

The Micro-Evaluator

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OEAD, International PLA: Micro-credentials

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Stacking Credits and the Future of the Qualification (2020-2022)

- Objective: supporting institutions in their evaluation of micro-credentials.
- Publication: the Rise and Recognition of Micro-credentials
- Online recognition tool: the Micro-Evaluator

MICRO-EVALUATOR

- Based on e-Valuate traffic light model.
- App guides the user through recognition process
- For online, blended and face-to-face modules

Welcome to "the Micro- evaluator"

A tool for evaluating micro-credentials

You're an admission officer, credential evaluator, or maybe you're just curious about the recognition of micro-credentials. This tool will support effective recognition procedures for micro-credentials, in line with the Lisbon Recognition Convention. ^①

<https://www.nuffic.nl/en/subjects/recognition-projects/the-micro-evaluator>

Practitioner's guide, a publication of the e-Valuate project

Practitioner's guide for recognition of e-learning

Introducing a step-by-step approach towards academic recognition of stand-alone e-learning

September 2019

- Traffic light model based on 7 criteria
- Target group: admission officers

E-Valuate **recognition method**

7 criteria for evaluating
“stand-alone e-
learning”.

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

E-Valuate recognition method

Traffic light model

Level of robustness	Quality	Authenticity	Level	Learning outcomes	Workload	Testing	ID
0							
1							
2							
3							

Practitioner's
Guide, p. 14.

Flexible Approach

Recognizing micro-credentials often requires some flexibility of procedures. This app will guide you through the most significant recognition criteria for micro-credentials. You will be asked to answer the questions. Sometimes you might have to look up information online. If you can't find the right information, just answer with "no".

You may not be able to answer "yes" to all the questions. With each step, keep in mind the purpose of recognition and consider which criteria are most important for that context.

At the end, you will receive our advise on how to deal with the recognition of micro-credentials.

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You will evaluate these recognition criteria:

Quality Assurance

Verification (not for on-site courses)

Level

Learning Outcomes

Workload

Testing

Identification (not for on-site courses)

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Before we start: what type of course do you want to evaluate?

Type of course:

- Fully online
- Blended
- On-site

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Step 1. QA



1: Quality Assurance

Is the course provided by an accredited institution? ^① Yes No

Is the course integrated in the QA mechanisms of the institution? ^① Yes No

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Is the course provided by an accredited institu...



An organisation checks and assesses the quality of education. Usually the accreditation is valid for a certain period. In some countries, accreditation is compulsory, in others it is voluntary. The government of a country often appoints one or more organisations responsible for accrediting institutions and/or study programmes. In addition, there are also private accreditation organisations. Read more about accreditation in the EAR manual (<http://ear.enic-naric.net/emanual/>)

✕ Close



Is the course integrated in the QA mechanisms o...



Ideally, this involves both internal and external quality assurance. Whereas internal quality assurance is the responsibility of the higher education institution itself, external quality assurance is done by the national quality assurance agency.

✕ Close

Step 2. Verification



2: Verification

Is it possible to verify the course certificate online? ^① Yes
 No

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Is it possible to verify the course certificate...



For example, can you check an e-badge or enter a verification number on the website of the course provider?

X Close

Step 3. Level

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3: Level

Is the level of the course indicated on the course certificate in terms of the national qualification structure (for example: bachelor level or NQF level 6)? ^①

Yes
 No

Can you compare the course to a NQF level from other information that is available? ^①

Yes
 No

Does the certificate contain information on the level of the course? ^①

Yes
 No

Is the level of the course indicated on the cou...



The NQF (National Qualification Framework) contains the levels of most diplomas in a country.

Can you compare the course to a NQF level from ...




For example:
- admission requirements;
- learning outcomes;
- stated further opportunities.

Does the certificate contain information on the...



Most courses have an assigned difficulty level, which can be introductory, intermediate, or advanced. This is often only a platform-specific indication.

Step 4. Learning outcomes

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4: Learning Outcomes

Are the learning outcomes sufficiently detailed on the certificate? Yes No

Is there a unique course referencing system to quickly check the corresponding course description online and does this information correspond with the information on the certificate? Yes No

Is it possible to retrieve the learning outcomes online, or through the internet archive? ^① Yes No

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Is it possible to retrieve the learning outcome...



A frequent difficulty with informal providers is that course information can be taken off the provider's website over time. In some cases, important information can be retrieved by using:

Step 5. Workload



5: Workload

Is the workload expressed in credits (ECTS) on the certificate? Yes No

Can you estimate a substantial workload from the information in the course description (for example, on the basis of the number of hours or weeks)? ^① Yes No

Can you find information on the workload, but is the workload too low? Yes No

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Step 6. Testing



6: Testing

Has the participant been tested with a combination of different testing methods during the course AND with a final assessment? ^① Yes No

Has the participant been tested with a final assessment? Yes No

Has the participant been tested via self-assessment or peer assessment? Yes No



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Has the participant been tested with a combinat...



We consider this combination to be "best practice". However, you may decide a different combination of tests or assessments is also satisfactory.

Step 7. Identification

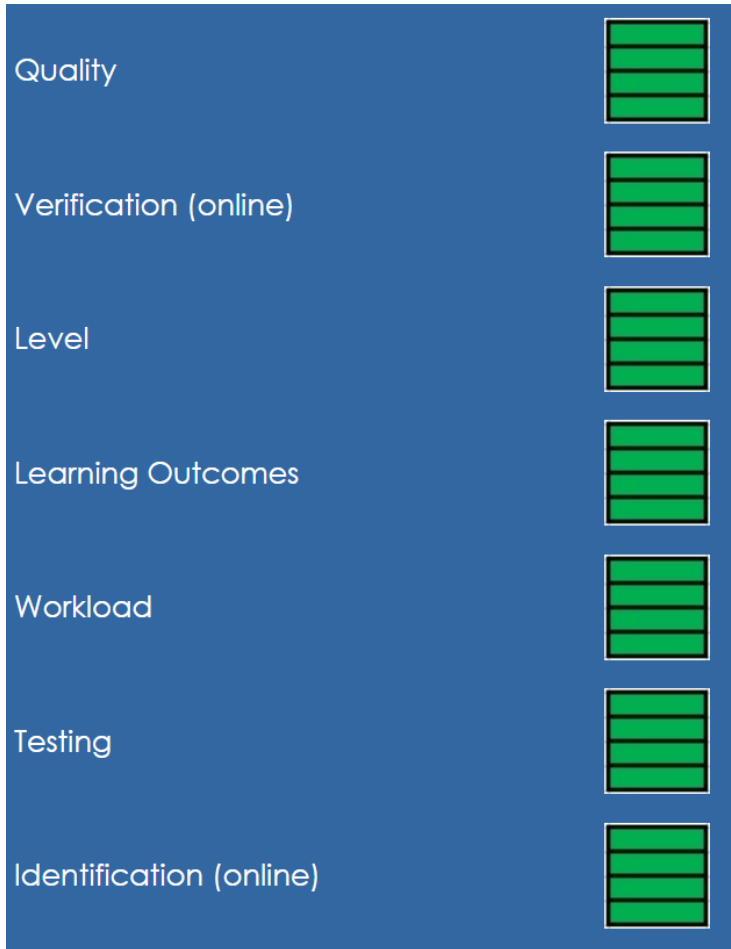


7: Identification

Has the participant been identified? Yes No

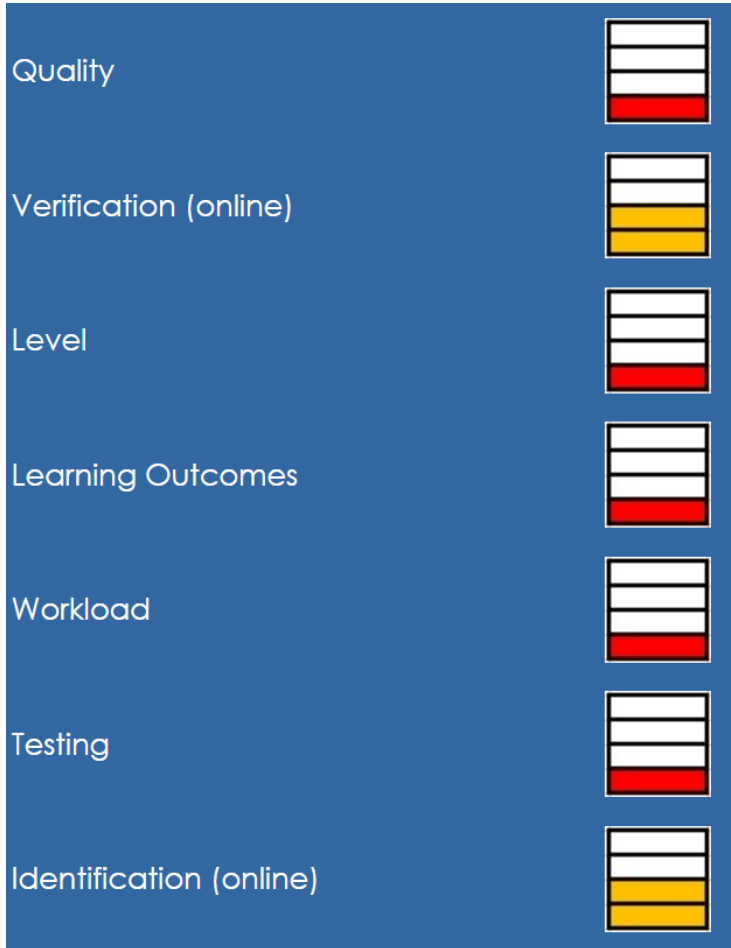
Was there a continuous identification throughout the course (e.g. with verified digital signatures), in combination with on-campus examination or e-proctored exam? Yes No

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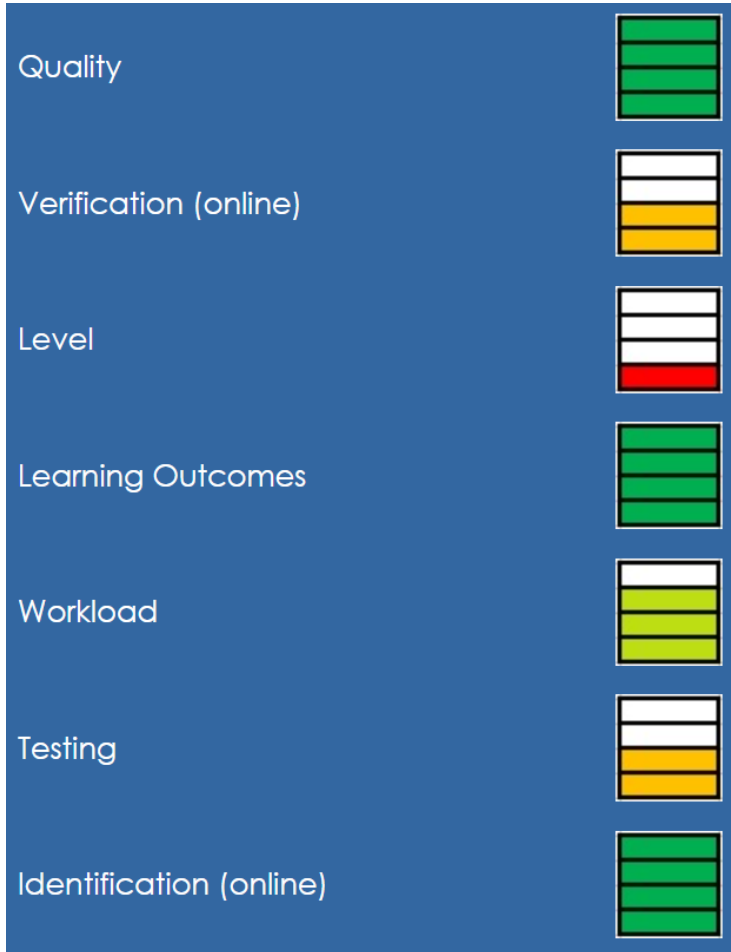
Completely green?

- Recognition is possible in line with the LRC.



(Mostly) red?

- Recognition in line with LRC most likely not possible.



Mix of colours?

- Can you prioritize certain criteria?
- Can you accept that other criteria are not/partially met?

Mixed results in the “micro-evaluator”

- Prioritizing criteria in a mixed scenario
- Flexible recognition approach.

Relevant links

- [The Rise and Recognition of Micro-credentials: Stacking Modules and the Future of the Qualification](#)
- [The Micro-Evaluator](#)
- [Practitioner's guide for recognition of e-learning](#)
- [Proposal for a Council Recommendation on a European approach to micro-credentials for lifelong learning and employability](#)
- [Rome Ministerial Communiqué](#)
- [Microbol project](#)

Thank you for your attention!

Questions? Comments?

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