

Annex II

European principles for the design and issuance of micro-credentials

Quality



Transparency



Relevance



Valid assessment



Learning pathways



Recognition



Portable



Learner-centred



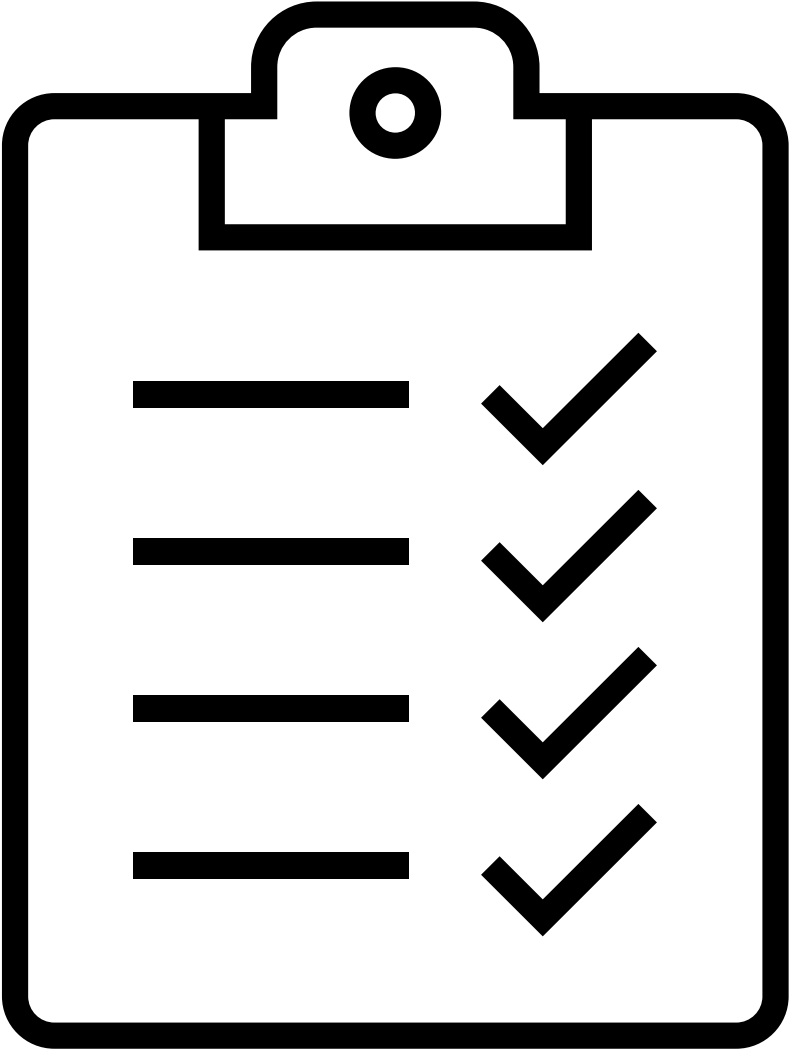
Authentic



Information and guidance



Quality



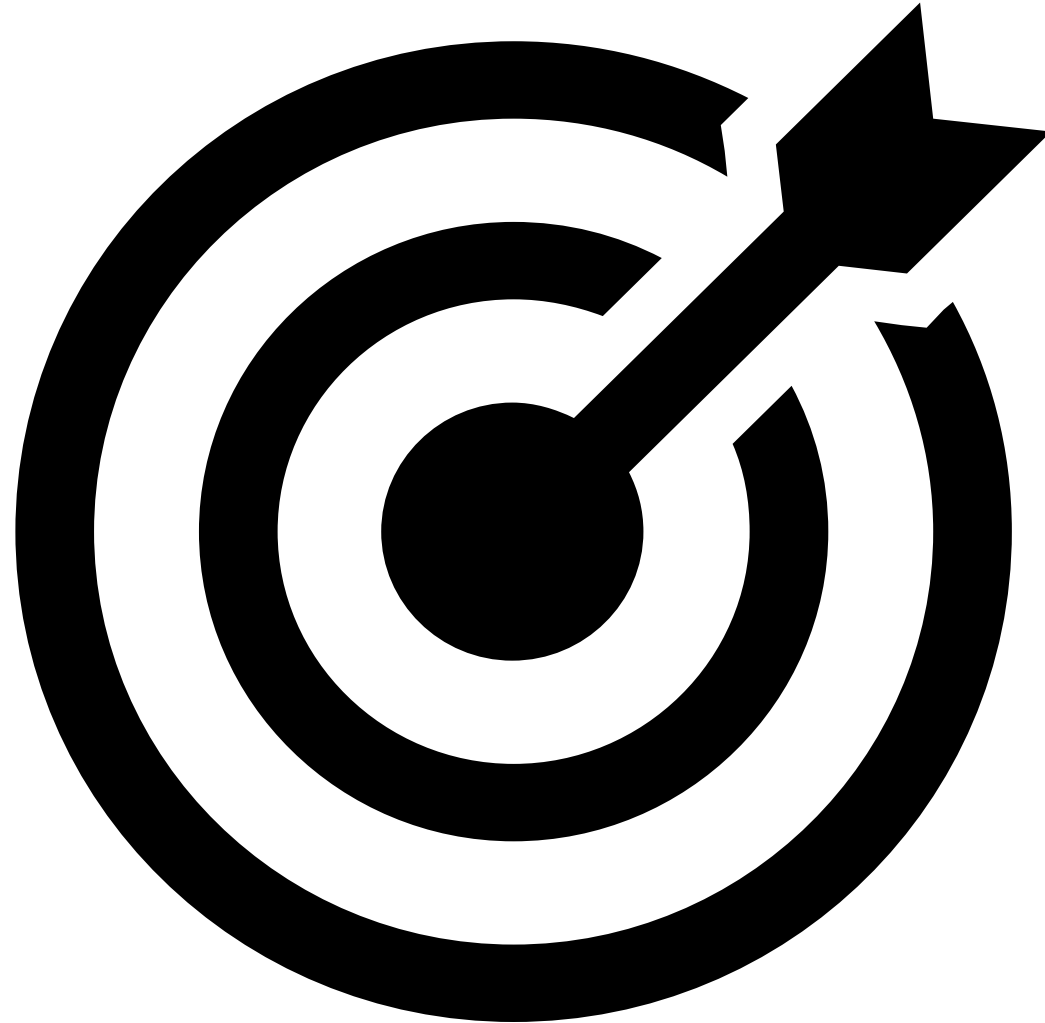
Micro-credentials are subject **to internal and external quality assurance** by the system producing them (e.g. the education, training or labour market context in which the micro- credential is developed and delivered). Quality assurance processes must **be fit-for- purpose**, clearly documented and accessible and meet the needs and expectations of learners and stakeholders.

Transparency



Micro-credentials are **measurable, comparable** and **understandable**, with clear information on learning outcomes, workload, content, level, and the learning offer, as relevant.

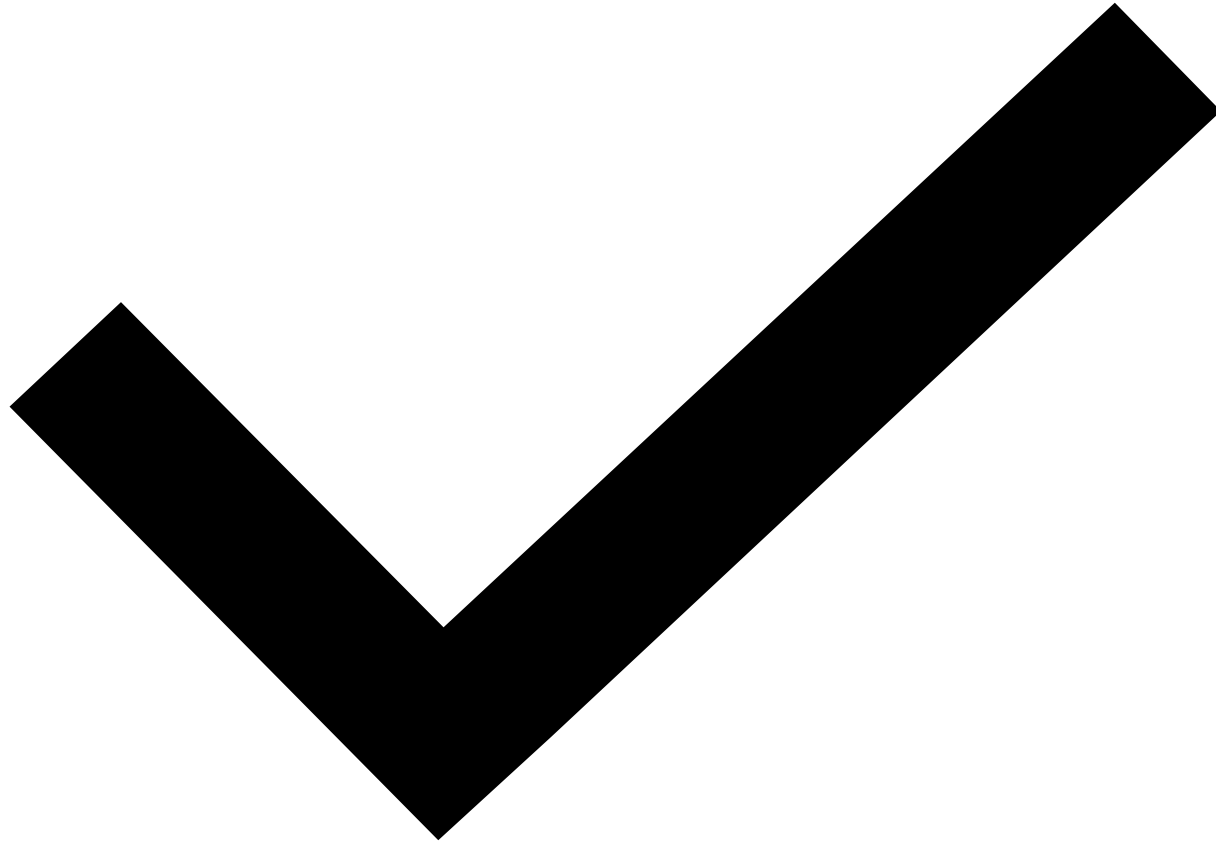
Relevance



Micro-credentials should be designed and issued as distinct, targeted learning achievements and learning opportunities leading to them are to be **updated as necessary, to meet identified learning needs.**

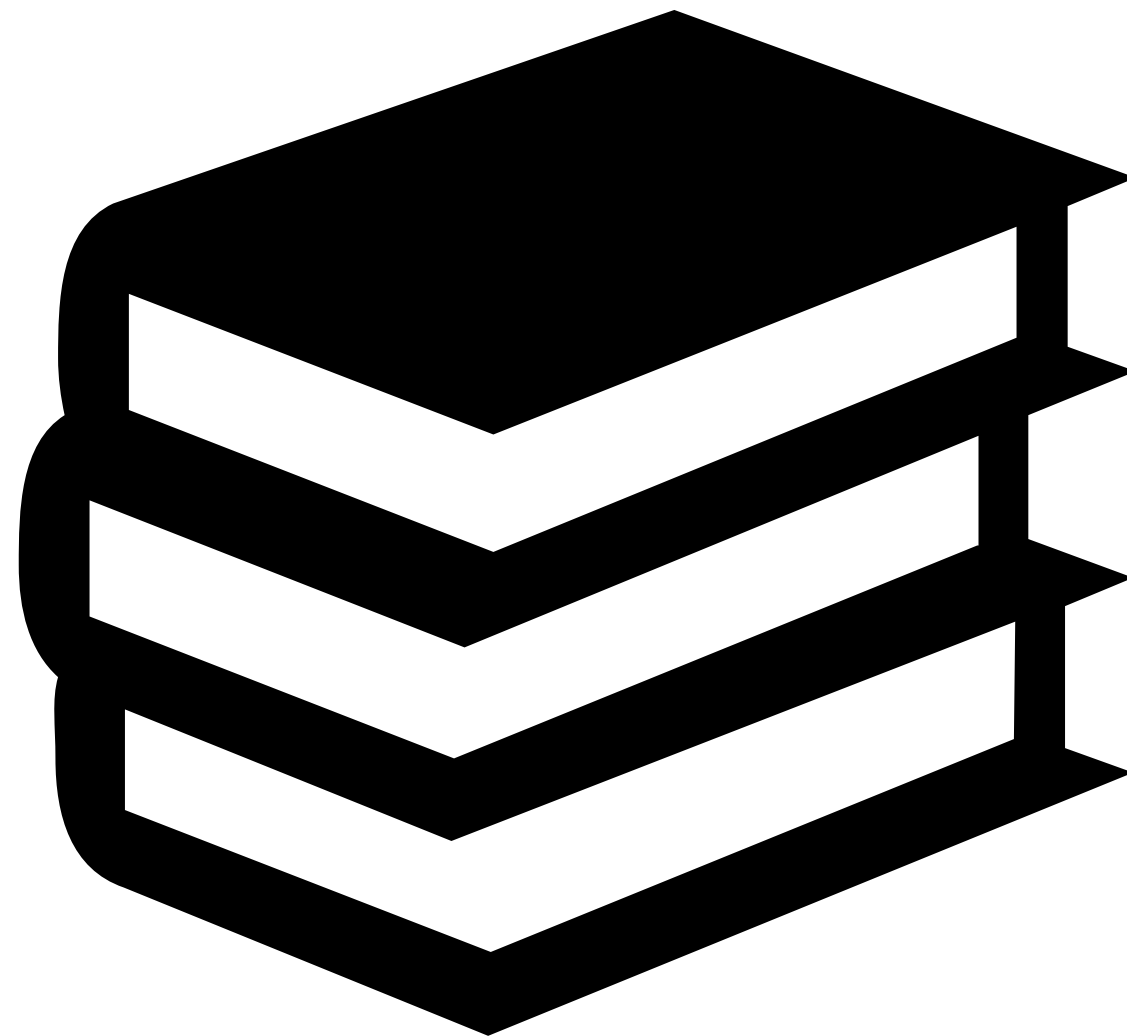
Collaboration between education and training organisations, employers, social partners, other providers and users of micro-credentials is encouraged to increase the relevance of the micro-credentials for the labour market.

Valid assessment



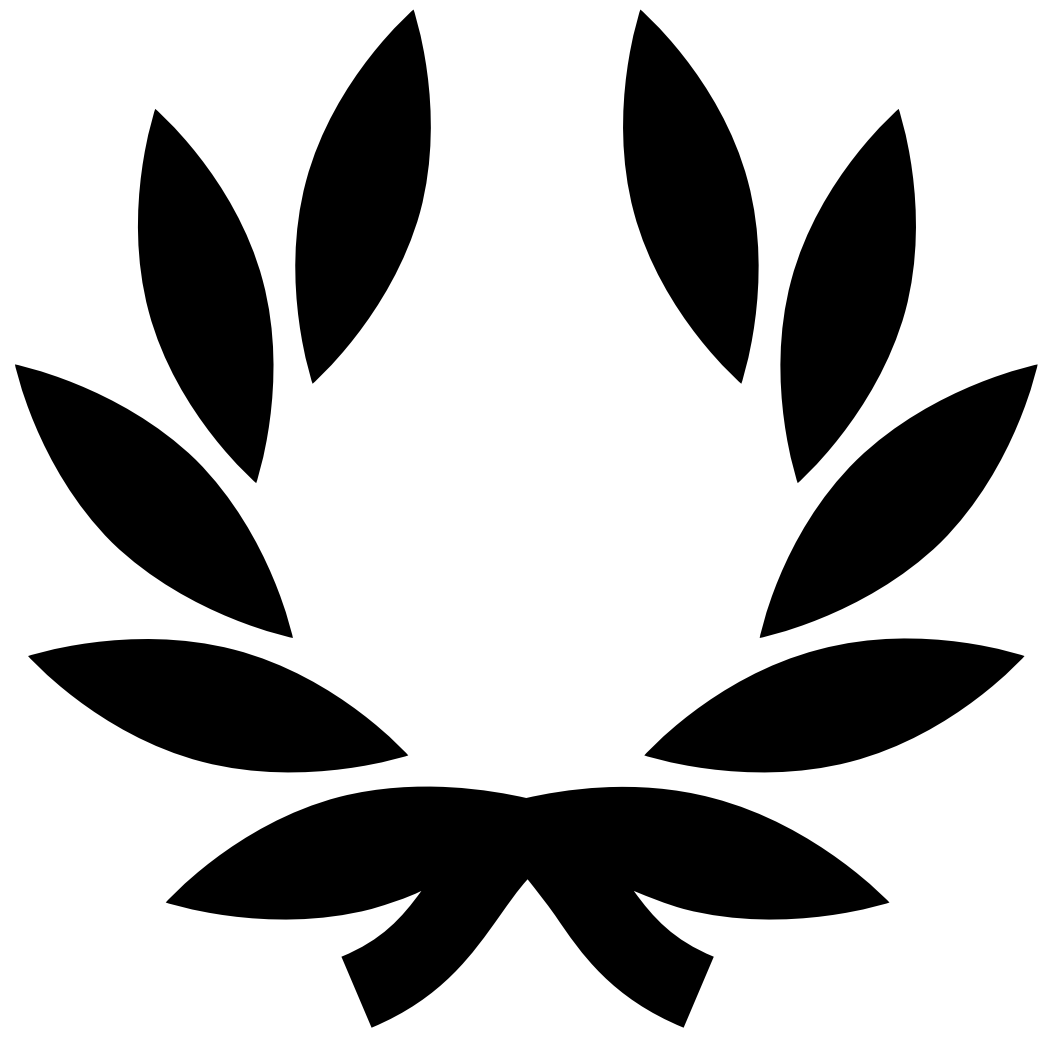
Micro-credential learning outcomes are
assessed against transparent criteria.

Learning pathways



Micro-credentials are designed and issued to **support flexible learning pathways**, including the possibility to validate, recognise and ‘stack’ micro-credentials from across different systems.

Recognition



Micro-credentials have a clear signalling value of learning outcomes for smaller modules of learning. Recognition paves the way for a wider offer of such learning experiences in a comparable way across the EU.

Micro-credentials are **recognised, where possible, by the competent authorities**, for academic, training or employment purposes, based on the information provided according to the European standard elements (Annex I) and the principles for the design and issuance of micro-credentials (Annex II).

When micro-credentials are issued by formal education providers, they are recognised, where possible, based on standard recognition procedures used in recognising foreign qualifications and learning periods abroad.

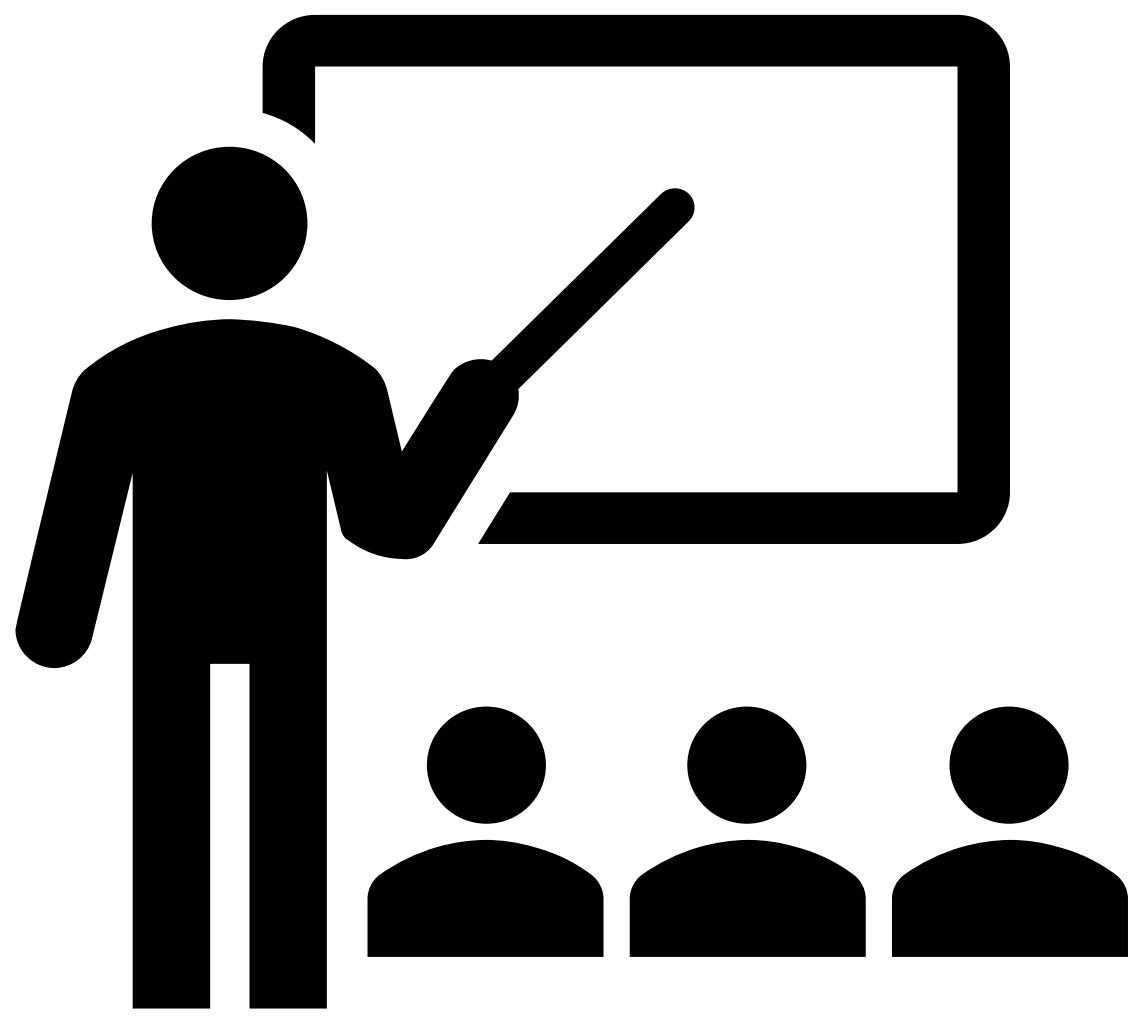
This is without prejudice to the right of the competent authorities to define recognition procedures or to verify the authenticity of documents.

Portable



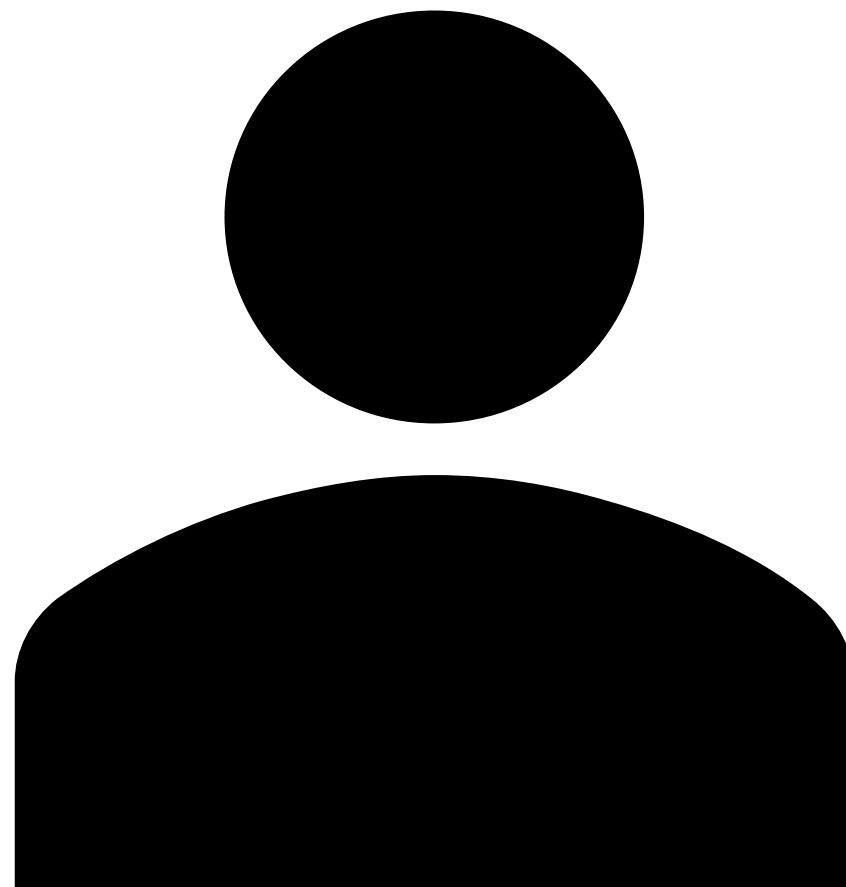
Micro-credentials are **owned by the credential-holder** (the learner) and may be stored and shared easily by the credential-holder, including through secure digital wallets (e.g. Europass), in line with the General Data Protection Regulation. The infrastructure for storing data is based on open standards and data models. This ensures interoperability and seamless exchange of data, and allows for smooth checks of data authenticity.

Learner-centred



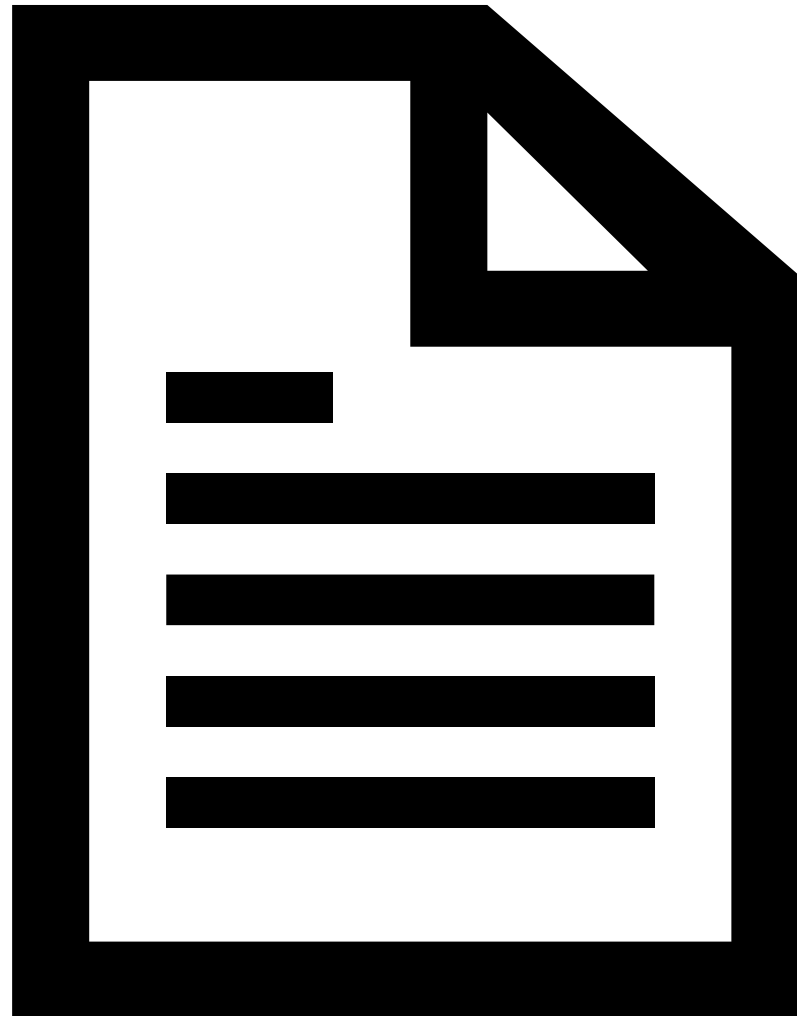
Micro-credentials are designed to **meet the needs of the target group of learners**. Learners are involved in the internal and external quality assurance processes and their feedback is taken into account as part of the continuous improvement of the micro-credential.

Authentic



Micro-credentials contain **sufficient information to check the identity of the credential- holder** (learner), the legal identity of the issuer, the date and place of issuance of the micro- credential.

Information and guidance



Information and advice on micro-credentials should be incorporated in lifelong learning guidance services and should reach the broadest possible learner groups, in an inclusive way, supporting education, training and career choices.