

WP5 Piloting micro-credential courses

D5.1 PILOTING PROGRAM STRATEGY

Document

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1. Introduction

Work Package 5 focuses on piloting micro-credential (MC) courses to assess their effectiveness, refine the course content based on feedback, and streamline the process for enrolling and issuing MCs to 500 learners. Objectives include gathering insights from learners, employers, and industry experts through surveys and interviews, refining MCs for better alignment with industry needs, and evaluating the scalability of the MC model. This package also aims to assess the digital credential issuance process and the impact of MCs on career advancement. Through this effort, we seek to ensure quality, transparency, and recognition of MCs, with an eye towards practical recommendations for their broader application.

1.1 Project partners

The MCEU Hospitality project collaborates with several partners, each providing specific expertise to advance the hospitality industry. Here are key points about the partners:

Hospitality Connection Barcelona SL (Hosco): Provides industry connections and networking opportunities.

Access Advisors: Offers advisory services to enhance accessibility.

DIPLOMASAFE: Specializes in secure certification and credentialing.

SAMTOK FERDATHJONUSTUNNAR (SAF): Focuses on tourism services and development for employers.

University College of Northern Denmark (UCN): Contributes academic research and educational resources.

IDAN FRAEDSLUSETUR EHF: A training center for Continued Professional Development in crafts and trades in Iceland, engaged in VET training and development.

ESTUR ESCUELA DE TURISMO DE SANT POL DE MAR, S.L.: Provides tourism education.

NALCO EUROPE B.V/LOBSTER INK: Offers training and development programmes for hospitality professionals.

These partners collaborate to develop micro-credentials, address skill gaps, and support the EU's green and digital transition goals.

lðan fræðslusetur will lead WP5 with support from UCN.

1.2 Objectives of WP5:

- 1) Test and gather feedback on the effectiveness of the MC courses for two piloting cycles from:
 - a. Learners
 - b. Employers
 - c. Educators
- 2) Refine the MC based on feedback on continuously improving the piloting process.
- 3) Develop a process for advertising, enrolling, and issuing the MC for 500 learners.
- 4) Collect key learning from testing to consider the feasibility of scaling up MC using the MCEU methodology and the learner's experience from the methodology –Test and gather feedback – two cycles.

In the pilot phase, we will set up a testing environment underpinned by the AEIOU framework.¹ This may include conducting surveys, interviews, or focus groups with learners participating in the pilot. We

¹ EthnoHub. (2017), AEIOU Framework. [online] Available at: <https://help.ethnohub.com/guide/aeiou-framework>. Accessed on 3 April 2024.

will also collect feedback from employers who employ the micro-credential holders in this pilot. This data collection method aims to give us comprehensive insights into the effectiveness and impact of online courses, their overall design, and issuing processes of the Micro-credentials, including LO descriptions, assessment, portability, and accessibility.

The pilot will help evaluate the impact of micro-credentials on learners and employers.

To interpret these observations, we will utilize the AEIOU framework, a heuristic method for coding data and developing building blocks of models. This framework is instrumental in addressing our user's objectives and issues, making it a valuable tool in our data collection process.

1.2 Target audience

We do not know what the data will reveal, but we know that the following should be addressed:

- **Industry and learners** need readily accessible, high-quality training according to the Lobster Ink Learning methodology outlined in D3.1. This training must be efficient, requiring minimal time, and effectively enhancing service and production standards.
- Learners should receive valuable training recognized by micro-credentials and can be easily transferred to different contexts.
- One of the biggest challenges is that our users do not know what MC is!

We need to engage with hospitality companies and industry experts to seek their input on micro-credentials value and understand how these credentials impact hiring decisions and workforce development. (see figure 1)

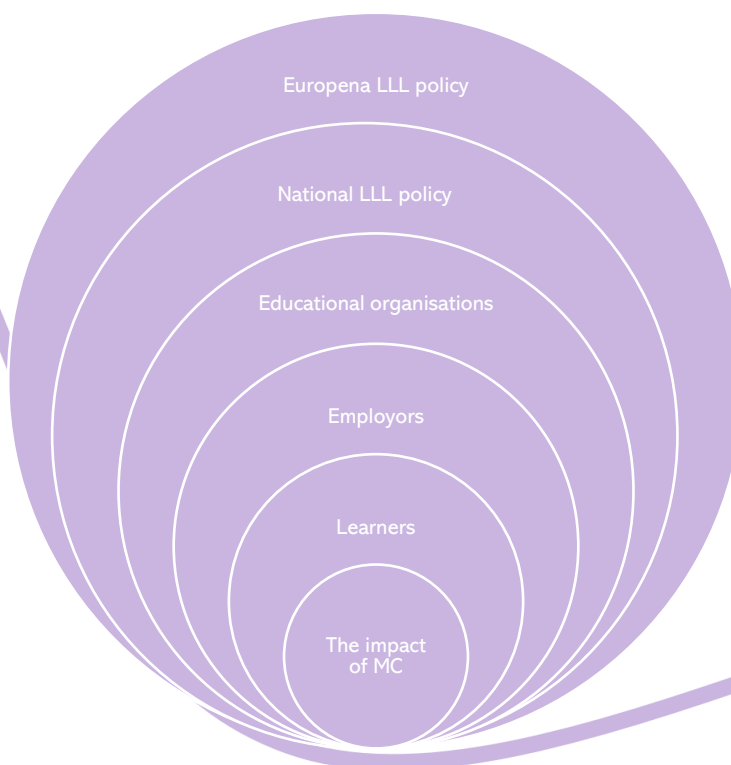


Figure 1. The impact of MC

1.3 The pilot - Digital Credentials in Practice

As digital credentials continue to gain traction as tools for recognising skills and competencies, it is essential to understand their practical implementation, impact, and quality. This pilot explores the critical elements of issuing and utilising MC digital credentials, focusing on key areas that ensure their effectiveness, credibility, and value for both learners and employers.

- **Digital Credential Issuance Process:** How does the process for issuing digital credentials work? It is important to evaluate the process for efficiency, security, and user-friendliness, focusing on key aspects such as authentication, verification, and the ease of sharing credentials.
- **Monitoring Learner Outcomes:** Assess the career trajectories of learners who have earned micro-credentials. Have these credentials led to better job opportunities, promotions, or increased salaries?
- **Ensuring Quality Standards:** How do micro-credentials align with quality standards? It is important to ensure transparency by consistently describing micro-credentials, including learning outcomes, workload, and credit levels. Both internal and external quality assurance processes should be considered to maintain credibility.
- **Recognition and Portability:** To what extent are micro-credentials recognised within industries and across borders? Can learners easily transfer them to other institutions or countries?
- **Learner-Centric Approach:** Keeping learners at the centre is essential. This involves providing accessible information about micro-credentials and offering guidance to support lifelong learning pathways.
- **Policy-Level Recommendations:** Summarise the outcomes of the pilot and provide clear policy recommendations based on the findings.

2. Pilot program strategy

Enhancing interactions between the members of TASKFORCE WP5 is essential for the success of our micro-credentials pilot. Creating a task force for Work Package 5, focusing on issuing Micro-Credential (MC) and utilizing the AEIOU framework, will require a communication strategy to ensure all partners and stakeholders are effectively engaged, informed, and motivated.

2.1 TASKFORCE WP5 - Expectations, timeline, and frequency

The main objective of the TASKFORCE leader is to ensure that all partners are aligned with the goals of Work Package 5, understand their roles, and are engaged throughout the process. This includes creating an environment of contribution, collaboration, and open communication. Keep partners informed on progress, findings, and adjustments and encourage sharing insights and best practices among partners.

Internal stakeholders are the project team members, UCN, Idan and EUHT Sant Pol as well as Diplomasafe, Lobster Ink, and Hosco. External Stakeholders are learners, employers, industry experts, and policymakers.

TASK Force 5	
UCN (COO)	Anders Nörgård
Hosco	Gustavo Soncini, Héloïse Robert
Ecolab/LobsterInk	Silvia Pop
SAF	Gunnar Valur Sveinsson
AccessAdvisors	Erica Martinelli
Diplomasafe	Alla Aboudaka
SantPol	Guillermo Graglia
Iðan (COO)	Helen Gray, Rakeł Steinvör Hallgrímsdóttir

Internal Communications: TEAMS, description of document delivery according to milestones, AEIOU Tool application instructions, and input from partners on all deliveries. Feed into other work packages as described in the project application.

Collaboration Plan for Task Force Five in the MCEU Project

1. Communication and feedback on deliverable:

- **Action:** Iđan sends Draft – D5.1 – sent to task force for comments
- **When:** 10/1/2025
- **Action:** Taks force members comment - Draft – D5.1
- **When:** no later-17/1/2025
- **Action:** Iđan/UCN Update D5.1
- **When:** no later – 24/1/2025
- **Action:** Taks force members comment – final draft – D5.1
- **When:** no later – 03/02/2025

2. Meeting Schedule and Frequency:

- **Meetings:** Monthly and ad hoc
- **Platform:** Meetings will be conducted on TEAMS.

3. Open Communication:

- Use TEAMS and email for day-to-day updates, sharing resources, and maintaining transparent communication among task force members.

4. Monitoring and Reporting:

- Review the task force's progress during PMT meetings
- Collaborate on tasks and D5.2.

Roles and responsibilities

The roles and responsibilities of partners within **Work Package 5 (WP5)** of the MCEU-Hospitality project are outlined as follows:

1.1 Shared Responsibilities Among Partners:

- **Promotion and Awareness:**
 - All partners are involved in promoting the pilot phase through their networks and channels.
 - Participate in creating and disseminating course descriptions on websites and social media.
- **Data Collection and Feedback:**
 - Partners assist in collecting learner and employer feedback through interviews and course surveys (LobsterInk).
 - Regularly report findings to Iđan to facilitate iterative improvements in the piloting process.
- **Testing and Reporting:**

- SanPol, Iđan and UCN inform educators about the MCEU project and prepare them to organise the enrolment.
- Enrol learners, report learner, educator and employer experience of the MC.
- Participate in evaluating the pilot sessions and documenting findings for the final pilot session report (Deliverable D5.2).
- Collaboratively refine the courses and processes based on feedback received.

3. Milestones in the Piloting program strategy

Milestone reports should be according to the timeline.

Milestone name	Description	Due date	Verification
Pilot outline (M25) WP 5.1	Iđan finalized a pilot outline, which was approved and created in cooperation with WP5 TF. It is then introduced to the Advisory board and steering committee.	M12	D5.1
		M14*	
Advertising courses (M26)	All partners have advertised their courses to their network.	M14, M26	T5.2
		M21, M25*	
Enrol/follow learners (M27)	VET partners who have enrolled learners in the program will do follow-up, assessment, and analysis.	M16, M28	T5.3
		M22, M28*	
Issue Micro-credentials to learners (M28)	VET partners will issue micro-credentials to the learners, who have completed the courses	M22, M34	T5.4
		M24, M30*	
Feedback from pilot sessions (M29)	Idan has rewritten a report on feedback received during the piloting session. This report will be approved by the TF of WP and discussed at the next SC.	M23, M35	T5.5
		M26, M35*	
Pilot session report	Final report on the piloting of the MC	M36	D5.2

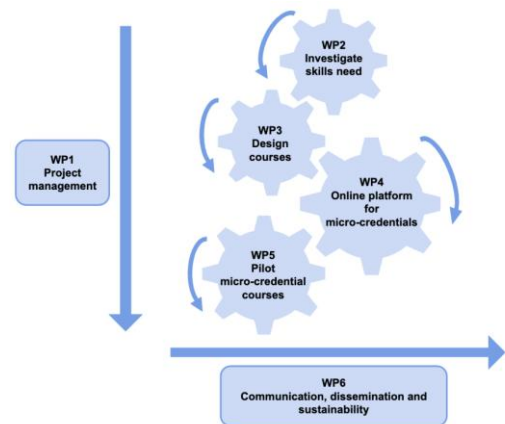
*revised timeline

Core message: " Together, we're shaping the future of micro-credentials to better align education with industry needs and enhance and create learning value for employees in the hospitality industry." Each stakeholder's participation in refining MC courses is essential for analysing the process and implementation of the MCEU, including information from AEIOU analyses and how they inform adjustments.

Although the milestone/deliverable description does not mention educators or employers, using AEIOU to sort out feedback from learners, educators, and employers, this is a research tool that helps analyse observations collected by ethnographic methods in the field. It is an Observation tool. Its main purposes are to categorize data and create the foundations of models that will eventually solve the goals and problems of our users. More about the method and ideas are in Chapter 7.

4. Quality Assurance

For Pilot testing (WP5), the survey methodology and skills need analysis (D2.1,2.2) and the development of MCEU MC framework, course program, script and QA (D3.1, 3.2,3.3) must be in place. These measures collectively ensure that internal quality control promotes consistency, accuracy, and alignment with to industry and educational standards. In addition, D5.1 will comply with EU financial regulations, data protection standards (e.g., GDPR), and principles outlined in the European Skills Agenda and the EU Skills Frameworks. The pilot will adhere to ethical standards, and conflicts identified and resolved promptly. Task force is in Place to ensure collaboration, understanding and consistency in quality and shared responsibility.



Alignment with Industry Standards

Internal quality checks are aligned with the European Skills, Competences, Qualifications, and Occupations (ESCO) framework and other EU standards. Surveys and feedback from stakeholders are analysed to improve processes and user experience. This helps create training and development frameworks that are responsive and relevant.

Internal quality assurance involves: Clear documentation of processes and user experience during the enrolment of learners, communication with employers and educators.

Quality as a Core Principle: The importance of ensuring quality is emphasized in course design and pilot testing, aligning with the EU10 Principles of Micro-Credentials.

1. **Adherence to Standards and Frameworks:** The internal quality control process is aligned with the EU's standards for micro-credentials, including the European Qualifications Framework (EQF) and the ESCO classification. This ensures that quality is maintained across all issued credentials.
2. **Structured Issuance and Verification:** Micro-credentials are designed with clear structures, including mandatory components like learning outcomes, assessment types, and quality assurance mechanisms. Verification systems are robust, leveraging blockchain technology and Decentralised Identifiers (DIDs) to ensure authenticity and traceability.
3. **Feedback and Iteration:** User feedback is actively sought through integrated mechanisms to improve platform usability and content relevance. This iterative process ensures that the platform and its outputs evolve in line with user needs and industry standards. Materials are collected using ethnographic methods, ensuring adherence to internal quality assurance standards. The AEIOU framework will be applied during observations to maintain consistency and validity, recording data under relevant headings. Regular reviews of documentation and cluster findings will identify higher-level themes and patterns, thus maintaining a systematic approach to ensure reliability and actionable insights.
4. **Customisation and Integration:** The platform supports customisation to align with VET providers' branding and languages, ensuring adaptability to institutional needs. Seamless integration with existing institutional systems enhances operational efficiency.
5. **Data Security and Privacy:** Compliance with GDPR and other privacy regulations is a cornerstone of internal quality processes. This includes secure handling of learner data and giving users control over their credentials and data-sharing preferences.
6. **Interoperability and Accessibility:** Technical and semantic interoperability ensures that micro-credentials are usable across different systems and countries.

7. **Stackability and Portability:** Micro-credentials are designed to be stackable, allowing learners to build larger qualifications over time. Portability across borders and systems is facilitated by standardisation.

5. Methodology

Developing a strategy for **evaluating the success** of our pilot program involving micro-credentials in the European hospitality sector is crucial. As agreed, on during the application phase; Each testing partner will follow the AEIOU framework as described below.

We will apply the AEIOU method, which will help us capture events in our environment and create structure and guidance. We want to learn more about the problem², the users, and their environment. This should facilitate the evaluation of other findings being performed in other WP. This approach can also source new ideas that were not initially considered.

By relating the users to the activity, we hope to collect insights that are not publicly available. This means getting out and speaking to potential users.

The aim is to obtain in-depth insights on the potential users using W+H questions. This will allow us to learn more about wishes and opinions. This should be done in the observation phase to help us explore *what* happens, *where*, and *how* it happens.

The goal of **AEIOU** (= Activities, Environment, Interaction, Objects, Users) is to gain more insight into users/customers and their surroundings by using analysis and observation and to organize and structure the observation, which will help the scalability of the MCEU approach. The **AEIOU** framework is a valuable tool for understanding and analysing complex systems.

We will need to adapt the questions asked and the approaches used for the respective target group. Creating a **catalogue of questions and instructions** (see chapter 6) for each target group will help us maintain contact with our potential users.

The first step is research—learning about the user's location and how to contact them. Then, we should observe their actions and methods related to the problem. Finally, we should use the AEIOU questions to document our results on the AEIOU template. The results should identify patterns related to the problem, thus enabling change to suit different needs. The results will be presented through Case studies an in-depth, detailed exploration of the MCEU users. The aim is to provide a comprehensive understanding of the subject within its real-life context.

5.1 Activities:

Describe **what** is happening, **what** people are doing, their tasks and activities, and **what** happens before and after our interventions. For example:

Before: Organize workshops for learners or news bulletins/videos... to introduce them to micro-credentials. Explain the benefits, issuance process, and industry relevance. Host forums where companies in the hospitality sector can share their perspectives on micro-credentials. Discuss how these credentials align with workforce needs and career advancement. Organizer Training Sessions: Train educational organizers on micro-credential design, quality assurance, and digital credential issuance. Emphasize learner-centered approaches and industry collaboration.

² Problem: Learners, employers and educators are not aware of the value that high quality Micro credentials supported by verifiable, secure, portable, and recognised credentials can create.

Collection: Feedback Sessions through focus group discussions or interviews with learners, employers, and educators to gather in-depth feedback on specific aspects of the micro-credential courses.

Collection: Observing enrolment processes, analysing users' steps to enrol in courses, and identifying any barriers or friction points.

Collection: Observing the issuing process of digital credentials.

After: Mapping lessons learned by charting users' journeys through micro-credential courses, from enrolment to completion, identifying key activities and touchpoints.

5.2 Environment:

What does the environment look like, its characteristics, and functions of the space? For example:

Before: Consider the broader context in which the pilot operates. This includes the European hospitality industry, regulatory frameworks, technological infrastructure, and cultural factors. Understand the current industry landscape, skill gaps, and emerging trends. Explore national and European policies related to micro-credentials.

Before: Explore how the environment impacts the success of micro-credentials. Are there any external factors that facilitate or hinder adoption?

Collection: Observe the actual MC training courses/ settings to understand how the learning environment influences engagement and interaction.

Collection: Workplace integration analysis could inform how micro-credentials are perceived and utilized in different workplace environments, focusing on their integration into ongoing professional development and hiring practices.

After: Advocate for supportive frameworks that recognize and promote these credentials.

5.3 Interactions:

How do the different systems interact with each other? Interfaces? **How** do users interact with each other? For example:

Collection: Focus on interactions between stakeholders. These include learners, employers, educators, and credential issuers.

Collection: Investigate how these interactions influence the effectiveness of micro-credentials. Are there communication gaps? Do stakeholders collaborate effectively?

After: Evaluate how users interact with the digital platforms for delivering micro-credentials, looking for usability issues or opportunities for improvement.

5.4 Objects:

What are the objects/devices used, **who** uses them, and in which environment? For example:

Before: Identify the tangible and intangible objects associated with micro-credentials. These could be digital and traditional certificates, learning materials, assessment tools, or policies. Course materials, learning resources, accessibility, and engagement.

After: Evaluate the quality, accessibility, and relevance of these "objects," including technology and tools. How are they aligned with the project's goals, and what needs to be addressed to align them with them?

5.5 Users:

Who are the users, and **what** role do they play? **Who** influences them?

Before: Create detailed personas for different user groups, learners, employers, and educators, who should have distinct perspectives to understand their needs, motivations, and expectations.

Collection: Gather user feedback through surveys, interviews, or focus groups. What do they value most about micro-credentials?

Collection: Employer and Industry Expert Panels could facilitate and engage employers and industry experts in discussions to understand their expectations from micro-credential holders and how these credentials fit into broader industry needs/expectations.

By systematically considering the above aspects, we will gain insights into the effectiveness of our pilot program. Adapting and refining our strategy based on the findings.

6. Collecting and reporting data

The piloting of the MC courses includes two cycles of observation and documentation of user experience. The AEIOU framework will create a case study. Each pilot partner (Iđan, SantPol and UCN) will gather and organise data that focuses on **Activities, Environment, Interactions, Objects, and Users** ensures a holistic understanding of the case while keeping the analysis systematic and comprehensive.

Each partner country should create one case from each user category. This will provide us with 9 cases, three from each user category.

Step-by-Step Guide to Using the AEIOU Framework for a Case Study

1. Define the Case and Objectives

- Identify the specific case - learner – employer - educator
- Establish the objectives of the case study.
 - Are Micro credentials of value to the learner? employer? Educator?
 - Learners, employers and educators are not aware of the value that high quality Micro credentials supported by verifiable, secure, portable, and recognised credentials can create.
 - Does it matter?

2. Data Collection Using the AEIOU Framework

Data collection will be organised through methods that fit each partner (e.g., interviews, observations, document reviews) around **the five elements: Activities, Environment, Interactions, Objects and Users**.

The Analyses of the Data will be done through **Cluster Observations**: Organise findings into categories under each AEIOU element. **Identify Patterns**: Looking for themes, relationships, or recurring issues across the framework elements. **Connect Findings**: Relating the data in the project objectives.

Write the Case Study. Each partner will write their case study, structured around the AEIOU framework:

1. **Introduction:** The partners will briefly describe the case, its context, and the objectives.
2. **Methodology:** AEIOU framework guided your data collection and analysis.
3. **Findings:** Will be present detailed insights under each AEIOU element

4. **Discussion:** Will describe the findings to highlight themes, challenges, or successes and how the AEIOU elements connect and influence each other.
5. **Conclusion:** Key insights and their implications for the MCEU.

Benefits of Using AEIOU for Case Studies

- **Holistic View:** Ensures that all critical aspects of the case are captured and analysed.
- **Flexibility:** Works well with various research contexts, including education, workplaces, and community programs.
- **Actionable Insights:** Provides a framework to identify specific strengths, weaknesses, and areas for improvement.
- **Engaging Presentation:** Offers a clear structure for presenting findings to stakeholders or readers.

Example on how a case study examines the implementation of a micro-credential program in a workplace:

- **Activities:** Training sessions, assessments, and certification processes.
- **Environment:** Training facilities or online platforms.
- **Interactions:** Collaboration between employees, trainers, and management.
- **Objects:** Learning materials, software, and devices.
- **Users:** Employees enrolled in the program, with a focus on their learning experiences and outcomes.

The AEIOU framework ensures you cover all aspects systematically while providing a robust foundation for meaningful insights.

The following questions based on the AEIOU framework are the bases for collecting data for the case studies. The questions will be subject to change.

Target group: learners

Here's an AEIOU framework-based interview questionnaire tailored to participants of a micro-credential course:

AEIOU Framework Interview Questionnaire for Micro-Credential Participants

1. Activities

- What motivated you to participate in this micro-credential course?
- Can you describe the typical tasks or activities involved in the course?
- Which activities or modules do you find most engaging or challenging? Why?
- How do you manage your time for completing course activities?
- Do you feel the course activities align with your professional or personal goals?

2. Environment

- Can you describe the setting where you typically engage with the course content (e.g., home, workplace, library)?
 - How does the environment support or hinder your learning experience?
 - Do you have access to the necessary resources (e.g., stable internet, quiet space, tools) for participating in the course?
 - Does the course environment (e.g., platform interface) feel intuitive and supportive for your learning?
-

3. Interactions

- How do you interact with course instructors, peers, or support staff?
 - Are these interactions helpful in achieving your learning objectives? Why or why not?
 - Do you feel the communication methods (e.g., forums, emails, live sessions) are effective for your needs?
 - Have you experienced any challenges in seeking support or engaging with others in the course?
-

4. Objects

- What tools or materials (e.g., videos, readings, assessments) provided by the course are most useful for your learning?
 - Are there any course components that you found difficult to use or understand?
 - How effective are the assessments (e.g., quizzes, projects) in helping you demonstrate what you've learned?
 - Do you feel the digital platform supports your learning effectively? If not, what improvements would you suggest?
-

5. Users

- What are your primary goals for completing this micro-credential course?
 - Do you feel the course meets your expectations and addresses your needs? Why or why not?
 - What challenges have you faced as a participant in this course?
 - Would you recommend this course to others with similar goals? Why or why not?
 - What skills or knowledge have you gained, and how do you plan to apply them?
-

2.1 Optional Closing Questions:

- What aspects of the course did you find most valuable?
- If you could change one thing about the course, what would it be?
- Is there anything else you'd like to share about your experience?

This version connects the AEIOU framework directly to the experience of micro-credential participants, ensuring a structured evaluation of their learning journey.

Target group: Employers

Here's an AEIOU framework-based interview questionnaire tailored to collect feedback from an employer regarding the impact of a micro-credential course on their employee:

3.1 AEIOU Framework Interview Questionnaire for Employers

1. Activities

- What specific tasks or responsibilities does the employee handle in your organisation?
- Have you observed any changes in how they perform their activities since completing the micro-credential course?
- Are there new activities or responsibilities they've taken on as a result of their learning?
- Do you feel the course content aligns with the practical demands of their role?

2. Environment

- How does your organisation support employees in applying newly acquired skills or knowledge?
- Have you noticed the employee integrating what they've learned into the work environment?
- Are there environmental or organisational factors that hinder the application of their new skills?
- Do you believe the skills learned in the course are relevant to your organisation's goals and needs?

3. Interactions

- Has the employee's interaction with colleagues or clients changed since completing the course?
- Do you see any improvement in teamwork, communication, or leadership skills?
- Are there new or enhanced ways the employee collaborates or contributes to the team?
- Do you feel the employee has received sufficient support from the course provider to apply their learning?

4. Objects

- What specific tools, processes, or technologies does the employee now use more effectively as a result of the course?
- Are there tangible outputs (e.g., improved workflows, reports, or projects) that demonstrate their learning?
- Do you believe the assessments or practical components of the course prepared them to apply their skills effectively?
- Would you recommend adjustments to course content or tools to better suit your organisational needs?

5. Users

- What were your expectations for the employee completing this course?
- Do you feel their participation has met or exceeded these expectations? Why or why not?

- Have you observed any gaps between what they learned and what is required in their role?
 - Would you encourage other employees to take similar courses based on this experience?
 - Do you believe the micro-credential course added measurable value to the employee and your organisation?
-

4.1 Optional Closing Questions:

- What is the most significant change you've noticed in the employee since completing the course?
- If you could suggest improvements to the micro-credential course to better meet employer needs, what would they be?
- Is there anything else you'd like to share about the impact of the course on your organisation?

This questionnaire provides a structured way to assess an employer's perspective on how the course has (or has not) benefitted their employee and the organisation.

Target group: Educators

Here's an AEIOU framework-based interview questionnaire for educators providing micro-credential courses, designed to collect feedback on their experience and perspective:

5.1 AEIOU Framework Interview Questionnaire for Educators

1. Activities

- What are your primary responsibilities in delivering this micro-credential course?
 - How do you design and structure course activities to ensure effective learning outcomes?
 - What challenges do you face in delivering the course activities (e.g., content delivery, learner engagement)?
 - Do you feel the course activities align well with the skills and competencies required by industry standards?
 - How do you ensure that assessments reflect the practical application of skills?
-

2. Environment

- What tools, platforms, or resources do you use to deliver the course?
 - Do you feel the digital or physical environment supports effective teaching and learning? Why or why not?
 - Are there any limitations in the current environment that hinder your ability to deliver the course effectively?
 - What changes would enhance the teaching and learning environment for this course?
-

3. Interactions

- How do you interact with learners throughout the course?

- What strategies do you use to maintain learner engagement and address their questions or challenges?
 - Do you receive sufficient feedback or collaboration from employers or industry stakeholders?
 - How do you collaborate with other educators or course designers to improve the course content or delivery?
 - Are there opportunities for peer learning or group interactions within the course structure?
-

4. Objects

- What course materials (e.g., videos, readings, assignments) are most effective in supporting learner outcomes?
 - Are there any resources or tools you would like to have to enhance the course delivery?
 - Do you feel the assessments (e.g., quizzes, projects) effectively measure the intended learning outcomes?
 - What improvements would you suggest for the tools, materials, or resources provided for the course?
-

5. Users

- Who do you identify as the primary audience for this course? Are their needs being met?
 - What feedback have you received from learners about the course?
 - How do you address diverse learning needs, including inclusivity and accessibility?
 - Do you feel the course is adequately preparing learners for real-world applications? Why or why not?
 - What changes would you suggest to better meet the needs of learners and industry stakeholders?
-

6.1 Optional Closing Questions:

- What aspects of the course delivery do you find most rewarding or challenging?
 - If you could make one significant improvement to the course, what would it be?
 - Is there anything else you'd like to share about your experience as an educator in this micro-credential programme?
-

This questionnaire enables a thorough assessment of educators' experiences, focusing on their role in delivering micro-credentials and ensuring alignment with learner and industry needs.

Final Notes

- **Ongoing Revision:**
The suggested questions will be continually revised based on how the pilot progresses.
- **Interview Participants:**
Each piloting partner will select 2–3 individuals from each target group (learners, employers, educators) to participate in interviews using the agreed-upon questions.
- **Triangulation:**
The interview results will form the basis for each partner's case study and will be supported by surveys from WP2 and WP3 to ensure robust triangulation.



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