

Micro Credential Course Framework

D3.1 - MICRO CREDENTIAL COURSE FRAMEWORK



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Document Version History

Version	Date	Author	Description
1.0	27 Nov 2024	NALCO EUROPE B.V/LOBSTER INK	First Draft
1.1	29 Nov 2024	NALCO EUROPE B.V/LOBSTER INK, SAMTOK FERDATHJONUSTUNNAR (SAF), IDAN FRAEDSLUSETUR EHF, UCN, ESTUR ESCUELA DE TURISMO DE SANT POL DE MAR, S.L.	Incorporating feedback from final partner review

1. STRATEGIC INTENT

1.1 About the Project

The MCEU Hospitality Pilot Project is a 36-month programme designed to develop micro-credentials aimed at enhancing the skills of hospitality professionals while ensuring industry compliance with EU regulations concerning green and digital practices. The initiative will offer five courses targeting 500 learners, focusing on green and digital competencies critical for career progression through a convenient online platform. This project aligns with the EU's Skills Agenda for modernising vocational education and training, aiming to foster innovation in the hospitality sector.

The MCEU Hospitality Pilot Project, spanning 36 months, seeks to create micro-credentials to upgrade the skills of hospitality talent, aiding the industry in adhering to EU regulations with an emphasis on green and digital expertise.

It provides five online courses for 500 research participants (testers), in accordance with the EU's Skills Agenda, to modernise vocational education and promote innovation within the hospitality industry.

The MCEU Hospitality project focuses on developing micro-credentials to support the upskilling and reskilling of hospitality workers, addressing challenges arising from the COVID-19 pandemic and the EU's green and digital transition plans. It offers demand-driven courses in green and digital skills, aligning with EU recommendations on micro-credentials.

The project will establish an online platform for issuing and verifying these credentials, utilising EU tools for portability and recognition. Featuring five courses targeting 500 learners, the project is in line with the EU's Skills Agenda for modernising vocational education and training. It aims to foster innovation in the hospitality industry, driving systemic change at both practice and policy levels.

D3.1 MCEU micro credential course framework

This report outlines how the MCEU courses will be produced by partners involved in Work Packages and how those courses fit within the national regulations of partner countries and EU guidelines.

Through group discussion and desk research, Lobster Ink, Idan, UCN, and EUHT Sant Pol have developed a theoretical framework for the five learning journeys (each a curated selection of courses) to develop the five skills chosen as part of the skills needed report of Work Package 2.

This report will address how the EU standards on micro-credentials courses will be integrated with the national regulation of the partner countries (Spain, Denmark, Iceland) and take into account the ESCO framework, what will the MCEU course look like (duration, number of learning outcomes, quality, assessment methods, quality assurance process) and what strategy the partners involved in this Work Package will put into place to create those courses.

1.2 Project Partners

The MCEU Hospitality project collaborates with several reputable partners, each contributing unique expertise to enhance the hospitality industry. Here are the key points about the partners:

- **Hospitality Connection Barcelona SL (Hosco):** Provides industry connections and networking opportunities.
- **Access Advisors:** Offers advisory services to improve accessibility in hospitality.
- **DIPLOMASAFE:** Specialises in secure certification and credentialing.
- **SAMTOK FERDATHJONUSTUNNAR (SAF):** Focuses on tourism services and development.
- **University College of Northern Denmark:** Contributes academic research and educational resources.
- **IDAN FRAEDSLUSETUR EHF:** Training centre for Continuous Professional Development for crafts and trades in Iceland and engages in VET training and development.
- **ESTUR ESCUELA DE TURISMO DE SANT POL DE MAR, S.L.:** Provides specialised tourism education.
- **NALCO EUROPE B.V/LOBSTER INK:** Offers training and development programmes for hospitality professionals.

The partners are working together to develop micro-credentials, address skill gaps, and support the EU's green and digital transition goals.

1.3 Lobster Ink

Lobster Ink is a leading provider of digital learning solutions, specialising in the hospitality industry. Their mission is to empower hospitality professionals with the knowledge and skills they need to excel in their careers. Founded on the principles of innovation, excellence, and accessibility, Lobster Ink has established itself as a trusted partner for some of the world's most prestigious hospitality brands.

Vision and Mission

At the core of Lobster Ink's vision is the belief that education is the key to unlocking human potential. They strive to create a world where every hospitality professional has access to high-quality, relevant, and engaging learning experiences. The company's mission is to deliver these experiences through cutting-edge technology and expertly crafted content, ensuring that learners can achieve their full potential and drive performance within their organisations.

Lobster Ink Impact

Since inception, Lobster Ink has made a significant impact on the hospitality and tourism industry. Their courses have been adopted by leading hotel chains, restaurants, other hospitality organisations and tourism bodies around the world. Thousands of hospitality and tourism professionals have been trained, helping them to improve their skills, advance their careers, and contribute to the success of their organisations. Lobster Ink's commitment to excellence and innovation has earned them a reputation as a trusted partner in the industry.

In conclusion, Lobster Ink is dedicated to transforming the hospitality industry through education. Innovative learning solutions, expert content, and unwavering commitment to quality make them a leader in the field. Proudly supporting the professional development of hospitality professionals and contributing to the growth and success of the industry.

2. TARGET AUDIENCE ANALYSIS

Based on the MCEU project objectives, the target audience comprises of hospitality workers seeking to enhance their skills in green and digital domains, as well as professionals aiming to advance their careers within the industry. These individuals will benefit from the targeted courses offered by the project.

The survey data substantiates the rationale for investing in skill-based courses tailored to professionals at various career stages. Notably, emphasising older professionals (aged 45 and above) and those currently unemployed could facilitate their retraining and upskilling, thereby improving their competitiveness in the job market. Respondents highlighted the significance of course quality and alignment with industry requirements, indicating their readiness to invest time, effort, and resources in acquiring these micro-credentials.

Nevertheless, the primary challenge identified is the existing lack of awareness regarding micro-credentials and their benefits. This issue can be mitigated through a structured marketing programme that effectively communicates to each audience how and why these micro-credentials will enhance their professional prospects.

- Age: The primary demographic comprises individuals aged 18 to 30 years enrolled in tertiary educational institutions. Additionally, the courses cater to professionals of all ages within the hospitality industry.
- Gender: The courses are designed for individuals of all genders.
- Location: The primary audience is located within the European Union, with initial pilot programmes in Denmark, Iceland, and Spain.
- Education: The target audience encompasses individuals with varied educational backgrounds, including primary school, secondary school, vocational school, and higher education.
- Employment Status: The courses are intended for employed and unemployed professionals and full-time students.
- Job Roles: The target audience includes professionals in various job roles such as culinary, events, housekeeping, spa, food and beverage, bar, and other departments like sales, marketing, HR, and finance.
- Prior Experience or Hospitality Knowledge: The courses are suitable for individuals with varying levels of experience and knowledge in the hospitality industry.
- Literacy: The target audience is expected to have basic literacy skills.
- Languages: The pilot courses will be available in English, Spanish, Danish, and Icelandic. Future courses will continue to support these languages.
- Digital Proficiency: The learners are expected to possess a basic level of digital proficiency.
- Attitudes to the Subject Matter: The learners are anticipated to have a positive and proactive attitude towards the subject matter.

3. SITUATIONAL ANALYSIS

The pilot programme will commence in May 2025 and continue until November 2025. As all learning will be conducted online and in multiple languages, learners will have the flexibility to access courses from various locations, based on their individual circumstances and preferences. Many may choose to study from home, leveraging a familiar environment. Employed professionals might utilise their workplace during breaks or designated training times, while students in higher education institutions could use facilities like computer labs on campus. Public libraries, cafés, and co-working spaces present alternative quiet and resourceful environments. Community centres offer essential resources for those without internet access at home, and mobile devices enable learning while on the move.

Potential barriers include issues with internet connectivity, varying levels of digital literacy, engagement challenges, technical problems, feelings of isolation, and the need for effective time management. These can be addressed through comprehensive technical support, user-friendly interfaces, and interactive elements to enhance the online learning experience.

Upon completing the learning journeys (a curated learning path on the Lobster Ink learning platform consisting of one or more courses) learners will receive a micro-credential certifying the learning outcomes of their short-term learning experience. Micro-credentials provide a flexible and targeted means for learners to develop the knowledge, skills, and competencies necessary for personal and professional growth. By utilising EU tools such as Europass, the European Digital Credentials for Learning, and EBSI, the project ensures that micro-credentials are portable and recognised across different EU member states.

The pilot programme will take place across the EU, with the partner countries being a sizable portion of the participants. These participants will be based in Spain, Denmark, and Iceland. Translations for the content will be included in all languages, to help support learners based on their needs. The content will be available in English, Spanish, Danish, and Icelandic.

4. TECHNICAL ANALYSIS

1.1 Micro-Credentials

A micro-credential is a documented record of the learning outcomes a learner has achieved after completing a small volume of learning. These outcomes are assessed against transparent and clearly defined standards. Courses leading to micro-credentials are designed to equip learners with specific knowledge, skills, and competencies that address societal, personal, cultural, or labour market needs. Micro-credentials are owned by the learner, can be shared, and are portable. They may be standalone or combined into larger credentials and are supported by quality assurance standards relevant to the sector or area of activity.

The open-source online platform facilitates the easy issuance, storage, and verification of micro-credentials. It also aligns with the EU's goals for digital transformation and interoperability across member states.

Pilot Countries:

DENMARK

Currently there are no national regulations in the field of micro-credential, but significant work is being done at the national level to enhance the understanding, development, and adoption of the concept of micro-credentials. Several universities are also increasingly engaging in this area. Overall, we all align with the EU approach to micro-credentials, which is the best course of action for now.

ICELAND

Iceland has put in place national regulations for Micro credentials in Higher education - [63/2006: Lög um háskóla | Lög | Alþingi](#). There are however no national regulations in the field of micro-credentials for other educational levels or offers.

SPAIN

There are several resources that reference micro-credentials in Spain. The below is a summary of the information that is provided.

According to the Spanish regulation, a micro credential is something derived from short trainings; less than 15 ECTS. They are focused on the acquisition of knowledge, abilities or skills and specific competencies. Flexible format and adaptable to the needs and limitations of the adult student. It includes virtual and hybrid formats with a modular structure in which each training could be taken independently or accumulated into larger credentials within a framework of a customized continuous training.

Source: <https://www.universidades.gob.es/plan-microcreds/>
Spanish Ministry of Science, Innovation and Universities

Main characteristics:

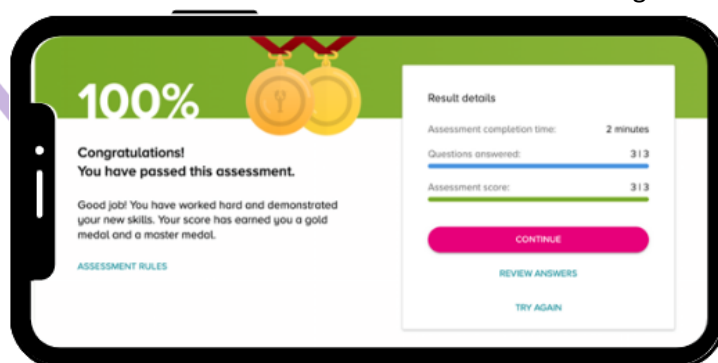
- Short learning experiences, maximum of 150 hrs, certified at a European level.
- The orientation of these trainings is about key competencies for lifelong learning.
- Practical focus, active methodology and will favour the upskilling or reskilling of the labour force.
- Flexible by nature, can be independently taken or accumulated into a bigger credential according to the professional, cultural or personal needs of the learner.
- Digitally certified and recognised in the European environment.

Source: <https://fuam.es/microcredenciales/>
Universidad Autónoma de Madrid

4.2 Lobster Ink Learning Platform Overview

The Lobster Ink learning platform is designed to create a seamless and engaging experience for learners. Key features include:

- **Easy Access:** Multiple access options such as SSO, username and password, and QR code invitations.
- **Custom Workspaces:** Customers can customise their workspace hierarchy to meet learning management and reporting needs.
- **Assign and Reassign:** Content can be automatically assigned based on job role or other audience attributes using Smart Assignments.
- **Validate Knowledge Transfer:** Theory assessments validate learning, and practical assessments ensure learners are job-ready.
- **Gamification:** Badges, medals, and certificates keep learners engaged and motivated.
 - Medals are awarded for each theory assessment completed
 - Badges are awarded after the successful completion of a course
 - Certificates are awarded after the successful completion of all the courses in a learning path
 - Certificates can be shared on social media and through messaging apps



- **Reporting and Analytics:** Provides insights across every layer of the organisation.
- **Resource Centre:** Includes best practice guides and tools to help managers and coordinators navigate the platform, engage, and motivate learners, and assign training.
- **Multilingual Platform:** Content is accessible on any device 24/7 in over 25 languages. The translated learning experience is available across the platform, from login to sign-out.

4.3 Lobster Ink Learning Platform Security and Compliance

The Lobster Ink learning platform ensures a secure environment with a 99.9% uptime and adheres to the highest industry security standards:

- **Access Options:** Robust authentication measures for SSO, username and password, and QR code invitations.
- **Data Protection:** Data is protected in transit with HTTPS and TLS 1.2 encryption.
- **Security Standards:** Compliance with ISO 27001 certification and EU GDPR regulations.

5. LEARNING METHODOLOGY

5.1 Lobster Ink Learning Expertise

Lobster Ink's expertise lies in their deep understanding of the hospitality industry and their ability to translate this knowledge into effective learning solutions. The Lobster Ink team comprises industry experts, instructional designers, and technologists who work collaboratively to develop courses that are both practical and impactful. They leverage their extensive network of industry partners to ensure that the content is always up-to-date and aligned with the latest industry standards and best practices.

5.2 Lobster Ink Learning Methodology: Educational Theories and Practices

The learning methodology at Lobster Ink is deeply rooted in established educational theories and practices, ensuring that their learning solutions are both effective and engaging. They draw inspiration from several key educational theorists whose work has significantly influenced their approach.

Make Learning Relevant: Malcolm Knowles' 4 Assumptions

Malcolm Knowles, a pioneer in adult education, proposed four critical assumptions about adult learners that guide Lobster Ink's instructional design:

- Participation in Planning and Evaluation
- Experiential Learning
- Relevance to Job or Personal Life
- Problem-Centered Learning:

Learning Through Imitation: John Sweller's Approach

John Sweller's cognitive load theory emphasises the importance of reducing unnecessary cognitive load to enhance learning. His approach to learning through imitation includes:

- Examples, Testimonials, and Demonstrations
- "Borrowing and Organising" Principle

Content by Performance: Brenda Sugrue's Approach

Brenda Sugrue's performance-based approach to instructional design focuses on aligning learning activities with organisational performance goals. This approach involves:

- Identifying Performance Goals
- Task and Knowledge Analysis
- Action-Based Learning Activities
- Alignment of Objectives and Assessments

By integrating these influential theories and approaches, Lobster Ink ensures that their learning solutions are not only educationally sound but also highly relevant and impactful for hospitality professionals.

5.3 Lobster Ink Learning Approach: Motivate, Train, Sustain (MTS) Framework

The Motivate, Train, Sustain (MTS) Framework is a cornerstone of Lobster Ink's approach to learning and development. This framework is designed to ensure that learning is not only effective but also sustainable over the long term. By focusing on motivation, training, and sustainability, they create a comprehensive learning experience that supports the learner throughout their journey to competence.

Motivate

Motivation is the first critical component of the MTS Framework. At Lobster Ink, they recognise that learners need to be motivated to engage with the content and commit to the learning process. The strategies to motivate learners include:

- **Relevance and Personalisation:** Ensuring that the learning content is relevant to the learners' roles and personal goals. By aligning the content with their job responsibilities and career aspirations, the learner's intrinsic motivation to learn is increased.
- **Engaging Content:** Courses are designed to be engaging and interactive. Use is made of multimedia elements, such as videos, animations, and simulations, to capture learners' attention and maintain their interest throughout the course.
- **Recognition and Rewards:** Recognition and rewards are incorporated into the learning programmes. This can include digital badges, certificates, and other forms of acknowledgment that celebrate learners' achievements and encourage them to continue their learning journey.
- Here are some specific examples of tools to motivate learners:
 - **Posters**
 - **Pre-shift games**
 - **Video Campaigns:** Short, engaging videos that highlight the benefits of the training and its relevance to the learners' roles.
 - **Email Campaigns:** Regular email updates that build anticipation and provide information about the upcoming training.

Train

Training is the core of the MTS Framework. It involves the delivery of high-quality, effective learning experiences that equip learners with the knowledge and skills they need to perform their jobs effectively. The Lobster Ink training approach includes:

- **Structured Learning Journeys:** Structured learning journeys guide learners through a logical progression of topics. This ensures that they build a solid foundation of knowledge before moving on to more advanced concepts.
- **Practical Application:** The training programmes emphasise the practical application of knowledge. Scenario-based learning, case studies, and hands-on activities are used to help learners apply what they have learned in real-world situations.
- **Expert Instruction:** Courses are developed and delivered by industry experts. This ensures that the content is accurate, up-to-date, and aligned with industry best practices.

At Lobster Ink, courses are made up of lessons and assessments. Below are examples of the different lesson types that can be used to create a course. It is understood that there are diverse ways to communicate information to learners.

Passive learning lesson examples include:

- Video lessons
- Scenario lessons
- Document Lessons

Active learning lesson examples include:

- 360° Immersive Lessons using Interactive lessons (authored using Articulate 360 Storyline): Virtual reality experiences that provide a realistic and engaging learning environment.
- Scrollable Interactive Content (authored using Articulate 360 Rise): Interactive modules that learners can navigate at their own pace, providing a personalized learning experience.

Assessments

All courses include assessments that provide learners with regular feedback. The assessments are incorporated into the courses. This helps learners track their progress, identify areas for improvement and stay motivated to continue their learning journey. There are two types of assessments on the Lobster Ink platform, formative assessments (knowledge check lessons), and summative assessments (theory assessments)

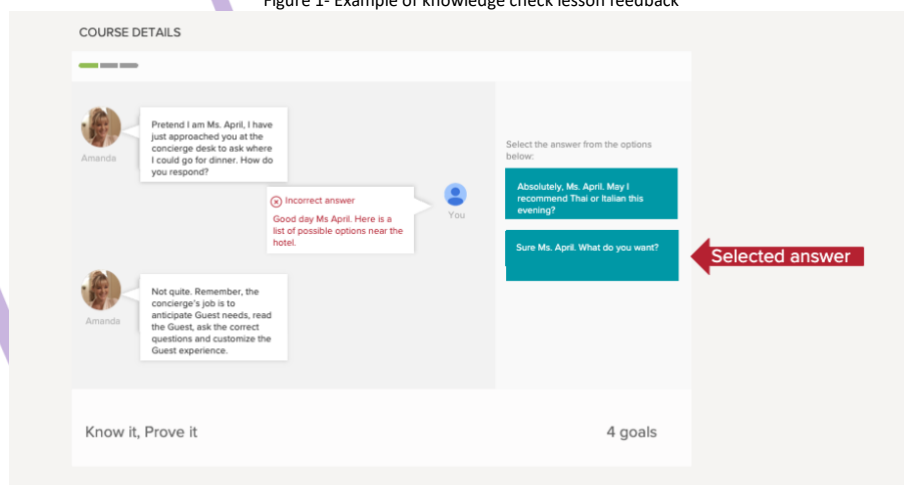
Formative assessments can be found in the form of knowledge check lessons. These types of lessons are included at regular intervals to check understanding of key concepts and techniques. These 'mini assessments' do not carry a pass mark and do not halt progress on the course.

Knowledge check lesson examples include:

- Hot Spot
- Dialogue
- Visual Choice
- Combination

The feedback to the learner is provided based on their selections. Below is an example of provided feedback in a dialogue lesson.

Figure 1- Example of knowledge check lesson feedback



Summative Assessments can be found in each of our courses as theory assessments. Theory assessments test whether learners have understood the theoretical knowledge passed on to them in the various lessons and that they are able to apply this knowledge.

The assessments will meet the following criteria.

- Valid - providing useful information about the concepts they were designed to test.
- Reliable - allowing consistent measurement and discriminating between various levels of performance
- Recognisable - instruction has prepared students for the assessment
- Realistic - concerning time and effort required to complete the assignment (Svinicki, 1999).

Assessments will focus on the most important content and behaviours emphasised during the lessons. They will focus on the primary ideas, issues, and skills to be learned during a particular lesson.

Question type examples include:

- Multiple Choice
- Multiple Response
- True / False
- Ordering
- Matching

Figure 2 - Example of an ordering question

Drag the following procedures into the correct order for restricting an employee with an open infected wound from working with food.






- 1  Monitor their symptoms over 24 hours
- 2  Allow to return to work with food if they are symptom free for at least 24 hours
- 3  Check if the infected wound can be covered with a bandage and glove, then allow to return to work
- 4  If the infected wound cannot be covered, move the employee to a non-food area
- 5  Food Handler reports they have an infected open wound

Figure 3 - Example of a matching question

Match each element of coaching to its definition.
Select an option from column A and match it with an option in column B

Column A	Column B
Practice	Demonstrating to an employee the steps to perform a task
Monitoring	Allowing an employee to perform the task
Explaining	Overseeing employee accuracy when performing the task
Showing	Describing to an employee how to perform a task

For the MCEU courses, Lobster Ink will follow the guidelines used when creating the content to ensure that the criteria of assessment are met:

- One or two theory assessments per course with a varying length based on the content
- Each learning outcome will have a pool of questions to allow for randomisation of questions per assessment
- Randomisation of options for multiple choice questions
- Pass rate = 80%
- Time for completion = 1 minute per question

Sustain

Sustainability is the final component of the MTS Framework. It focuses on ensuring that the learning is retained and applied over the long term. The strategies to sustain learning include the following:

- **Continuous Learning Opportunities:** Continuous learning opportunities are provided to reinforce and expand on the initial training. This can include refresher courses, advanced modules, and ongoing professional development programmes.
- **Performance Support Tools:** Performance support tools, including job aids, checklists, and reference guides are provided, to assist learners in applying their knowledge effectively in the workplace. These resources are designed to be readily accessible and practical, ensuring that learners receive the necessary support precisely when they need it.
- **Resources**
 - Digital and Printed Documents: Comprehensive job aids, checklists, and reference guides available for use on the job.
 - Job Aids: Practical instruments designed to help learners apply their acquired knowledge and skills in their daily tasks.
 - Coaching Cards and Playbooks.
 - Manager and Supervisor Checklists: Detailed checklists aimed at aiding managers and supervisors in observing and fostering their team's development.
- **Single Click Lesson:** Convenient access to single lessons, enabling individuals to revisit content seamlessly within their workflow.

5.4 The EU 10 Principles of Micro-Credentials and Lobster Ink

The EU 10 principles of Micro-Credentials inform how Lobster Ink will be aligning to the MCEU project along with its partners. The learning content library and the platform allow Lobster Ink to align to the EU 10 principles of micro-credentials, annex 2.

- **QUALITY.** Quality is at the heart of everything at Lobster Ink who are committed to delivering learning experiences that are not only informative but also engaging and enjoyable. Rigorous quality assurance processes ensure that every course produced meets the highest standards of instructional design and content accuracy. Feedback is continuously sought from learners and partners to refine offerings and stay ahead of industry trends.

Internal Quality Assurance: The quality of the work is based on the following components as required outlined in the 10 principles of the micro-credentials.

- The content is fit for purpose through role-based learning and single-outcome learning.
- The outcomes are clearly documented to ensure that the learning meets these requirements.
- The content is accessible in 25+ languages, and for the MCEU pilot will be accessible in all the partner countries languages (Spanish, Danish, and Icelandic).
- The content was reviewed by various stakeholders and created with industry experts.
- It meets the requirements based on the survey results and industry standards.
- Throughout the learning experience, the learner can provide feedback on lesson content and the translations through the Kirkpatrick Survey on the Lobster Ink Platform. Feedback is voluntary and does not impact course progression.
- Learners can select their preferred language to interact with the platform and complete the courses.

External Quality Assurance: During the external quality assurance process, the below resources will be referenced for guidelines to follow

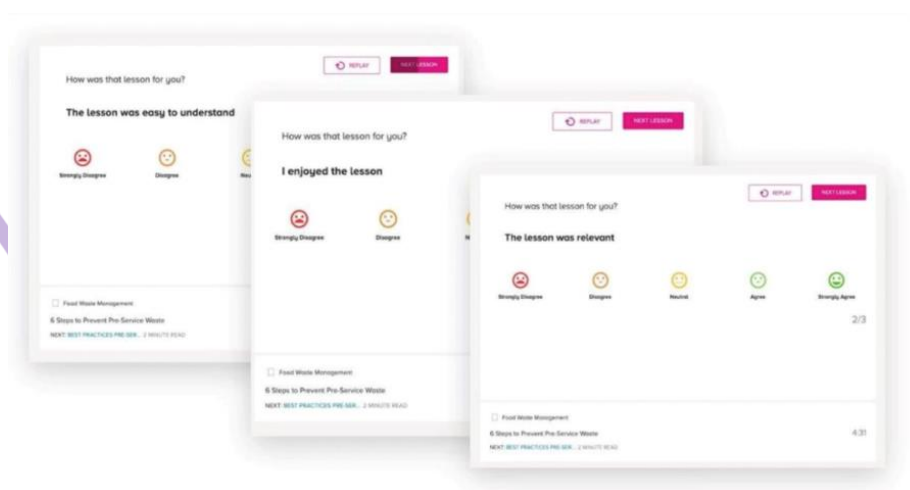
1. Annex IV of the European qualification's framework recommendations (where applicable)
2. The Standards and Guidelines for Quality Assurance in the European Higher Education Area (where applicable)

- **TRANSPARENCY: Transparency** ensures the micro-credentials are measurable, comparable, and understandable with clear information on learning outcomes, workload, content, level, and the learning offer, as relevant. Clear information about learning outcomes, workload, and content helps motivate learners by setting clear expectations. Structured learning journeys provide transparency in the progression of topics, ensuring learners build a solid foundation before advancing. Continuous learning opportunities keep learners informed and engaged.
 - The **workload** will be clearly stated when a learner reviews a course. The durations will be clearly stated on the Lobster Ink platform.
 - **Qualifications framework/systems** are being created with the partners **through this project.** The project aims to create a clear framework that is required for a micro-credential as part of the continuous professional development process as this is not currently something that exists. The framework has been created for higher education, but it was not noted for professional development outside of higher education. The current partner countries only have regulations related to higher education that are rooted in clear educational institutions.
 - Information on the offer of micro credentials will be provided through clear information with the partners and through Lobster Ink. The micro-credential will be portable and aligned with

the identified learning opportunities. This will be something that the other partners such as Diplomasafe will ensure is possible, through the registered database to ensure authenticity.

- **RELEVANCE.** The content's **relevance** is based on the survey completed in a previous work package. The pilot's courses will be aligned to the skills identified as a need for the industry. The courses have been designed as standalone courses with target learning opportunities and can be updated as needed based on revised learning needs. Lobster Ink ensures content meets industry standards and evolving needs of the hospitality industry. Content is regularly updated to ensure it has distinct, targeted learning based on roles and evolving needs of the industry. Practical application through scenario-based learning and clear outcomes ensures the training is relevant to real-world situations. Sustain tools can be used by the learner in the flow of work as needed to support continuous growth and development. For the MCEU micro-credentials, Lobster Ink has been collaborating with the other partners to ensure relevance of the content based on their industry experience.
- **VALID ASSESSMENT.** Valid Assessment is provided throughout the courses. As noted above, regular formative and summative assessments are included in the courses. These assessments are based on the specific learning outcomes and the desired outcome. Formative assessments are included throughout to check the learners understanding and to continue to motivate the learner. Summative assessments are provided to ensure that the learners have understood and can apply their knowledge.
- **LEARNING PATHWAYS.** Learning Pathways are designed to be flexible, including the possibility of stacking different courses. The courses are designed in a modular format to support the needs of the learner and different operational needs. This will allow for micro-credentials to be recognised across different systems and various levels of learning needs.
- **RECOGNITION.** Recognition has a clear signalling value of learning outcomes and is paving the way for this project to offer a learning experience that is comparable across the EU. Lobster Ink offers recognition and rewards, such as digital badges and certificates, are powerful motivators. Lobster Ink incorporates these elements to celebrate learners' achievements, encouraging them to continue their learning journey. Sustained learning is supported by ongoing recognition of learners' progress and achievements.
- **PORTABILITY.** The ability to easily store and share micro-credentials is critical and it provides learners with tangible achievements for their learning. This portability ensures that learners can showcase their skills and knowledge whenever needed. The Diplomasafe partner will help align and ensure that the micro-credential is portable and registered.
- **LEARNER CENTRED.** Learner-Centred is at the heart of what Lobster Ink does. Content is created that is relevant to the learner and their career aspirations. The identification of global practices that are role-based, and industry aligned ensures that content created is relevant to the learner. Involving the learners in the quality assurance process allows their feedback to be considered when refreshing courses. After completing a lesson, the learners will have the opportunity to give their feedback by selecting one of the five options:
 - Feedback options:
 1. Strongly Disagree (value of 1 point)
 2. Disagree (value of 2 points)
 3. Neutral (value of 3 points)

4. Agree (value of 4 points)
 5. Strongly Agree (value of 5 points)
- Lesson feedback statements:(data can be obtained at a course level)
 1. 'The lesson was relevant' (provides feedback on relevancy)
 2. 'The lesson was easy to understand' (provides feedback on the instructional design and quality of the content of the lesson)
 3. 'I enjoyed the lesson' (provides feedback on the level of enjoyment)
 - Translations feedback statements: (data can be obtained for scores and ratings per language at workspace level)
 1. 'The translations were accurate' (provides level of accuracy of the translations)
 2. 'The translations were fluent'
 - The frequency that these statements will appear after each lesson can be set anywhere from 5% to 100% of lessons. As part of the project, it is suggested that these surveys are added to 10% of the lessons on the platform for the pilot



- **AUTHENTIC.** Authentic micro-credentials that clearly verify the identity of the learner and the issuer builds trust and motivation. Learners are more likely to engage with a system that they perceive as credible and reliable. Lobster Ink will continue to work with one of the other partners to ensure the authenticity of credentials.
- **INFORMATION AND GUIDANCE.** Providing comprehensive information and guidance helps motivate learners by making the learning process clear and accessible. Regular updates, additional content, and notifications build anticipation and keep learners informed and engaged. In addition, the strategies used in the sustain step of MTS will provide support for the learner in the flow of work after they have completed the micro-credential.

6. COURSE FRAMEWORK

To ensure that the micro-credentials respond to industry and students' needs, Hosco developed and rolled out a survey on the current and future skills needed in the hospitality industry (Deliverable N° D.2.2). The report presents the results and recommendations for creating micro-credentials on green and digital skills in the hospitality industry, analysed by type of respondents and tasks. There were seven hospitality departments targeted in the survey — culinary, front office, events, food and beverage service, housekeeping, and bar & beverage — as well as an eighth category consisting of respondents who belonged to departments other than these seven.

Key findings from the report:

- **Core departmental skills:** Hospitality professionals identified job-specific skills such as food safety in culinary roles, customer needs identification in front office positions, and multitasking in F&B service as critical for career advancement.
- **Sustainability:** Although there is a growing demand for sustainability in operations, it is often seen as a company-driven initiative rather than an individual career driver.
- **Digital Transition:** While digital skills are essential, they are often perceived as basic requirements for doing one's job rather than as career differentiators.

Based on the results of the survey, the objective was to select five core skill areas for training, including

- 2 green skills
- 1 digital skill
- 1 managerial skill
- 1 technical skill

Accordingly, based on their ranking across all eight departments, the following skills were chosen to support the EU green and digital transition plans.

6.1. Green/Environmental Skills

- **Reduce, Recycle, and Reuse Waste:** According to the ESCO definition, this means disposing of waste in accordance with legislation for the spa division, thereby respecting environmental and company responsibilities.

For the housekeeping division, this means performing cleaning activities in an environmentally friendly way. ESCO defines this as undertaking all cleaning duties in a manner that minimises environmental damage and follows methods that lessen pollution and resource wastage.

This skill is vital for advancing careers in departments like housekeeping and spas, which use large quantities of cleaning/hygiene/bath and body products. The more conscious these professionals are about what products they choose and how they manage waste, the better their prospects are.

- **Adopt Ways to Reduce the Negative Impact of Consumption:** This is critical for departments such as events and culinary, reflecting the industry's increasing focus on environmental responsibility regarding food consumption.

45.2% of hiring decision-makers in the culinary division rank focusing on developing food waste reduction strategies as the second most important skill for career advancement. ESCO defines this as developing policies, such as staff meals or food redistribution, to reduce, reuse, and recycle food waste where possible. This includes reviewing purchasing policies to identify areas for reducing food waste, e.g., quantities and quality of food products.

For the events division, 22.2% of hiring managers value focusing on adopting ways to reduce the environmental impact during events. ESCO defines this as applying principles, policies, and regulations aimed at environmental sustainability, including reducing waste, energy, and water consumption, reusing and recycling products, and engaging in the sharing economy.

6.2. Managerial Skill

- **Supervising Quality:** Leadership and quality control are vital for career progression. As hospitality moves towards more green initiatives, every resource usage must be accounted for and viewed through sustainability. This requires a keen eye and an ability to allocate resources efficiently while upholding high-quality standards.

In the culinary department, 61.7% of hiring managers rank supervising food quality as a critical skill. According to the ESCO definition, this involves overseeing the quality and safety of food served to visitors and customers according to food standards.

In the events division, 41.4% of hiring decision-makers consider focusing on supervising event staff relevant. ESCO defines this as selecting, training, and supervising volunteers and support staff required for events.

6.3. Digital Skill

- **Collaborating through Digital Technologies:** ESCO defines it as the use of digital tools and technologies for collaborative processes and for co-construction and co-creation of resources and knowledge.

Decision-makers across all departments prioritise the ability to work efficiently through digital platforms and tools. This is especially true for the front office, where hiring managers rank this skill in third place, and in other departments, where hiring managers rank it second. This point is a trend where customers increasingly prefer touchless contact and online availability.

6.4. Technical Skill

- **Complying with Food Safety and Hygiene:** ESCO defines this skill as respecting optimal food safety and hygiene during the preparation, manufacturing, processing, storage, distribution, and delivery of food products.

According to 44% of hiring managers in the culinary, F&B service, and bar and beverage departments, ensuring compliance with safety regulations is essential for success.

6.5. Course Framework

A framework for the courses to be included in the pilot project has been designed to address the above findings. The courses will be curated into learning paths (journeys) to allow learners to obtain certificates in addition to micro-credentials for the successful completion of the courses.

Additional courses and learning paths can be added as the project expands to include additional skills.

The proposed framework can be found in the annexure section of this report- Annexure 1. The following information is included in the framework:

- **LEARNING PATH**
 - The proposed name of the learning path
- **TARGET AUDIENCE**
 - The specific department or departments this learning path has been designed for
- **EU SKILLS**
 - The specific EU skills that are being addressed
- **COURSES**
 - The list of the courses. They are listed in the recommended order that they will appear on the Lobster Ink platform and the most desirable order for the learner to complete them in.
 - The name of each course that will be included in the learning path.
- **LESSONS**
 - The name of each lesson in the order they will appear in the course outline
- **COURSE LEARNING OUTCOMES**
 - The broad learning outcomes for the course.
 - The individual learning outcomes per lesson are not included in the framework but will be included in the next deliverable.
- **COURSE DETAILS**
 - The number of lessons (both knowledge transfer and knowledge check lessons)
 - The number of theory assessments
 - The number of resources
- **COURSE DURATION**
 - An approximate duration range for course completion
- **LEARNING PATH DURATION**
 - An approximate duration range for the full completion of all the courses in the learning path

7. PROJECT MANAGEMENT

Lobster Ink is continuously working with the other partners to ensure that the content is relevant across the hospitality industry based on their learners, survey results, and industry standards.

This will ensure that the content that is shared with the learners is relevant, learner centric, and meets the required criteria for green and digital skills based on close collaboration. Through continuous collaboration, feedback, and conversation, we have worked together to ensure that this deliverable is complete.

8. Annex 1 - MICRO-CREDENTIALS – Course Framework

GREEN / ENVIRONMENTAL SKILLS

- **SKILLS FOCUS:** Sustainability Skill
- **REDUCE, RECYCLE AND REUSE WASTE**

LEARNING PATH	TARGET AUDIENCE	EU SKILLS	COURSES	LESSONS	COURSE OUTCOMES	COURSE DETAILS	COURSE DURATION	LEARNING PATH DURATION
SUSTAINABLE AWARENESS IN HOSPITALITY: HOUSEKEEPING AND SPA	HOUSEKEEPING SPA	REDUCE, RECYCLE, AND REUSE WASTE	SUSTAINABILITY AWARENESS IN HOSPITALITY FOR ALL TEAM MEMBERS	*Understanding Sustainable Hospitality *Reducing Waste	1. Understand the importance of sustainability 2. Communicate sustainability initiatives 3. Recall how to reduce, recycle and reuse waste 4. Work on sustainable initiatives with managers	2 X LESSONS 1 X THEORY ASSESSMENTS 0 X RESOURCES	BETWEEN 5 – 15 MINUTES	BETWEEN 60 – 120 MINUTES
		Adopt ways to reduce negative impact of consumption Perform cleaning activities in an environmentally friendly way	SUSTAINABILITY AWARENESS IN HOSPITALITY FOR HOUSEKEEPING TEAM MEMBERS	*Reducing Water Waste in Housekeeping	1. Understand the importance of sustainability in the housekeeping department 2. Implement waste reduction practices in daily operations to minimise environmental impact 3. Collaborate with managers to identify and implement sustainable initiatives 4. Evaluate the effectiveness of sustainable practices and initiatives with a manager	1 X LESSONS 1 X THEORY ASSESSMENTS 0 X RESOURCES	BETWEEN 5 – 15 MINUTES	

		Evaluate environmental impact on personal behaviour	ENERGY SAVINGS - HOUSEKEEPING	<ul style="list-style-type: none"> *Energy Savings Awareness in your Hotel *Energy Saving Awareness in Housekeeping 	<ol style="list-style-type: none"> 1. Recall the importance of saving energy at your hotel 2. Identify and implement energy-saving actions when cleaning a room either during a guest's stay or after check-out 3. Identify and implement energy-saving actions you can take when cleaning public areas 	2 X LESSONS 1 X THEORY ASSESSMENTS 0 X RESOURCES	BETWEEN 15 – 25 MINUTES	
			SUSTAINABILITY AWARENESS FOR SPA TEAM MEMBERS	<ul style="list-style-type: none"> *Reducing Water Waste in Spas *Energy Savings Awareness in Spas *Supplies and amenities usage in the Spa *Responsible use of Plastics, Reusables, and Disposables 	<ol style="list-style-type: none"> 1. Understand the importance of sustainability in the Spa 2. Implement waste reduction practices in daily operations to minimize environmental impact 3. Identify and implement energy-saving actions when caring for the Spa 4. Identify how to responsibly use plastics, reusables, and disposables 5. Collaborate with managers to identify and implement sustainable initiatives 6. Evaluate the effectiveness of sustainable practices and initiatives with a manager 	4 X LESSONS 1 X THEORY ASSESSMENTS 2 X RESOURCES	BETWEEN 20 – 30 MINUTES	

GREEN / ENVIRONMENTAL SKILLS

- **SKILLS FOCUS:** Sustainability Skill
- **ADOPT WAYS TO REDUCE THE NEGATIVE IMPACT OF CONSUMPTION**

LEARNING PATH	TARGET AUDIENCE	EU SKILLS	COURSES	LESSONS	COURSE OUTCOMES	COURSE DETAILS	COURSE DURATION	LEARNING PATH DURATION
SUSTAINABLE MANAGEMENT OF WASTE AND RESOURCES IN KITCHENS	CULINARY	<p>DEVELOP FOOD WASTE REDUCTION STRATEGIES</p> <p>Develop policies such as staff meals or food redistribution to reduce, reuse and recycle food waste where possible. This includes reviewing purchasing policies to identify areas for reducing food waste, e.g., quantities and quality of food products.</p>	MANAGING RESOURCE SUSTAINABLY	<p>*Using resources Responsibly</p> <p>*Minimising Food and Beverage Waste</p> <p>*Responsible use of Plastics, Reusables, and Disposables</p> <p>*Design a Sustainable Kitchen</p> <p>*Sustainable Resource Management</p>	<p>1. Recall the Waste Pyramid</p> <p>2. Identify options to achieve energy and water efficiency in high-volume kitchens</p> <p>3. Distinguish between pre-consumer and post-consumer waste and identify behavioural science tools to reduce consumer waste</p> <p>4. Identify the pros and cons of using different service ware and packaging, when each type is appropriate</p> <p>5. Identify how to minimize waste with non-food supplies</p>	<p>7 X LESSONS</p> <p>1 X THEORY ASSESSMENTS</p> <p>5 X RESOURCES</p>	BETWEEN 40 – 60 MINUTES	BETWEEN 60 – 120 MINUTES
		<p>DISPOSE WASTE</p> <p>Dispose waste in accordance with</p>	FIGHTING FOOD WASTE IN KITCHENS	<p>*Food Waste Management</p> <p>*6 Steps to Prevent Pre-Service Waste</p>	<p>1. Understand Food Waste</p> <p>2. Build your Food Waste task force</p>	5 X LESSONS	BETWEEN 30 – 50 MINUTES	

		legislation, thereby respecting environmental and company responsibilities		*Managing Food Waste Post-Service	3. Measure your Food Waste problem 4. Know the 6 Steps in preventing Food Waste 5. Manage Food Waste post-service	1 X THEORY ASSESSMENT S 5 X RESOURCES		
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MANAGERIAL SKILLS

- **SKILLS FOCUS:** Supervising a team or group
- **SUPERVISING QUALITY**

LEARNING PATH	TARGET AUDIENCE	EU SKILLS	COURSES	LESSONS	COURSE OUTCOMES	COURSE DETAILS	COURSE DURATION	LEARNING PATH DURATION
SUPERVISING AND LEADING IN HOSPITALITY	EVENTS	SUPERVISING A TEAM OR GROUP Select, train, and supervise volunteers and support staff required for events.	SUPERVISORY SKILLS	*How to Set and Maintain Service Standards *How to Solve Problems Effectively *How to Make Strategic Decisions *What a Solution-Focused Supervisor Does	1. Develop skills to set and maintain service standards 2. Train and coach team members on your establishment's service standards 3. Gather and utilise guest feedback effectively and in a timely manner 4. Provide constructive guest feedback to team members 5. Demonstrate decision-making and problem-solving skills	4 X LESSONS 1 X THEORY ASSESSMENTS 3 X RESOURCES	BETWEEN 20 – 40 MINUTES	BETWEEN 60 – 120 MINUTES
			LEADING PEOPLE	*Giving Feedback and Managing Conflict *Giving Rewards and Recognition	1. Provide positive feedback effectively 2. Provide negative feedback effectively 3. Apply essential rules when providing feedback	2 X LESSONS 1 X THEORY ASSESSMENTS 0 X RESOURCES	BETWEEN 15 – 25 MINUTES	

					4. Use the correct communication channels for different situations			
			LEADING THE GUEST EXPERIENCE	*Delivering Service Excellence *Maintaining Quality and Brand Standards	1.Understand key touchpoints on the guest journey 2. Resolve guest dissatisfaction 3. Execute and manage consistent quality checking 4. Follow brand standards	2 X LESSONS 1 X THEORY ASSESSMENTS 0 X RESOURCES	BETWEEN 15 – 25 MINUTES	

DIGITAL SKILLS

- **SKILLS FOCUS:** Collaborating through digital technologies
- **COLLABORATING THROUGH DIGITAL TECHNOLOGIES**

LEARNING PATH	TARGET AUDIENCE	EU SKILLS	COURSES	LESSONS	COURSE OUTCOMES	COURSE DETAILS	COURSE DURATION	LEARNING PATH DURATION
INTRODUCTION TO DIGITAL SKILLS IN HOSPITALITY	FRONT OFFICE HOUSEKEEPING FOOD AND BEVERAGE SERVICE BAR AND BEVERAGE EVENTS CULINARY SPA OTHER DEPARTMENTS	COLLABORATING THROUGH DIGITAL TECHNOLOGIES Use digital tools and technologies for collaborative processes, and for co-construction and co-creation of resources and knowledge	DIGITAL ETIQUETTE	*Hospitality Digital Technologies *Using Digital Technologies - Best Practices *Using Digital Technologies - Communicating with Guests	1. Identify the most common digital technologies that hospitality workers collaborate through 2. Follow best practices for collaborating using digital technologies 3. Apply effective communication techniques when communicating with guests using digital technologies	3 X LESSONS 1 X THEORY ASSESSMENTS 2 X RESOURCES	BETWEEN 20 – 40 MINUTES	BETWEEN 60 – 120 MINUTES
			INFORMATION SECURITY – CORPORATE SECURITY	*Introduction to Corporate Security *Good Habits in the Workplace	1. Describe why corporate security is important 2. Quote 5 good behaviors to adopt at the workplace 3. Describe the characteristics of a good password 4. Explain what content is safe to access from your work computer	8 X LESSONS 1 X THEORY ASSESSMENTS 0 X RESOURCES	BETWEEN 50 – 70 MINUTES	

					5. Identify signs of insider threats			
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TOPIC: TECHNICAL SKILLS

- **SKILLS FOCUS:** Complying with health and safety procedures
- **COMPLYING WITH FOOD SAFETY AND HYGIENE**

LEARNING PATH	TARGET AUDIENCE	EU SKILLS	COURSES	LESSONS	LEARNING OUTCOMES	COURSE DETAILS	COURSE DURATION	LEARNING PATH DURATION
COMPLYING WITH FOOD SAFETY AND HYGIENE	FOOD AND BEVERAGE SERVICE	COMPLY WITH FOOD SAFETY AND HYGIENE Complying with health and safety procedures	FOOD ALLERGENS AWARENESS (EU/UK)	*Introduction to Food Allergens *Allergic Reactions *Major Food Allergens * Identify the Food Allergen *Food Allergen Controls *Food Allergen Information Requirements	1. Understand why being aware of food allergens is important 2. Recognise the symptoms of various allergic reactions 3. Identify the major food allergens 4. Recall food allergen controls 5. Recall food allergen information requirements	6 X LESSONS 2 X THEORY ASSESSMENTS 0 X RESOURCES	BETWEEN 40 – 60 MINUTES	BETWEEN 60 – 120 MINUTES
	BAR AND BEVERAGE		HEALTH AND SAFETY STANDARDS – FOOD AND BEVERAGE	*HACCP *Understanding Cross-Contamination *Understanding Food Poisoning *Preventing Contamination *Personal Protective Gear	1. Adhere to health and safety procedures 2. Recognise the importance of conducting risk assessments 3. Define personal hygiene 4. Define ergonomics 5. Know your first aid responsibilities 6. Minimise slips, trips, and falls	7 X LESSONS 1 X THEORY ASSESSMENTS 1 X RESOURCES	BETWEEN 60 – 80 MINUTES	

				*Equipment Handling *Safety During Service	7. Explain bacteria's role in food poisoning and contamination 8. Prevent contamination through HACCP 9. Avoid hazards in the kitchen and restaurant 10. Implement safe service procedures in Front of House and Back of House			
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9. Annex 2 - A EUROPEAN APPROACH TO MICRO-CREDENTIALS





A EUROPEAN APPROACH TO MICRO-CREDENTIALS

December 2021

Small learning experiences, such as short courses leading to micro-credentials, allow for a targeted acquisition of skills and competences adapted to a fast-changing society and labour market while not replacing traditional qualifications. Their objective is to be complementary.

The European approach to micro-credentials aims at providing a clear definition and European standards to allow for the learning outcomes of these small experiences to be easily recognised and understood

by employers, learners and, education and training institutions, as well as guiding principles to consider when designing or issuing high-quality micro-credentials. Common approaches to developing and using micro-credentials at the EU level can support and enhance national efforts for their quality, transparency, cross-border comparability, recognition, and portability. It can also help to build trust in micro-credentials for the benefit of the learners, employers, and education and training institutions.

What is a micro-credential?

The European approach to micro-credentials offers a common definition that is valid across sectors of education and the world of work and mirrors the societal mission of education and training

institutions, including higher and vocational education and training (VET) institutions, and non-formal providers as well as employers and labour market actors.

“ A micro-credential is the record of the learning outcomes that a learner has acquired following a small volume of learning. These learning outcomes have been assessed against transparent and clearly defined standards.

Courses leading to micro-credentials are designed to provide the learner with specific knowledge, skills and competences that respond to societal, personal, cultural or labour market needs.

Micro-credentials are owned by the learner, can be shared and are portable. They may be standalone or combined into larger credentials. They are underpinned by quality assurance following agreed standards in the relevant sector or area of activity. **”**

What EU standard elements should it include?

The basis for trust in micro-credentials is transparency. Micro-credentials should be clearly identified as such with elements that make it possible for learners, education and training institutions, quality assurance agencies, and

employers to understand the value and content of micro-credentials and to compare them.

The European approach to micro-credentials suggests a list of critical information elements that any micro-credential should provide:

Mandatory elements

- Identification of the learner
- Title of the micro-credential
- Country/Region of the issuer
- Awarding body
- Date of issuing
- Learning outcomes
- Notional workload needed to achieve the learning outcomes (in ECTS credits, wherever possible)
- Level (and cycle, if applicable) of the learning experience leading to the micro-credential (EQF, QF-EHEA), if applicable
- Type of assessment
- Form of participation in the learning activity
- Type of quality assurance used to underpin the micro-credential

Optional elements, where relevant (non-exhaustive list)

- Prerequisites needed to enrol in the learning activity
- Supervision and identity verification during assessment (unsupervised with no identity verification, supervised with no identity verification, supervised online or onsite with identity verification)
- Grade achieved
- Integration/stackability options (standalone, independent micro-credential / integrated, stackable towards another credential)
- Further information

How to design and issue micro-credentials?

When designing and issuing micro-credentials, some key principles should be followed. The 10 principles presented below specify the nature of micro-credentials and offer guidance on the design and issuance of high quality micro-credentials.

The 10 principles highlight the key characteristics of the European approach to micro-credentials. They are universal and may be applied in any area or sector.



Quality

Micro-credentials are subject to **internal and external quality assurance** by the system producing them (e.g. the education, training or labour market context in which the micro-credential is developed and delivered). Quality assurance processes must be **fit-for-purpose, be clearly documented, accessible, and meet the needs** of learners and stakeholders.

External quality assurance is based primarily on the **assessment of providers** (rather than individual courses) and the effectiveness of their internal quality assurance procedures.

External quality assurance is conducted in line with:

- **Annex IV of the European qualifications framework Recommendation**, where applicable;
- the **Standards and Guidelines for Quality Assurance in the European Higher Education Area**, where applicable;
- the **European quality assurance reference framework (the EQAVET Framework) in the field of vocational education and training**, where applicable;
- **other quality assurance instruments**, including registries and labels, to build public trust in micro-credentials, where applicable.

Providers should make sure that **internal quality assurance** covers all the following elements:

- the **overall quality of the micro-credential itself**, based on the standards referred to below
- the **quality of the course**, where applicable, leading to the micro-credential
- **learners' feedback** on the learning experience leading to the micro-credential; and
- **peers feedback**, including other providers and stakeholders, on the learning experience leading to the micro-credential



Transparency

Micro-credentials are measurable, comparable and understandable with **clear information on learning outcomes, workload, content, level, and the learning offer**, as relevant.

Workload

- Higher education institutions should use the **European Credit Transfer and Accumulation System (ECTS)** and comply with the principles in **Annex V to the EQF Recommendation**, wherever possible, to demonstrate the notional workload needed to achieve the learning outcomes of the micro-credential.
- Providers that do not use the ECTS may use other systems or types of information that can effectively describe learning outcomes and workload, in compliance with the principles in Annex V to the EQF Recommendation.

Qualifications framework/ systems

- Micro-credentials may be included in **national qualifications frameworks/ systems**, where relevant and in line with national priorities and decisions. National qualifications frameworks/ systems are referenced to the European qualifications framework and, for higher education qualifications, self-certified to the qualifications framework of the European Higher Education Area, which can further support the transparency, and trust in, micro-credentials.

Information on the offer of micro-credentials

- Systems for micro-credentials should provide **transparent and clear information**, to underpin guidance systems for learners, in line with national practices and stakeholders needs;
- **Information on providers** of micro-credentials should be published in **registers**, or incorporated into existing registers. Higher-education providers (and other relevant providers) should be included, where possible, in the **Database of External Quality Assurance Results (DEQAR)**, based on quality assurance in line with the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG);
- **Information on learning opportunities** leading to micro-credentials should be accessible and easily exchanged through relevant platforms, including Europass.



3 Relevance

Micro-credentials should be designed as **distinct, targeted learning achievements**, and learning opportunities leading to them are **updated** as necessary, to meet identified learning needs.

Cooperation between education and training organisations, employers, social partners, other providers, and users of micro-credentials is encouraged to **increase the relevance** of the micro-credentials for the labour market.



4 Valid assessment

Micro-credential learning outcomes are **assessed** against transparent standards.



5 Learning Pathways

Micro-credentials are designed to support **flexible learning pathways**, including the possibility to **stack, validate, and recognise** micro-credentials from across different systems.

Stackability

Micro-credentials are designed to be **modular** so that other micro-credentials may be added to create larger credentials. Decisions to stack or combine credentials **lie with the receiving organisation** (e.g. education and training institutions, employers, etc.) in line with their practices and should support the **goals and needs of the learner**.

Validation of non-formal and informal learning

Obtaining micro-credentials is possible following assessment of learning outcomes, obtained either through a specific course leading to a micro-credential, or on the basis of assessment of learning outcomes resulting from **non-formal and informal learning**.



6 Recognition

Recognition has a clear **signalling value** of learning outcomes and paves the way for a wider offer of such small learning experiences in a **comparable way across the EU**.

Micro-credentials are recognised for academic or employment purposes based on standard recognition procedures used in recognising foreign qualifications and learning periods abroad, when dealing with micro-credentials issued by formal education providers.



7 Portability

Micro-credentials are **owned** by the credential-holder (the learner) and may be **stored and shared** easily by the credential-holder, including through secure **digital wallets** (e.g. Europass), in line with the General Data Protection Regulation. The infrastructure for storing data is based on **open standards** and **data models**. This ensures interoperability and seamless exchange of data, and allows for smooth checks of data authenticity.



8 Learner-centred

Micro-credentials are designed to **meet the needs of the target group of learners**. Learners are involved in the internal and external quality assurance processes and their feedback is taken into account as part of the continuous improvement of the micro-credential.



9 Authentic

Micro-credentials contain sufficient information to **check the identity** of the credential-holder (learner), the **legal identity** of the issuer, and the **date and location** of issuance of the micro-credential.



10 Information and guidance

Information and advice on micro-credentials should be incorporated in **lifelong learning guidance services** and should reach the **broadest possible learner groups**, in an inclusive way, supporting education, training, and career choices.

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