e-VALUATE project: seven criteria for evaluating micro-credentials

MicroBol WG on Recognition, 11-5-2021

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**Team Leader International Recognition**

Recognition in the ENIC/NARIC networks

- Lisbon Recognition Convention covers:
    - higher education qualifications;
    - access qualifications;
    - periods of study.

- In case of non-formal and informal learning:
    Recognition of Prior Learning

Criteria for Evaluation of 'stand alone' e-learning

1. Quality
2. Level
3. Learning outcomes
4. Workload
5. Verification
6. Testing
7. Identification
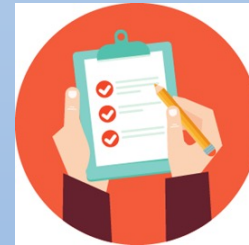
Starting point: EAR-HEI manual

Erasmus+ project e-Valuate (2018-2020)

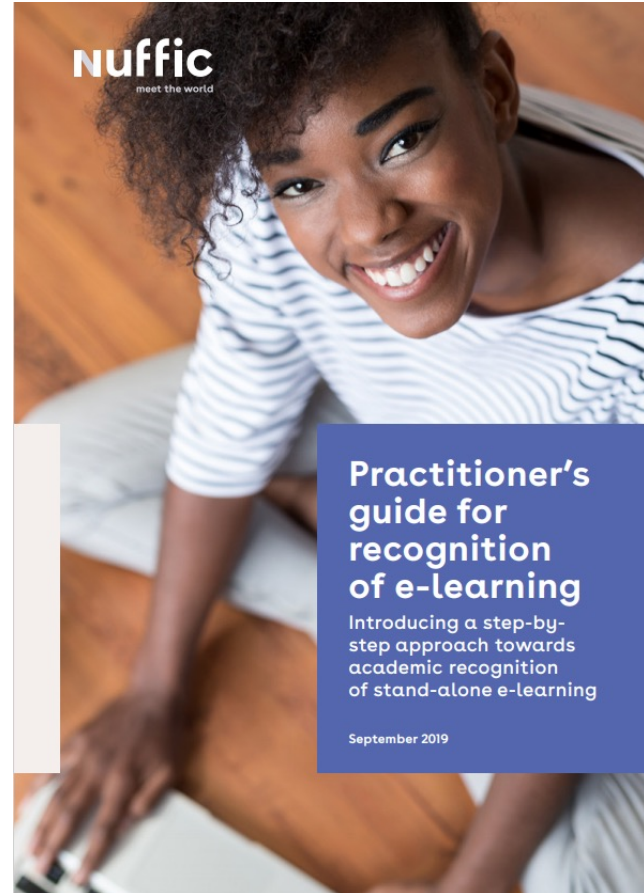Project team: **NARICs, ECA, KIRON**
+ Involvement of **higher education resonance group**

Outcomes:
1. Practitioner's guide for recognition of e-learning

2. Academic recognition of e-learning

3. Student's guide to e-learning

Practitioner's guide

➢ How to apply the 7 criteria for evaluating e-learning;

➢ How to recognize e-learning;

Practitioner's guide

Robustness of level description

Level	Descriptors
0	Level unknown (e.g. the level is not indicated on the course certificate and cannot be discerned through the course description).
1	Little information about the level available (e.g. the level indicated on the course certificate is platform-specific).
2	Relevant information about the level available (e.g. the level is platform-specific, but additional information on prerequisite requirements, learning outcomes and further opportunities is available and allows for comparison with NQF level).
3	No doubt about the level (e.g. NQF level indicated on the course certificate and/or clear information about ECTS).

Practitioner's guide

Robustness of Workload

Level	Descriptors
0	Workload unclear (e.g. no indication of the workload available).
1	Insufficient workload (e.g. the workload is indicated on the certificate, but less than 1 ECTS and therefore insufficient for the purpose of recognition).
2	Substantial workload with relevant information (e.g. on the basis of the indicated number of working hours/week in the course description, the workload of the course can be compared to 4 ECTS).
3	Substantial workload, clearly indicated on the certificate (e.g. indication of 4 ECTS credit points on the course certificate).

Practitioner's guide

Robustness of quality in e-learning

| Level	Descriptors
0	No quality indicators (e.g. weak course provider status, course not recognized by others, no internal or external QA, no/negative student reviews).
1	Weak quality indicators (e.g. positive student reviews. Course provider not accredited, but alternative forms of recognition/QA available).
2	Substantial quality indicators (e.g. course provided by accredited institution and eligible for credit transfer. But no information on internal or external QA mechanisms).
3	Strong quality indicators (e.g. course provided by accredited institution, e-learning integrated in internal and external QA mechanisms).

Position paper for providers of e-learning

➢ Refer to generally accepted Bologna tools

➢ Integrate stand-alone e-learning in internal and external QA

Academic recognition of e-learning
Recommendations for online learning providers

September 2019

Student's guide

➢ Extra document, co-written with ESU;

➢ How to select suitable online courses.

Students' guide to e-learning

February 2020
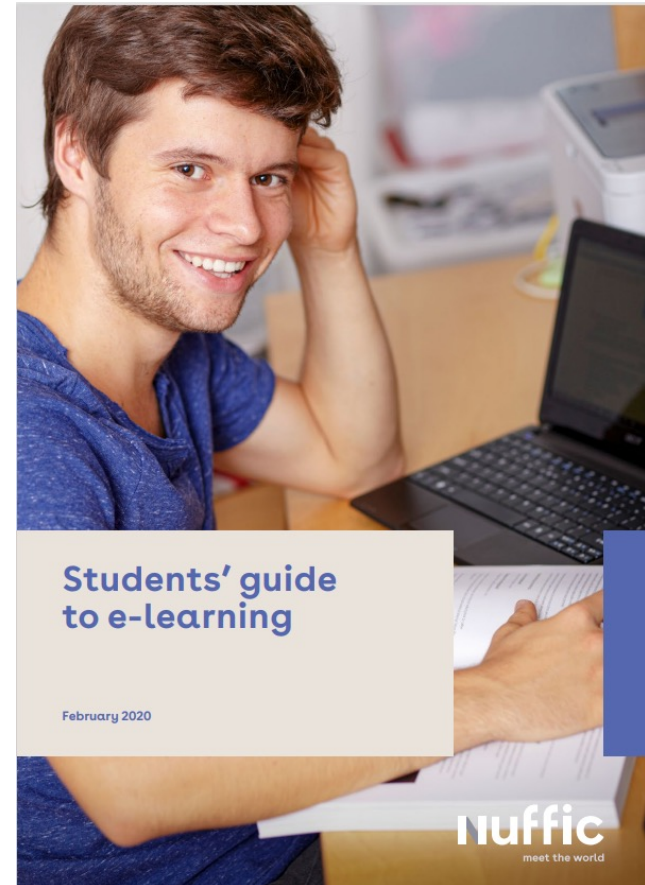
Thank you for your attention!

Questions?

Publications available at: e-VALUATE (concluded) | Nuffic

Follow-up project STACQ: STACQ (2020-2022) | Nuffic

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