



# **TRAINING WORKSHOP FOR VET PROVIDERS**

Definition, Deduction and Quality Assurance  
of Micro-Credentials in VET

**MICRO QUEST:** Innovative Quality Evaluation Strategy for Micro-credentials in non-formal VET in Europe. Project N° 2021-1-AT01-KA220-VET-000025399



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# Introduction

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## **Project Result 3 – Training Workshops for VET Providers: Definition, Deduction and Quality Assurance of micro-credentials in VET**

Project result 3 of the MICROQUEST project aims to develop a series of short and concise training workshops that will support VET providers to develop micro-credentials within their institutions. PR3 aims to support VET providers to increase their capacity to recognise micro-credentials apart from other training offerings that their institution may already be offering.

Through the training programme, VET providers and educators will be empowered to begin to use and promote micro-credentials to their learners in a manner

All training materials are available for download at [www.micro-quest.eu/training-workshop-downloads](http://www.micro-quest.eu/training-workshop-downloads)

# Curriculum

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The curriculum of the **Training Workshops for VET Providers** entails:

- An overview over the different units of learning outcomes together;
- Name and description of the learning units to include details regarding elements of innovation, expected impact and the potential for transferability of the learning content;
- Foreseen learning hours of the learning material;
- Theoretical content of the learning units;
- Practical content to provide opportunities for the VET institutions to test their micro-credential offerings with stakeholders;
- Information and resources on the key learning and study materials to be used to support the VET educator to develop their capacity;
- Knowledge, Skills and Competences to be achieved as learning outcome of the particular unit;
- Detailed information will be provided regarding the organisational requirements for the training, such as the need to use internet, PC's, projectors or other relevant information.

## An overview of the units

The table below provides an overview of the 7 core topics that have been chosen by the MICROQUEST consortium as being fundamental to the development of the capacity of the VET institution to offer micro-credentials. This table illustrates the content of the learning units, the duration of the learning material. A learning unit is defined as 60 minutes of guided or self-directed learning.

#	Learning Unit Title	Content of the Learning Units	Duration
1	Definition of micro-credentials	<ul style="list-style-type: none"> <li>• What is a micro-credential</li> <li>• What is not considered to be a micro-credential</li> </ul>	0,5 learning units
2	Quality assurance model for micro-credentials	<ul style="list-style-type: none"> <li>• How can we as institutions identify, describe, award and recognise a micro-credential in a qualitative and quality assured way leading to mutual trust and recognition between VET providers in Europe</li> </ul>	0,5 learning units
3	Step by step: from a training programme to micro-credentials	<ul style="list-style-type: none"> <li>• What are the necessary steps and moves to get from a training programme of a VET provider to a micro-credentials offer with a special consideration of digital learning format (MOOCs, webinars etc.)</li> </ul>	2 learning units
4	Time for practice	<ul style="list-style-type: none"> <li>• Experimenting with micro-credential identification, definitions and descriptions - evaluation, reflection and improvement.</li> </ul>	3 learning units
5	Step by step	<ul style="list-style-type: none"> <li>• Awarding micro-credentials for learners - which steps are necessary to award micro-credentials to learners in a qualitative and quality assured way.</li> </ul>	2 learning units
6	Time for practice	<ul style="list-style-type: none"> <li>• Experimenting with awarding of micro-credentials - evaluation, reflection and improvement.</li> </ul>	3 learning units
7	Micro-credentials in VET and HE.	<ul style="list-style-type: none"> <li>• Possibilities and challenges of micro-credentials at the interface between VET and Higher Education.</li> </ul>	1 learning unit

# Unit Lesson Plans

Unit 1: Definition of Micro-Credentials	
<b>Activity 1.1</b>	<b>What is a Micro-Credential?</b>
<b>Duration of activity</b>	15 minutes
<b>Learning Outcomes</b>	After completing this activity, the learner will be able to: <ul style="list-style-type: none"> <li>• recall the main features of a micro-credential</li> <li>• define the necessary requirements to create a micro-credential</li> <li>• describe the importance of micro-credentials</li> </ul>
<b>Type of activity</b>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Group activity</li> <li>• Individual activity</li> </ul>
<b>Resources</b>	<ul style="list-style-type: none"> <li>• PowerPoint Presentation: MicroQuest_Training_Unit 1_EN.pptx</li> <li>• PDF / handout: 2 definitions of micro-credentials</li> </ul>
<b>Organisational Requirements</b>	No requirements
<b>Description of activity</b>	<ul style="list-style-type: none"> <li>• After introducing what a micro-credential is in a basic way, the mentor presents (on the whiteboard or handout) two definitions of micro-credentials to the group: the European Commission and the Council of the EC. (3 minutes)</li> <li>• The participants are split in smaller groups to discuss and reflect about the impressions, key words and the questions the mentor shows on the whiteboard (and others that may arise). (10 minutes)</li> <li>• A spokesperson will be appointed to feedback to the larger group about the conclusions. (3 minutes)</li> </ul>
<b>Assessment of achievement of learning outcomes</b>	No formal assessment
<b>Sources/ Further Reading</b>	<ul style="list-style-type: none"> <li>• <a href="https://education.ec.europa.eu/education-levels/higher-education/micro-credentials">https://education.ec.europa.eu/education-levels/higher-education/micro-credentials</a></li> <li>• <a href="https://ecampus.oregonstate.edu/news/what-is-a-microcredential/">https://ecampus.oregonstate.edu/news/what-is-a-microcredential/</a></li> <li>• <a href="https://education.ec.europa.eu/sites/default/files/document-library-docs/european-approach-micro-credentials-higher-education-consultation-group-output-final-report.pdf">https://education.ec.europa.eu/sites/default/files/document-library-docs/european-approach-micro-credentials-higher-education-consultation-group-output-final-report.pdf</a></li> <li>• <a href="https://www.suny.edu/microcredentials/">https://www.suny.edu/microcredentials/</a></li> <li>• <a href="https://www.youtube.com/watch?v=bnjulFSpOsw">https://www.youtube.com/watch?v=bnjulFSpOsw</a></li> </ul>

<b>Activity 1.2</b>	<b>What is not considered a Micro-Credential?</b>
<b>Duration of activity</b>	15 minutes
<b>Learning Outcomes</b>	After completing this activity, the learner will be able to: <ul style="list-style-type: none"> <li>• recall what does NOT define a Micro-Credential</li> <li>• list differences between traditional apprenticeships and micro-credentials</li> </ul>
<b>Type of activity</b>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Group activity</li> <li>• Individual activity</li> </ul>
<b>Resources</b>	PowerPoint Presentation: MicroQuest_Training_Unit 1_EN.pptx
<b>Organisational Requirements</b>	No requirements
<b>Description of activity</b>	<ul style="list-style-type: none"> <li>• Based on the previous definitions (activity 1), in groups, attendees are to discuss some characteristics that define what a microcredential is NOT. (10 min.)</li> <li>• After discussion/reflection, the characteristics and principles that do NOT define a micro-credential are presented to the rest of the colleagues and put in common with the rest of the group. (5 min.)</li> <li>• The mentor shows the principles that DO NOT define a micro-credential listed in the PPT. (2 min.)</li> </ul>
<b>Assessment of achievement of learning outcomes</b>	No formal assessment
<b>Sources/ Further Reading</b>	<ul style="list-style-type: none"> <li>• <a href="https://ecampusontario.pressbooks.pub/microcredentialtoolkit/chapter/what-are-arent-and-might-be-micro-credentials/">https://ecampusontario.pressbooks.pub/microcredentialtoolkit/chapter/what-are-arent-and-might-be-micro-credentials/</a></li> <li>• <a href="https://education.ec.europa.eu/education-levels/higher-education/micro-credentials">https://education.ec.europa.eu/education-levels/higher-education/micro-credentials</a></li> </ul>

Unit 2: Quality assurance model for Micro-Credentials	
<b>Activity 2.1</b>	<b>List the elements to identify a MC</b>
<b>Duration of activity</b>	15 minutes
<b>Learning Outcomes</b>	After completing this activity, the learner will be able to list the different elements to describe micro-credentials.
<b>Type of activity</b>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Group activity</li> <li>• Individual activity</li> </ul>
<b>Resources</b>	PowerPoint Presentation: MicroQuest_Training_Unit 2_EN.pptx
<b>Organisational Requirements</b>	No requirements
<b>Description of activity</b>	<ul style="list-style-type: none"> <li>• The mentor explains the different steps that the institutions should done to get a micro-credential in qualitative and quality assured way leading to mutual trust and recognition between VET provides. IDENTIFY (activity 1), DESCRIBE, AWARD and RECOGNISE. (5 min.)</li> <li>• In the first step, IDENTIFY, after a short explanation, the mentor shows an empty outline to the learners (splitter in smaller groups) to identify the elements that the definition of a micro-credential should have.(5 min.)</li> <li>• A spokesperson will be appointed to feedback to the larger group about the conclusions. (5 minutes).</li> <li>• The mentor shows the solution to the attendees.</li> </ul>
<b>Assessment of achievement of learning outcomes</b>	No formal assessment
<b>Sources/ Further Reading</b>	<ul style="list-style-type: none"> <li>• <a href="https://microcredentials.eu/wp-content/uploads/sites/20/2021/05/D3_3_MicroHE-Users-Guide.pdf">https://microcredentials.eu/wp-content/uploads/sites/20/2021/05/D3_3_MicroHE-Users-Guide.pdf</a></li> <li>• <a href="https://www.microcredentialmultiverse.com/resources/the-definitive-micro-credential-glossary-of-terms">https://www.microcredentialmultiverse.com/resources/the-definitive-micro-credential-glossary-of-terms</a></li> </ul>



<b>Activity 2.2</b>	<b>Forms of assessment: type of tasks assessed and levels</b>
<b>Duration of activity</b>	15 minutes
<b>Learning Outcomes</b>	After completing this activity, the learner will be able to know what type of tasks can be assessed to ensure that students demonstrate the required skills and knowledge and the agents involved in the evaluation.
<b>Type of activity</b>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Group activity</li> <li>• Individual activity</li> </ul>
<b>Resources</b>	PowerPoint Presentation: MicroQuest_Training_Unit 2_EN.pptx
<b>Organisational Requirements</b>	No requirements
<b>Description of activity</b>	<ul style="list-style-type: none"> <li>• The mentor explains the different steps that the institutions should done to get a micro-credential in qualitative and quality assured way leading to mutual trust and recognition between VET provides. IDENTIFY, DESCRIBE, AWARD (activity 2) and RECOGNISE. (5 min.)</li> <li>• In the third step, AWARD, after a short explanation, the mentor shows an empty scheme to the learners (splitter in smaller groups) to identify the type of tasks that can be assessed to proof the knowledge and ability gain after studying a micro-credential and the agents involved in the evaluation.(5 min.)</li> <li>• A spokesperson will be appointed to feedback to the larger group about the conclusions. (5 minutes).</li> <li>• The mentor shows the solution to the attendees.</li> </ul>
<b>Assessment of achievement of learning outcomes</b>	No formal assessment
<b>Sources/ Further Reading</b>	<ul style="list-style-type: none"> <li>• <a href="https://www.etf.europa.eu/sites/default/files/2023-05/Micro-Credential%20Guidelines%20Final%20Delivery.pdf">https://www.etf.europa.eu/sites/default/files/2023-05/Micro-Credential%20Guidelines%20Final%20Delivery.pdf</a></li> <li>• <a href="https://certidigital.es/2022/09/05/aneca-presents-a-framework-document-for-quality-assurance-of-microcredentials-in-the-spanish-university-system/?lang=en">https://certidigital.es/2022/09/05/aneca-presents-a-framework-document-for-quality-assurance-of-microcredentials-in-the-spanish-university-system/?lang=en</a></li> </ul>

Unit 3: Step by step: from a training programme to micro-credentials	
Activity 3.1	<b>Connecting dots to identify society, industry or labour market needs?</b>
Duration of activity	60 minutes
Learning Outcomes	After completing this activity, the learner will be able to: <ul style="list-style-type: none"> <li>interpret trends of their respectable professional field,</li> <li>outline needs of the labour market,</li> <li>identify organizations to connect with to further explore the needs of the industry and the labour market.</li> </ul>
Type of activity	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> <li>Group activity</li> <li>Individual activity</li> </ul>
Resources	<ul style="list-style-type: none"> <li>PowerPoint Presentation: MicroQuest_Training_Unit 3_EN.pptx</li> <li>PDF / handout: MicroQuest_Training_Unit 3_Canvas Hanout_EN.pdf</li> </ul>
Organisational Requirements	No requirements
Description of activity	<p><b>Introduction:</b> 15 minutes using the PPT</p> <p><b>Canvas Exploration (U3/C1): NEEDS BASED APPROACH (30 minutes)</b></p> <p>Participants will be organized into <b>small groups</b>, with a maximum of four individuals per group. Each participant will be tasked with populating a Canvas worksheet, which will subsequently serve as the foundation for group discussions. If participants share the same professional field, they are encouraged to collaborate on the Canvas.</p> <p>Participants will use the "Needs based approach" Canvas to articulate the specific needs upon which the MC will be built. To accomplish this, participants will:</p> <ol style="list-style-type: none"> <li>1. <b>Depict current research trends</b> within their respective fields to anticipate the competencies that will be in demand in the future. It is important for the mentor to emphasize the significance of knowing which trends are currently relevant in the professional field (theories, technologies, etc.) and will significantly influence the operations of companies or organizations in the market. This area serves as a starting point for considering potential areas of economic or labour market needs. Sometimes, it can also represent a field that the target group may not be aware of but will have a significant impact on future work and is a potential topic for micro-credential s. Prior to that, it is necessary to raise</li> </ol>

	<p>awareness among the target group and highlight potential needs.</p> <ol style="list-style-type: none"> <li>2. Consider <b>environmental, industrial, and labour market requirements</b> related to their fields. The mentor explains that when identifying needs, it is important to collaborate with institutions that have a better insight into the market and labour market needs, such as Chambers of Commerce and other associations, the Employment Office, and the like. These can be various organizations that determine the needs of their members/companies in a specific professional field, e.g., Clusters, Strategic Partnerships, Competence Centres.</li> <li>3. Think of which national and local Labor and Business Support Organizations (LSOs and BSOs) to <b>consult for valuable insights</b>. After discussions with external stakeholders from the above point, findings or market needs are documented. In the case of a workshop, participants here write down what they currently perceive as potential market/labour market needs. For example, the use of blockchain technology.</li> <li>4. Delve into the context in which <b>learners will apply these competencies, identifying the industries and environments where these skills will be relevant</b>. This exploration will help in defining the potential target audience for the micro-credential. Participants contemplate the context in which these perceived needs manifest. For instance, whether a person will need the competence to use blockchain technology in the field of food production or in banking sector.</li> </ol> <p><b>Presentation and Discussion (15 minutes)</b> Upon completing their Canvas, each group will present it to the other groups, facilitating further discussion and sharing of insights regarding the presented Canvases.</p>
<b>Assessment of achievement of learning outcomes</b>	No formal assessment
<b>Sources/ Further Reading</b>	

<b>Activity 3.2</b>	<b>Who is your target group - persona?</b>
<b>Duration of activity</b>	60 minutes
<b>Learning Outcomes</b>	After completing this activity, the learner will be able to: <ul style="list-style-type: none"> <li>• identify the persona of the target group is,</li> <li>• select the most appropriate didactic methods,</li> <li>• describe the implementation dynamics of the MC.</li> </ul>
<b>Type of activity</b>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Group activity</li> <li>• Individual activity</li> </ul>
<b>Resources</b>	<ul style="list-style-type: none"> <li>• PowerPoint Presentation: MicroQuest_Training_Unit 3_EN.pptx</li> <li>• PDF / handout: MicroQuest_Training_Unit 3_Canvas Hanout_EN.pdf</li> </ul>
<b>Organisational Requirements</b>	No requirements
<b>Description of activity</b>	<p><b>Canvas Exploration (U3/C2): PERSONA TARGET GROUP (45 minutes)</b></p> <p>Participants will be organized into <b>small groups</b>, each consisting of a maximum of four individuals.</p> <p>In this engaging session, participants will utilize a Canvas worksheet to delve into the <b>characterization of the persona</b> in question. Mentor explains that a persona is a fictional, generalized character that your business would typically serve, created to target users or customers. A persona is typically defined as a single, nameable person. They have specific characteristics (e.g., age, gender, ...). The most important part of a persona typically isn't their demographics; it's their goals and pain points as they relate to your MC.</p> <ol style="list-style-type: none"> <li>1. Participants will contemplate the <b>persona's thoughts, emotions, motivations for pursuing the MC</b>, personal goals, and values, among other aspects. The mentor encourages participants to think about the target group's persona in terms of why this persona needs the MC, what the values of this persona are, what motivates them for acquiring the offered competencies, and what they expect. It is also necessary to consider what prior knowledge this persona must have to be able to follow the MC content.</li> <li>2. In the next phase, participants will <b>explore the person's lifestyle</b> and determine the optimal approach to education that aligns with it, considering factors such as time constraints and cognitive load. The mentor should encourage participants to think about the lifestyle of the persona, when they have time for learning (both independently and in lectures), which learning style would best suit the persona, how much time they can study before getting tired, what kind of experience they have with the education system (negative or positive experiences), and in which language the persona would be able to learn most optimally. The determination of the cognitive effort a person</li> </ol>

	<p>can exert within a given time unit indicates the extent of cognitive load and is linked to the definition of ECTS credits.</p> <p>3. Additionally, they will <b>identify suitable didactic methods</b> and tools for competency acquisition.</p> <p>Mentor encourages participants to think about different teaching and competency development methods, whether it's professional competence or 'power' competence, and to determine the best learning approaches based on the characteristics of the individual they have previously defined.</p> <p>4. Finally, participants will <b>envision the practical application of these competences</b> in the industry or environment. They will map out where the persona is likely to utilize these newly acquired skills. This question is very similar to the one in Canvas1 because by repeating the question through various contexts and perspectives, we gain a better understanding of the competencies of the participants that we want to develop in the context of MC. If workshop participants highlight the repetition of the question, we help them to look at the question of using the competence through the eyes of the persona they have defined.</p> <p><b>Presentation and Discussion (15 minutes)</b> Upon completing their Canvas, each group will present it to the other groups, facilitating further discussion and sharing of insights regarding the presented Canvases.</p>
<p><b>Assessment of achievement of learning outcomes</b></p>	<p>No formal assessment</p>
<p><b>Sources/ Further Reading</b></p>	

Unit 4: Time for practice: Experimenting with Micro-Credentials	
<b>Activity 4.1</b>	<b>Defining Competencies and Learning Outcomes</b>
<b>Duration of activity</b>	90 minutes
<b>Learning Outcomes</b>	<p>After completing this activity, the learner will be able to:</p> <ul style="list-style-type: none"> <li>• define the competences gained after the completion of the MC.</li> <li>• recall the levels of competences gained after the completion of MC.</li> <li>• outline the assessment of the competences gained after the completion of MC.</li> </ul>
<b>Type of activity</b>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Group activity</li> <li>• Individual activity</li> </ul>
<b>Resources</b>	<ul style="list-style-type: none"> <li>• PowerPoint Presentation: MicroQuest_Training_Unit 4_EN.pptx</li> <li>• PDF / handout: MicroQuest_Training_Unit 4_Canvas Handout_EN.pdf</li> <li>• Other: Prints of the PPT Unit3 (slides 21-29)</li> </ul>
<b>Organisational Requirements</b>	No requirements
<b>Description of activity</b>	<p><b>Canvas exploration (U4/C3): DEFINE COMPETENCES (60 minutes)</b></p> <p>In the UNIT 3 participants have gained insight into how to describe learning outcomes and competences. In this activity they will practice.</p> <p>Participants will be divided into <b>small groups</b>, each comprising a maximum of four individuals.</p> <p>During this dynamic session, participants will employ a Canvas worksheet to immerse themselves in the <b>process of defining competencies</b>.</p> <ol style="list-style-type: none"> <li>1. They will assign <b>names and descriptions</b> to each competency while also assessing the <b>level of competency development</b> according to the Bloom taxonomy.</li> </ol> <p>The mentor should provide each group with printed PPT UNIT 3 slides (slides 21-29) and encourage them to identify and describe one of the key competencies. They should consider which levels of Bloom's taxonomy correspond to the development of this competence within the learning context and use the words provided on the printed sheets when describing the competence. Then, they should reflect on the EQF level of this learning outcome and, consequently, the development of the competence, and document it.</p> <ol style="list-style-type: none"> <li>2. In the subsequent phase, participants will <b>explore their networks</b> and identify the individuals they require to foster</li> </ol>

	<p>the development of the defined competencies, or they will strategize on expanding their networks to achieve this goal.</p> <p>3. Participants will <b>articulate their teaching methods</b> for developing the defined competencies.</p> <p>The mentor encourages participants to consider how they can develop a specific competency (MC - perhaps "Mentor Competence" or another specific competency). They should think about the amount of time they will have available for practicing this competency, how comprehensively they will address the topic of the competency, and which didactic methods will achieve the most optimal results for the participants in developing this competency.</p> <p>4. Lastly, participants will <b>establish a system for measuring success</b>, including defining success factors and metrics.</p> <p>The mentor encourages participants to think about how they will evaluate the success of the MC (presumably "MC" refers to something specific, which is not clear in the provided text). In doing so, participants use the findings from UNIT2 Activity 2 and engage in deeper consideration of how they could design an evaluation system based on defined competencies, the target audience, and the time available for assessment.</p> <p><b>Presentation and Discussion (25 minutes)</b></p> <p>Upon completing their Canvas, each group will present it to the other groups, facilitating further discussion and sharing of insights regarding the presented Canvases.</p>
<p><b>Assessment of achievement of learning outcomes</b></p>	<p>No formal assessment</p>
<p><b>Sources/ Further Reading</b></p>	

<b>Activity 4.2</b>	<b>Connecting the MC to the EQF framework</b>
<b>Duration of activity</b>	30 minutes
<b>Learning Outcomes</b>	After completing this activity, the learner will learn how to: <ul style="list-style-type: none"> <li>• connect defined competences and learning outcomes to the Bloom's taxonomy and the EQF framework.</li> </ul>
<b>Type of activity</b>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Group activity</li> <li>• Individual activity</li> </ul>
<b>Resources</b>	PDF / handout: MicroQuest_Training_Unit 4_Canvas Handout_EN.pdf
<b>Organisational Requirements</b>	No requirements
<b>Description of activity</b>	<p><b>Canvas Exploration (15 minutes)</b>          Participants will collaborate in small groups, with each group comprising a maximum of four individuals.          Participants will use a Canvas worksheet to explore and define the Bloom's taxonomy levels and EQF level of the MC and its learning outcomes.</p> <p><b>Presentation and Discussion (15 minutes)</b>          Upon completing their Canvas, each group will present it to the other groups, facilitating further discussion and sharing of insights regarding the presented Canvases.</p>
<b>Assessment of achievement of learning outcomes</b>	No formal assessment
<b>Sources/ Further Reading</b>	



<b>Activity 4.3</b>	<b>Designing the micro-credential – substantive elements</b>
<b>Duration of activity</b>	60 minutes
<b>Learning Outcomes</b>	<p>After completing this activity, the learner will be able to define the substantive elements of the MC by:</p> <ul style="list-style-type: none"> <li>• matching competences developed and learning outcomes (connected to the EQF framework),</li> <li>• defining duration of the MC,</li> <li>• selecting the method of conducting the MC,</li> <li>• selecting didactic methods,</li> </ul> <p>- outlining the appropriate assessment and evaluation.</p>
<b>Type of activity</b>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Group activity</li> <li>• Individual activity</li> </ul>
<b>Resources</b>	PDF / handout: MicroQuest_Training_Unit 4_Canvas Handout_EN.pdf
<b>Organisational Requirements</b>	No requirements
<b>Description of activity</b>	<p><b>Energizer (5 minutes)</b></p> <p><b>Canvas exploration (20 minutes)</b></p> <p>Participants will collaborate in small groups, with each group comprising a maximum of four individuals.</p> <p>During this engaging activity, participants will use a Canvas worksheet to explore and define the substantive aspects of the MC obtained from previously completed Canvases (C1 – C3) and focusing on competences developed and learning outcomes (connected to the EQF framework), duration, didactic methods, prerequisite knowledge or level for entering the MC, and evaluation of the MC, which allows for any necessary adjustments to be considered, as it provides a comprehensive overview of the entire process.</p> <p><b>Presentation and Discussion (35 minutes)</b></p> <p>Each group will present their Canvas findings to the other groups. This presentation encourages further discussion and the sharing of insights related to the presented Canvases.</p>
<b>Assessment of achievement of learning outcomes</b>	No formal assessment
<b>Sources/ Further Reading</b>	

<b>Unit 5: Step by step: Awarding micro-credentials</b>	
<b>Activity 5.1</b>	<b>Develop an awarding strategy</b>
<b>Duration of activity</b>	60 minutes
<b>Learning Outcomes</b>	After completing this activity, the learner will be able to... <ul style="list-style-type: none"> <li>• take the steps necessary to award micro-credentials.</li> <li>• develop an institutional micro-credential strategy for the provision and recognition of micro-credentials.</li> <li>• take into account the quality assurance policies of the institution and the region. The country of Ireland will be the example in this case</li> </ul>
<b>Type of activity</b>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Group activity</li> <li>• Self-directed learning</li> </ul>
<b>Resources</b>	<ul style="list-style-type: none"> <li>• PowerPoint Presentation: MicroQuest_Training_Unit 5.1_EN.pptx</li> <li>• PDF / handout: MicroQuest_Training_Unit 5.1_Handout_EN.pdf</li> <li>• Flipchart</li> </ul>
<b>Organisational Requirements</b>	Flipcharts, table and chairs to facilitate round table discussion.
<b>Description of activity</b>	<p>Activity 1: Identify the steps necessary to design and issue micro-credentials using the principles of micro-credentials</p> <ul style="list-style-type: none"> <li>• Break into groups of two. Find a definition and an example of two of principles of micro-credentials (There are ten in total, so arrange groups with according to size)</li> <li>• Discussion time!! What do you think they are?</li> </ul> <p>Groups will appoint a spokesperson who will then feed back to the group. Facilitator will use whiteboard during this. Each principle will be discussed.</p> <p>Using example of Ireland, the facilitator will explain how micro-credentials work.</p> <p>Activity 2: Following this, participants will be encouraged to fill in the canvas that is provided to define the necessary elements of the MC for awardance.</p> <ul style="list-style-type: none"> <li>• Feedback to the group will follow this.</li> <li>• Recap on lesson and conclude.</li> </ul>

<p><b>Assessment of achievement of learning outcomes</b></p>	<p>Peer learning and self-directed learning. Completion of research and task.</p>
<p><b>Sources/ Further Reading</b></p>	<ul style="list-style-type: none"> <li>• <a href="https://www.etf.europa.eu/sites/default/files/2023-05/Micro-Credential%20Guidelines%20Final%20Delivery.pdf">https://www.etf.europa.eu/sites/default/files/2023-05/Micro-Credential%20Guidelines%20Final%20Delivery.pdf</a></li> <li>• <a href="https://www.qqi.ie/sites/default/files/2021-11/qp-17-policies-and-criteria-for-the-validation-of-programmes-of-education-and-training.pdf">https://www.qqi.ie/sites/default/files/2021-11/qp-17-policies-and-criteria-for-the-validation-of-programmes-of-education-and-training.pdf</a></li> <li>• <a href="https://hea.ie/skills-engagement/microcreds/">https://hea.ie/skills-engagement/microcreds/</a></li> </ul>

<b>Activity 5.2</b>	<b>Award micro-credentials</b>
<b>Duration of activity</b>	30 minutes
<b>Learning Outcomes</b>	<p>After completing this activity, the learner will be able to...</p> <ul style="list-style-type: none"> <li>• Upload micro-credentials in a digital and signed format (digital credential award), e.g., as Europass Digital Credentials.</li> <li>• discuss a variety of necessary and additional metadata that can be included in a micro-credential award.</li> </ul>
<b>Type of activity</b>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Group activity</li> <li>• Individual activity</li> <li>• Self-directed learning</li> </ul>
<b>Resources</b>	Online resource: Video
<b>Organisational Requirements</b>	Whiteboard for playing video.
<b>Description of activity</b>	<p>Look at Europass and cities of learning. Offer definition and explanation of how each works. Encourage students to explore each website. Participants will watch a video on how to add a badge to their social media.</p> <ul style="list-style-type: none"> <li>• Activity 1. Do you use digital badges/rate their efficiency (Group activity 10 minutes)</li> <li>• Activity 2. Discuss a variety and of necessary and additional metadata that can be included in and MC award.</li> <li>• (Allow 10 to 15 minutes)</li> <li>• Times can be adjusted according to class size and knowledge within the groups.</li> </ul>
<b>Assessment of achievement of learning outcomes</b>	Successful completion of tasks and feedback to groups.
<b>Sources/ Further Reading</b>	<ul style="list-style-type: none"> <li>• <a href="https://europa.eu/europass/en/what-are-digital-credentials">https://europa.eu/europass/en/what-are-digital-credentials</a></li> <li>• <a href="https://ojs.aishe.org/index.php/aishe-j/article/view/709">https://ojs.aishe.org/index.php/aishe-j/article/view/709</a></li> <li>• <a href="https://europa.eu/europass/fi/how-issue-european-digital-credentials">https://europa.eu/europass/fi/how-issue-european-digital-credentials</a></li> </ul>

<b>Unit 6: Time to Explore</b>	
<b>Activity 6.1</b>	<b>Explore awarding and displaying Micro-credentials: Digital Certificates &amp; European Digital Credentials for Learning (Europass)</b>
<b>Duration of activity</b>	60 minutes
<b>Learning Outcomes</b>	<p>After completing this activity, the learner will be able to...</p> <ul style="list-style-type: none"> <li>understand what European Digital Credentials for Learning (EDCs) are and how the infrastructure can be used to award and display micro-credentials.</li> <li>discuss the benefit of Europass as an online credentialing system to create an EU-wide recognised MC.</li> <li>discuss how digital credential systems like Europass (EDCI) influence the process of creating and awarding micro-credentials.</li> </ul>
<b>Type of activity</b>	<ul style="list-style-type: none"> <li>Discussion</li> <li>Group activity</li> <li>Self-directed learning</li> </ul>
<b>Resources</b>	<ul style="list-style-type: none"> <li>PowerPoint Presentation:</li> <li>Online resource: Video</li> </ul>
<b>Organisational Requirements</b>	Laptop (each participant); Power point; internet access (YouTube)
<b>Description of activity</b>	<p>First of all, participants will see the objectives of this unit and the main questions they should try to answer at the end of this unit.</p> <ol style="list-style-type: none"> <li>1) <u>Self-directed learning*</u>: They will then get a brief overview of the Europass infrastructure and see the potential of digital credential systems (like the European Digital Credentials for Learning infrastructure) for micro-credentials.        In the second part of this unit, the participants get to see how the certificate is finally displayed in the Europass. Participants will also get an insight into the benefits of using the ECDI for awarding.</li> <li>2) <u>Group activity</u>: At the end of this unit, participants should reflect and discuss the following aspects in small groups:           <ul style="list-style-type: none"> <li>○ How can digital credential systems (like the Europass infrastructure) help to create, design and award an EU-wide recognised micro-credential?</li> <li>○ What are the benefits of an online credentialing system for awarding and displaying MCs?</li> <li>○ How do digital credential systems influence the process of creating and awarding micro-credentials?</li> </ul> </li> </ol> <p>* Using the PowerPoint presentation, participants should familiarise themselves with the topic. The slides contain relevant information, videos, and further links to websites.</p>

<b>Assessment of achievement of learning outcomes</b>	Peer feedback. Successful completion of tasks and feedback to groups.
<b>Sources/ Further Reading</b>	<ul style="list-style-type: none"> <li>• <a href="https://www.youtube.com/watch?v=0JvajisLVEs">https://www.youtube.com/watch?v=0JvajisLVEs</a></li> <li>• <a href="https://itrenmei.jp/files/webinar2022/EDC-ITrenmei_Ildiko-Mazar.pdf">https://itrenmei.jp/files/webinar2022/EDC-ITrenmei_Ildiko-Mazar.pdf</a></li> <li>• <a href="https://europa.eu/europass/de/europass-tools/digitale-zertifikate/informationen-fuer-anwender">https://europa.eu/europass/de/europass-tools/digitale-zertifikate/informationen-fuer-anwender</a></li> <li>• <a href="https://europa.eu/europass/de/what-europass-1/european-digital-credentials">https://europa.eu/europass/de/what-europass-1/european-digital-credentials</a></li> <li>• <a href="https://europa.eu/europass/digital-credentials/issuer/#/home">https://europa.eu/europass/digital-credentials/issuer/#/home</a></li> <li>• <a href="https://europa.eu/europass/en/stakeholders/european-digital-credentials">https://europa.eu/europass/en/stakeholders/european-digital-credentials</a></li> <li>• <a href="https://youtu.be/Z8laXNZm1JI?feature=shared&amp;t=715">https://youtu.be/Z8laXNZm1JI?feature=shared&amp;t=715</a></li> <li>• <a href="https://eu.daad.de/medien/eu.daad.de.2016/dokumente/service/veranstaltungen/camilleri_digital_credentials_for_micro-credentials.pdf">https://eu.daad.de/medien/eu.daad.de.2016/dokumente/service/veranstaltungen/camilleri_digital_credentials_for_micro-credentials.pdf</a></li> <li>• <a href="https://youtu.be/dyRtF8nDG5U?feature=shared&amp;t=1805">https://youtu.be/dyRtF8nDG5U?feature=shared&amp;t=1805</a></li> <li>• <a href="https://itrenmei.jp/files/webinar2022/EDC-ITrenmei_Ildiko-Mazar.pdf">https://itrenmei.jp/files/webinar2022/EDC-ITrenmei_Ildiko-Mazar.pdf</a></li> </ul>

<b>Activity 6.2</b>	<b>Explore awarding and displaying Micro-credentials: Digital Badges &amp; Open Badge (Cities of Learning)</b>
<b>Duration of activity</b>	60 minutes
<b>Learning Outcomes</b>	<p>After completing this activity, the learner will be able to...</p> <ul style="list-style-type: none"> <li>• Understand what digital/open badges are and how to award MC with digital badges.</li> <li>• discuss the benefits of using digital badges.</li> </ul>
<b>Type of activity</b>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Group activity</li> <li>• Self-directed learning</li> </ul>
<b>Resources</b>	<ul style="list-style-type: none"> <li>• PowerPoint Presentation: MicroQuest_Training_Unit 5.2_EN.pptx</li> <li>• Online resource: Video</li> </ul>
<b>Organisational Requirements</b>	Laptop (each participant); Power point; internet access (YouTube)
<b>Description of activity</b>	<p>Participants will learn what digital badges are and how they contribute to the awarding process. This will be demonstrated using the open badges from Cities of Learning as an example.</p> <p><u>(Self-directed learning*):</u> Accordingly, participants will first be given an insight into the Cities of Learning online learning platform and will get a brief reminder what open badges are and how they work. They will learn more about learning pathways and get to explore one example.</p> <p><u>(Group activity/Discussion):</u> Finally, the following questions will be discussed in small groups:</p> <ul style="list-style-type: none"> <li>• How can digital badge systems help to create, design, and award an Eu-wide recognized micro-credential?</li> <li>• What are the benefits of an online badge system to award and display MC?</li> <li>• How do digital badge systems influence the process of creating and awarding micro-credentials?</li> </ul> <p>* Using the PowerPoint presentation, participants should familiarise themselves with the topic. The slides contain relevant information and further links to websites and one example.</p>
<b>Assessment of achievement of learning outcomes</b>	<p>Peer learning and self-directed learning.</p> <p>Successful completion of tasks and feedback to groups.</p>

<p><b>Sources/ Further Reading</b></p>	<ul style="list-style-type: none"> <li>• <a href="https://www.citiesoflearning.net/wp-content/uploads/2020/02/Learning-of-Cities-StarterKit.pdf">https://www.citiesoflearning.net/wp-content/uploads/2020/02/Learning-of-Cities-StarterKit.pdf</a></li> <li>• <a href="https://global.cityoflearning.eu/help/open-badges/explore-characteristics">https://global.cityoflearning.eu/help/open-badges/explore-characteristics</a></li> <li>• <a href="https://www.youtube.com/watch?v=dCkhuuCy2rE&amp;list=PLorYje09pD1gtZCSNrXr6ipPZCdvLFNoa&amp;index=1">https://www.youtube.com/watch?v=dCkhuuCy2rE&amp;list=PLorYje09pD1gtZCSNrXr6ipPZCdvLFNoa&amp;index=1</a></li> <li>• <a href="https://www.youtube.com/watch?v=yzCARMKWhTE&amp;list=PLorYje09pD1gtZCSNrXr6ipPZCdvLFNoa&amp;index=11">https://www.youtube.com/watch?v=yzCARMKWhTE&amp;list=PLorYje09pD1gtZCSNrXr6ipPZCdvLFNoa&amp;index=11</a></li> <li>• <a href="https://navigatr.app/badge/1047/isteps-digital-skills-enhancement">https://navigatr.app/badge/1047/isteps-digital-skills-enhancement</a></li> </ul>
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<b>Activity 6.3</b>	<b>Explore micro-credentials examples</b>
<b>Duration of activity</b>	60 minutes
<b>Learning Outcomes</b>	<p>After completing this activity, the learner will be able to...</p> <ul style="list-style-type: none"> <li>• better understand micro-credentials and what it takes to create, design and award micro-credentials.</li> <li>• evaluate existing offers and know how to differentiate themselves from them.</li> </ul>
<b>Type of activity</b>	<ul style="list-style-type: none"> <li>• Group activity</li> <li>• Individual activity</li> <li>• Self-directed learning</li> </ul>
<b>Resources</b>	<ul style="list-style-type: none"> <li>• PowerPoint Presentation:</li> <li>• Online resource: websites, videos</li> </ul>
<b>Organisational Requirements</b>	Laptop (each participant); Power point; internet access
<b>Description of activity</b>	<p>Participants should get a better understanding of what micro-credentials are and what it takes to create, design and award micro-credentials.</p> <p><u>Self-directed learning* and Individual activity or Group activity:</u> For this activity participants should analyse one existing micro-credential example from the three shown providers. The instructor could also divide the group into three small groups and have each group research and analyse one example. The instructor could also choose a new example that better suits the needs of VET providers in their country.</p> <p>While exploring participants should check if the requirements to create, design and award a micro-credential are fulfilled. But at the same time use their existing knowledge to analyse and critically review these examples. For this activity the participants get to see once again the relevant principles and requirements.</p> <p>* Using the PowerPoint presentation, participants should familiarise themselves with the example. The slides contain relevant information and the links to the examples that they should explore on their own.</p>

<p><b>Assessment of achievement of learning outcomes</b></p>	<p>Successful completion of tasks.</p>
<p><b>Sources/ Further Reading</b></p>	<ul style="list-style-type: none"> <li>• <a href="https://www.futurelearn.com/microcredentials/digital-advertising-operations">https://www.futurelearn.com/microcredentials/digital-advertising-operations</a></li> <li>• <a href="https://www.griffith.ie/find-a-course-results/microcredential">https://www.griffith.ie/find-a-course-results/microcredential</a></li> <li>• <a href="https://www.griffith.ie/faculties/graduate-business-school/courses/certificate-pharmaceutical-business-management">https://www.griffith.ie/faculties/graduate-business-school/courses/certificate-pharmaceutical-business-management</a></li> <li>• <a href="https://www.griffith.ie/faculties/creative-arts-and-screen-media/courses/certificate-screen-production">https://www.griffith.ie/faculties/creative-arts-and-screen-media/courses/certificate-screen-production</a></li> <li>• <a href="https://www.qqi.ie/news/Putting-Micro-credentials-on-the-Agenda">https://www.qqi.ie/news/Putting-Micro-credentials-on-the-Agenda</a></li> </ul>

<b>Unit 7: Micro-credentials in VET and HE</b>	
<b>Activity 7.1</b>	<b>Example of MC description in Higher Education</b>
<b>Duration of activity</b>	30 minutes
<b>Learning Outcomes</b>	After completing this activity, the learner will be able to... <ul style="list-style-type: none"> <li>• Understand the differences and similarities of micro-credential s in VET and HEI</li> </ul>
<b>Type of activity</b>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Group activity</li> <li>• Individual activity</li> </ul>
<b>Resources</b>	<ul style="list-style-type: none"> <li>• PowerPoint Presentation: MicroQuest_Training_Unit 7_EN.pptx</li> <li>• Flipchart:</li> <li>• Other: post-its</li> </ul>
<b>Organisational Requirements</b>	
<b>Description of activity</b>	<ul style="list-style-type: none"> <li>• The mentor gives a brief introduction to ECTS and how they describe the workload of students.</li> <li>• In the activity 1, participants read the description of an example micro-credential from Trinity College Dublin. They can either read it using the link or all together on the provided PPT slides.</li> <li>• In a next step, participants use post-its and write down what they would describe differently and similarly if this would be a VET MC</li> </ul>
<b>Assessment of achievement of learning outcomes</b>	Participants present the findings by pinning the post-its on the flipchart and then discuss them.
<b>Sources/ Further Reading</b>	

<b>Activity 7.1</b>	<b>Identify important issues for cooperating with HE</b>
<b>Duration of activity</b>	30 minutes
<b>Learning Outcomes</b>	After completing this activity, the learner will be able to... <ul style="list-style-type: none"> <li>• Determine course of action for potential collaboration between VET and HEI.</li> </ul>
<b>Type of activity</b>	<ul style="list-style-type: none"> <li>• Group activity</li> <li>• Individual activity</li> </ul>
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Flipchart:</li> <li>• Other: post-its</li> </ul>
<b>Organisational Requirements</b>	
<b>Description of activity</b>	<ul style="list-style-type: none"> <li>• Following the previous activity, participants write on post-its what is the most important when connecting and cooperating between VET and HE when designing MCs</li> <li>• Participants present the findings and discuss them.</li> <li>• The mentor summarises the key issues and concludes the session.</li> </ul>
<b>Assessment of achievement of learning outcomes</b>	
<b>Sources/ Further Reading</b>	

# M!CRO Q!EST

**MICRO QUEST: Innovative Quality Evaluation Strategy for Micro-credentials in non-formal VET in Europe. Project N° 2021-1-AT01-KA220-VET-000025399**



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