

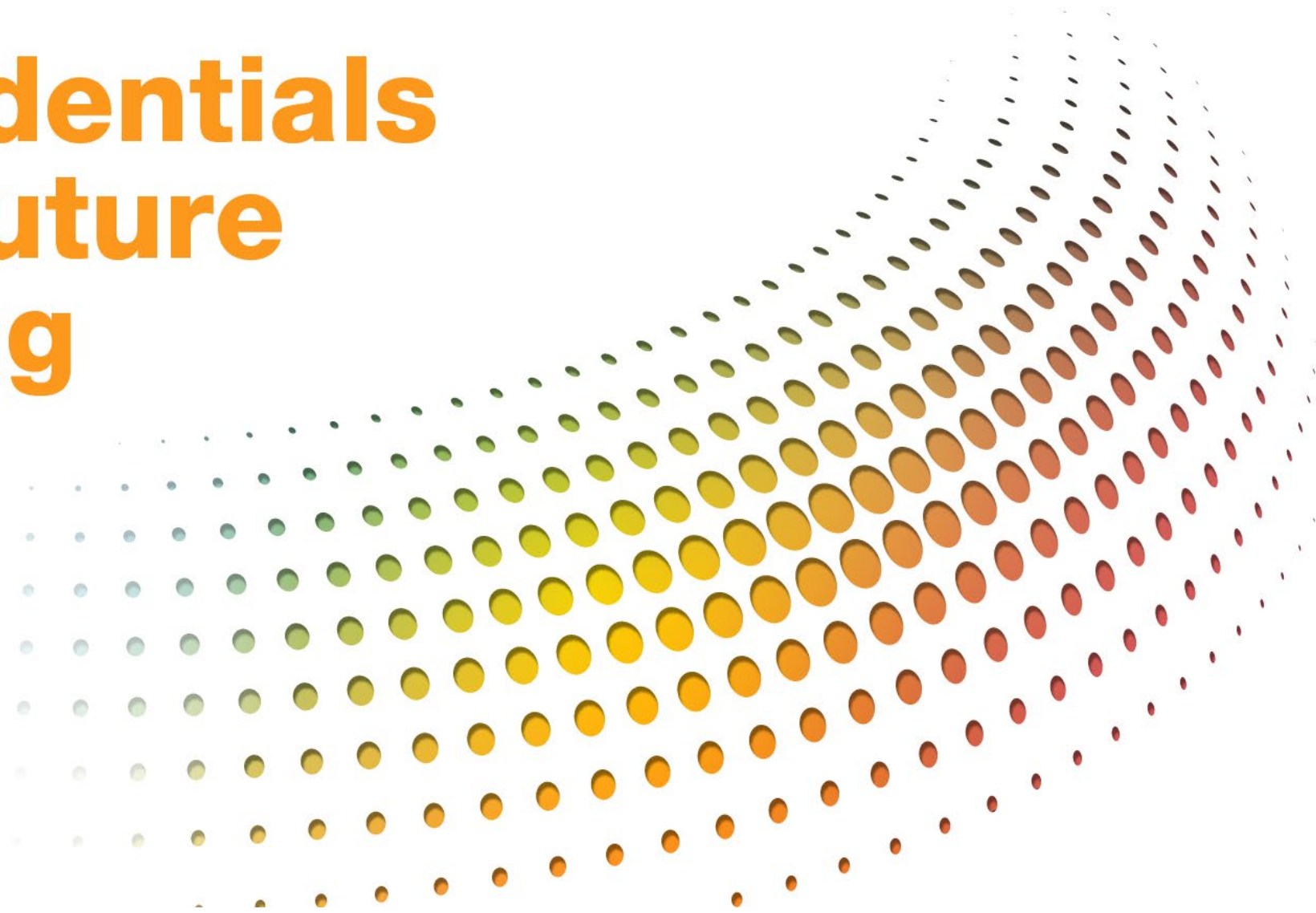
Microcredentials the future of learning

October 2025

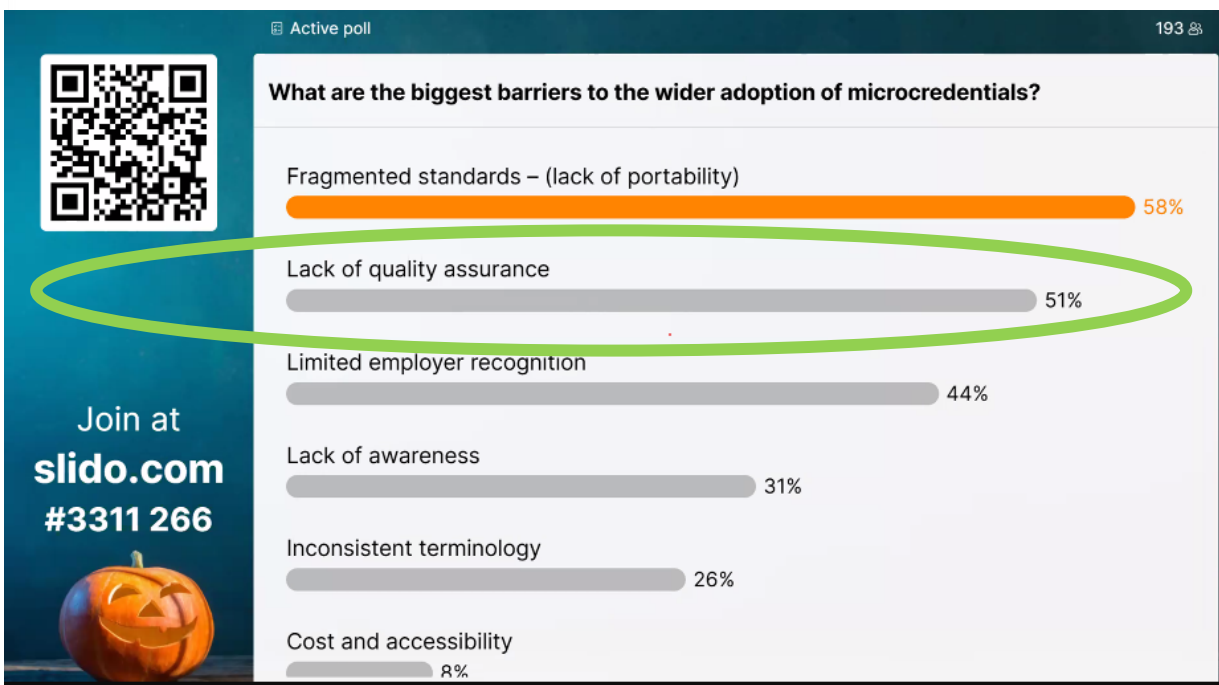
13.00 (CET)

Event

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Breakout session 2 - Building trust: the power of quality assurance in Microcredentials



Moderator: **Iraklis Pliakis**, Expert in qualifications and credentials/Future of VET, Cedefop

- **Miriam Saliba Said**, Inter-company Training Engineer, Lifelong Learning Department, Paris-Saclay University
- **Eva Farkas**, Member of the International Adult and Continuing Education Hall of Fame, Researcher, Scholar, Hungary

Rapporteur: **Karin Luomi Messerer**, 3s Research & Consulting

Q2.1. What forms of external quality assurance exist for microcredentials offered outside formal education and training? Share good practices on quality assurance arrangements

- QA mechanisms for MC integrated into existing systems - link between QA in formal (HE: ESG, VET: EQAVET) and non-formal context?
- Transparent regulatory framework – e.g. standards for designing MC
- Stakeholder involvement: Labour market relevance - alignment with labour market needs (e.g. Sectoral Skills Councils)
- NQF levelling of qualifications from outside the formal system
- Accreditation or licensing of providers or of designing institution
- External evaluation of providers, external peer review
- Digital assurance and data integrity (HU: MC digitally issued through state-operated Adult Training Data Reporting System with regulated content)
- Integration in European or national registers

Q2.2. What can we do to help end-users (individual holders, education institutions, employers) trust microcredentials?

- High reputation of providers
- Survey among graduates/employees - for identifying (up-/reskilling) training needs
- Transparent information on MC – learning outcomes, assessment (e.g. catalogues)
- Careful selection of instructors and trainers
- Ensuring portability and recognition: NQF inclusion, stackability, credit transfer – ensuring their integration into other programmes; e.g, digital badges
- Monitoring: tracking of completion rates, employability outcomes, and learner satisfaction, stakeholder feedback (e.g. independent satisfaction surveys – e.g. immediately after the completion and at a later stage to explore how the newly acquired competences have been applied)
- Establishment of continuous improvement cycles
- Integration in European or national registers