

# QUEST IED Microcredentials & Open Badges

## Qualifying for the Ultimate Engaging Smart Training

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# Competence certification framework

**Competence & good practices profile**  
(common starting point)

Knowledge  
acquisition

Intended learning outcome  
&  
Pedagogical objectives

Course material

Test of acquired knowledge  
(by trainee)

**"I know" micro-credential**

Automatically  
granted by LMS

Recognition use cases &  
Ecosystem

Competence questionnaire

Ecosystem activation  
(by practicing candidate)

**"I'm able to" open badge**

Granted after  
verification by CB  
or algorithm



# Competence Certification based on Open Badge Ecosystem

31/03/2023

## Issuers' Recognition Ecosystem

- ? *Replaces Examiner*
- ? *Based on Observation*



## Candidate

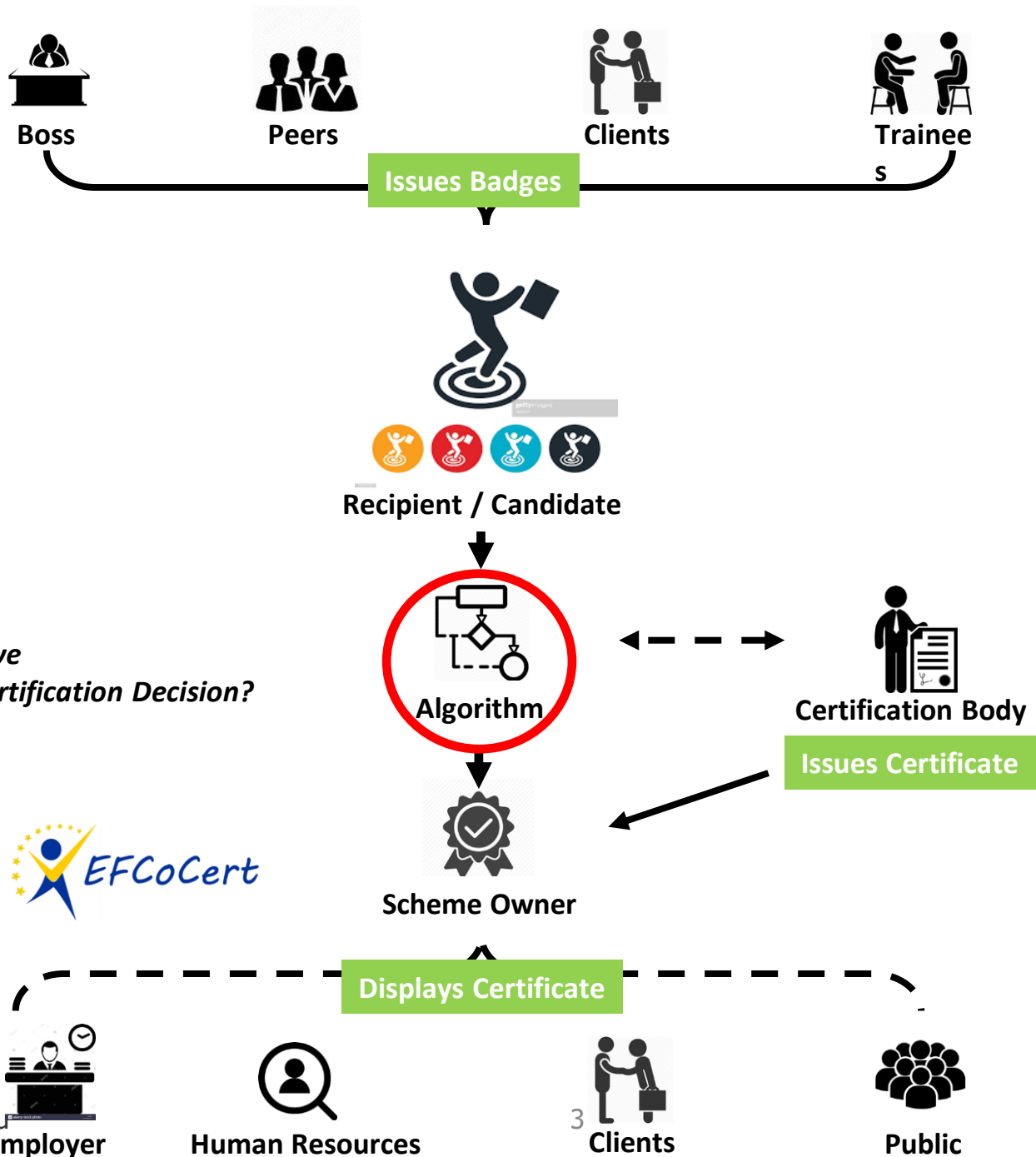
- ? *Becomes Recipient*

## Algorithm

- ? *Optional, long term objective*
- ? *Could support or replace Certification Decision?*

## Scheme Owner

- ? *Designs the badges*
- ? *Sets the criteria*
- ? *Publishes the certificates*



## Users' Ecosystem

[www.efcocert.eu](http://www.efcocert.eu)





## CHAPTER 7

## Assessment methods

### Guidelines

The methods used for validation of non-formal and informal learning are essentially the same tools used in assessing formal learning.

When used for validation, tools have to be adopted, combined and applied in a way which reflects the individual specificity and non-standardised character of non-formal and informal learning.

Tools for assessment of learning need to be fit-for-purpose.

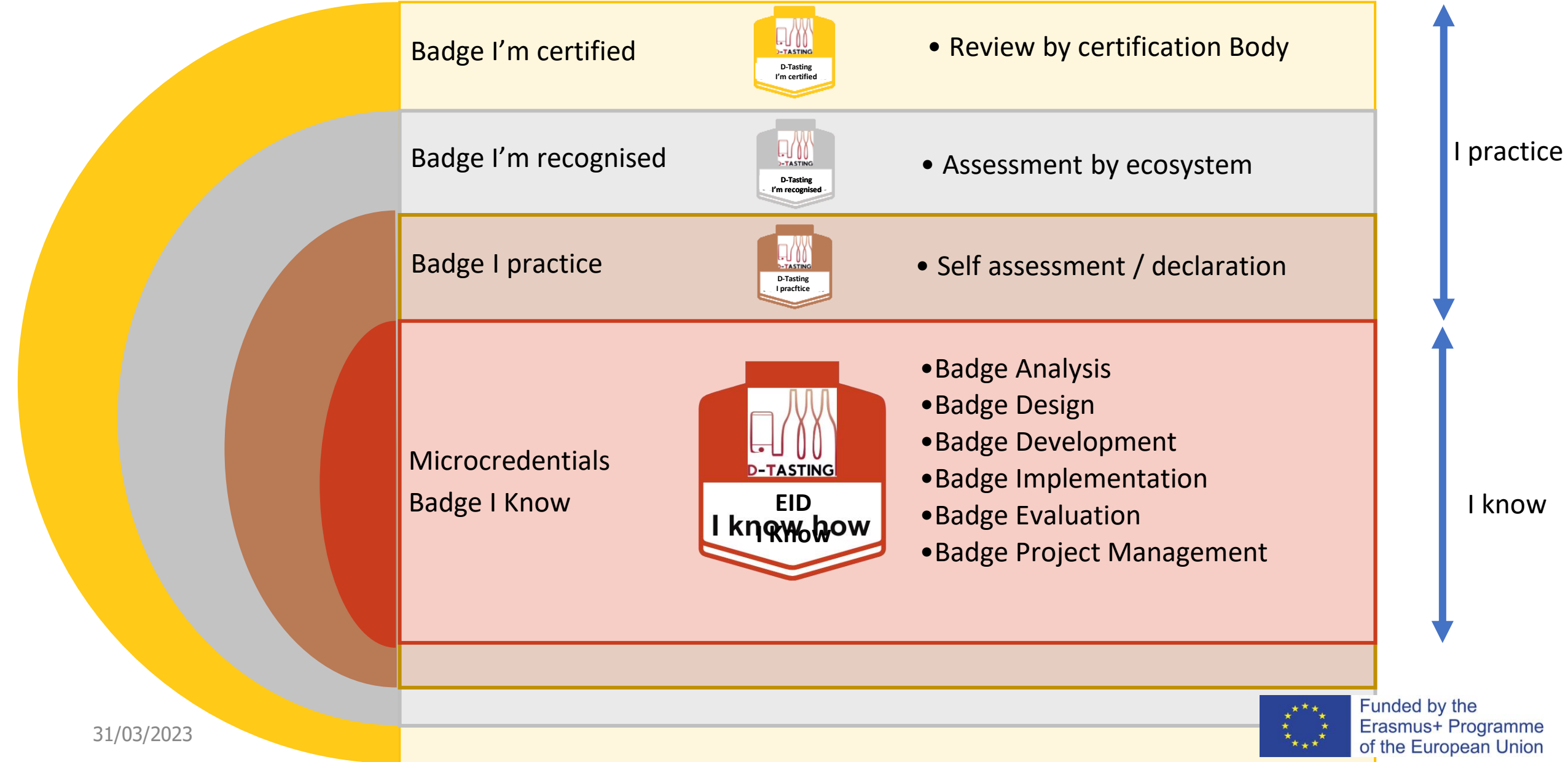
### 7.2. Method classification

According to the 2007 inventory it is possible to classify assessment tools in the following way:

- debate: offers the candidate an opportunity to demonstrate depth of knowledge as well as communicative skills;
- **declarative methods**: based on individuals' own identification and recording of their competences, normally signed by a third party, to verify the self-assessment;
- interviews can be used to clarify issues raised in documentary evidence presented and/or to review scope and depth of learning;
- **observation**: extracting evidence of competence from an individual while they are performing everyday tasks at work;
- **portfolio method**: using a mix of methods and instruments employed in consecutive stages to produce a coherent set of documents or work samples showing an individual's skills and competences in different ways.
- presentation: can be formal or informal and can be used to check ability to present information in a way appropriate to subject and audience;
- simulation and evidence extracted from work: where individuals are placed in a situation that fulfils all the criteria of the real-life scenario to have their competences assessed;
- **tests and examinations**: identifying and validating informal and non-formal learning through or with the help of examinations in the formal system.



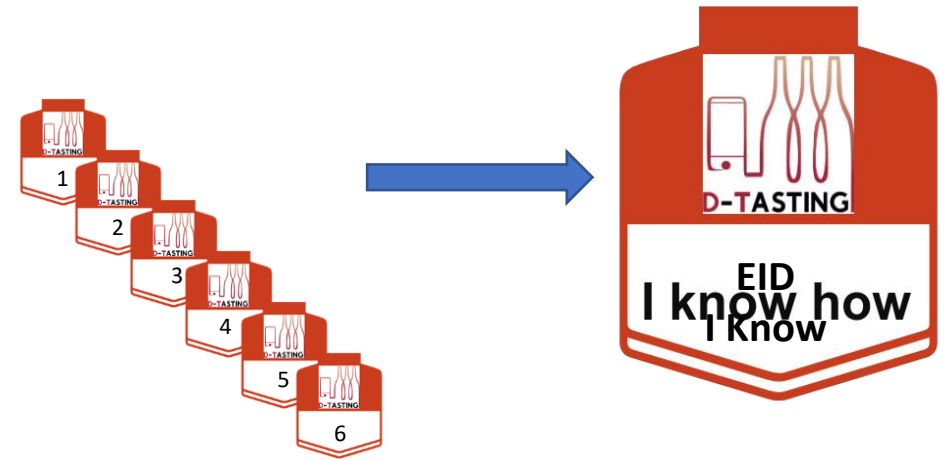
# Overall structure of the certification system



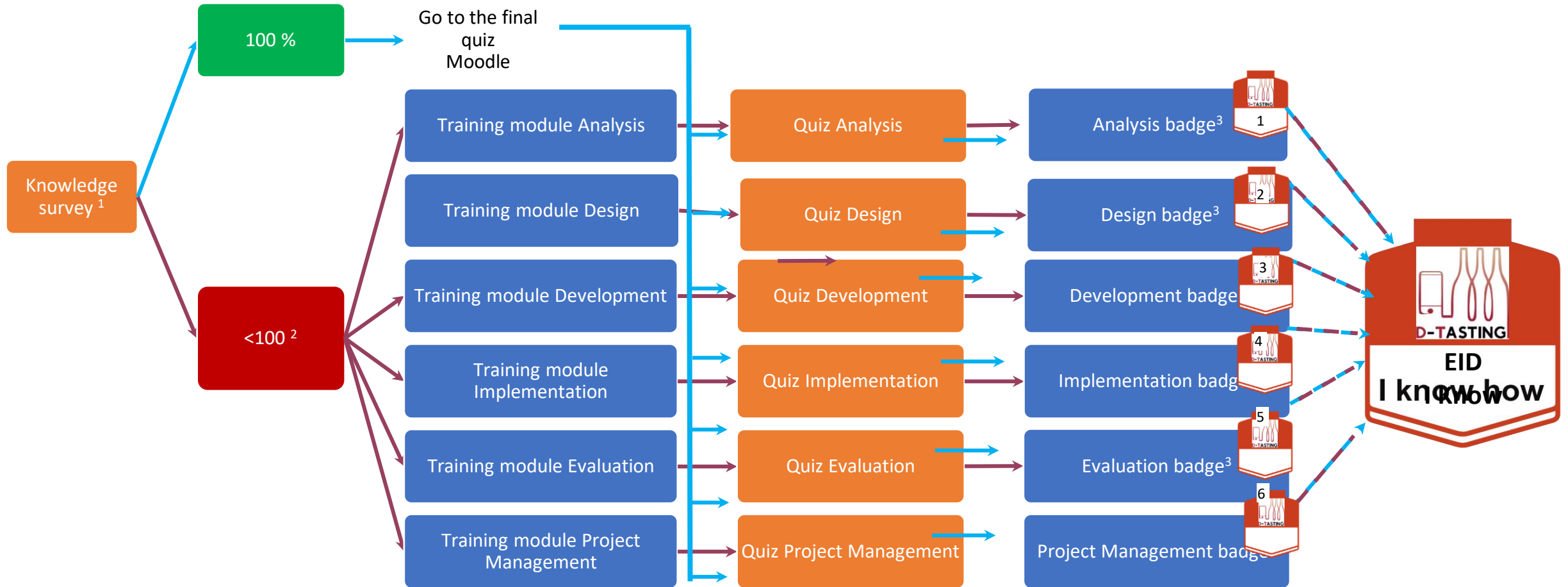


- 1 badge per CU & 1 overall badge:
  - **Flexibility** to communication
  - **Collective** competence
- **Introduction of the training :**

*“You will first be directed to a self-assessment questionnaire, which will give you an overview of the knowledge you have, and which will allow you to determine whether you can go directly to the knowledge assessment quiz or if you must follow one or more training modules before taking the final quiz(s) which will allow you to obtain the first levels of certification equivalent to the “I know” level.”*







<sup>1</sup> Knowledge survey= pedagogical objectives in detail, but as questions (I know I, don't know) – see example next slide

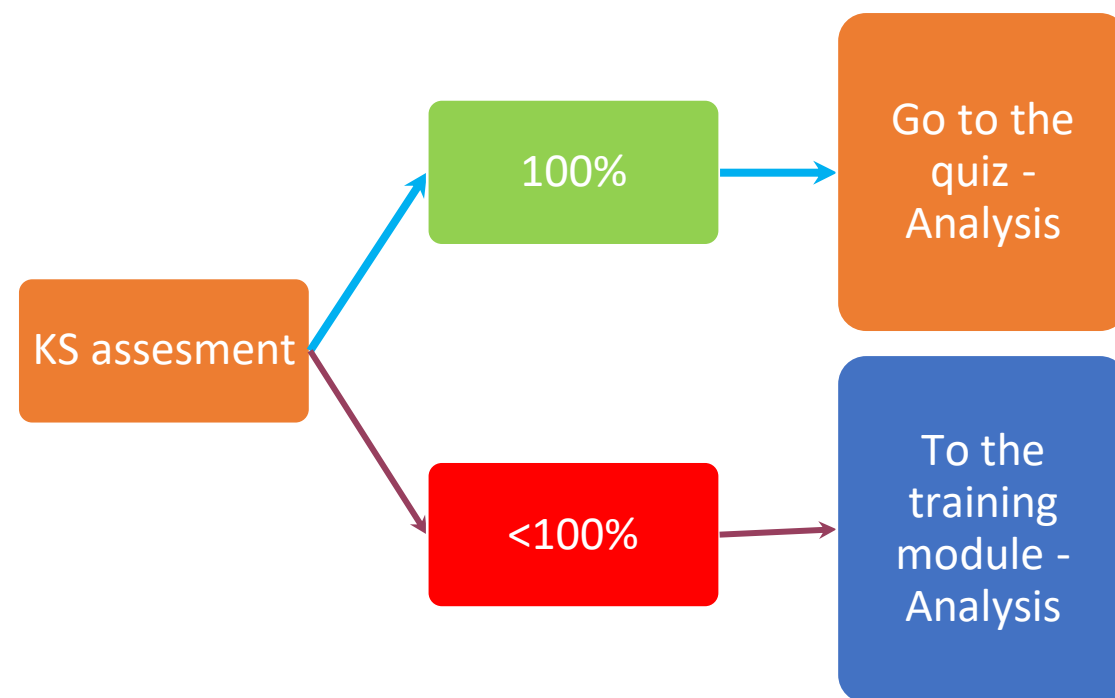
<sup>2</sup> Go to the training for the missing competences module

<sup>3</sup> If 80 % OK



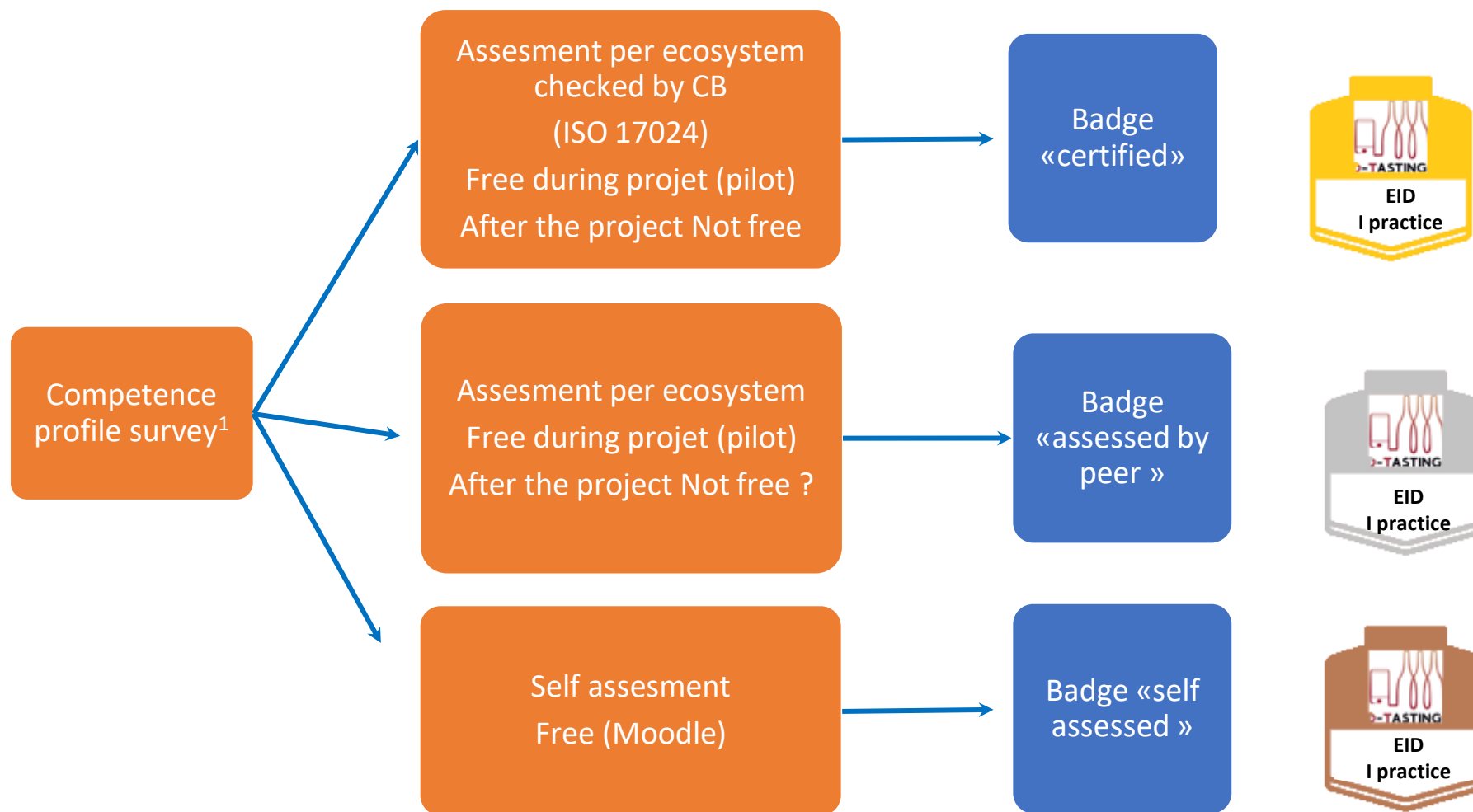
# Knowledge survey example

Analysis	Self assessment
Determine the target group's training needs and level	<input type="checkbox"/> I know how <input type="checkbox"/> I don't know how
Set clear pedagogical objectives and learning outcomes utilizing the learning taxonomy	<input type="checkbox"/> I kown how <input type="checkbox"/> I don't know how
Propose adequate solutions within the given context	<input type="checkbox"/> I kown how <input type="checkbox"/> I don't know how
Recognise the different cultural and inclusion perspectives in context analysis	<input type="checkbox"/> I kown how <input type="checkbox"/> I don't know how





# Level « I practice »



Pilot	Exploitation
By project team - free	By Certification Body (CB & IT not free)
By project team - free	Platform needed. IT platform not free
Automatic by LMS - free	Automatic by LMS - free

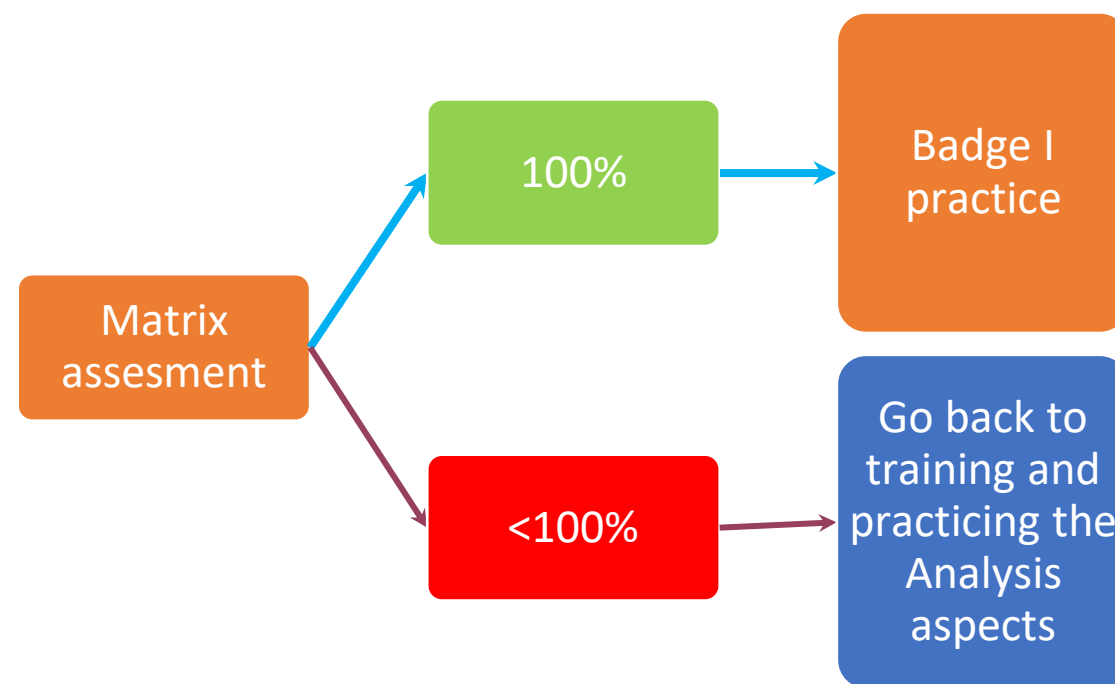
<sup>1</sup> Competence profile = competence to be demonstrated in detail, but as questions (I am (he is) able to)

<sup>2</sup> Go to the training for the missing competences module

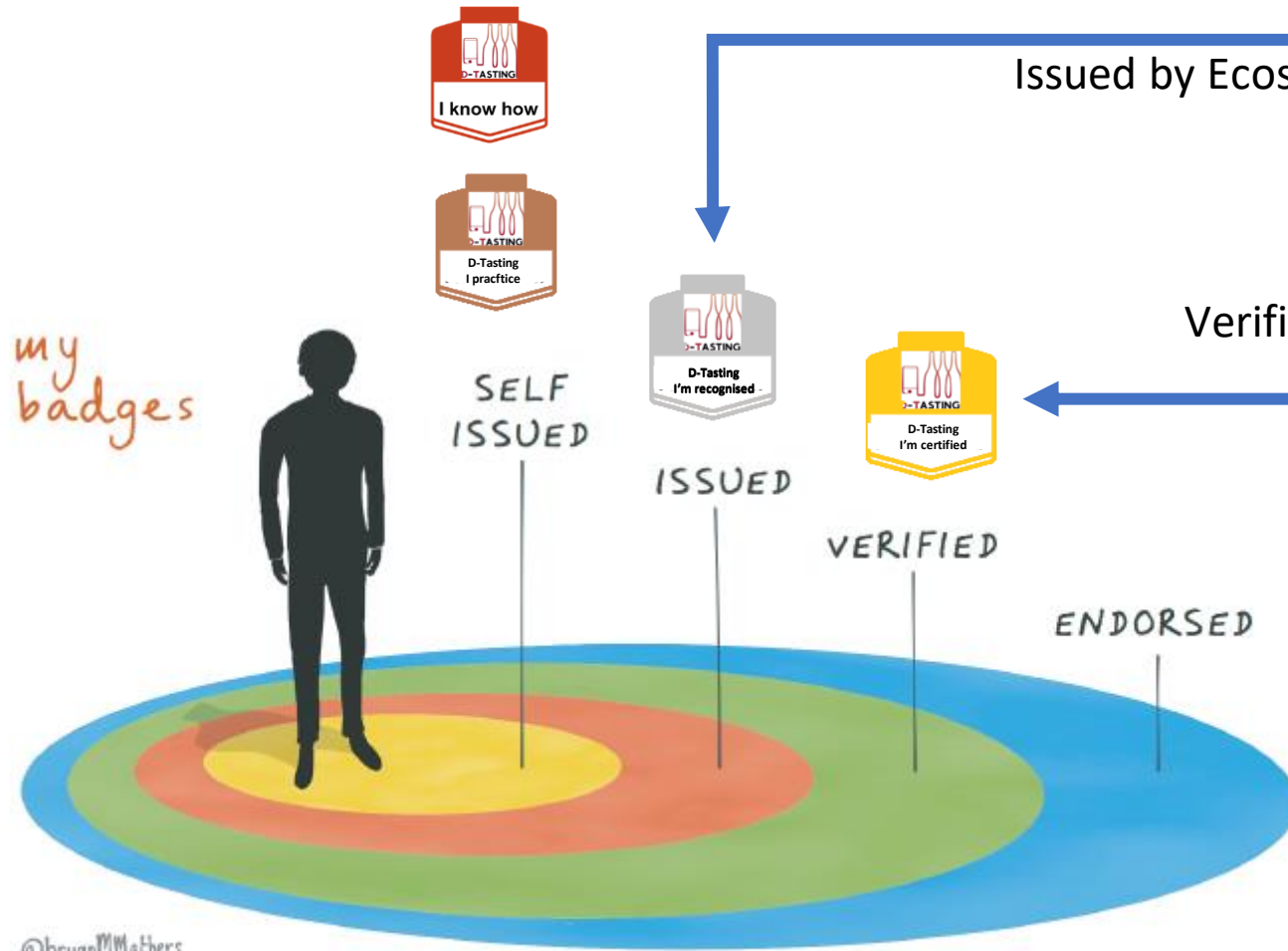
<sup>3</sup> If 80 % OK

# Competence Profile example

Analysis	Self assessment or assessment per ecosystem
Determine the target group's training needs and level	<input type="checkbox"/> I (he) demonstrated ability to <input type="checkbox"/> I (he) did not demonstrate ability to
Set clear pedagogical objectives and learning outcomes utilizing the learning taxonomy	<input type="checkbox"/> I (he) demonstrated ability to <input type="checkbox"/> I (he) did not demonstrate ability to
Propose adequate solutions within the given context	<input type="checkbox"/> I (he) demonstrated ability to <input type="checkbox"/> I (he) did not demonstrate ability to
Recognise the different cultural and inclusion perspectives in context analysis	<input type="checkbox"/> I (he) demonstrated ability to <input type="checkbox"/> I (he) did not demonstrate ability to










# Type of badges



@bryanMMathers  
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## Ecosystem profile

Initial / Re	Category	Number
	Trainees	10
	Clients / Sponsors	2
	Peers (EIDes)	2
	School Referent / Principal	1
	Employer ? Others ?	1
Maintenance	Category	Number
	Trainees	5
	Clients / Sponsors	1

Note: « Endorsed » level is not covered in the project



## DEFINITIONS

A micro-credential is a recognised proof of the learning outcomes that a learner has achieved following a short learning experience, according to transparent standards and requirements and upon assessment.

The proof is contained in a certified document that lists

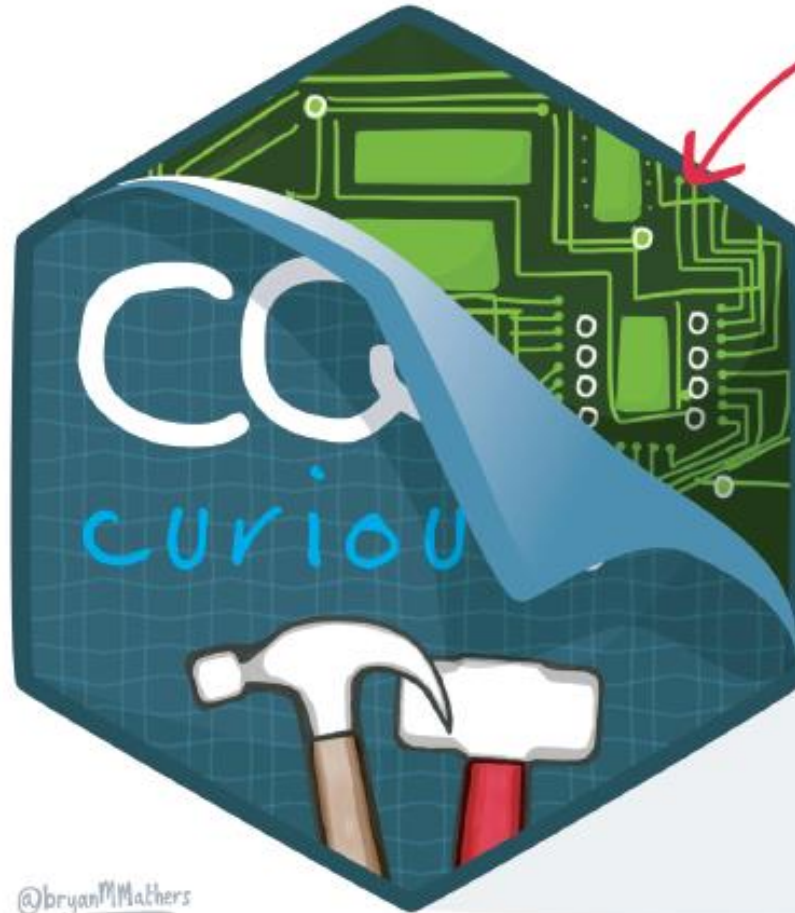
- ✓ the name of the holder,
  - ✓ the achieved learning outcomes,
  - ✓ the assessment method,
  - ✓ the awarding body
- and, where applicable,
- ✓ the qualifications framework level and the credits gained.

Micro-credentials are owned by the learner, are shareable, portable and may be combined into larger credentials or qualifications.

 **Total overlap between the micro credentials (according to the definition of Erasmus) and the content of the badges**

# Open Badges – Embedded Data

## OPEN BADGES & META DATA



THERE'S  
DATA INSIDE!

badge name  
badge URL (description)  
badge criteria  
badge image  
issuer  
issue date  
recipient  
tags  
alignment (standards)  
expiration date  
evidence URL

@bryanMachters

# Qualifying for the Ultimate Engaging Smart Training

## QUEST eID Scheme Consistency

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# Consistency of the entire system



To certify knowledge and competences and to ensure the value of the badges, all steps must be consistent:

- Knowledge survey
- Training
- Final Quiz
- Competence assessment
- Content of badge



# Example of consistency assessment

Knowledge survey / good practices as defined in Lubjana at the start of the project	Final Quiz as described in the training
<p>I know how to:</p> <p>Select :</p> <ul style="list-style-type: none"> <li>adequate sampling <ul style="list-style-type: none"> <li>techniques,</li> <li>size,</li> </ul> </li> <li>packaging,</li> <li>shippers and conservation material,</li> <li>providers &amp; instructions</li> </ul>	<p>Which package materials do you use for your online winetastings?</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Outer cartons</li> <li><input type="checkbox"/> Glass sample bottles</li> <li><input type="checkbox"/> Envelope</li> <li><input type="checkbox"/> Styrofoam</li> <li><input type="checkbox"/> Stamps</li> </ul> <p>Comment if incorrect answer:</p> <p>You do not use envelopes for sending wine samples. Envelopes are not strong enough and do not offer enough protection against breakage in transit. In addition, you do not use postage stamps on your packages. But do you need shipping labels that you can stick on your package with the address of your participant.</p>

## Example of questions for consistency assessment review:

- Is the final quiz consistent with the pedagogical objective ?
- Are all topics covered ?
- Is the level adequate ?
- Will be the badge description consistent with the knowledge achieved once the quiz done ?
- Does it make sense to give a comment if incorrect answer for final assessment ?
- .....

# Consistency of the entire system

Tool / stage	What ?	Why ?
<b>Knowledge survey</b>	Questionnaire used : <ul style="list-style-type: none"> <li>as self-assessment, answers are "I know" "I don't know"</li> <li>Questions must cover pedagogical objective as a list of questions</li> </ul>	Allows the user to: <ul style="list-style-type: none"> <li>assess his own level with regard to a level of requirement</li> <li>identify on which modules to apply</li> </ul>
<b>Training</b>	Educational content	Provide the necessary information / knowledge
<b>Final quiz</b>	Questionnaire for evaluating acquired knowledge ('I know')	Allows to assess if the level acquired corresponds to the level of knowledge required
<b>Competence matrix</b>	Questionnaire for evaluating acquired competences ('I am able to')	Allows to assess if the level acquired corresponds to the level of competence required
<b>Badge description</b>	Provides information about the issuer, criteria for obtaining the badge, and the evidence that those criteria are met	To communicate and proof an achieved level (of knowledge or competence, depending the badge)
<b>Satisfaction survey</b>	Survey to gather feedback about their level of satisfaction or dissatisfaction regarding the training and the competence assessment - Pilot	Provide valuable insights for decision-making and can help to improve overall satisfaction levels.

Partner should ensure consistency of this different parts

# Example of consistency assessment – all stages

Knowledge survey	Training	Autoformatives Quizzes	Final quiz	Competence matrix	Badge description
<p>Answer the question by !</p> <p><input type="checkbox"/> I know how</p> <p><input type="checkbox"/> I don't know how</p> <p>Select adequate sampling techniques, size, packaging, shippers and conservation material, providers &amp; instructions</p> <p>Ensure a blameless quality of (wine sample) content, container, <b>temperature</b>, <b>oxydation</b> and related information</p> <p>Comply with the <b>applicable regulations: consumption age</b>, packaging, <b>food safety</b>, labelling</p>	WHICH PACKAGING DO I USE	How can you protect materials can you use? Where do I get my packaging materials from?	??	<p>I did correctly :</p> <p><input type="checkbox"/> Select adequate sampling techniques, size, packaging, shippers and conservation material, providers &amp; instructions</p> <p><input type="checkbox"/> Ensure a blameless quality of (wine sample) content, container, temperature, oxydation and related information</p> <p><input type="checkbox"/> Comply with the applicable regulations</p>	<p><b>Badge I know:</b></p> <p>The owner of the badge know how :</p> <p><input type="checkbox"/> Select adequate sampling .....</p> <p><b>Badge I practice:</b></p> <p>The owner of the badge did correctly :</p> <p><input type="checkbox"/> Select adequate sampling .....</p>
	WHICH SIZE BOX DO I USE	Which materials of box do I use ? What is double corrugated cardboard what is an american folding box	Which package materials do you use for your online winetastings?		
	MARKETING Which packaging aids	What marketing materials do I need in my package? What are forms of marketing? How to use your marketing to promote your wine tastings	What has Marketing to do with the topic op packaging and delivery?		
	WINE TASTING FORMS	How many pages must a tasting form have? Can you use picture materials in your tasting forms? Must there be space in a sample form for notes?	??		
	AROMA WHEEL	Which aroma is a primair aroma? In which type of wine can it be possible to find Petrol notes after a couple years of bottle aging. Which aromas can you find in wines with vinification and riping in RVS steel tanks.	Why add teaching material to your package for your online wine tasting.		
	LABELS	Why do you use labels on tasting bottles? What is a blind winetasting? How can you brand your labels?			
	DELIVERY	Which company's are delivery services? What is a easy way to create address label for delivery? How long does it normaly take before your package is delivered.	Why do you use a transport company for delivery of you packages? How far in advance should you send packages to the participants.		

Knowledge survey	Training	Autoformatives Quizzes	Final quiz	Competence matrix	Badge description
<p>Answer the question by !</p> <p><input type="checkbox"/> I know how</p> <p><input type="checkbox"/> I don't know how</p> <p>Select adequate sampling techniques, size, packaging, shippers and conservation material, providers &amp; instructions</p> <p>Ensure a blameless quality of (wine sample) content, container, <b>temperature</b>, <b>oxydation</b> and related information</p> <p>Comply with the <b>applicable regulations: consumption age</b>, packaging, <b>food safety</b>, labelling</p>	<p>WHICH PACKAGING DO YOU USE TO PROTECT YOUR PACKAGES?</p> <p>I use adequate sampling techniques, size, packaging, shippers and conservation material, providers &amp; instructions</p> <p>Ensure a blameless quality of (wine sample) content, container, <b>temperature</b>, <b>oxydation</b> and related information</p> <p>Comply with the <b>applicable regulations: consumption age</b>, packaging, <b>food safety</b>, labelling</p>	<p>How can you protect materials can you use?</p> <p>I use adequate sampling techniques, size, packaging, shippers and conservation material, providers &amp; instructions</p> <p>Ensure a blameless quality of (wine sample) content, container, <b>temperature</b>, <b>oxydation</b> and related information</p> <p>Comply with the <b>applicable regulations: consumption age</b>, packaging, <b>food safety</b>, labelling</p>	<p>??</p>	<p>ate</p> <p>size, shippers and conservation material, providers &amp; instructions</p> <p>neless ne ent,</p> <p>d nation the</p> <p>age, food ing</p>	<p><b>Badge I know:</b></p> <p>The owner of the badge know how :</p> <p><input type="checkbox"/> Select adequate sampling .....</p> <p><b>Badge I practice:</b></p> <p>The owner of the badge did correctly :</p> <p><input type="checkbox"/> Select adequate sampling .....</p>

- Are all good practices listed in the knowledge survey fully covered in the training content ?
- Are all good practices listed in the knowledge survey fully covered in the in the final quizzes for knowledge assessment ?
- How many questions are needed for awarding a credible badge ?
- How to describe the competences to be evaluated:
  - by self assessment ?
  - by the ecosystem ?
- How to describe the content (and the title) of badges ?
- What are the need for adaptation regarding the previous questions ?