

























D1.6 Micro-Credentials Regulation





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D1.6

Micro-Credentials Regulations

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Abstract	KreativEU's micro-credentials framework ensures flexible, inclusive, and EU-aligned learning. Digitally certified and internationally recognized, it supports lifelong learning, employability, and innovation in culture and digital transformation across European education.
Dissemination level:	PU - public























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PART A: THE DELIVERABLE

1 Acronyms and Abbreviations

Acronym / Abbreviation	Full Term
ATU	ADANA ALPARSLAN TURKES BILIM VE TEKNOLOJI UNIVERSITESI
	(ATU), Türkiye
BUas	STICHTING BREDA UNIVERSITY OF APPLIED SCIENCES (BUas),
	Netherlands
IPT	POLYTECHNIC UNIVERSITY OF TOMAR (IPT), Portugal,
OUTech	POLITECHNIKA OPOLSKA (OUTech), Poland
SH	SODERTORNS HOGSKOLA (SH), Sweden
TAE	STOPANSKA AKADEMIA DIMITAR A. TSENOV (TAE), Bulgaria
TUT	TRNAVSKA UNIVERZITA V TRNAVE (TUT), Slovakia
USB	JIHOCESKA UNIVERZITA V CESKYCH BUDEJOVICICH (USB),
	Czechia
UNICAM	UNIVERSITA DEGLI STUDI DI CAMERINO (UNICAM), Italy
UG	UNIVERSITAET GREIFSWALD (UG), Germany
VUT	UNIVERSITATEA VALAHIA TARGOVISTE (VUT), Romania
WP	Work Package
WP1	Work package 1 - Governance and Management;
WP2	Work package 2 - Education;
WP3	Work package 3 - Research;
WP4	Work package 4 - KreativEU Culture with and for society;
WP5	Work package 5 - KreativEU knowledge-creation and design
	network on smart sustainability;
WP6	Work package 6 - KreativEU Heritage European campus;
WP7	Work package 7 - KreativEU Mobility;
WP8	Work package 8 - KreativEU communication, dissemination,
	exploitation.
WP_Co-Leaders	Work Package Co-Leaders
WP_Leaders	Work Package Leaders
WP_Team	Work Package Team
QCT	Quality Control Team
DEI	Diversity, Equity, and Inclusion
DIP	Diversity and Inclusion Plan





















DI TF	Diversity and Inclusion Task Force
ECTS	European Credit Transfer System
EDC	European Digital Credential for Learning
EEA	European Education Area
ERA	European Research Area
ESG	Environmental, Social, Governance
EU	European Union
EQF	European Qualifications Framework
GDPR	General Data Protection Regulation
КРТ	Key Project Team
QF-EHEA	The Framework for Qualifications of the European Higher
	Education Area
RPL	Recognition of Prior Learning























2 Executive Summary

Purpose and Scope

This regulation defines a common framework for the design, delivery, and certification of micro-credentials in the KreativEU Alliance, aligned with the EU Council Recommendation. KreativEU-labelled micro-credentials are flexible, inclusive, digitally certified, and internationally recognized, supporting lifelong learning, employability, and mobility. Micro-credentials provide short, modular learning opportunities that address labour market, cultural, and societal needs. They promote innovation in cultural heritage, sustainability, creativity, and digital transformation, and strengthening cooperation across the European education areas. They enable lifelong learning, professional reskilling, social inclusion, academic progression, and international recognition, with a strong emphasis on inclusivity.

Key Features

Micro-credentials are:

- awarded between 1-9 ECTS (typically 3-9) and are stackable toward formal qualifications, and digitally certified under EU standards;
- managed transparently by each institution under national rules, GDPR compliance, and equal access principles;
- based on clear learning outcomes, robust evaluation methods, and quality-assured academic processes;
- provided with mandatory metadata such as title, ECTS, EQF level, outcomes, quality
- provided in an online, face-to-face, or hybrid mode, with transparent participation and attendance requirements;
- offered under fee and scholarship policies set by each institution within national frameworks; they may be tuition-free, subsidized, or fee-based, with clear conditions, while scholarships can cover fees, study costs, or digital access, prioritizing learners in need.

Governance and Integrity

Each institution retains autonomy in delivery and selection, while adhering to alliance standards. QCT provides oversight, resolves cross-institutional issues, and recommends regulatory updates. All procedures must respect academic integrity, transparency, inclusiveness, and legal compliance.

Impact

This framework enhances the visibility, portability, and trustworthiness of micro-credentials across Europe, empowering learners to upskill or reskill flexibly, supporting institutions





















in innovation, and strengthening KreativEU's mission as a driver of cultural and digital transformation within the European higher education landscape.

3 D1.6 Micro-Credentials Regulation

Introduction

This regulation establishes the common framework for the development, implementation, quality assurance, and certification of micro-credentials within the KreativEU Alliance (alliance).

It is designed in alignment with the Council Recommendation of 16 June 2022 on a European approach to micro-credentials for lifelong learning and employability (2022/C 243/02) and reflects shared European values related to the EEA, the ERA, and the European Strategy for Universities.

The regulation aims to support the delivery of flexible, modular, and inclusive learning opportunities that respond to personal, societal, cultural, and labour market needs. It promotes high-quality, digitally certified micro-credentials that are learner-owned, portable, stackable, and interoperable across national borders.

Micro-credentials developed under this regulation must adhere to the European Standards and Guidelines for Quality Assurance in Higher Education (ESG), be aligned with the EQF, and be expressed in ECTS credits.

This regulation contributes to the goals of the alliance by facilitating academic and professional mobility, enabling the co-creation of transdisciplinary knowledge, and fostering innovation in cultural heritage education and digital transformation. It ensures that all micro-credentials issued under the KreativEU label maintain shared standards for academic integrity, transparency, and international recognition.

Article 1 Micro-credentials

Micro-credentials are documented, verifiable records of the learning outcomes that a learner has acquired following a short, clearly defined learning experience. They are subject to assessment and awarded with ECTS credits, aligned with the EQF.

The typical credit range for a micro-credential is between 3 and 9 ECTS, which supports recognition and stackability across KreativEU partner institutions (institutions). However, individual institutions may develop micro-credentials from 1 to 9 ECTS, provided that they meet quality standards and institutional/national requirements. Recognition within the alliance may be subject to minimum thresholds agreed upon by receiving institutions.























Micro-credentials may be:

- entirely new learning offers;
- derived from existing course units or modules;
- developed in response to labour market, societal, or academic needs;
- delivered as part of formal education or lifelong learning programmes.

Micro-credentials may be offered individually or combined into flexible pathways, allowing learners to accumulate and stack credentials toward formal qualifications, where appropriate.

All micro-credentials issued under the KreativEU label must be digitally certified and comply with the principles of quality, transparency, portability, and learner ownership, as defined by the European Commission and national frameworks.

Article 2 Objectives

The objectives of micro-credentials issued under the KreativEU framework are to:

- support lifelong learning by enabling individuals to update, deepen or broaden their skills and knowledge in a flexible and accessible way, regardless of age, background, or current occupation;
- facilitate academic progression by allowing learners to accumulate and stack microcredentials toward formal qualifications, where institutional and national frameworks permit;
- enable professional development and career transitions through short, targeted learning units that respond to labour market needs and upskilling or reskilling demands;
- enhance social and territorial inclusion by providing accessible and inclusive learning opportunities, particularly for underrepresented or vulnerable groups;
- promote international recognition and mobility by issuing portable, high-quality, and interoperable digital credentials in line with EU principles and KreativEU standards;
- encourage innovation and interdisciplinarity, especially in fields aligned with the mission of the alliance, such as cultural heritage, sustainability, creativity, and digital transformation;
- foster transparency and trust in learning outcomes across institutions and countries, through clearly defined objectives, robust quality assurance, and standardized certification.





















Article 3 Openness, Competence, Recipients

Micro-credentials developed within the alliance must be open to a wide range of potential learners, in accordance with the legal, institutional, and pedagogical frameworks of each partner institution.

Eligible recipients may include:

- students enrolled in undergraduate or graduate study programmes;
- professionals and adult learners seeking reskilling or upskilling opportunities;
- learners outside formal education, including unemployed individuals, volunteers, and citizens engaged in community learning;
- international or exchange learners, where applicable.

Partner institutions retain the autonomy to define and limit access to specific microcredentials based on national regulations or institutional strategies.

Each course announcement may explicitly specify:

- entry requirements (if any);
- target group(s);
- selection procedures (if applicable);
- accessibility provisions for learners with fewer opportunities.

Selection of participants must be transparent, fair, and inclusive, respecting the principles of equal access and non-discrimination, and aligned with the relevant national admission procedures.

Whenever possible, institutions are encouraged to design micro-credentials that address the learning needs of diverse recipients, including:

- first-generation learners;
- minorities and displaced persons;
- adults returning to education;
- persons with special needs and disabilities.

Article 4 Application

Application to micro-credentials offered under the KreativEU label must be conducted in a transparent and inclusive manner, ensuring access for eligible learners across institutions and countries.

Each institution is responsible for managing its own application and registration procedures, in accordance with:

- national legislation;
- institutional policies;























data protection and privacy standards (e.g. GDPR).

Application processes must include a public announcement or call published on:

- the institution's official website;
- the KreativEU course catalogue or platform;
- any other national communication channel used by the institution.

The application notice must include the following information:

- name and description of the micro-credential;
- calendar and duration;
- eligibility and entry requirements;
- selection and ranking criteria (if applicable);
- notional workload needed to achieve the learning outcomes (in ECTS credits);
- EQF level;
- type of assessment;
- form of participation in the learning activity
- teaching language(s);
- coordinator and contact point;
- fees (if applicable) and possible funding or scholarships.

Applicants may be required to submit:

- completed online application form;
- documents to demonstrate the applicant's eligibility, such as a diploma, certificate and transcript of records (if applicable);
- Curriculum Vitae or other supporting documents;
- personal identification, if required by national law.

Application may take place:

- fully online (recommended as default format);
- through institutional academic, data or learning management systems;
- -via centralized or delegated processes, depending on local and national infrastructure.

The institution may accept late or exceptional applications at its discretion, provided that applicants justify them in writing and that national admission rules are not violated

Each institution must ensure that its internal procedures for micro-credential application are compatible with this regulation.





















Article 5 Selection and Ranking of Candidates

The selection and ranking of candidates for participation in micro-credentials offered under the KreativEU label must be conducted in a transparent, fair, and inclusive manner, in accordance with the legal and institutional frameworks of the delivering institution.

Each institution may apply its own selection and ranking rules, as long as these:

- are published in advance in the call for applications;
- respect applicable national legislation;
- ensure non-discrimination and equal access;
- are aligned with GDPR and institutional privacy policies.

Where applicable, selection may be based on one or more of the following criteria:

- documented academic qualifications or professional experience;
- order of application (first-come, first-served);
- motivation letter or personal statement;
- results of prior learning assessments or other relevant indicators;
- legal selection quotas, either national or university-defined.

Each institution may designate a selection authority appropriate to its national and institutional context for evaluating micro-credential applications.

After evaluating, the institution must inform the applicants of the outcome, including:

- accepted (admitted);
- conditionally accepted (pending documents or verification);
- not accepted (with reasons clearly indicated, where possible).

The institution must indicate appeals or complaint procedures, where applicable under national or institutional law.

In cases where the number of eligible candidates exceeds available places:

- institutions may apply additional ranking criteria or expand capacity;
- tied applicants may be selected jointly or ranked by supplementary evidence, in line with local procedures.

The institutions must report selection outcomes for the Micro-credentials issued under KreativEU for statistical and transparency purposes to the KreativEU QCT, without disclosing personal data.























Article 6 Functioning of the Selection Authority

Each institution may designate a selection body or selection board or may request a national responsible coordinator to evaluate of applications to micro-credentials, in accordance with its own academic and administrative structures.

The selection authority is in charge of:

- verifying the eligibility of applicants;
- applying the published selection and ranking criteria;
- documenting decisions and maintaining transparency;
- publishing provisional and final lists of admitted candidates;
- ensuring that selection procedures respect legal, institutional, and GDPR rules.

If the institution uses an internal selection body, the composition of the selection body may vary by institution and country, but should include:

- at least one academic staff member (e.g. course coordinator or programme director),
- additional members such as admissions officers, administrative staff, or student services (as relevant),
- a chairperson or designated decision-maker who is responsible for formal approval.

Institutions in countries where academic decisions must be made by formally competent bodies must ensure compliance with national legislation.

The selection authority must:

- record the rationale for its decisions;
- draft and sign meeting minutes, including the criteria applied and justification for ranking, acceptance or rejection;
- keep records in accordance with institutional archiving rules and data protection policies.

If an appeal mechanism is foreseen, the selection authority must indicate:

- which authority is competent to handle appeals;
- the time limits and procedure that apply;
- the grounds on which applicants can submit an appeal.

Selection authorities may operate in physical meetings, online systems, or hybrid formats, as long as decisions are traceable, collegial, and documented.

The final list of admitted candidates must be approved by the selection authority and communicated both to applicants and to the KreativEU coordination structure (in anonymized form for statistical purposes), if requested.























Article 7 Assessment and Accreditation

All micro-credentials developed and issued under the KreativEU framework must be based on clearly defined learning outcomes, which will be assessed through valid, transparent, and documented procedures.

Each course must specify the assessment method in the course syllabus, aligned with:

- the intended learning outcomes;
- the level of the course (EQF and/or Bologna cycle);
- the allocated workload (ECTS);
- institutional and national rules on evaluation.

Accepted forms of assessment include (but are not limited to):

- written or oral exams;
- project-based work and presentations;
- digital portfolios or assignments;
- RPL or professional experience;
- continuous assessment or summative tests.

The assessment must be documented through:

- transparent grading or pass/fail criteria;
- clear rubrics or descriptors;
- verifiable records of performance stored securely in institutional systems.

Assessment decisions must be made by:

- academically qualified staff (in accordance with national law);
- using institutional procedures for academic integrity, conflict of interest, and student appeals.

Institutions where formal credit recording systems exist must ensure that:

- micro-credentials are registered in the student record system;
- credits and results are traceable and verifiable upon request;
- certificates reflect institutional standards and carry the same legal value as coursebased results.

Certificates must be issued digitally, using formats compatible with:

- the European Digital Credentials for Learning (EDC);
- Europass digital wallet systems;
- national student information systems or other national systems where available.





















Any micro-credential developed under this regulation must meet the minimum quality and certification criteria set by KreativEU in order to be eligible for inclusion in the KreativEU Transnational Course Catalogue (course catalogue) and considered for recognition by other institutions.

Article 8 Attendance and Operational Regime

Each micro-credential course/module must operate within a clearly defined attendance and participation model, as described in the course syllabus and aligned with the pedagogical and legal framework of the delivering institution.

The delivery format must be specified in advance as one of the following:

- fully online (asynchronous, synchronous, or mixed);
- face-to-face (on campus or at an approved location);
- blended/hybrid (a combination of online and in-person learning).

Participation requirements must be made transparent to learners, including:

- minimum attendance thresholds (if applicable);
- mandatory sessions (e.g. workshops, labs, exams);
- deadlines for assignments and completion of learning activities.

Institutions where attendance is legally or academically linked to ECTS recognition must:

- record attendance via official systems;
- justify credit allocation through documented learner engagement and performance.

Where attendance is not mandatory under national law, institutions may:

- define participation based on completion of learning tasks or assessments;
- use self-paced learning, project work, or portfolio submission as validation of engagement.

Learner presence and/or activity may be monitored and documented through:

- Learning Management Systems;
- attendance lists for face-to-face sessions;
- log data from online platforms;
- tutor or instructor validation.

Institutions must communicate clearly:

- which components require presence or real-time participation;
- what constitutes sufficient completion to qualify for assessment and certification;
- how absences or interruptions are handled (e.g. justified absences, catch-up options).























The course coordinator or the responsible academic authority confirms the final validation of a learner's participation and eligibility for assessment before issuing the certificate.

All operational formats must respect the principles of inclusiveness, accessibility, and academic integrity, ensuring that learners with special needs, disabilities or mobility restrictions are not disadvantaged in participation.

Article 9 Certification

Upon successful completion of a micro-credential, learners must be issued a digital certificate that confirms their achievement in a standardized, transparent, and verifiable format.

Institutions that do not yet have a fully integrated digital credential system may use approved alliance tools or shared infrastructure offered by KreativEU, ensuring standard compliance.

All micro-credential certificates issued under the KreativEU framework must comply with the EDC standards and be interoperable with platforms such as:

- Europass Digital Wallet;
- national registries;
- institutional learning and certification systems.

The certificate must include the following mandatory metadata, in English and optionally in a national language:

- title of the micro-credential;
- country(ies)/region(s) of the issuer;
- awarding body(ies);
- date of issuing;
- learning outcomes;
- notional workload needed to achieve the learning outcomes (in ECTS credits);
- level (and cycle, if applicable) of the learning experience leading to the micro-credential (EQF, QF-EHEA), if applicable;
- type of assessment;
- form of participation in the learning activity;
- type of quality assurance used to underpin the micro-credential.

Certificates must be:

- issued digitally by default;
- portable and learner-owned;
- verifiable online, either via the KreativEU digital platform or institutional/national tools.





















Where national rules permit or require it, the certificate may also be:

- printed and stamped (e.g. for local administrative use);
- accompanied by a transcript or Europass-compatible supplement.

A micro-credential developed by the alliance may only be certified if:

- the learner has completed the required assessment and met participation/attendance requirements as defined;
- the credential is included in the KreativEU course catalogue and approved syllabus;
- the issuing institution has confirmed the final results.

Each institution must record all certifications issued under the KreativEU label in its internal or national registry and report (in anonymized format) to the alliance for monitoring and transparency.

Article 10 Fees and Charges

Each institution has the autonomy to set and manage its own fee policy for microcredentials, in accordance with national legislation and internal financial rules.

Micro-credentials may be:

- tuition-free, fully funded by the institution or external sources (e.g. EU programmes, national recovery plans);
- partially funded, with reduced fees for certain groups (e.g. students, job seekers);
- fee-based, with costs determined based on credit value, delivery format, or content specialization.

Where fees are charged, they must be:

- clearly communicated in the course announcement and application materials;
- expressed in the national currency and euros;
- justified with reference to cost-recovery or institutional pricing models;
- inclusive of all mandatory components (e.g. access to materials, platform use, certification).

Institutions must publish:

- the exact amount of the fee (or exemption conditions);
- payment deadlines and methods;
- refund or withdrawal rules if the learner cancels or fails to complete the microcredential.





















The issuing institution or the KreativEU consortium may grant fee waivers or scholarships based on:

- financial hardship;
- academic merit;
- social inclusion criteria (e.g. learners from underrepresented groups);
- strategic alliances with employers or public agencies.

Institutions must not charge additional or hidden fees after enrolment, except in cases where explicitly stated in the offer (e.g. optional exams, printed certificates).

Where national laws require free education for certain categories, institutions may respect such rules and offer fee exemption accordingly.

KreativEU encourages the development of accessible, affordable micro-credentials, and supports cross-institutional cooperation to pool resources, reduce costs, and promote equity of access.

Article 11 Scholarships

Institutions may offer scholarships or financial support to eligible learners enrolled in microcredentials, in accordance with institutional rules, national legislation, and available funding sources.

Scholarships may cover:

- full or partial exemption from course fees;
- reimbursement of study-related costs (e.g. travel, accommodation, materials);
- digital access and connectivity support for remote learners;
- additional academic or mobility support for learners with special needs.

Scholarships may be financed by:

- institutional budgets or KreativEU joint funds;
- national or regional public funding schemes (e.g. National Recovery and Resilience Plans, Erasmus+);
- private partnerships or third-party donors;
- specific project-based resources (e.g. ESF+, Interreg, Horizon Europe).

Each institution defines its own eligibility and selection criteria, which may include:

- financial need or social vulnerability;
- academic performance or motivation;
- belonging to underrepresented or disadvantaged groups;
- strategic relevance (e.g. participation in pilot courses or cultural heritage themes).

The procedure for scholarship allocation must be:

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- transparent and published together with the micro-credential course announcement;
- managed under equal opportunity principles;
- conducted in a documented and traceable manner by an appointed committee or coordinator.

Institutions must notify the scholarship recipients in writing and provide them with:

- terms and conditions of support;
- criteria for maintaining eligibility (e.g. participation, performance);
- responsibilities and reporting obligations (if applicable).

KreativEU encourages institutions to actively seek and coordinate external funding opportunities that support learner access and reduce financial barriers to participation in micro-credentials.

Article 12 Doubts and Omissions

Any doubts, ambiguities or omissions arising in the interpretation or implementation of this regulation are resolved in accordance with:

- the national legal and academic framework of the institution delivering the microcredential;
- the internal policies and quality assurance procedures of the institution;
- the principles and objectives of the KreativEU Alliance and this regulation.

If the issue relates to a cross-institutional micro-credential or affects more than one institution, it may be referred to the QCT for clarification, mediation or guidance.

The QCT may:

- issue non-binding interpretations or implementation recommendations;
- propose updates or revisions to the regulation to be approved by the responsible alliance governance bodies;
- refer the matter to the institutional legal or academic authorities for formal resolution.

In all cases, institutions must ensure that decisions related to doubts or omissions:

- respect the applicable laws, autonomy and accreditation requirements of the country in which the institution operates;
- maintain the academic integrity and quality standards of the micro-credential in question;
- are documented, traceable, and communicated transparently to affected learners and stakeholders.























Conclusion

These regulations provide a comprehensive and coherent framework for the creation, delivery, and recognition of micro-credentials within the KreativEU Alliance. By aligning with European standards and recommendations, they ensure that all micro-credentials are of high quality, transparent, and internationally portable. The framework balances institutional autonomy with shared alliance principles, fostering inclusiveness, innovation, and trust in learning outcomes. Through clear rules on access, assessment, certification, fees, and scholarships, it guarantees fairness, academic integrity, and learner ownership. Ultimately, this regulation strengthens the role of KreativEU in advancing lifelong learning, employability, and cross-border cooperation, while contributing to Europe's educational, cultural, and digital transformation.























PART B: DEVELOPMENT, METHODOLOGY, IMPACT AND POTENTIAL OF THE DELIVERABLE

1 Methodology and Development of the Micro-Credentials Regulation

1.1 Development of time table

QCT operated on the development of the Deliverable 1.6 according to the following timetable:

- 31 May composing a micro-credentials survey to be sent to institutions
- 10 June 2025 Deadline for institutions to complete questionnaire.
- 17 June 2025 Content analysis and synthesis of findings.
- 24 June 2025 Feedback deadline on proposed directions based on results.
- 1 July 2025 First draft of KreativEU micro-credential regulations shared.
- 4 July 2025 Online meeting of QCT to discuss and review the first draft
- 22 July 2025 deadline for further comments and opinions to draft
- 30 August 2025 second version of the draft
- 16 September 2025 final remarks on the draft
- 22 September 2025 sending the draft to the Project Coordinator.

1.2 Formation of working groups

Working group 1 – composition of a micro-credentials survey

Working group 2 – finalizing the draft.

1.3 Involvement of other WP Teams and KreativEU governing bodies

A Leader and co-leader of WP2 and WP3 took part in initial meeting and in creation of a micro-credential survey.

A Leader of WP3 took active part in meetings organised to discuss the issue as well as in a creation of the draft in the whole course of the process.

Project Coordinator took an advisory part in the whole process.

1.4 Collection of information from all partner institutions

Information from all partners were collected in a form of an online survey with the following content:





















KreativEU Alliance Survey on Micro-Credentials and Transnational Interdisciplinary Course Development

Purpose: This survey aims to collect input from KreativEU institutions on the development of interdisciplinary and transnational courses certified with ECTS and micro-credentials. These will be implemented across Bachelor's, Master's, LLL programmes, and summer schools in the fields of ecoculture, heritage, and science.

SECTION 1: Institutional Profile

1. Name of Institution / Organization:

[Open text]

2. Country:

[Dropdown]

Contact Person Name and Role: 3.

[Open text]

Departments / Faculties Involved in the Project:

[Multiple choice + open field]

5. Which of the following areas does your institution offer programmes in? [Select all that apply]

- Heritage studies
- Conservation and restoration 0
- History / Archaeology / Geoarchaeology 0
- Architecture / Arts / Cultural Studies 0
- Ethnography / Museology 0
- Physics / Chemistry / Material Sciences 0
- **Food Sciences** O
- Immersive Technologies (AR, VR, AI, ML) 0
- Environmental Sciences / Landscape Ecology 0
- Geography / Planning O
- Heritage Marketing / Management 0
- Area of education 0
- Other: [Open text] O
- None

SECTION 2: Micro-Credentials and ECTS

- Does your institution's national or institutional legal framework currently allow the 6. development, accreditation, and cross-border recognition of micro-credentials (including those aligned with the KreativEU Micro-Credentials Regulation)?
- Yes, fully supported by national/institutional regulations 0
- Partially, with some legal or procedural limitations (if there are, what kind) 0
- 0 No, current legislation does not yet support it
- Not sure / Need further clarification O
- Comments (optional): [Open text field] 0
- 7. Is your institution currently issuing micro-credentials?
- Yes 0

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- No 0
- *In development* 0
- Comments (optional): [Open text field] 0
- 8. Is your institution ready to recognise micro-credentials issued by partner universities in the KreativEU Alliance?
- 0 Yes, fully
- 0 Yes, with conditions (what kind)
- Not yet 0
- 0
- 9. What is your preferred length (in ECTS) for micro-credentialled courses?
- 1-2 ECTS 0
- 0 3-5 ECTS
- More than 5 ECTS O
- 10. Would your institution accept the integration of these courses as:

[Select all that apply]

- Compulsory units in degree programmes
- Optional / elective units 0
- 0 Components in LLL programmes
- Elements of summer schools O
- Standalone MOOCs O
- Other: [Open text] 0

SECTION 3: Course Design and Co-Creation

Which themes should be prioritized in KreativEU transnational courses? 10.

[Rank or select]

- Ecocultural Identity and Heritage multidisciplinary approach for societal transformation 0 and sustainable
- development 0
- Language, culture and communication 0
- AI for cultural heritage 0
- Ecocultural tourism, leisure, and hospitality 0
- Architecture and ecocultural heritage O
- Bioeconomy for the creative and heritage sectors O
- Entrepreneurship for creative and heritage sectors 0
- Regional Development and Heritage Management 0
- Governance, Public Policy and Legal Protection for Cultural Heritage 0
- Natural and landscape heritage 0
- Creative Prevention and Conservation interdisciplinary theories, approaches and methods O
- Other: [Open text] 0
- What type of learning formats should be prioritized? 11.

[Rate on scale: 1 – Not Important to 5 – Very Important]

- Online asynchronous modules
- Synchronous online lectures
- Hybrid/blended learning
- MOOCS





















- Field-based / practical experiences
- Co-creation workshops with students
- Involvement of external stakeholders (e.g., museums, NGOs, SMEs)
- 12. Should students and stakeholders be involved in the course co-creation process?
- Yes, through participatory design
- Yes, but limited to feedback/reviews
- No
- Not sure
- 13. What digital platforms does your institution use for course delivery?

[Open text]

SECTION 4: Needs, Opportunities, and Challenges

What opportunities do you see in implementing micro-credentials for interdisciplinary cultural courses?

[Open text]

What are the major challenges you anticipate in implementing or recognizing these micro-15. credentials?

[Open text]

16. What kind of support would your institution need from the KreativEU Alliance for successful implementation?

[Open text]

SECTION 5: Final Feedback

- 17. Do you have existing examples of good practice (courses, MOOCs, modules) that could be shared or upscaled within KreativEU?
- Yes: [Please describe briefly or provide a link]
- No
- 19. Any other suggestions or remarks regarding the micro-credentials initiative? [Open text]

Thank you for your contribution!

Your responses will help shape the future of interdisciplinary, flexible, and inclusive education in the KreativEU Alliance.

1.5 Alignment of the deliverable with local rules and regulations

The institutions provided the information on existing local rules and regulations (institutional regulations, national regulations):

SH – institutional regulations composed according to the SUHF Guideline on Micro-Credentials (Recommendation 2024:01) (20 March 2024) and Higher Education Ordinance (1993:100), Chapter 6 §13–15 (1993);

IPT – institutional regulations - IPT Regulation on Micro-Credentials (IPT.SIGQ.REG FOR 10-1) (2023) – https://www.ipt.pt, no national legislation fully supporting formal recognition of micro-credentials;





















UNICAM – there is no national legislation fully supporting formal recognition of microcredentials, there are no institutional regulations;

USB – institutional regulations are under development based on national regulations provided by National Recovery Plan – Pilot framework for micro-credentials (Ongoing) – https://www.msmt.cz and Higher Education Act § 60 – Lifelong learning programmes (2001) https://www.msmt.cz/areas-of-work/tertiary-education;

Buas – institutional regulations operating according to National Framework for Microcredentials (HBO/WO sector agreements) (Since 2023) – https://www.microcredentials.nl and Minimum 3 ECTS Rule - National consensus (2022) https://www.vereniginghogescholen.nl;

VUT – institutional regulations are under development based on national regulations provided Law no. 199/2023 on Higher Education (July 2023) https://legislatie.just.ro/Public/DetaliiDocument/271898 and ARACIS Methodology for programme accreditation;

TUT – institutional regulations are under development based on national regulations provided Higher Education Act - Amended to support modular lifelong learning (Recent Amendments) - https://www.minedu.sk;

OUTech – institutional regulations are under development, there are no national legal framework regulations;

UG – institutional regulations are under development based on national regulations provided by National support for micro-credentials via the German Rectors' Conference (HRK) and its MODUS project;

ATU – institutional and national regulations are under development;

TAE – no institutional and national regulations.

1.6 Draft of structure of deliverable

A draft of the deliverable consisted of following parts:

Micro-credentials;

Objectives;

Openness, Competence, Recipients;

Application;

Selection and Ranking of Candidates;

Functioning of the Selection Authority;

Assessment and Accreditation;

Attendance and Operational Regime;

Certification;





















Fees and Charges; Scholarships; Doubts and Omissions; Conclusion.

1.7 Draft of first version of deliverable

The first draft was composed at the beginning of July by deputy chair of QCT.

1.8 Consultation and assessment by responsible WP and other relevant **KreativEU bodies**

Key Project Team

Steering Committee

1.9 Creation of final version

The final version was created in the middle od September 2025 by working group 2 and by QCT officer.

















2 Impact and potential for innovation

2.1 Added Value

These regulations add value by creating a clear and consistent framework that makes microcredentials both credible and portable across Europe. They balance the autonomy of each institution with shared alliance standards, which ensures quality, fairness, and transparency while keeping space for local adaptation. This common approach increases trust among learners, employers, and partner institutions, making micro-credentials more useful for career development, further study, and mobility. At the same time, the framework supports innovation in cultural heritage, creativity, sustainability, and eco-cultural practices, while also promoting digital transformation. By embedding ecological and cultural awareness into the design of micro-credentials, the regulations help KreativEU play a leading role in shaping flexible, inclusive learning opportunities that address pressing environmental and societal challenges within the European Education Area.

2.2 Potential for innovation

These regulations hold strong potential for innovation as they create a flexible, futureoriented framework that encourages institutions to experiment with new forms of teaching, learning, and certification. By allowing micro-credentials to be modular, stackable, and digitally certified, the framework supports the development of agile learning pathways that respond quickly to emerging labour market trends, cultural challenges, and ecological transitions. The emphasis on inclusivity, eco-cultural awareness, and cross-border recognition opens opportunities for collaborative course design, joint credentials, and interdisciplinary offerings that connect creativity, sustainability, environmental stewardship, and digital transformation. This not only drives pedagogical innovation but also strengthens partnerships between higher education, industry, and society, positioning KreativEU as a catalyst for shaping dynamic, adaptive, and eco-culturally responsible models of lifelong learning in Europe.











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SIGNATURES



Signature

Name

João Freitas Coroado

Title

President

Date

























STOPANSKA AKADEMIA DIMITAR A. TSENOV (TAE)

Signature

Name

Marin Marinov

Title

Rector

Date





























JIHOCESKA UNIVERZITA V CESKYCH BUDEJOVICICH (USB)

Signature

Name

Pavel Kozák

Title

Rector

Date



























UNIVERSITA DEGLI STUDI DI CAMERINO (UNICAM)

Signature

Name

Graziano Leoni

Title

Rector

Date





























UNIVERSITAET GREIFSWALD (UG)

Signature

Name
Juliane Huwe
Title
Head of Administration and Finance
Date
June 2025
read and agreed:
Signature

Name

Dorthe G. A. Hartmann



























Title

Institutional Coordinator

Date



























STICHTING BREDA UNIVERSITY OF APPLIED SCIENCES (BUas)

Signature

Name

Jorrit K. Snijder

Title

President of the Executive Board

Date





























Signature

Name

Aneta Kucińska-Landwójtowicz

Title

Vice-Rector

Date



























UNIVERSITATEA VALAHIA TARGOVISTE (VUT)

Signature

Name

Ioan Corneliu Salisteanu

Title

Rector

Date





























TRNAVSKA UNIVERZITA V TRNAVE (TUT)

Signature

Name

Miloš Lichner

Title

Rector

Date

June 2025



























SODERTORNS HOGSKOLA (SH)

Signature

Name

Gustav Amberg

Title

Vice-Chancellor

Date



























ADANA ALPARSLAN TURKES BILIM VE TEKNOLOJI UNIVERSITESI (ATU)

Signature

Name

Adnan Sözen

Title

Rector

Date



























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