

Curriculum for Workshop 5 : Validation of non formal learning: The use of Microcredentials

Project Agreement Number: 101183369



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Project Details

Program:	Erasmus+
Key Action:	ERASMUS Lump Sum Grants
Project Title:	RoadMap for improving the quality and responsiveness of VET – Theory and Practice
Project Acronym:	RAPPORT
Project Agreement Number:	101183369
Project Start Date:	15/01/2025
Project End Date:	18/01/2028

Deliverable Details

Work Package No:	2
Work Package Title:	Capacity Building Workshops for the improvement of the quality and responsiveness of VET to socio-economic opportunities and social developments to enhance the labour market relevance of skills provision
Work Package Task No:	T2.5
Work Package Task Title:	Workshop 5: Validation of non formal learning: The use of Microcredentials

Coordinator:



Partners:



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Partner Responsible for the development



Version Details

Version Number	Date of Edition
Version 1	06/11/2025

Work Package 2: Capacity Building Workshops for the improvement of the quality and responsiveness of VET to socio-economic opportunities and social developments to enhance the labour market relevance of skills provision

T2.5 Workshop 5: Validation of non formal learning: The use of Microcredentials

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1. Introduction

This workshop explores the concept, structure, and application of *microcredentials* as tools for validating non-formal and informal learning. It provides participants with the knowledge and skills to design, implement, and assess microcredential programmes aligned with European frameworks.

2. Aim and objectives

2.1. Aim

The aim of the workshop is to enhance participants' understanding of microcredentials and their role in validating non-formal learning. It also aims to build participants' capacity to design, assess, and integrate microcredentials into educational and professional systems.

2.2. Objectives

At the end of the workshop participants will be in a position to:

In terms of knowledge:

1. To explain microcredentials
2. To present applications of microcredentials
3. To list mandatory and optional elements of microcredentials
4. To define learning outcomes
5. To list the applications of learning outcomes
6. To identify the steps leading to the design of a microcredentials programme
7. To define portability and stackability of microcredentials
8. To name different approaches to assessment
9. To present pathways to integration on the system level and provider level

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In terms of skills:

1. To develop microcredentials
2. To list mandatory and optional elements of microcredentials
3. To compose effective learning outcomes
4. To develop microcredentials

In terms of attitudes:

1. To Value microcredentials

2.3. List of topics

Topic 1 : Microcredentials Overview

- Subtopic 1: Official definition of Microcredentials
- Subtopic 2: Courses leading to microcredentials
- Subtopic 3: Microcredentials and the learner
- Subtopic 4: Role in Validation of Non-Formal and Informal Learning
- Subtopic 5: Examples of Application
- Subtopic 6: Benefits from microcredentials

Topic 2: Structure of microcredentials

- Subtopic 1: Council Recommendation (2022/C 243/02)
- Subtopic 2: Mandatory Elements
- Subtopic 3: Optional Elements

Topic 3: Designing effective microcredentials programmes

- Subtopic 1: The role of learning providers in the development of training programmes leading to microcredentials
- Subtopic 2: Learning outcomes (LOs) as an important component of microcredentials
- Subtopic 3: The Bloom's Taxonomy
- Subtopic 4: European Qualification Framework (EQF)

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- Subtopic 5: Ensuring the Portability of Microcredentials
- Subtopic 6: Ensuring the stackability of microcredentials

Topic 4: Assessment and Recognition of Non-Formal Learning : Strategies for evaluating competencies and skills acquired through nontraditional means

- Subtopic 1: Strategies for evaluating competencies and skills acquired through nontraditional means
- Subtopic 2: The role of assesment in recognition
- Subtopic 3: Approaches to Assesment
- Subtopic 4: From Assesment to Recognition
- Subtopic 5: European frameworks supporting recognition

Topic 5: Integration into Existing Education Systems: Challenges and opportunities

- Subtopic 1: Why Integrating Microcredentials is Important
- Subtopic 2: Opportunities for education and training systems
- Subtopic 3: Pathways to integration – the goal is different

Topic 6: Quality Assurance and Accreditation : Ensuring the credibility and validity of microcredentials programs

- Subtopic 1: Quality Assurance and Accreditation
- Subtopic 2: European Quality frameworks quiding microcredentials
- Subtopic 3: Accreditation Models
- Subtopic 4: ISO17024_Certification of persons

2.4. Training techniques used

- ☐ Lecture
- ☐ Questions and answers
- ☐ Discussion
- ☐ Group Activity

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☐ Practical Activity

2.5. Workshop Evaluation

- Reaction Evaluation through a questionnaire that includes general evaluation questions and also specific questions evaluating the extent to which the participants feel that specific knowledge and skills are being developed by the specific workshop.
- A learning evaluation tool through a multiple choice test (10 questions)

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