



CEDEFOP

European Centre for the Development
of Vocational Training

SHAPING LEARNING AND
SKILLS FOR EUROPE



Microcredentials and the future of learning

23 October 2025

09.30-13.00 (CET)

Virtual event

cedefop.europa.eu

Recognizing micro-credentials

- An ENIC-NARIC perspective
- For academic purposes
- Evaluation methodology in line with the Lisbon Recognition Convention (LRC)



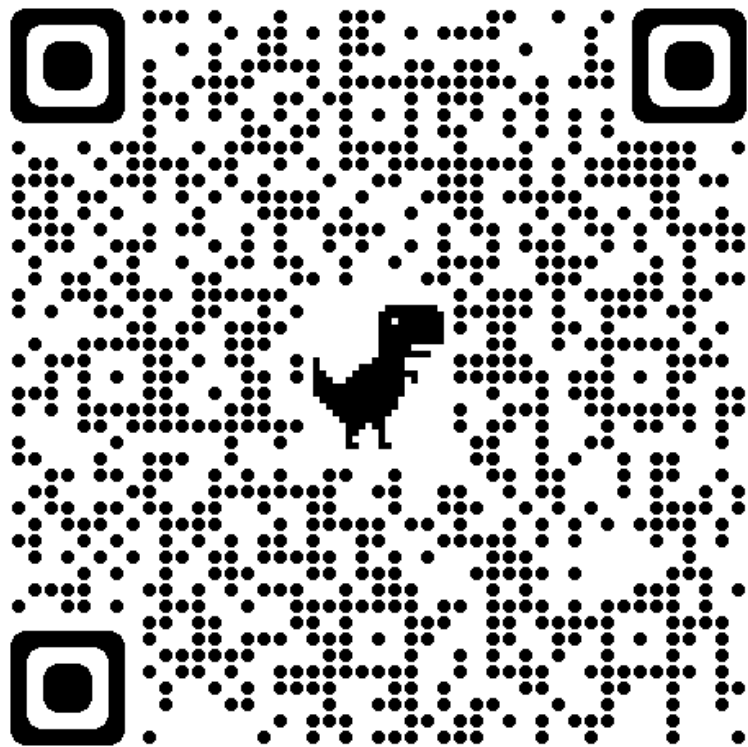
Recognition methodology for micro-credentials

- Developed in **ENIC-NARIC network** as part of Erasmus+ funded projects e-Valuate (2018-2020), STACQ (2020-2022), and AR25 (2022-2024).
- **Open approach:** for any small, certified learning experience (formal or non-formal).

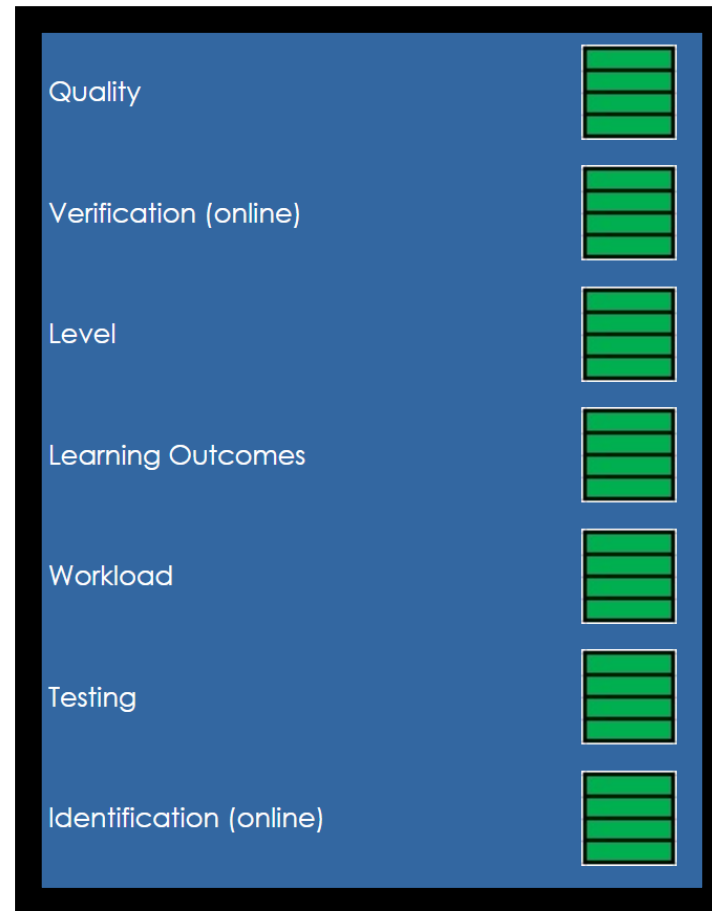


1. Quality
2. Level
3. Learning outcomes
4. Workload
5. Verification
6. Testing
7. Identification

The Micro-Evaluator (2022 - STACQ)

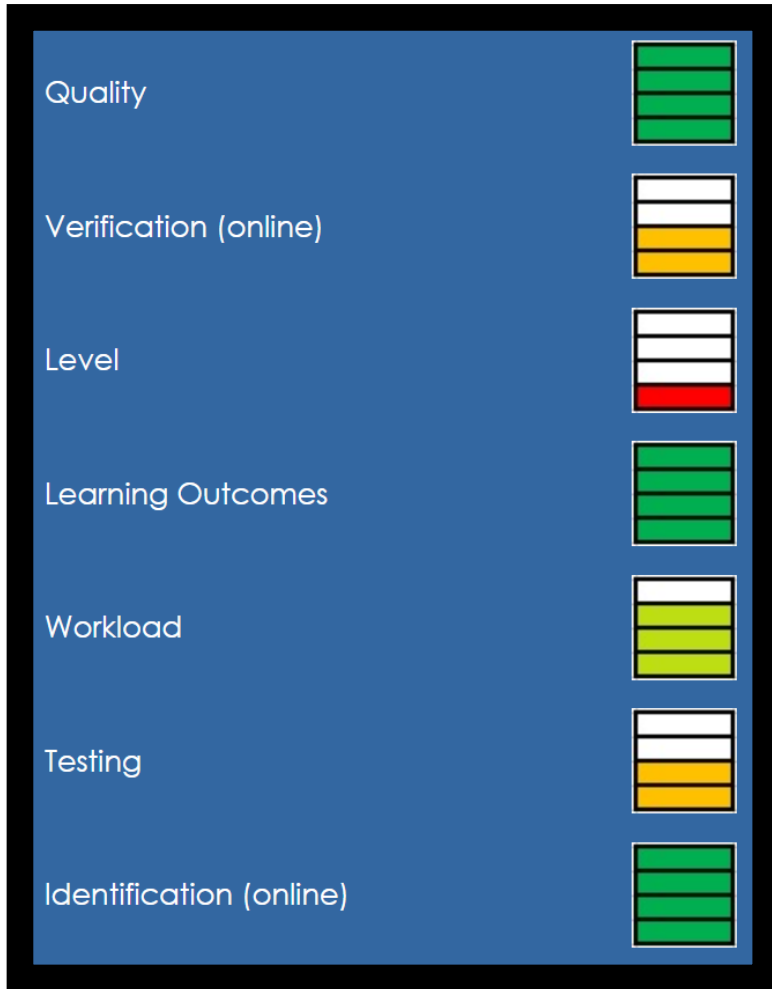


7 evaluation criteria to assess a micro-credential



Perfect score: micro-credential should be recognized in line with LRC

Mixed results : RPL Light



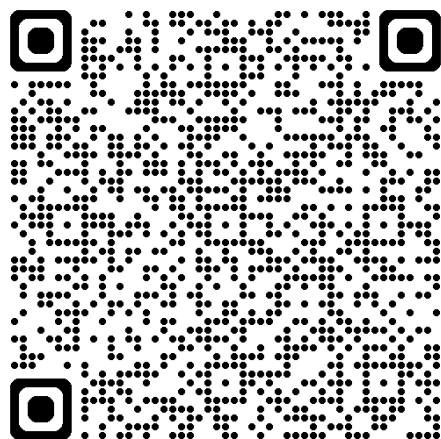
- Can some criteria be prioritized?
- RPL Light: for micro-credentials not fully integrated in the Bologna framework
- “LRC Light”
- Fit for purpose (e.g. credit, exemptions or admission)

AR25 project

- European-wide survey to obtain feedback on the micro-evaluator (n=144)
- Focused on admission officers
- Focus group



EU Disclaimer
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Bridging a small step in learning and a giant leap in education

Using the Micro-Evaluator

April 2025

Nuffic
meet the world



Bridging a small step in learning and a giant leap in education: Using the Micro-Evaluator | Nuffic

Nuffic

AR25 project

- 72% would recognize test-certificate issued by formal provider
- 69% would recognize certificate issued by a non-formal provider

→ 73% would use RPL for the non-formal certificate



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Nuffic

1. Example RPL light based on the Micro-Evaluator

The screenshot shows the Nuffic Erasmus+ Micro-Evaluator interface. At the top, there are logos for 'nuffic' and 'Erasmus+'. Below the logos is a progress bar. The main section is titled 'Your Results:' and lists seven criteria, each with a progress indicator consisting of four horizontal bars. The criteria and their progress are: Quality (3/4 green), Verification (online) (3/4 green), Level (3/4 green), Learning Outcomes (2/4 orange), Workload (3/4 green), Testing (3/4 green), and Identification (online) (2/4 orange). At the bottom, there is a text prompt 'Press "Next" to see how this course can be recognized.' and two buttons: '<< Back' and 'Next >>'. Arrows on the right side of the image point from the progress bars to corresponding text boxes.

• Course is offered by **accredited institution** (but no standard QA)

• Some **verification** possible

• **NQF level** can be derived from available information

• **Learning outcomes** available

• Information on **workload** available

• Participant has been **assessed**

• Participant has been **identified**

2. Example RPL light based on the Micro-Evaluator

The screenshot shows the Nuffic Erasmus+ Micro-Evaluator interface. At the top, there are logos for 'nuffic' and 'Erasmus+'. Below the logos is a progress bar. The main section is titled 'Your Results:' and contains seven criteria, each with a progress indicator consisting of three horizontal bars. The criteria and their progress indicators are: Quality (2 bars filled), Verification (online) (3 bars filled), Level (3 bars filled), Learning Outcomes (2 bars filled), Workload (3 bars filled), Testing (3 bars filled), and Identification (online) (2 bars filled). At the bottom, there is a text prompt 'Press "Next" to see how this course can be recognized.' and two buttons: '<< Back' and 'Next >>'. To the right of the interface, there are seven callout boxes with arrows pointing to the corresponding criteria, each containing a bullet point with a key finding.

Criteria	Progress (3 bars)	Key Finding
Quality	2 bars filled	Alternative provider
Verification (online)	3 bars filled	Some verification possible
Level	3 bars filled	NQF level can be derived from available information
Learning Outcomes	2 bars filled	Learning outcomes available
Workload	3 bars filled	Information on workload available
Testing	3 bars filled	Participant has been assessed
Identification (online)	2 bars filled	Participant has been identified

• **Alternative provider**

• Some **verification** possible

• **NQF level** can be derived from available information

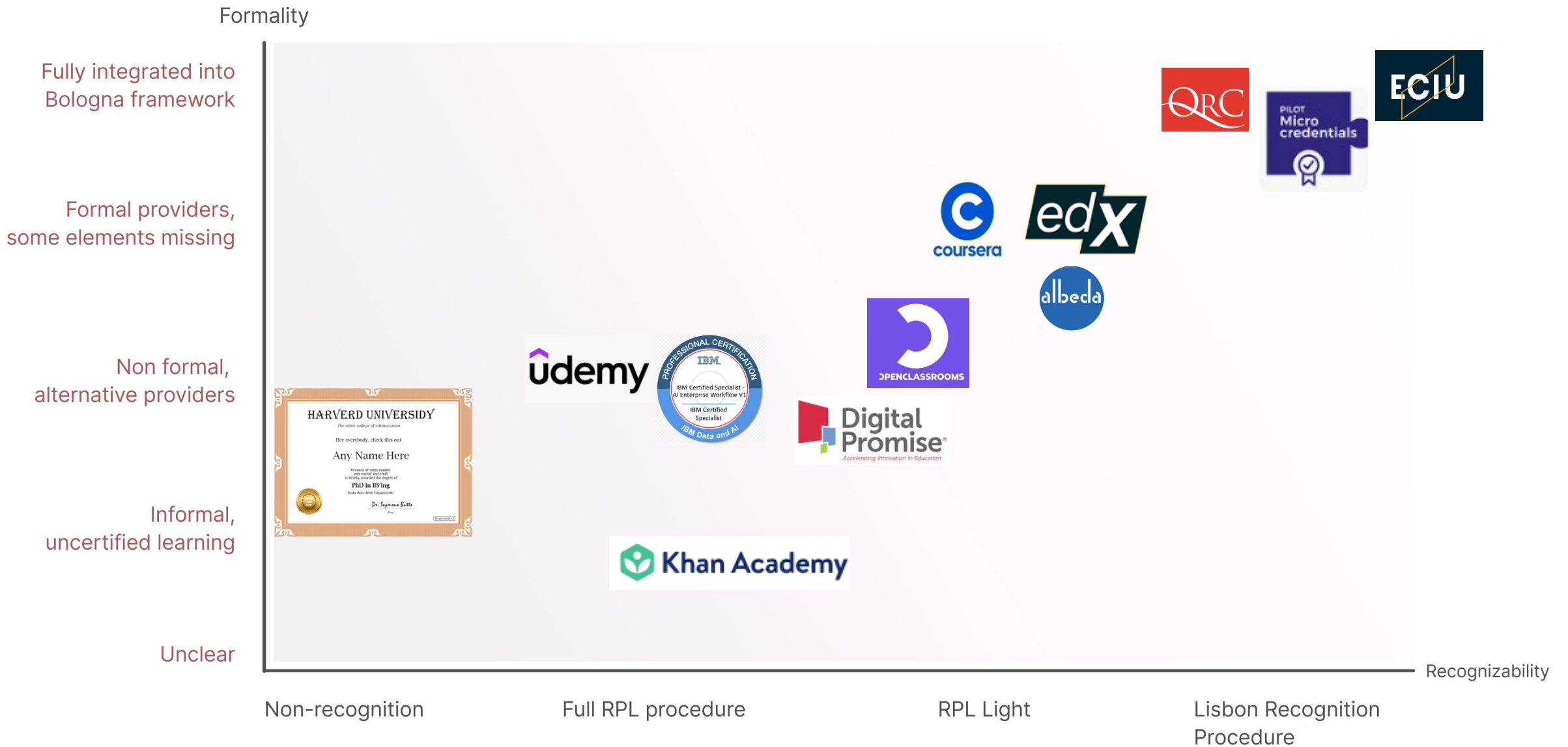
• **Learning outcomes** available

• Information on **workload** available

• Participant has been **assessed**

• Participant has been **identified**

Microcredentials between informal education and Bologna framework



Lessons so far:

1. Recognizing institutions should maintain a flexible approach towards the evaluation criteria for micro-credentials, the micro-evaluator can be used as a starting point.
2. Recognition procedures can be developed starting from a case-by-case basis, while maintaining an internal database with validated certificates.
3. Public communication regarding existing recognition procedures for micro-credentials is often missing, recognizing institutions should convey these possibilities to learners.

Thank you

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