding the integrity and standards expected of the qualification.

Teachers or trainers responsible for implementing recognition of prior learning must possess appropriate subject-area qualifications and be specifically trained in RPL assessment methods. This ensures they have the expertise to evaluate learners' existing knowledge, skills and competences accurately. The methodological competence should apply the RPL processes fairly, consistently and in alignment with established standards.

Mixed-class contexts and prior learning of adults

Prior learning of adult learners in a mixed-class context refers to the diverse range of knowledge, skills, competences and experiences that adult learners bring with them from their personal, professional and educational backgrounds. In such settings, learners may enter the same program with vastly different levels of expertise, practical competences and life experiences, all of which shape how they engage with new content and participate in the learning process. Understanding and valuing this prior learning is crucial, as it allows educators to tailor instructions that are build on learners' existing strengths. It supports creating more inclusive, relevant and effective learning experiences for everyone in the group.

Turning experiences into recognized achievements



Adults return to formal education and training with clear goals in mind. This is typically to acquire new knowledge, strengthen their skills, or obtain a qualification that supports their personal or professional advancement. Unlike younger school-leavers, adults enter learning environments with a wealth of life and work experience that shapes how they learn, what they value and the relevance they seek in their studies. This rich background influences their motivations, expectations and ability to connect new learning with real-world contexts, making adult learners a distinct and diverse group within education.

For teachers working with mixed-age and mixed-experience groups, it is often unrealistic to dedicate the time required to accurately determine what each learner already knows, whether regarding course topics, foundational subject matter, or the specific learning outcomes that contribute to a final qualification. The diverse backgrounds and varying levels of prior knowledge within such classes make it challenging to tailor instruction effectively without a system that can efficiently assess and recognize each individual's existing competences.

Thus, how can educators realistically assess each learner's starting point at the beginning of a course or module?

Know their knowledge to grow their learning

Understanding what students already know before a teaching session begins is essential for tailoring instruction to their needs. By identifying their prior knowledge, skills, competences, misunderstandings and misconceptions, educators can design lessons that build on existing foundations, address gaps and better support meaningful learning. This insight allows teachers to create more targeted, engaging and effective learning experiences right from the start.

In an ideal teaching environment, educators would have both the time and resources to thoroughly explore what adult learners already know before beginning any instructional sessions. This would allow teaching to build directly on learners' prior knowledge, experiences, competences and skills, creating a more personalized, efficient and meaningful learning experience..

The ideal recognition of prior learning approach centers on a thorough, retrospective examination of an individual's accumulated knowledge, skills, competences and experiences. Through a structured process of collecting and evaluating evidence, such as work samples, performance records, or prior coursework, the assessor identifies where and what the individual's competences align with. This includes how it may differ from the established learning outcomes of a specific qualification, award, or a national standard at a defined level. This method ensures that prior learning is recognized accurately and fairly, highlighting both areas of demonstrated mastery and any remaining gaps that may require further learning or assessment.

The learner is placed at the centre of the RPL process and is actively engaged in each of the four stages: identification, evidence collection, assessment and certification in order to meet the requirements needed to reach their personal goal.



Understand what they know and recognize it. Expand and grow what they can learn!

RPL is therefore best understood as an individualized, learner centered pathway that is supported and evaluated by qualified experts such as experienced teachers and instructors, subject specialists and guidance counsellors. Throughout this process, the learner must articulate what they already know and can do. This includes gathering credible evidence to demonstrate their knowledge, skills and competences. Furthermore, it involves request that this evidence should be assessed against an established standard and level. This requires the learner to participate in an ongoing, reflective cycle of self-assessment, identifying the competences they have acquired and determining how these align with the expectations of the relevant qualification or competence framework.

Within this reflective process, learners can help identifying gaps in their knowledge, skills and competences that need further development. This may result in additional education, training, or practical experience, in order to reach a specific goal. This could be obtaining credit recognition, gaining entry to a program, or earning a partial or full qualification. Although the RPL journey is typically undertaken individually, organizing group-based RPL activities can be both time- and cost efficient, and even advantageous when several learners are working toward the same qualification or partial award. Despite the benefits of group preparation and support, the assessment of RPL remains fundamentally an individual process, as each learner's evidence, competences and experiences must be evaluated on their own merit.

Recognition and accreditation of prior learning tools and services encompass a wide range of methods designed to capture and assess an individual's existing knowledge, skills and experiences. These may include comprehensive portfolios of documented evidence, challenge tests that demonstrate competences, workplace testimonials or supervisor evaluations, structured interviews that probe depth of understanding, and written assessments that verify specific skills. Together, these tools provide a robust foundation for accurately evaluating prior learning and determining its alignment with formal qualifications.

The central principle is to systematically align an individual's prior learning with the specific learning outcomes and standards required for the relevant micro-course, award, or micro-credential qualification. This ensures that previously acquired knowledge, skills and competences are accurately measured and recognized in relation to the expectations of the formal program.

Tips for a successful RPL process

- Provide learners with clear, accessible information about the RPL process from the outset.
- Explain all requirements, including expected time commitments, necessary resources, levels of engagement and any applicable fees.
- Use an established assessment method to determine the learner's current level of knowledge and skills, and identify existing gaps that may need to be addressed.
- Support learners in developing a personalized plan to collect evidence of their prior learning and prepare effectively for the assessment.
- Integrate relevant learning technologies to increase engagement and support learners throughout the process.
- Utilize the relevant learning technologies to assist teachers in assessing learners' knowledge and offering timely, targeted feedback. This could be instant or nearly instant feedback to better support students learning progression.
- Encourage group and peer learning to deepen understanding, promote interaction and enhance the overall learning experience.
- Ensure that the RPL process provides pathways to partial or full recognition of qualifications or credits, enabling learners to progress into or through a course.

Teaching challenges for adult and VET learners

The adult and vocational education and training (VET) sector provides a wide range of opportunities for both young adults and more experienced learners to participate in training that leads to meaningful, work-relevant certifications and qualifications. VET combines practical skills development with theoretical instruction, ensuring that learners acquire competences that directly align with the demands of modern workplaces. By engaging actively with employers, industry partners and local communities, many VET providers are able to identify emerging skills needs and design targeted programs that respond to these demands. This close connection between training institutions and employers not only strengthens the relevance of VET programs, but also supports smoother transitions into employment and long-term career growth for learners.

VET providers play a crucial role in supporting both young adults preparing to enter the workforce and individuals already employed who seek to up-skill or re-skill. As a result, VET programs often bring together a diverse mix of learners, ranging from upper-teenage students with limited work experience to mature adults who have been active in the labour market for many years. While this diversity enriches the learning environment, it also presents significant challenges for teachers. Mixed-ability and mixed-experience classrooms or e-learning courses, require carefully structured lesson planning, including flexible instructional strategies. It often requires differentiated activities to address varied knowledge levels, learning styles and professional backgrounds. Ensuring that each learner is engaged, appropriately challenged and be able to connect new knowledge, skills and competences to their own context, demands thoughtful preparation and dynamic teaching approaches.

Start with what they know and build toward what they can become

For a teacher to design an effective lesson plan, it is essential to have a clear and accurate understanding of the students' existing knowledge, skills and competence levels across the entire class or group. This insight allows the teacher to tailor instruction, choose appropriate activities and provide the right level of challenge and support. There are many ways to gather this information, such as applying practical pre-tests or interviews, or provide written entrance examinations. Occupational tests or skills demonstrations can all be used to create a detailed profile of learners' existing knowledge, skills and competences related to the course content. These assessment methods help educators understand learners' starting points, identifying their strengths and possible gaps. All together it ensures that training can be tailored to meet individual needs effectively.

Sometimes such tests and examinations become a barrier for some learners, discouraging them from applying for the course in the first place. To reduce this obstacle, one effective alternative is to establish a minimum qualifications threshold and/or consider equivalent prior experiences. This is then used to assess the learner's knowledge, skills and competences only after they have enrolled. This approach lowers the entry barrier, encourages more learners to participate in education and training. They provides teachers with a clearer understanding of each learner's abilities once the course begins. It indeed fosters a more inclusive learning environment where learners feel supported rather than screened out.

To provide instant or nearly instant feedback by using quick response tools (Socrative, Mentimeter, Moodle, etc.) at group level during students learning progressions is a powerful approach that helps create student engagement and stimulate their motivation. The quick response tools and services offer teachers considerable flexibility in how and when they choose to use them, making it easy to integrate them into a wide range of teaching contexts. Their versatile functionality allows seamless use across multiple formats and software programs, enabling educators to adapt the tools to different learning activities, platforms and instructional needs.

Recognition todays skills and competence.

Shaping tomorrow's potential.



By developing precise, curriculum-aligned questions and answers, teachers can quickly gain a clear snapshot of students' subject or topic understanding. This real-time insight enables them to identify areas of weakness or misunderstanding across the whole class and immediately adjust their instruction, focusing attention and explanation where it is most needed. In this way, the process functions as a powerful form of instant or nearly instant feedback during the lesson, allowing teaching to become more responsive and adaptive. Additionally, access to individual student responses equips the teacher to provide targeted, personalized feedback after the session, ensuring that each learner receives the specific support required to strengthen their understanding and progress.

These types of tools and service serve as an effective feedback loop, providing both the class and individual students with continuous insight into their performance and learning progression as the course unfolds. Regular, timely feedback is widely recognized as a powerful driver of motivation, helping learners understand their progress, identify areas for improvement and stay actively engaged in the learning process. By making the performance visible and actionable, these tools support a more responsive and supportive learning environment that contributes to stronger overall learning outcomes.

The teacher can use the insights generated from quick response tools and digital feedback services to gain a clearer understanding of overall class performance. This includes pinpointing specific areas where students need additional instruction and make informed adjustments to lesson plans to better support diverse learning needs. These real-time results enable the teacher to respond promptly to misconceptions and misunderstandings, reinforce key concepts and tailor activities to ensure that all students remain engaged and progress effectively.

Key tips include:

- Prepare high-quality teaching materials that match learners' levels and needs, ensuring clarity, relevance and accessibility.
- Prioritize pedagogy over technology, effective teaching methods and learning design matter more than the tools themselves.
- Use technology intentionally to enhance and support the teaching and learning approach, not to replace sound instructional practice.
- Recognize potential barriers, including the digital divide, and ensure that technologies do not disadvantage certain learner groups.
- Seek peer review by involving a critical friend or colleague to check the quality, clarity and fairness of problems, assignments, questions and answers.
- Incorporate diverse formats in question-and-answer design, such as images, videos, graphics or audio, to better support students different learning styles.
- Explain the process and expectations to learners before the session begins to ensure transparency and confidence.



How to design good multiple-choice questions for assessing students prior learning?

- Provide timely feedback on learners' responses to help them understand mistakes, reinforce learning and guide improvement.
- Promote self-directed learning by encouraging students to explore topics independently and build ownership over their learning journey.
- Gather learner feedback on which questions and answers they perceive as effective or ineffective, using this insight to continuously improve materials.

The question types may include multiple choice questions, open text, tagging of words, Likert scale usage, word pools and ordering words. The questions may be displayed as one question at a time, or as multiple questions at a time.

Quick polling questionaries

Many instructors tend to view multiple-choice questions as tools suited only for testing basic recall of curriculum. However, they have far greater potential in the blended learning and training approach. When thoughtfully designed, multiple-choice questions can assess higher order thinking skills by requiring students to analyze, evaluate and apply their knowledge and skills in new ways. With quick polling questions, instructors can use these items not just for assessment, but also to spark active learning, stimulate discussion and reveal students' reasoning.

In this context, highly effective questions look very different from traditional exam-style items. They are more conceptually rich, intentionally challenging and crafted to provoke deeper thinking rather than simple memorization. The various type of questions may address:

Questions that recall knowledge

These questions prompt students to recall facts, concepts, or techniques connected to the training session and are commonly used to check whether they completed the assigned readings, retained key ideas from previous lessons, or memorized essential information. While they will be helpful for gauging basic understanding and preparation, they seldom spark meaningful discussion and generally do not engage students in higher-order thinking such as analysis, evaluation or synthesis.

Questions addressing the conceptual understanding

They evaluate students' deeper comprehension of key concepts. The answer choices often reflect common misconceptions and misunderstandings, making these questions powerful tools for helping instructors uncover and address the misunderstandings that may hinder learning. Items that ask students to classify examples, match characteristics to concepts, choose the most accurate explanation, or translate an idea across different representations all serve as strong measures of conceptual understanding. By engaging students in these cognitively richer tasks, such questions provide meaningful insights into how well learners grasp underlying ideas rather than merely memorizing information.

Questions addressing application

These questions require students to actively apply their knowledge and understanding to specific situations and contexts, moving beyond recall to demonstrate deeper learning. Application questions often prompt learners to make decisions or justify choices within a given scenario, connect course concepts to authentic, real-world situations, implement procedures or techniques to solve a problem, or predict the outcomes of experiments and tasks. In some cases, students may even be asked to anticipate how their peers might respond to a follow-up question, encouraging perspective taking and higher order reasoning. Thus, these questions strengthen students' ability to transfer their learning to new contexts and prepare them for practical, real-life problem solving.

Questions addressing critical thinking

These questions function at the higher levels of Bloom's Taxonomy, because they require students to analyze how multiple concepts relate to one another or make informed evaluations based on specific criteria. They are often designed as "one-best-answer" questions, meaning that several answer choices may appear reasonable, but only one represents the strongest or most accurate option. While these questions are not ideal for formal examinations, since the reasoning students use to justify or reject options is far more valuable than the answer they select, they are highly effective as instructional tools. By prompting students to think critically about why one option is better than the others, these questions stimulate rich classroom discussions, deepen conceptual understanding and help students articulate their reasoning more clearly and confidently.

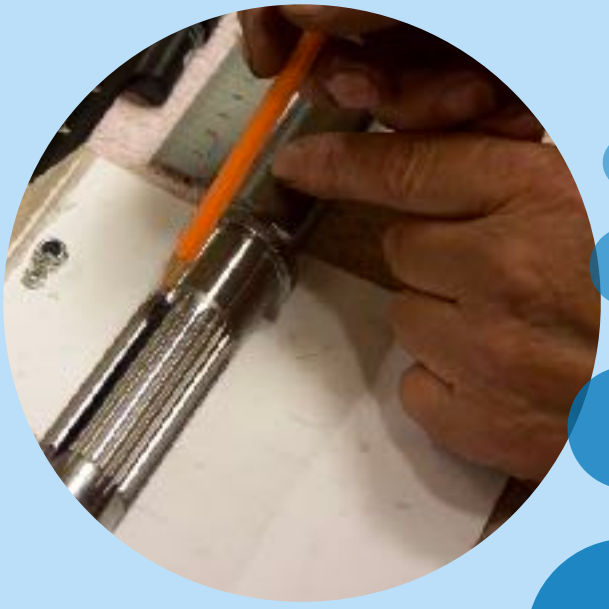
Questions addressing student perspective

These are questions that invite students to share their opinions and personal experiences. Although they do not have right or wrong answers, they play an important role in revealing the diverse perspectives within a classroom. By bringing these viewpoints to the surface, such questions help both instructors and students better understand one another and foster a more inclusive learning environment. They often spark meaningful, engaging discussions especially when the topics involve ethical, legal, or moral dilemmas. They help supporting deeper learning by allowing students to connect their own experiences to more abstract course concepts. The anonymity offered by quick response tools is a crucial element in this process, as it encourages students to participate openly and honestly without fear of judgment.



Questions addressing confidence levels

Asking students a content related question followed by a request to rate their confidence in their answer, such as high, medium, or low, will greatly enhance the value of the information gathered about their learning progression. This dual-question approach not only reveals what students know, but also how well they believe they know it, offering deeper insight into misconceptions, overconfidence, or uncertainty. Encouraging students to evaluate their own confidence supports the development of metacognitive skills, helping them become more aware of their learning processes and better able to regulate their study strategies. Instructors will further extend this method by posing predictive confidence questions, asking students to rate how confident they are when they could correctly answer a question or complete a task they have not yet attempted. This helps identify learners' expectations, perceived readiness and potential gaps in understanding even before instruction begins. Integrating confidence ratings into questioning creates richer feedback for both students and instructors, fostering more intentional and reflective learning.



Questions addressing monitoring

These questions are designed to give instructors valuable insights into how students are engaging with and managing their learning throughout the course. For example, a week before a written assignment is due, instructors should ask whether students have completed a rough draft to gauge their progress and identify who may need additional support. Similarly, asking students how long they spent on a recently submitted assignment will help instructors determine whether the task was appropriately challenging or may require adjustment.

Quick response questions can also be used to check whether students recall important guidance or course policies introduced on the first day of class. In addition, questions typically reserved for end-of-semester evaluations will be repurposed as for instance mid-semester checkins, allowing instructors to identify issues early and make timely improvements that enhance the overall learning experiences.

Questions addressing experiments, laboratory work and workplace activities

Quick response systems can also be used to gather real-time data from students for experiments, laboratory work and in sciences. The information students generate during lessons will help illustrate key concepts about behavior, decision-making and group dynamics. When these data are collected and analyzed instantly, quick response systems add immediacy, relevance and engagement to the learning experiences and the associated learning episodes, allowing students to see the direct impact of their contributions and deepening their understanding of complex phenomena.

Learning and teaching activities that are suitable for quick feedback on students learning progression.

Accurate attendance provides stronger outcome

Quick evaluations can be used to record attendance either directly, such as by asking students to answer a simple question like "Are you here today?", or indirectly by analyzing which students actively participated during the lesson. These short checkins not only confirm presence but also provide insight into student involvement and engagement, making them a practical and efficient tool for monitoring both attendance and participation.

Formative assessment practices

Online quick response and evaluation tools allow instructors to pose questions to students and instantly gather their answers, providing real-time insight into student learning progression for both teachers and learners. This immediate or nearly immediate feedback helps students monitor their own progress by showing them what they understand and where they may need improvement. Instructors will use this to adjust their teaching on the spot to better meet student needs. Some tools and services even allow students to indicate their confidence level (for instance high, medium, or low) along with their answer, giving instructors richer data about how securely students grasp the material. To encourage participation, some instructors assign participation grades to these formative assessments, while others award points for correct responses to promote greater effort and accuracy. A blended approach is also common, with partial credit given for incorrect answers to motivate engagement while still reinforcing the value of correctness. This combination of rapid feedback, student reflection and flexible grading strategies makes quick responses and quick evaluations powerful tools for supporting active learning and responsive teaching.

Accelerate learning progression with instant or nearly instant feedback.



Summative assessment practices

Online quick evaluation and feedback tools can be used not only for informal checks but also for graded activities such as multiple-choice quizzes and full tests. Many digital platforms now offer a student paced mode, enabling learners to complete assignments or assessments at a speed that matches their individual needs and learning progression. This approach supports differentiated learning, reduces test anxiety and provides teachers with immediate insights into student performance. Additionally, these tools often include automated scoring, instant feedback and data analytics, making it easier for educators to identify learning gaps. It is also possible to adjust the instruction process and provide timely support. In this way, quick evaluation tools enhance both the efficiency and the effectiveness of assessment in digital learning environments.



Recognition of prior learning before the training starts

Online quick evaluation and assessment tools allow students to complete multiple-choice or open ended questions outside of class and submit their responses through their mobile phones before the training session begins. This process streamline preparation, give instructors immediate insight into students' prior knowledge, including misconceptions or misunderstandings. It helps tailoring the upcoming lesson to learners' needs. By enabling fast, flexible and accessible assessment, such systems support more targeted instruction and create a smoother transition into in-class learning activities.

Faster insight into students learning progression

Kick-start the learning with conversations and discussions

Posing a question, giving students time to think, collecting their response and then displaying the aggregated results can be an effective way to prepare a class for a rich, whole group discussion. Unlike the common practice of calling on the first student who raises a hand or show engagement, this method ensures that all students have the individual opportunity to reflect and commit to an answer before the conversation and discussions begin. As a result, it promotes broader engagement, increases student accountability and creates a more inclusive learning environment where every learner is mentally prepared to participate. By making students' thinking visible, teachers can also identify misconceptions and misunderstandings. It is possible to highlight diverse perspectives and use the displayed results as a powerful springboard for deeper discussion and collaborative meaning making.



Repeat to retain and retain to progress

Because it is often difficult to gauge what students truly understand during a lesson, quick evaluation and assessment tools will provide valuable real-time insights into their learning progress. These tools allow instructors to immediately measure comprehension and adjust their lesson plans on the spot. If the data indicate that students have mastered a particular concept, the instructor can confidently proceed to the next topic. If the results show gaps in understanding, additional time can be devoted to reinforcing the material through further explanation, class discussion, or targeted questioning. Although many other strategies exist for monitoring student understanding throughout a course, real-time evaluation tools offer an efficient, accessible and responsive way to support adaptive teaching.

Students reflect on how their thinking changed and consolidated learning.

five explain

By integrating these tools into everyday teaching practices, educators will create a more dynamic learning environment that responds directly to student needs and improves overall instructional effectiveness.

Peer instruction processes

The teacher begins by posing a question to the class, giving each student time to think quietly before submitting their individual answers through a quick evaluation or response tool. The system instantly displays a histogram of responses, allowing the teacher to see patterns and identify misconceptions or misunderstandings. If a significant portion of students selects an incorrect answer, the teacher invites them to discuss the question with a neighbor, encouraging peer explanation and collaborative reasoning. After a brief discussion period, students re-submit their answers again using the same tool. In many cases, though not always, the proportion of correct responses increases as students refine their understanding through the peer instruction process. This approach demonstrates how a simple quick response system will effectively activate student thinking and promote meaningful dialogue. It will engage a large group of learners in analyzing and deepening their understanding of course content.

Questions that are repeated

In the peer-to-peer instruction approach described above, students answer a question twice. First after reflecting individually, and then again after discussing their ideas with a neighbor. Some instructors extend this method by asking the same question multiple times, incorporating different learning activities between each round of providing quick responses to deepen the understanding and refine reasoning. For example, students may first submit an individual response, then discuss the question with a peer and respond again, followed by a whole-class discussion and a third response, and finally a brief targeted mini-lecture by the educator before a final vote. This iterative process of reflection, dialogue and instruction helps students confront misconceptions and misunderstandings. It helps assessing their understanding and actively construct deeper knowledge. For particularly challenging concepts, such repeated cycles of engagement can be a powerful technique for supporting students in exploring complex ideas and achieving more meaningful learning outcomes.

Instruction driven by questions

This approach blends contingent teaching with peer-to-peer instruction by structuring lesson plans entirely around questions rather than predetermined lecture content. The instructor begins with a large bank of questions, often with several variations for each topic. The flow of the lesson is determined by how students respond in real time. When students answer questions successfully, the instructor advances to new topics. When they struggle, the instructor poses additional questions that probe the same concept, allowing students to clarify misunderstandings and misunderstandings through guided inquiry. Rather than following a traditional, fixed lesson plan, the instructor adapts dynamically to students' demonstrated learning needs, using their responses to shape the instructional path and process. Peer discussion is often incorporated to deepen understanding, as students explain their reasoning to one another before the instructor intervenes. In this way, the classroom becomes a responsive learning environment where progress is driven by evidence of comprehension rather than repeating a predetermined sequence of content.

Turn instant insight into targeted support!

Identify weaknesses early. Address them effectively!

For the qualification always focus on the learning outcomes

By developing precise, curriculum aligned questions and answers reflecting the learning outcome descriptions, teachers will quickly gain a snapshot of students' subject or topic knowledge and skills during training sessions. This real-time insight enables the teacher to immediately identify areas of weakness or misunderstanding across the class. The educator will direct explanations or follow-up activities to address these gaps, providing instant feedback that enhances learning during the lesson. At the same time, teachers can access individual student responses, allowing them to offer targeted and personalized feedback after the session. In this way, the tools and services function by providing an ongoing feedback loop, informing both whole-class instruction and individual learner progress as the course develops. Regular, meaningful feedback on students learning progression is widely recognized as a key factor in motivating students and improving learning outcomes. The data gathered will help teachers evaluate group performance, pinpoint areas needing further instruction and adjust future lesson plans to better meet the needs of their learners.

Combining the reflective cycle of the recognition of prior Learning process with the iterative potential of applying quick feedback loops, create a powerful dynamic for supporting teaching and lesson plan development in VET courses. This integrated method enables teachers to continuously adapt instruction based on learners demonstrated knowledge, skills, competences and work-based experiences. It is especially valuable in training courses with mixed ability students, where learners bring diverse backgrounds and prior learning. By systematically capturing reflections and feedback, teachers can tailor content, adjust pacing, and design differentiated learning activities that better meet individual learner needs. Ultimately, this approach promotes more responsive, inclusive and effective VET instruction.

How to combine quick response tools and services into RPL?

To better support such processes, the teacher must first map out the key learning outcomes of the course by identifying the major topic areas. Those should be arranged in a logical sequence that reflects how students should progress through the material. Once the structure is established, the teacher will create sets of short multiple-choice questions and answers aligned with each learning outcome to reinforce understanding and check comprehension. These question sets may be text-based, but incorporating visual elements such as images, diagrams, or audio/video clips that will make the experience more engaging and appealing to students. Such multimedia components not only capture learners' attention but also provide richer context, helping prompt more accurate and thoughtful responses while enhancing overall learning effectiveness.

The sets with questions and answers are uploaded separately and sequentially into the selected online quick response tool, allowing the teacher to control the flow of the activity. Before beginning, the teacher explains the procedure to the students so they understand how the tool works and what is expected of them.



Spot gaps fast.
Teach smarter.

five explain

This technique is primarily used to identify students' knowledge levels and pinpoint gaps in understanding, enabling the teacher to provide timely and targeted feedback. The results offer valuable insights that help shape lesson planning for each session, ensuring instruction is responsive to students' needs and supports more effective learning.

Before presenting the quiz, the teacher introduces several key topics connected to the upcoming questions and asks students, working in groups, to reflect on their prior knowledge, skills, competencies and experiences in order to understanding the subject. This collaborative discussion helps activate students' background knowledge and skills, encourages peer learning and prepares them to engage more deeply with the content. After the groups have shared their insights and clarified initial ideas, the teacher transitions into the quiz and answer session. This is allowing students to apply their reflections, test their understanding and further strengthen learning through immediate feedback and discussion.

Each student uses their own cell phone to respond to the questions. All responses are instantly aggregated and displayed to the class. The combined results provide a clear snapshot of the group's understanding and serve as a powerful focal point for discussion. It helps prompting students to reflect on their reasoning, compare perspectives and deepen their understanding of the topic or learning outcome. This interactive approach not only enhances engagement but also supports formative assessment by allowing the teacher to address misconceptions and misunderstandings in real time.

Students are asked to describe their experiences with the topic and reflect on related aspects of competence, skills and knowledge that connect to the intended learning outcome. The teacher then encourages them to consider and discuss alternative ways, e.g. beyond the formal qualifications, to demonstrate that a person possesses the relevant competences, skills and knowledge. This may include examples such as practical experience, portfolios, hands-on workplace achievements, peer testimonials, real-life problem solving in the work-shop, or participation in relevant projects or activities.

By combining the recognition of prior learning process with the quick response techniques, the teacher will efficiently gauge a group's existing knowledge of a subject. This information will be used to design teaching and learning materials that specifically target identified knowledge and skills gaps. This approach not only supports the creation of more relevant and responsive instruction but also enables the teacher to provide meaningful, timely feedback that strengthens the learning process. At the group level it allows the teacher to adjust instructional strategies, highlight collective strengths and clarify common misunderstandings and misconceptions.



At the individual level, it offers learners personalized insights into areas where they may need additional practice or support, helping them take ownership of their learning and progress more confidently. This combined process ultimately leads to more tailored teaching, improved learner engagement and a more effective overall learning experience.

These approaches are grounded in strong teaching practices and pedagogical methods that leverage technology to enrich student engagement and deepen learning. By integrating digital tools and services intentionally and effectively, educators will create more interactive, dynamic and personalized learning experiences that strengthen understanding, motivation and students' active participation in the learning processes.

The combined reflective cycle and feedback loop will be applied by the teacher in subsequent groups or classes to continuously refine instruction. Insights gathered through the quick response tools enable the teacher to identify patterns in students' strengths and weaknesses, allowing for timely adjustments to lesson plans and teaching strategies. By responding to real time feedback, the teacher will better align instruction with learners' knowledge levels and skill and competence needs, ensuring more targeted support and improved learning outcomes. This ongoing process fosters a dynamic, responsive classroom environment where both teaching and learning evolve based on evidence and reflection.

This approach combines the key stages of recognition of prior learning which is to identify existing competences and gathering evidence, with rapid response learning activities. This includes targeted questions and immediate feedback, to assess learners' knowledge and skills against established qualification standards. By integrating these processes, the system not only verifies what learners already know, but also actively engages them in reflecting on their skills and competences. This contributes to filling knowledge gaps, and progressing toward formal recognition and thus accreditation. The continual provision of timely, meaningful feedback further encourages participation, supports learning and strengthens the learner's pathway toward achieving the full qualification.

The combined approach of reflection and feedback, quizzes and discussions can significantly enhance student participation by encouraging deeper engagement and active involvement in class activities. By integrating opportunities for learners to connect course concepts with reflections on their own work experiences, this approach not only strengthens understanding, but also enriches class dialogue with authentic, real-world insights. Moreover, using varied interactive methods helps accommodate diverse learning styles, making participation more meaningful and inclusive for all students.

What is gained by using this approach

The quiz style questions and answers will gradually increase in complexity, shifting from simple factual multiple-choice items to more conceptual, analytical and problem-based tasks such as short responses, essays, reports, or small projects. As the level of cognitive demand deepens, the teacher will choose to move away from requiring individual answers and instead organize students into collaborative groups. These groups will discuss the problem presented, negotiate possible solutions and collectively submit a group response. This approach not only supports deeper learning and higher-order thinking, but in addition fosters communication, teamwork and shared problem-solving skills.

The quick-response tools allow students to submit answers either during class or outside scheduled sessions within a time window set by the teacher, ranging from hours to several days or weeks. These tools enable teachers to review individual responses and identify areas where students need further support. It helps providing immediate or nearly immediate targeted feedback that highlights both strengths and weaknesses, while suggesting topics for preparation before the next teaching activity.

Through experience with the quick response tools, teachers can develop banks of subject- or topic specific questions that will be assigned to individual learners to encourage revision and promote self-directed learning. This process supports students in reflecting on their own understanding and help monitoring their progress. The students are engaging in both study and self-assessment as they move through the course, ultimately fostering deeper learning and greater autonomy.

The pedagogical approach is grounded in ongoing, formative feedback that continuously guides learners by recognizing their achievements while also identifying areas that need further development. For this approach to be effective, a strong communication process is essential. That is one that depends on active, two-way engagement between teacher and learner. Both parties carry important responsibilities. The teacher must provide timely, constructive and relevant feedback, while the learner is expected to review this feedback thoughtfully and take deliberate action based on the suggestions offered. When this reciprocal communication is well established, feedback becomes a powerful tool for learning, reflection and sustained improvement.

This approach enables the teacher to gauge and assess the learner's overall understanding of a subject or topic at any given moment in the learning process. By reviewing this information, the teacher will determine the most appropriate type of feedback to support the learner's development. Over time, the teacher can track the learner's responses, observe patterns of progress and adjust instruction accordingly. This ongoing monitoring allows for timely, targeted feedback at different stages during a course. In addition, it is ensuring that learners receive the guidance they need to improve, stay motivated and deepen their understanding.

Connect real time feedback with Recognition of Prior Learning pathways .



Track progress,

to deliver the appropriate feedback,

at the correct time.

Identify gaps fast.

Act immediately .

five explain

The process is further strengthened by the teacher's ongoing feedback to learners throughout the training sessions. By analyzing aggregated response data from the class, the teacher will identify common misunderstandings and misconceptions. This will be used to highlight areas of progress and tailor explanations to address the group's needs more effectively. This enables the teacher to provide timely, targeted feedback that not only supports individual learners but also enhances collective understanding. Moreover, sharing these insights with the whole class promotes a cooperative and collaborative learning environment, encouraging discussion and active participation through peer support. In this way, instant or nearly instant feedback becomes a dynamic tool that drives both individual and group learning forward.

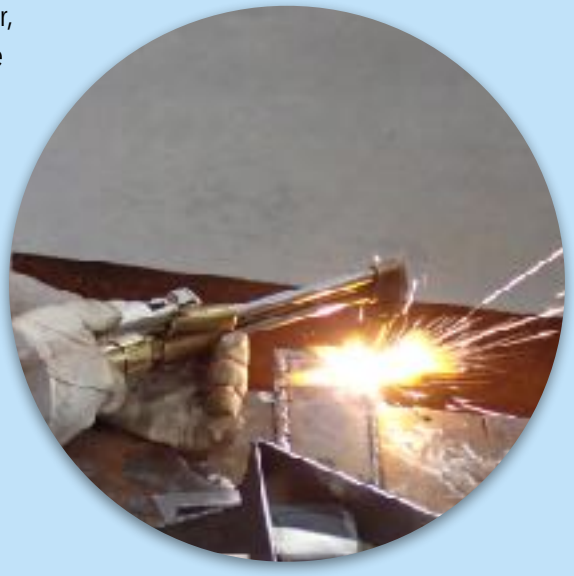
Challenges that will arise at start up

The wrong answers students select on multiple-choice questions can indicate that they hold certain misconceptions or misunderstandings. However, to simply identifying which options they chose does not always clarify what those misconceptions actually are. Teachers using quick response or formative assessment tools are often surprised to see many students gravitating toward the same incorrect option, signaling a deeper misunderstanding that is not immediately visible from the test results alone. In such cases, further discussion or guided questioning is essential to uncover the reasoning behind students' choices, helping teachers diagnose the specific misconception and address it more effectively. This reflection and dialogue not only support clearer instructional decisions but also help students articulate their thinking and confront gaps in their understanding.

Getting started with quick response tools requires an initial investment of time, even though modern systems are far more intuitive and user friendly than earlier versions. Teachers still need a short period to familiarize themselves with the technology, explore basic features and build confidence in using it during live instruction. Support from an experienced user will make this learning curve smoother and help troubleshoot early challenges. Adapting lesson plans to incorporate rapid response activities also takes some preparation, as educators must think intentionally about where real-time feedback will be most valuable. However, the transition does not need to be overwhelming, since teachers usually begin gradually by adding just one or two targeted questions to each class, especially in areas where students commonly struggle. Over time, these small adjustments can greatly enhance student engagement, provide immediate insights into learning progress and strengthen instructional decision-making.

Using quick response tools in training sessions inevitably consumes some instructional time. Students need a few minutes to submit their answers. Additional time is spent when reviewing and discussing their responses. Teachers address this challenge in different ways. Some shift portions of the course content to pre-class reading assignments so that in-class time can be devoted to interactive activities. Others use the time-limit function, giving students only a set amount of time to answer, to keep sessions moving efficiently. Some teachers believe that ensuring students master key concepts before moving on is worth the extra time, and they use quick response tools to confirm that mastery. Meanwhile, others find that gathering immediate feedback on student understanding actually speeds up instruction by revealing which topics students already grasp and which can be skipped. Through these varied approaches, educators balance the time demands of quick response tools with their instructional benefits, ensuring the tools enhance rather than hinder overall learning.

Many instructors use quick response activities as a springboard for class-wide discussions, helping students transition from individual thinking to collective exploration of ideas. However, facilitating whole class or group discussions can be challenging for instructors who are more accustomed to traditional lecturing. This approach requires new skills in guiding dialogue, encouraging participation and managing diverse viewpoints. Shifting from lecturer to discussion facilitator involves adopting more interactive teaching strategies, fostering an inclusive atmosphere and learning how to prompt deeper student engagement through thoughtful questions and responsive guidance.



Micro-learning aligned with the framework

Key tips to consider during start up

- Allocate sufficient time and resources to develop high-quality teaching materials.
- Have all teaching materials reviewed by a trusted colleague for accuracy and clarity.
- Consider piloting the materials with a learner to gather constructive feedback.
- Ensure that the questions and answers are directly aligned with the course learning outcomes.
- Use effective teaching methods to support meaningful group work and peer-learning activities.
- Keep technology in a supporting role, do not let it overshadow sound pedagogy.
- Provide clear, high-quality feedback, as it is essential to the learning process.
- Deliver feedback promptly and through formats that are accessible to learners in a student friendly format.
- Use group level feedback to strengthen learning progression, engagement and participation through collaborative learning addressing common mistakes.
- Maintain confidentiality when handling individual student results and personal data.



Competence, discipline by discipline

The competence framework

The Micro-Courses paired with the Micro-Credential competence framework, define the set of competences that micro-learning initiatives should seek to aim, design, develop and validate. While **subject-specific competences form the core focus pillar,** the framework is deliberately designed to integrate the **three teaching pillars constituting of the method-specific, social and personal competences.** These complementary skill pilars represent transferable competences that can be applied across disciplines and professional contexts, thereby enhancing learners' adaptability, employability and capacity for both lifelong and life-wide learning. These skills and competence areas should be an integral part of the assessment processes, including in the work-based assessment practices.

Curiosity beyond one's own field, along with empathy and the ability to work well in teams and groups, helps turning technical knowledge, skills and competences into effective solutions. Developing these competences is an important task, as they supports and help strengthening collaboration, cooperation, creativity and problem-solving in real-world situations.

The proposed competence framework supports teachers and lecturers in developing and delivering the key skills and competences students will need in the future. It provides structured guidance for designing course learning goals and aligning teaching materials with these goals, making expectations more transparent and easier for students to understand. By clarifying and specifying both intended outcomes and instructional content, the proposed framework enhances coherence in teaching and helps students better recognize and develop the competences they are expected to acquire.

In this way, students are able to form realistic and well-informed expectations about their learning process. They will better gain a clear understanding of how their competences are progressively developed throughout the program constituting of Micro-Courses paired with Micro-Credentials. This includes consciously preparation to transfer and apply their new skills and competences in their future professional careers and broader societal roles.

Micro-Courses paired with the Micro-Credential competence framework.

This initiative is designed to raise awareness and encourage a broader, more holistic understanding of competences, thus helping to secure and enhance the role of Micro-Credentials in the forthcoming educational landscape.

While students who complete micro-credentials are clearly distinguished by their subject specific competences, the full potential of these programs to foster transferable competences such as method-specific, personal and social skills, has not yet been fully realized. Greater emphasis on integrative learning design, reflective practice and authentic work-based assessment processes is needed. This will help ensuring that Micro-Credentials contribute not only to specialized knowledge and skills acquisition, but also to the development of more broadly applicable competences that support employability, adaptability and lifelong learning. The measures below propose and combine awareness creation, empowerment and competence based systems that are continuously gathering feedback from students during the learning activities.

The proposed Micro-Courses paired with the Micro-Credential competence framework constitutes of four main pillars

1. **Discipline specific proficiencies** (with 2 competences),
2. **Methodological proficiencies** (with 5 competences),
3. **Social and relational proficiencies** (with 6 competences),
4. **Individual proficiencies** (with 6 competences),

ending up with in total 19 specified competences. Each of the 19 competences should be described by detailing the knowledge, skills and competence levels that the students should achieve.

PILAR 1 - DISCIPLINE SPECIFIC PROFICIENCIES

Knowledge of theories, content specific proficiencies and the specialized subject competences to specific fields.

- **Key concepts and theoretical framework**
  Proficiency in understanding and putting into practice the foundational concepts and definitions of a specific field.
- **Digital tools and procedures**
  The competence to understand and effectively apply field-specific methods and technologies.

PILAR 2 - METHODOLOGICAL PROFICIENCIES

Knowledge of and the ability to apply methodological approaches for interpreting and effectively navigating any given context.

- **Analytical proficiency**
  Skilled at breaking down processes and systems into component parts and analyzing their interrelationships.
- **Making decisions**
  Ability to clearly define a decision and identify a set of alternative actions from which to choose.
- **Digital and media literacy**
  Ability to clearly define a decision and identify a set of alternative actions from which to choose.
- **Solving problems**
  Ability to clearly define a decision and identify a set of alternative actions from which to choose.
- **Managing projects**
  Demonstrated capability in project management with a results-driven approach

Integration of methodological competences

Thanks to strong method specific competences, students are able to access, analyze and apply information gained through their studies in ways that help them understand academic subjects, professional contexts and real-life situations. These competences enable students to critically validate and integrate both existing and new knowledge, systematically organize information and process it effectively. Ultimately, method specific competences empower students to use their knowledge purposefully, whether to solve complex problems, make informed decisions, or successfully plan and carry out projects.

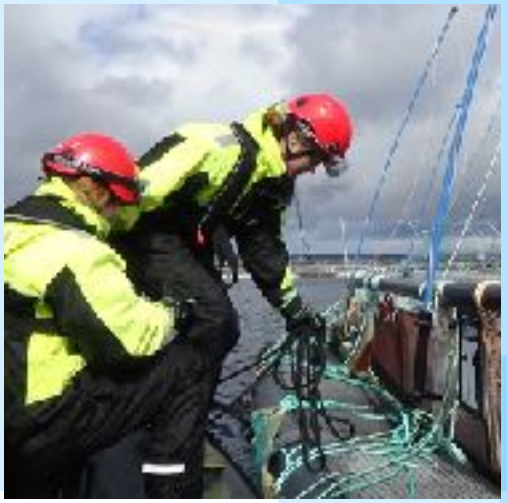
PILAR 3 - SOCIAL AND RELATIONAL PROFICIENCIES

Competences demonstrated and applied in the interaction with peers, colleagues or stakeholders.

- **Communication skills and competences**
  Ability to communicate effectively across diverse contexts and formats.
- **Cooperation and collaborative teamwork**
  Proven ability to build effective relationships that drive shared goals and positive outcomes.
- **Orientation towards the customer**
  Ability to engage with others and society from a perspective of contribution rather than personal gain.
- **Responsibility and leadership**
  Demonstrated ability to motivate and inspire individuals and champion their achievements.
- **Responsive to diversity**
  Demonstrated capacity to value individual differences and collaborate effectively.
- **Consensus building**
  Demonstrated capacity to champion viewpoints with intellectual openness and integrate diverse perspectives.

Integration of social competences

Our lives and work are inherently shaped by our interactions with others, just as our actions influence those around us. In professional settings it is common to explain your work to a student, collaborate on projects with individuals from diverse backgrounds or working styles and share responsibility for group assignments. These experiences require effective communication, adaptability and mutual respect. These are all essential for successful collaboration and shared outcomes. Fostering social competences helps prevent misunderstandings and conflicts. It supports individuals in expressing and advocating for their ideas and enhances collaboration. As a result, teams can work more effectively together, leverage diverse perspectives and ultimately achieve stronger and more sustainable outcomes.



five explain

PILAR 4 - INDIVIDUAL PROFICIENCIES

Competences related to managing oneself within the context of one's own work responsibilities.

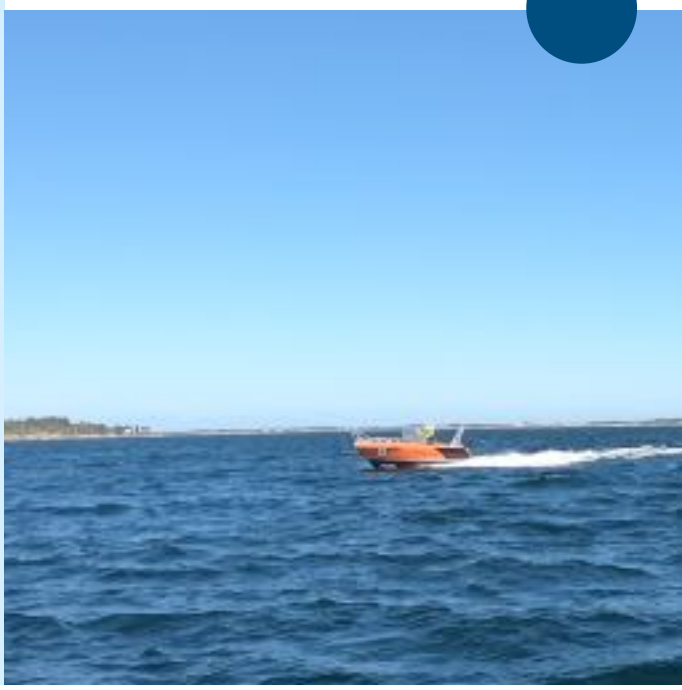
- **Adaptation and flexibility**
  Demonstrated flexibility and effectiveness in navigating change.
- **Innovative and creative thinking**
  Demonstrated strength in creating and implementing innovative solutions.
- **Thinking critically**
  Demonstrated skill in analyzing complex situations and providing sound, actionable recommendations.
- **Professional integrity and ethical conduct**
  Consistent adherence to moral and ethical principles in professional conduct and interpersonal relationships.
- **Personal awareness and reflective practices**
  Strong self-awareness with a commitment to continuous self-development.
- **Exercise self-direction and managing own learning and actions**
  Demonstrated ability to work independently and organizing tasks effectively to deliver results.

Integration of personal competences

Students' personal development is strongly shaped by the cultivation of personal competences. For instance, self-motivated students are more likely to take initiative and ownership of their studies or work. This includes setting clear goals, manage their time effectively and follow through with discipline and purpose. These competences enable learners to become independent, reflective and proactive in their pursuit of academic and professional success.

Looking ahead, recruiters increasingly value individuals who demonstrate adaptability, resilience and open-mindedness. Employers seek people who can shift gears in response to change and think critically in complex situations. This includes adjusting their behavior to meet team and organizational needs, manage uncertainty with confidence and maintain a constructive mindset even in challenging circumstances. Such qualities not only enhance individual performance but also contribute to stronger collaboration, innovation and long-term career sustainability.

Build on strong subject specific expertise.



Developing well informed expectations for micro-learning episodes and experiences.

The Micro-Courses paired with the Micro-Credential competence framework design will be used for many purposes, for instance to

- promote competence oriented teaching delivery of Micro-Courses that are going to provide micro-learning episodes with associated activities
- highlight the teachers` own contribution to the development of competences
- enhance discussions related to how to designing, specifying and developing competences
- engage students in taking part in alumni communities

The proposed competence framework supports teachers in effectively designing and developing the competences that students will require in the future. In addition, it assists teachers in clearly defining the learning objectives for the Micro-Courses and aligning the teaching materials with these goals. This will thereby enhance transparency and help students better understand the expectations and the learning outcome descriptions outlined in the Micro-Courses.

In this way, students will develop well-informed expectations about their micro-learning experiences, gaining a clear understanding of how their competences evolve throughout their Micro-Credential programs. In this way they will become better prepared to transfer and apply these competences effectively in their future professional careers and broader societal roles.

How to formulate clear learning objectives that focus on competence by aligning descriptions of knowledge, skills and competences into measurable outcomes that may be assessed?

Learning objective description that are competence oriented should:

- clearly outline the knowledge, skills and competences that students are expected to develop and demonstrate over the duration of a Micro-Course unit.
- form the foundation for the design of teaching and learning activities, as well as the development of effective assessment tasks that align with the intended and specified general- and specific learning outcomes.

The guiding questions for developing these materials, constitutes of:

- What knowledge and skills should the students have developed by the end of a micro-course?
- What competences, understandings and practical skills should students be able to demonstrate upon successful completion of the Micro-Course?
- What should students know, understand and be able to apply after completing a Micro-Course and how will these outcomes prepare them for further study or professional practice?
- At the conclusion of the Micro-Course, what meaningful abilities, perspectives and skills and competences should students gain that they did not have before?

Competence oriented learning objectives focus on the development of knowledge, skills and competences that enable learners to effectively apply what they have learned in real-world settings and professional contexts.

Competence starts with clear objectives.



LEARN IT.
APPLY IT.
PROVE IT.



They comprise of:

1. Clear and instructional descriptions: Apply verbs that clearly indicate the cognitive levels at which students are expected to operate.
2. The description of the object and subject matter that students' actions are connected to and should focused towards.
3. Recommended: Use an adverb to clearly define the quality of the action.

Cognitive levels of the performance with typical verbs (From Anderson, L.W., & Krathwohl, D.R. Eds. (2001). A Taxonomy for Learning, Teaching and Assessing. A Revision of Bloom's Taxonomy of Educational Objectives. New York: Addison Wesley Longman) that may be applied:

Remember - examine, recall, label, tabulate, define, show, collect, recognize, name, quote, identify and tell

Understand - estimate, exemplify, contrast, interpret, classify, discuss, predict, explain, distinguish, summarize, associate, extend and describe.

Apply- implement, discover, calculate, apply, modify, demonstrate, execute, relate, complete, experiment, change, illustrate and solve

Analyze - infer, categorize, compare, systematically, organize, divide, attribute, analyze, arrange, differentiate, connect, separate and order

Evaluate - debate, assess, rank, convince, measure, select, critique, conclude, test, support, judge, recommend, discriminate, decide, evaluate, grade and check

Create - compose, integrate, generate, speculate, plan, rearrange, develop, invent, prepare, combine, rewrite, design, formulate, produce, substitute, generalize and create

The principles for outlining the learning objective descriptions as specified above, forms the basis for designing and developing Micro-Courses that provide micro-learning episodes.

The key components of Micro-Courses in VET

Micro-Courses in VET are designed to deliver focused, flexible and industry-relevant learning in a short timeframe. Their key components typically include clearly defined learning outcomes aligned with specific job skills or competences, ensuring immediate workplace relevance. Content is modular and narrowly scoped, allowing learners to target a single skill, competence, task, or knowledge area. Assessment is practical and competence based, often involving real-world tasks, simulations, or demonstrations of skill rather than theoretical exams. Micro-Courses emphasize flexibility in delivery, frequently using blended or fully online formats to support self paced or just-in-time learning. Industry alignment and employer input are central, ensuring that skills taught meet current labour-market needs. Finally, Micro-Courses will commonly lead to the emerging European Micro-Credentials, providing formal recognition that can stand alone or stack toward full Micro-Qualifications.

Micro-Courses should be designed to be accessed anytime, anywhere, on various devices like smartphones, tablets and laptops. This flexibility is crucial for achieving just-in-time learning. To maintain engagement and reinforce knowledge retention, the Micro-Courses often include interactive features such as quizzes, simulations, games, or short videos.

Using examples and scenarios related to actual work and day-to-day situations helps learners connect with the learning materials and apply their new knowledge practically. Content should be presented in diverse formats, including short videos, infographics, podcasts, interactive PDFs, or short articles. They should cater different learning styles and keeping the experience dynamic. Immediate or nearly immediate feedback through for instance quizzes, recognition of prior learning experiences, or reinforcement mechanisms, are essential parts of the learning strategy. This is ensuring knowledge and skills retention with continuous improvement. It is important that the language used should be clear, simple and conversational to maximize engagement and readability.

five explain

Assessment at the work-place and the social context

Assessments are a critical component of any Micro-Course paired with a Micro-Credential. They must be intentionally designed to align with the stated learning objectives including, the competence descriptions. They must be selected to accurately measure whether learners have successfully demonstrated mastery of the targeted skills. Well aligned assessments ensure the credibility of the Micro-Credential and provide meaningful evidence of learner achievement. This will support consistent, valid evaluation of learning outcomes.



In consultation with industry stakeholders, assessments should be designed to reflect the knowledge, skills, competence and behavior's learners will be required to demonstrate within the profession. This should be meaningfully aligned with the practices at the real-world workplace and the associated social contexts. Rather than focusing solely on theoretical knowledge, they require learners to actively demonstrate and practice the specific knowledge, skills, competences and attitudes that the Micro-Credential is intended to develop. Through performance-based tasks and context-relevant activities, authentic assessments enable learners to apply learning in situations that closely mirror professional practice. In this way they are thereby supporting transferable, practical and workplace ready outcomes.

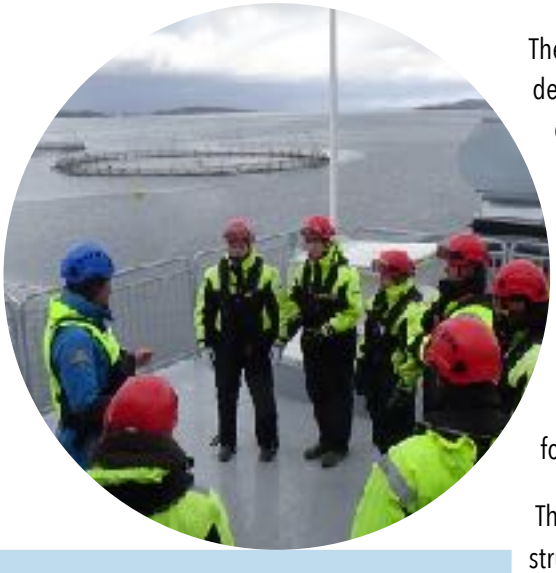
Skills in action. Competence that works.

Applied learning. Proven competence.

The practice of assessing learners is central to the value of a Micro-Credential, as it provides learners with the opportunity to demonstrate how they have acquired the specific skills, knowledge, or competences the credential is designed to represent. Without a rigorous and transparent assessment process, there can be little confidence or trust that a Micro-Credential has fulfilled its intended purpose. To achieve this goal, assessments must be thoughtfully designed to authentically measure learner performance. They must clearly communicate how the promised outcomes of the Micro-Credential have been attained. Such assessments should align closely with the stated learning objectives and reflect real-world application where appropriate. They must provide credible evidence of learner achievement to stakeholders, including employers, educators and the learners themselves.

The intentional selection of learning outcomes and objectives is a critical foundation of effective Micro-Credential design and development. Each outcome should clearly articulate the targeted skills or competences learners are expected to demonstrate. Equally important is the careful selection of assessments that validly and reliably measure those competences. Assessments must be purposefully aligned with the stated learning outcomes and objectives to ensure they accurately capture learner achievement. This same principle of alignment applies across all assessments, reinforcing the coherence between instructional design, selected evaluation methods and the intended learning outcomes. Leveraging the framework outlined in D2.2 during the design of the Micro-Credentials including the deliberate selection of intentional assessments, supports strong alignment between learning objectives and assessment methods. This will thereby enhance the coherence, validity and overall quality of the credential.

Clear expectations. Focused learning. Better results.



The results and descriptions presented in D2.2 support learners in developing a clear understanding of what is expected of them and the criteria they must meet in order to be successful. By outlining the performance expectations, these descriptions help learners focus their efforts and align their work with the intended learning outcomes. However, it is important to acknowledge that scoring guides with highly explicit criteria are not always necessary for every assessment. In cases where assessment instructions and performance expectations are clearly communicated, learners may already have sufficient guidance to understand what is required to achieve a specific benchmark, such as a for instance achieving a grade of 70% or higher.

That said, scoring guidelines can play a valuable supportive role. They offer structured direction on how an assessment will be evaluated and can help learners approach tasks more strategically and confidently. In addition, well-designed scoring guides promote transparency, consistency and fairness in assessment practices. Furthermore, they are supporting self-assessment processes and reflection practices. Therefore, while not always essential, scoring guidelines remain a useful tool for enhancing learner understanding and improving the overall effectiveness of assessment design.

five explain

If a Micro-Credential is designed to focus on competence, learners must demonstrate mastery of clearly defined skills. Accordingly, the assessment strategy must be purpose built to accurately measure whether those skills have been achieved or not. The most appropriate assessment approaches will vary depending on the mode of delivery, the learning context and the nature of the competency being assessed. For example, online Micro-Credentials may rely on authentic digital assessments or simulations. Work-based practice integrated or in-person offerings may require practical demonstrations, observations, or portfolio evidences. In all cases, assessment design should align closely with learning outcomes to ensure the credential reliably reflects the learner's demonstrated competence.



If a micro-credential specifies that a learner will be able to for instance identify typical or common mental health related illnesses in young children, the assessment should be directly aligned with this stated outcome by evaluating the learner's ability to accurately recognize and distinguish these illnesses. Appropriate assessment methods could include a quiz or test featuring case-based questions. It may for instance include a PowerPoint presentation requiring learners to identify specific conditions based on scenarios or symptoms. It may apply a written assignment in which learners demonstrate their understanding by correctly identifying and briefly describing relevant mental health conditions.

Selecting assessment methods for Micro-Credentials

When designing Micro-Credentials, it is essential to identify assessment strategies at an early stage to ensure they align with both the intended learning objectives and the chosen delivery method. Early consideration of assessment helps ensure that the evidence of learning is valid, practical and achievable within the constraints of the format. Certain Micro-Credentials, particularly those requiring hands-on practices, observations, or collaboration, will be better suited to face-to-face or blended delivery models. On the other side others models will be effectively delivered through online or hybrid formats. Aligning assessment design with delivery mode from the outset supports learner engagement, instructional coherence and the overall credibility of the Micro-Credential.

Assessments of competence should be authentic and closely aligned with the real-world contexts in which the skills will ultimately be applied. They should draw on multiple sources of evidence that converge to demonstrate the same underlying skill or competence. In this way they thereby are providing a more valid, reliable and comprehensive evaluation of performance.

Some examples of assessment methods that could be used to support and validate micro-credentials include:

Type of assessment methods.

- **Project based assessments:** Evaluation through the planning, execution and completion of projects that demonstrate applied knowledge and practical skills.
- **Problem based assessments:** Assessment of learners' ability to analyze issues, apply critical thinking and develop effective solutions to real or simulated problems.
- **Scenario based assessments:** Measurement of decision making and judgment by responding to realistic workplace or situational scenarios.



- **Video demonstration presentations:** Evidence of competency through recorded demonstrations, presentations, or practical performances.
- **Written assessments:** Assessment through reports, essays, case studies, or examinations that demonstrate understanding, analysis and communication skills.
- **Portfolio evidence:** A curated collection of work samples and documentation demonstrating learning outcomes from both formal and informal learning experiences.
- **Workplace observation:** Direct observation of performance in the workplace, including specific demonstrations and/or evidence gathered over a period of time.
- **Dialogue and conversations:** Assessment through interactive methods such as presentations, interviews, debates and structured discussions to evaluate understanding and communication skills.

It is essential that both formative and summative assessments are intentionally selected and aligned with the stated learning objectives. In this way the alignment ensures that learners receive meaningful opportunities to develop, demonstrate and evaluate their knowledge and skills throughout the learning process.





Micro-Credentials and formative assessments

Formative assessments play a critical role in supporting learner development. They are providing structured opportunities to practice key skills and evaluate their own understanding and prior to completing the summative assessment. When embedded throughout the Micro-Credential, formative assessments will offer timely and targeted feedback. This includes for instance automated responses in online quizzes or through direct, personalized feedback from an instructor.

Such an ongoing feedback loop helps learners identify knowledge gaps, reinforce learning and build confidence as they progress through the course. Importantly, not all formative assessments need to be graded. Ungraded activities encourage repeated practice, experimentation and active engagement. This is allowing learners to refine their understanding at their own pace without the pressure of formal evaluation.



Micro-Credentials and summative assessments

The summative assessment is a critical component of any Micro-Credential and must be intentionally aligned with the stated learning objectives or competences. This alignment ensures that the assessment accurately measures the knowledge, skills and competences the Micro-Credential is designed to develop. Depending on the nature and purpose of the Micro-Credential, educators may choose to offer learners multiple opportunities to complete the summative assessment. This is allowing them to demonstrate mastery by meeting a defined benchmark or minimum performance standard. Alternatively, some educators may determine that a single assessment attempt is more appropriate, particularly when the credential is intended to document proficiency under fixed or authentic conditions. In either approach, the assessment design should uphold rigor, fairness and validity while clearly communicating expectations to learners.

Regardless of the approach selected, which will naturally vary across institutions and the attending educators, the learners must be intentionally set up for success through clearly articulated expectations, particularly those that relate to assessment. Students should be provided with all required materials and instructional resources in a timely and accessible manner, along with well-designed learning activities, course-related tools and opportunities for formative assessment. These elements should be purposefully aligned to support the learning process and promote continuous feedback during the Micro-Courses. Central to this support structure is the inclusion of clearly defined, measurable learning objectives specifying the skills and competences. Those should guide instruction, inform assessment and enable learners to monitor their own progress throughout the course.



The Micro-Courses paired with the Micro-Credential assessment framework

1. Aligning the assessment with the learning outcomes

When creating an assessment for a Micro-Credential, start by addressing two questions that appear simple on the surface, but which require thoughtful consideration. These questions help define the scope, rigor and relevance of the assessment and ensure alignment with the intended learning outcomes.

By the end of this micro-credential, learners will be able to:

- Demonstrate practical knowledge of the core concepts and skills covered in the credential
- Apply learned techniques and tools to real-world or simulated scenarios
- Complete defined tasks or projects independently and to a specified standard
- Analyze problems, make informed decisions and justify chosen approaches
- Communicate outcomes clearly and professionally

Learners will know they have achieved these outcomes when they can:

- Successfully complete assessments, activities, or projects aligned with the learning objectives
- Meet or exceed established performance criteria
- Apply skills confidently without step-by-step guidance
- Receive feedback confirming competency from instructors, peers, or evaluators
- Reflect on their learning and clearly articulate what they know and can do

2. Relevance through authentic performance expectations

Once the purpose of the Micro-Credential has been established, the next step is to identify the specific contexts in which learners will be expected to actively apply the skill targeted by the Micro-Credential. This involves defining the real-world situations, professional environments, or practical scenarios where the skill will be demonstrated. This help ensuring that learning and assessment are closely aligned with authentic performance expectations.

Ensuring assessment relevance

- Collaborate with industry and community partners, as well as learners, to co-create a shared understanding of what "relevant" assessment means.
- Use consultation and feedback to align assessment tasks with real-world expectations and authentic use of the skills being assessed.

Co-designing meaningful assessment tasks

- Work collectively to explore assessment approaches that reflect the workplace, professional, or social contexts in which learners will apply the skill.
- Design assessments that balance learner expectations with the standards and needs of industry and educational partners.
- Provide flexible assessment options that allow learners to demonstrate learning in ways that are practical, authentic and contextually appropriate.

Understand and know what success looks like.



Demonstrating mastery of skills or competences

- Identify clear and observable evidences that show how learners have achieved the targeted skill or competence of the Micro-Credential
- Examples of acceptable evidence will include:
  - Hands-on work-based projects or simulations aligned with industry practice
  - Portfolios showcasing completed tasks, reflections and outcomes
  - Performance demonstrations, presentations, or practical assessments
  - Supervisor, mentor, or industry partner evaluations and feedback
  - Case studies or problem-solving tasks based on real-world scenarios

Validating outcomes

- Ensure assessment criteria are transparent, measurable and aligned with agreed standards.
- Use multiple forms of evidence, where appropriate, to confirm consistent and transferable competency.

3. Choosing and sharing

It is possible to provide flexibility through intentional assessment design? Here learners are given multiple opportunities to demonstrate competence or mastery in ways that align with their strengths and learning preferences. Through collaboration, educators and learners identify meaningful and appropriate methods for demonstrating mastery of a skill, competence, or body of knowledge. Learners are encouraged to choose how they share their learning by using a range of formats and modalities. This is incorporating multiple means of representation and engagement to support deeper understanding and equitable access to success.

Alignment to targeted skill by demonstrating the skill

Explain how the assessment directly requires learners to apply the specific skill targeted by the micro-credential, rather than simply describe or recall it. Ensure assessment tasks mirror real-world or authentic contexts in which the skill would be used.

Demonstrating achievement of Micro-Credential goals

Identify clear, observable ways learners can show they have met the learning outcomes of the Micro-Credential. Brainstorm and validate these demonstration methods collaboratively with Micro-Credential partners, including instructors, industry stakeholders and learners.

Multiple pathways for demonstrating mastery

Recognize that learners may be able to demonstrate mastery in more than one valid way, for instance by applying projects, portfolios, performances and case studies. Leverage this variety to offer multiple assessment options that learners can choose from while still meeting the same learning goals.

Flexible assessments and learner diversity

Describe how offering flexible assessment options aligns with the purpose of the Micro-Credential and supports diverse learner needs, backgrounds and contexts. Ensure flexibility maintains rigor while promoting accessibility, equity and learner agency.

Reusable assessment tools focused on learning goals

Develop assessment tools such as lists or tables that are tightly aligned to the Micro-Credential's learning goals. Design these tools to be adaptable and usable across multiple learning contexts, delivery modes and assessment types.

Build pathways from learning to employment.



4. Building connections between VET and industry

Strong connections between learners and educators are a high-impact teaching and learning practice shown to improve student learning and engagement. In the context of Micro-Credentials, intentionally building connections among learners, educators and industry or institutional partners and particularly through assessment, will creates a powerful mechanism for ensuring the credential fulfills its intended purpose. Assessment driven connections help align learning experiences with clearly identified skills or competences, while also reinforcing relevance, authenticity and shared expectations among all partners.

Learner-to-learner, learner-to-instructor and external engagement

How does the assessment intentionally create opportunities for learners to interact and collaborate with peers, engage meaningfully with instructors and connect with relevant community or industry partners?

Small-group collaboration and social connection

Are learners organized into smaller groups across the term to encourage ongoing interaction, relationship-building and the development of supportive learning communities?

Authentic, real-world relevance

How does the assessment align with real-world tasks, knowledge, or professional practices that learners are expected to apply after completing the Micro-Credential?

Preparation for post-credential application

In what ways does the assessment help learners practice skills, problem-solving approaches, or workflows they will encounter in workplace or community contexts beyond the program?

5. Feedback loops

Providing meaningful feedback to learners throughout the Micro-Credential encourages ongoing reflection on the core skills and competences targeted by the offering. At its core, assessment exists to support learning through timely, constructive feedback rather than solely to evaluate performance.

To ensure formative assessment and feedback are effective and impactful within a Micro-Credential, consider the following principles:

Access to low-stakes reflective opportunities

Learners are provided with regular, low-pressure activities such as short quizzes, reflective journaling and collaborative group exercises. This enables them to monitor their progress, reflect on their learning and identify gaps in knowledge or skills early.



Feedback first.

Learning always follow.

five explain

Feedback aligned with authentic and effective assessment
Feedback is closely linked to real-world, authentic assessment practices. Learners receive actionable feedback on tangible evidence of performance, such as videos, projects, or artifacts showcased in their e-portfolio. This may be reviewed by employers to demonstrate applied skills and competences.

Clarity of assessment expectations and purpose
Assessment criteria and expectations are clearly communicated so learners understand how they will be assessed and why each assessment is meaningful. This transparency helps learners see the direct connection between assessment tasks and the intended outcomes and purpose of the Micro-Credential.

Timing of feedback
Feedback should be provided at multiple entry points throughout the Micro-Course, rather than being limited to a single summative assessment at the end of the offering.

Formative feedback opportunities
Learners should receive ongoing, formative feedback that supports skill development and learning progression across activities and assessments.

Peer-review engagement
Where appropriate, learners should be given structured opportunities to participate in peer-review processes to reflect on their work, receive diverse perspectives and strengthen their understanding of the competence.

Instructor-provided feedback
All assessments should include timely, constructive feedback from instructors that clearly identifies strengths, areas for improvement and next steps for learning.

Competence focused learning
For competence based micro-credentials, feedback should be explicitly aligned to the defined competence and performance criteria to guide learners toward mastery.

Opportunities for reassessment
Learners should be offered at least one additional attempt to complete assessments after receiving essential feedback, allowing them to apply improvements and demonstrate competence attainment.

Purpose of feedback
The primary goal of feedback is to support learner improvement and mastery of specific competences. Therefore, feedback must be actionable, transparent and focused towards improvement.



five explain

6. An ecosystem applying an iterative design

To ensure that the perspectives of all participants in the Micro-Credential ecosystem are meaningfully integrated, a flexible and iterative design approach enables ongoing evaluation and continuous improvement. This approach supports the systematic refinement of Micro-Credential offerings through repeated cycles of evaluation, analysis and revision. By grounding development in evidence and stakeholder feedback, Micro-Credential initiatives can remain responsive to learner needs, institutional priorities and workforce demands.

An iterative, evidence-based approach to Micro-Courses paired with Micro-Credential will include the following components:

Leadership and facilitation

Identify and coordinate the appropriate lead facilitator within the Micro-Course paired with the Micro-Credential ecosystem. This is including educational institutions and industry partners, which should oversee the creation and evaluation of the Micro-Credential.

Co-design and development

Collaborate with stakeholders to co-create core elements of the Micro-Credential such as curriculum content, delivery methods and assessment strategies. This is done by using an iterative design process supported by regular review and feedback cycles.

Evaluation and continuous improvement

Develop and implement evaluation plans for each offering of the Micro-Credential, systematically reviewing outcomes, strengths and challenges. Use insights gained to refine and improve the Micro-Course paired with the Micro-Credential over time.

Reflect, refine and recognize skills and competences.

Continuous feedback for continuous skills development.

Feedback driven learning in every Micro-Course paired with Micro-Credentials.

Timely feedback, deeper reflection and stronger skills and competences.



Quality Criteria for Micro Course

1. Introduction to Quality assurance

Sustainability of VET training program is dependent on many factors. The most important are industry needs and regulations which force people to get further education and competences. Vocational education and training should be agile in adapting to labour market changes.

The Quality Assurance is adopted to delivery flexible shot training courses leading to micro-credential records as well as the possible combination of a number of MCs into a Micro-Qualification.

In general, it follows European Quality Assurance in Vocational Education and Training (EQAVET) quality cycle (planning, implementation, evaluation, and review) and encompasses all stages of the learning process: **the training provider, learning materials, the learning process and assessment, as well as participant and employer satisfaction.**

The primary aim of quality assurance is to achieve the following objectives:

- To ensure harmonized quality measures for the preparation and delivery MCs that are structured into harmonized Competence Units (CUs) (see delivery D3.2).
- To define main areas and indicators for comparable assessment of training course quality.
- To ensure transparency of MCs.
- To ensure fair, valid, reliable and comparable assessment.
- To monitor participants and employee satisfactions on long term.

Strong criteria for skills that count.

Micro in size, but macro in quality.

2. Quality Assurance Criteria

2.1 Provider organizational structure

1. One of provider's registered main activity is education and provider has references in the field of education.
2. If micro courses are provided by multiple providers/ applicants, at least one provider activities are related to the professional field of the MC.
3. The providers demonstrate references in the professional field of the MC topic and have facility for the implementation. The description of professional references must clearly show the connection between the content of the CUs and MCs and the provider's professional references.
4. The provider has appropriate infrastructure (classrooms, laboratories) and tools (LMS platform, learning materials) available for conducting the courses.
5. The provider ensures the quality of the training program for obtaining the MCs by the applied quality management system which allowing constant improvements according to quality cycle. The quality management system of VET provider may be subject to external audit.



2.2 Integration of the MCs into the qualification framework

1. The title of the proposed MC is unique and differs from the already registered national or international qualification in standard qualification structures.
2. The proposed EQF level of the MC reflects its placement in the proposed qualification structure in the sense of complementing and upgrading the candidate's competences at the achieved level and in the relevant professional field, in such a way that the proposed MC enhances the candidate's competences, skills and knowledge at the attained level and in the specific professional area.
3. MC does not interfere with and is not in conflict with the regulations governing the profession, VET education or other activity. The conditions for inclusion in the MC are defined.

2.3 The entry level requirements

1. The entry qualification level of formal education is defined and corresponds to EQF levels 3 to 6.
2. The learning outcomes are specified in the training program and reflect the proposed level of complexity within national or European qualification framework (EQF).
3. The proposed MC, in terms of the complexity, difficulty, and scope of its learning outcomes at a certain EQF level, is comparable to the educational and professional qualifications at the same level of corresponding ISCED levels.

2.4 Learning outcomes

1. The learning outcomes in training program are defined and take into account the descriptors of the proposed level of complexity.
2. The learning outcomes in the training program define what learners should know and be able to achieve in the point of view competences, skills and knowledge.
3. The learning outcomes can be assessed and control.
4. The number of learning outcomes is realistic and consistent with the education program and is considered in knowledge assessment.

2.5 Scope and micro-credentials acquisition of the training program

1. The expected scope of the proposed MC workload is realistic in relation to the stated learning outcomes and the planned training program. Within the anticipated scope, it is possible to achieve the fundamental objectives of the MC.
2. The training program of single MC corresponds to 25 to 30 hours of workload.
3. The number of micro-credits assigned to the longer program is appropriate in relation to the stated learning outcomes and the fundamental objectives of the competence units for the proposed micro qualification.

Compare fast. Choose smart.
Micro-courses that deliver.

2.6 Recognition of prior learning

1. The procedure for RPL recognition is clearly defined, specifying the types of evidence the student must submit.
2. The validity of micro-credential records is assessed and checked by using appropriate storage system (digital wallet).
3. When RPL cannot be clearly proven by official records, as alternative way testing method through questioners is available.

2.7 Implementation of the training program

1. The delivery, as well as the forms and work methods in the training courses, are clearly defined and appropriate in relation to the core objectives and learning outcomes of the MC.
2. The learning materials for conducting the training are clearly defined and appropriate in relation to the planned methods of delivery, as well as the forms and methods of work in the training implementation.
3. The requirements for staff (experts and teachers) for conducting the training are clearly defined and related to the professional field of the MC.
4. The lecturers (and also assessors) demonstrate professional references related to the professional field of the MC. The lecturers hold a qualification at the same or a higher level than the proposed entry level of the MC. Their professional references are evidenced through work experience or qualifications in the professional field relevant to the content of the MC.



Clear criteria!

Credible micro-learning.

five explain

2.8 Assessment of learning outcomes

1. The procedures for assessing learning outcomes and the conditions for obtaining the micro-credentials are clearly defined in the MC description.
2. The established assessment procedures enable the verification of all key objectives and learning outcomes of the proposed MC.

2.9 Demonstrating labour market needs

1. From the quantitative data presentation and the overview of labour market needs, it is evident that there is a demand for training employees in the field of the proposed MC.





2.10 Implementation analysis*

1. The quantitative analysis of feedback data obtained from students gives feedback on their satisfaction in the field of structure, material quality, teaching stuff, teaching methods.
2. The analysis of the implementation of MC also highlights the added value of the qualification for the employees.

* Relevant after implementation

Turning small micro-courses into meaningful credentials that apply big-standards.

Micro Course Comparison Criteria

An important part of a micro-credential-based education system is the ability to compare and combine different Micro Courses (MCs) in order to gain a broader understanding of specific competencies, which can ultimately lead to a Micro Qualification (MQ).

The following document defines several key criteria that enable comparison of Micro Courses (MCs) or acquired micro-credentials between different VET providers. These proposed criteria can be used to compare different or similar courses, VET institutions, and teachers' requirements, as well as by learners in order to get basic course information. The information provided offers learners an overview of the requirements, implementation, and structure of the related courses. More detailed information about each MC is available within the corresponding curriculum.

2.1 Micro Course (MC) information

- MC Course Title
- Responsible VET provider Name and address
- Country of VET provider
- Expected EQF entry level
- Year of course design or review
- Acquired Micro-Credential record name
- ECTS equivalent

Measures what matters in micro-courses.

Compare with confidence.

2.2 Implementation

- Language of introduction
- Language of lectures and material
- Learning approach (classroom, distance, blended, other combination)
- Teaching equipment and tools
  - LMS (Teams, Moodle, Zoom, other)
  - Exercise and practice equipment
- Minimal teachers' requirements (formal education and expertise)
- Scheduled implementation period of the course

2.3 Expected workload

- Total course workload
- Distribution of workload
  - Teaching
  - Practice and exercises
  - Own learners work
- Distribution of teaching methods in %
  - Explanation and demonstration
  - Workshops and exercises (specify)
  - Advanced tools usage (SW, AR, VR, etc.)



2.4 Learning Content

- General learning outcomes (describe in up to 300 characters)
- Specific learning outcomes (describe in up to 300 characters)

2.5 Required previous knowledge (RPK)

- Specify competences, skills and knowledge (describe in up to 300 characters)

2.6 Potential pathways leading to Micro Qualification

- Variant 1 (specify MQ and corresponding MCs)
- Variant 2 (specify MQ and corresponding MCs)

2.7 Learning outcomes evaluation and exams

- Used evaluation method or combination (Oral open-ended questions, written multiple-choice questions, oral presentation, hand skills tasks, other)
- Exam system (digital, paper, oral defense, project-based work)
- Safety protocol of used exam system
- Grading types according to used methods
- Weighting of grading (when combination of different exams is used)
- Number of questions or tasks and duration
- Passing criteria
- Exam repetition condition



2.2 Curse Materials and Literature

- Available course materials