



Key Skills Micro-credentials: A Passport to Employment and Inclusion

Work Package No: 3

**Work Package Title: Desing and Development of
Micro-credentials on key skills
for employment**

Deliverable No: 3.1

Deliverable Title: Passport to Employment (PTE)



Project Agreement Number: 101132909

Programme:	Erasmus+
Sub-programme:	Partnerships for Innovation – Forward-looking Projects
Programme Guide / Call for Proposals:	ERASMUS-EDU-2023-PI-FORWARD
Action:	ERASMUS-LS ERASMUS Lump Sum Grants
Project Title:	KEY SKILLS MICRO-CREDENTIALS: A PASSPORT TO EMPLOYMENT AND INCLUSION
Project Acronym:	MORAL
Project Agreement Number:	101132909

Coordinator:**Partners:**FUNDACIÓN *equipo humano*CAMERA DI COMMERCIO
DELLA BASILICATA

Version No	Date of Edition
1	February 2026

The **Passport to Employment (PTE)** has been developed within the framework of the Erasmus+ Forward-Looking Project “*Key Skills Micro-credentials: A Passport to Employment and Inclusion*” (MORAL). It constitutes a structured, quality-assured and stackable micro-credential scheme designed to enhance employability, resilience and social inclusion among vulnerable and disadvantaged groups across Europe.

In a rapidly transforming labour market shaped by digitalisation, green transition, and increased socio-economic complexity, transversal competences are becoming as critical as technical skills. At the same time, long-term unemployed individuals, economically inactive women, low-qualified adults and other vulnerable groups often face significant barriers to accessing flexible, recognised and labour-market-relevant learning pathways. The Passport to Employment directly addresses this challenge by offering a coherent and transparent framework of micro-credentials focused on essential key skills required for entry, re-entry and progression in the labour market.

The Passport to Employment consists of **20 stackable micro-credentials**, each defined through clear learning outcomes (knowledge, skills and competences), workload, EQF level (Level 4 or 5), assessment methodology, and quality assurance arrangements aligned with ISO 17024 and the EQAVET framework. Successful completion of all 20 micro-credentials leads to the award of the full Passport to Employment, which serves as a consolidated and verifiable proof of transversal competences valued by employers. Each micro-credential is independently certifiable and stackable. Together, they form a comprehensive competence framework that supports personal development, adaptability, digital readiness, sustainability awareness and workplace effectiveness. Delivered primarily through asynchronous e-learning combined with secure identity-verified assessment, the PTE ensures flexibility, accessibility and scalability across consortium countries (Cyprus, Greece, Italy, Poland and Spain).

By combining structured learning, recognised certification, employer endorsement and digital portability, the Passport to Employment aspires to function as a practical and trusted instrument supporting employability, lifelong learning and inclusion in the evolving European labour market.

Structure of the Passport to Employment

Each micro-credential is stackable and, together with the following micro-credentials, leads to the award of the **Passport to Employment**:

1. **Applying Communication Skills (CIS_01_Communication)**

2. **Applying Empathy in Professional Interaction and Leadership** (CIS_02_Empathy)
3. **Fostering Collaboration respecting Inclusion and Diversity**
(CIS_03_CollaborationRespectingInclusionAndDiversity)
4. **Interacting through Digital Technologies and Netiquette**
(CIS_04_InteractingThroughDigitalTechnologiesAndNetiquette)
5. **Developing Self-Awareness and Strengthening Self-Efficacy**
(SMPDS_01_SelfAwarenessSelfEfficacy)
6. **Valorising Wellbeing** (SMPDS_02_Wellbeing)
7. **Applying Flexibility and Adaptability to Decision-Making in the Workplace and Everyday Life**
(SMPDS_03_ApplyingFlexibilityandAdaptability)
8. **Developing Growth Mindset and Antifragility** (SMPDS_04_GrowthMindsetandAntifragility)
9. **Identifying Motivation and Perseverance Drivers and Barriers in the Workplace**
(SMPDS_05_MotivationandPerseverance)
10. **Managing Learning and Experience** (SMPDS_06_Managinglearningandexperience)
11. **Applying Critical Thinking in Everyday Work Decisions** (IIS_01_CriticalThinking)
12. **Applying Problem Framing** (IIS_02_ProblemFraming)
13. **Evaluating Data, Information and Digital Content with Protecting Personal Data and Privacy**
(IIS_03_EvaluatingDataInformationandDigitalContent)
14. **Spotting Initiative & Seizing Opportunities** (APSS_01_InitiativeOpportunities)
15. **Valuing Sustainability** (APSS_02_ValuingSustainability)
16. **Applying Artificial Intelligence (AI) Literacy** (APSS_03_AILiteracy)
17. **Applying Labour Market Awareness** (WOS_01_LabourMarketAwareness)
18. **Developing Basic Project Management Skills for Work** (WOS_02_BasicProjectManagement)
19. **Applying Interdisciplinary Thinking** (WOS_03_InterdisciplinaryThinking)
20. **Demonstrating Work Ethic and Supporting Fairness**
(WOS_04_WorkEthicandSupportingFairness)

Contents

1. Applying Communication Skills CIS_01_Communication	8
2. Applying Empathy in Professional Interaction and Leadership CIS_02_Empathy	16
3. Fostering Collaboration respecting Inclusion and Diversity – CIS_03_CollaborationRespectingInclusionAndDiversity	24
4. Interacting through Digital Technologies and Netiquette CIS_04_InteractingThroughDigitalTechnologiesAndNetiquette	32
5. Developing Self-Awareness and Strengthening Self-Efficacy SMPDS_01_SelfAwarenessSelfEfficacy 40	
6. Valorising Wellbeing SMPDS_02_Wellbeing	47
7. Applying Flexibility and Adaptability to Decision-Making in the Workplace and Everyday Life SMPDS_03 _ApplyingFlexibilityandAdaptability	54
8. Developing Growth Mindset and Antifragility SMPDS_04_ GrowthMindsetandAntifragility	62
9. Identifying motivation and perseverance drivers and barriers in the workplace SMPDS_05_Motivation and Perseverance	70
10. Managing learning and experience SMPDS_06_Managing learning and experience	78
11. Applying Critical Thinking in Everyday Work Decisions IIS_01_CriticalThinking	86
12. Applying problem framing IIS_02_ProblemFraming	94
13. Evaluating Data Information and Digital Content with Protecting Personal Data and Privacy IIS_03_ Evaluating Data Information and Digital Content with Protecting Personal Data and Privacy	102
14. Spotting Initiative & Seizing Opportunities APSS_01_ Initiative&Opportunities	110
15. Valuing Sustainability APSS_02_ValuingSustainability	118
16. Applying Artificial Intelligence (AI) Literacy APSS_03_AI Literacy	126

17. Applying Labour Market Awareness WOS_01_LabourMarketAwareness	133
18. Developing Basic Project Management Skills for Work WOS_02_BasicProjectManagement .	141
19. Applying interdisciplinary thinking WOS_03_Interdisciplinary thinking	149
20. Demonstrating Work Ethic and Supporting Fairness WOS_04_Work Ethic and Supporting Fairness	
157	

1. Applying Communication Skills CIS_01_Communication

1.1. Mandatory elements

Identification of the learner	Target learners include long-term unemployed individuals (with particular emphasis on women and young people), economically inactive women, low-qualified adults, and other vulnerable groups.
Code of micro credential	CIS_01_Communication
Title of the micro-credential	Applying Communication Skills
Contry(ies)/ Region(s) of the issuer	All the countries of the consortium (Cyprus, Greece, Italy, Poland, Spain)
Awarding body(ies)	Cyprus Certification Company
Date of issuing	1 month after assessment
Learning Outcomes	<p>In terms of knowledge</p> <ul style="list-style-type: none"> • Explain the importance of effective communication within the context of the employment lifecycle. • Distinguish between verbal, non-verbal, and intercultural communication, and their key elements, within the context of the employment life-cycle. • List common communication mistakes and suitable interpersonal techniques and digital tools to overcome them. • Describe effective communication in the framework of common workplace processes; job application, job interview, meetings, and conflict resolution. <p>In terms of skills</p>

	<ul style="list-style-type: none"> • Apply effective communication techniques in the context of the hiring process and during employment. • Act proactively to prevent common communication mistakes and reactively to address them. <p>In terms of competence</p> <ul style="list-style-type: none"> • Develop and employ a personalised communication plan, within the context of the employment life-cycle, for a given job position.
Workload needed to achieve the learning outcomes (hours)	20 hours
EQF Level	EQF Level 4
Type of assessment	Closed questions
Form of participation in the learning activity	Asynchronous electronic learning and self-directed learning
Type of quality assurance used to underpin the microcredential	<p>The quality assurance system underpinning the micro-credential is aligned with recognised European and international standards, ensuring credibility, transparency and continuous improvement. The assessment processes leading to the award and recognition of the micro-credential are based on ISO 17024-certified assessment tools, guaranteeing the validity, reliability and impartiality of competence assessment.</p> <p>In parallel, the EQAVET framework is systematically applied across all phases of the micro-credential lifecycle. The design of the micro-credential is grounded in a</p>

	<p>structured needs analysis involving companies, learners and a broad range of stakeholders, including social partners, thereby ensuring labour-market relevance and stakeholder engagement.</p> <p>The asynchronous e-learning components are developed by qualified trainers in accordance with sound instructional design principles. Learner assessment is conducted using standardised, ISO/IEC 17024-compliant tools, supported by clearly defined and transparent marking criteria, which are communicated to learners in advance.</p> <p>Quality monitoring and enhancement are further supported through the systematic collection of learner feedback via evaluation questionnaires, enabling evidence-based improvements to both learning content and assessment procedures. An annual review and revision cycle is embedded in the micro-credential framework to ensure ongoing quality assurance, responsiveness to evolving skills needs, and alignment with labour-market and learner requirements.</p>
--	---

Table 1: Mandatory elements

1.2. Optional elements

Pre-requisites	None
Supervision and identity verification during the assessment	<p>Supervision and identity verification during the assessment:</p> <p>To facilitate the easy and consolidated experience of the</p>

	<p>examination process, the MORAL project has decided to utilize a customized on-line platform owned by CCC. This platform is a specially customized Learning Management System.</p> <p>Applicants must complete the online assessment with live invigilation through TEAMS, using their cameras and microphones as required.</p> <p>Application and Documentation Requirements</p> <p>Applicants are required to submit their personal information during the application process and, by completing the relevant fields, confirm compliance with these regulations and associated procedures. Additionally, applicants must upload electronic proof of identity and academic credentials or qualifications as specified by the certification scheme. Any Certification application that fails to meet all prerequisites will be rejected. The review and verification of the application is made to ensure that all required information has been submitted by the applicant. During the examination, the invigilators will verify the identity of the candidates based on relevant documents, supervise the applicants to ensure compliance with the examination procedure, closely work with individuals responsible for the examination to resolve any issues that may arise during the examination, prevents fraud involving the behaviours and actions of candidates during the examinations and complete the necessary paperwork (if applicable) etc.</p>
<p>Grade achieved</p>	<p>Pass: 60% or above/ Fail: Below 60%</p>

Stackability options	<p>This microcredential is stackable and together with the following microcredentials, leads to the Passport for Employment.</p> <ol style="list-style-type: none"> 1. Applying Communication Skills CIS_01_Communication 2. Applying Empathy in Professional Interaction and Leadership CIS_02_Empathy 3. Fostering Collaboration respecting Inclusion and Diversity CIS_03_CollaborationRespectingInclusionAndDiversity 4. Interacting through Digital Technologies and Netiquette CIS_04_InteractingThroughDigitalTechnologiesAndNetiquette 5. Developing Self-Awareness and Strengthening Self-Efficacy SMPDS_01_SelfAwarenessSelfEfficacy 6. Valorising Wellbeing SMPDS_02_Wellbeing 7. Applying Flexibility and Adaptability to Decision-Making in the Workplace and Everyday Life SMPDS_03_FlexibilityandAdaptability 8. Developing Growth Mindset and Antifragility SMPDS_04_GrowthMindsetandAntifragility 9. Identifying motivation and perseverance drivers and barriers in the workplace SMPDS_05_Motivation and Perseverance 10. Managing learning and experience SMPDS_06_Managing learning and experience
-----------------------------	---

	<p>11. Applying Critical Thinking in Everyday Work Decisions IIS_01_CriticalThinking</p> <p>12. Applying problem framing IIS_02_ProblemFraming</p> <p>13. Evaluating Data Information and Digital Content with Protecting Personal Data and Privacy IIS_03_Evaluating Data Information and Digital Content with Protecting Personal Data and Privacy</p> <p>14. Spotting Initiative & Seizing Opportunities APSS_01_Initiative&Opportunities</p> <p>15. Valuing Sustainability APSS_02_ValuingSustainability</p> <p>16. Applying Artificial Intelligence (AI) Literacy APSS_03_AILiteracy</p> <p>17. Applying Labour Market Awareness WOS_01_LabourMarketAwareness</p> <p>18. Developing Basic Project Management Skills for Work WOS_02_BasicProjectManagement</p> <p>19. Applying interdisciplinary thinking WOS_03_Interdisciplinary thinking</p> <p>20. Demonstrating Work Ethic and Supporting Fairness WOS_04_Work Ethic and Supporting Fairness</p>
<p>Mode of learning</p>	<p>Blended learning (asynchronous electronic learning and self-directed learning)</p>
<p>Type of recognition of the microcredential</p>	<p>This microcredential is endorsed by the following social partners:</p> <p>Cyprus Employers & Industrialists Federation (OEB)</p> <p>Valencia Chamber of Commerce, Industry, Services and Shipping</p>

Language of instruction and assessment	<p>The Chambers of Commerce, Industry, Craft and Agriculture</p> <p>Radom Chamber of Industry and Commerce</p> <p>Formal certification is provided by the Cyprus Certification Company.</p>
---	---

Table 2: Optional elements

1.3. Pre-Assessment questions

1. Do I understand why effective communication is important at different stages of the employment lifecycle (such as job search, hiring, and employment)?

Yes No

2. Can I distinguish between verbal, non-verbal, and intercultural communication and explain their key elements in a workplace context?

Yes No

3. Can I identify common communication mistakes that occur in the workplace or during recruitment processes?

Yes No

4. Do I know suitable interpersonal techniques and digital tools that can help overcome common communication problems?

Yes No

5. Can I describe what effective communication looks like during key workplace processes such

as job applications, interviews, meetings, and conflict resolution?

Yes No

6. Can I apply effective communication techniques during the hiring process and in my daily work interactions?

Yes No

7. Do I act proactively to prevent communication misunderstandings and react appropriately when communication problems arise?

Yes No

8. Have I developed and do I use a personalised communication plan tailored to a specific job role or stage of the employment lifecycle?

Yes No

2. Applying Empathy in Professional Interaction and Leadership CIS_02_Empathy

2.1. Mandatory elements

Identification of the learner	Target learners include long-term unemployed individuals (with particular emphasis on women and young people), economically inactive women, low-qualified adults, and other vulnerable groups.
Code of micro credential	CIS_02_Empathy
Title of the micro-credential	Applying Empathy in Professional Interaction and Leadership
Country (ies)/ Region(s) of the issuer	All the countries of the consortium (Cyprus, Greece, Italy, Poland, Spain)
Awarding body(ies)	Cyprus Certification Company
Date of issuing	1 month after assessment
Learning Outcomes	<p>In terms of Knowledge</p> <ul style="list-style-type: none"> • Distinguish between empathy, sympathy, compassion, and the relevance of emotional intelligence • Define approaches related to empathy in work-based contexts (e.g., perspective-taking, inclusive creativity, emotional insight) • Identify different types of empathetic responses in team or customer interactions • Describe how empathy can improve collaboration in real-life examples

	<p>In terms of Skills</p> <ul style="list-style-type: none"> • Demonstrate the ability to listen actively in different work-based contexts • Detect appropriate empathetic responses in different situations <p>In terms of Competences</p> <ul style="list-style-type: none"> • Demonstrate high emotional intelligence in workplace interactions
Workload needed to achieve the learning outcomes (hours)	15 hours
EQF Level	EQF Level 5
Type of assessment	Closed questions
Form of participation in the learning activity	Asynchronous electronic learning and self-directed learning
Type of quality assurance used to underpin the microcredential	<p>The quality assurance system underpinning the micro-credential is aligned with recognised European and international standards, ensuring credibility, transparency and continuous improvement. The assessment processes leading to the award and recognition of the micro-credential are based on ISO 17024-certified assessment tools, guaranteeing the validity, reliability and impartiality of competence assessment.</p> <p>In parallel, the EQAVET framework is systematically applied across all phases of the micro-credential lifecycle. The design of the micro-credential is grounded in a structured needs analysis involving companies, learners and a broad range of stakeholders, including social</p>

	<p>partners, thereby ensuring labour-market relevance and stakeholder engagement.</p> <p>The asynchronous e-learning components are developed by qualified trainers in accordance with sound instructional design principles. Learner assessment is conducted using standardised, ISO/IEC 17024-compliant tools, supported by clearly defined and transparent marking criteria, which are communicated to learners in advance.</p> <p>Quality monitoring and enhancement are further supported through the systematic collection of learner feedback via evaluation questionnaires, enabling evidence-based improvements to both learning content and assessment procedures. An annual review and revision cycle is embedded in the micro-credential framework to ensure ongoing quality assurance, responsiveness to evolving skills needs, and alignment with labour-market and learner requirements.</p>
--	---

Table 2: Mandatory elements

2.2. Optional elements

Pre-requisites	None
Supervision and identity verification during the assessment	<p>Supervision and identity verification during the assessment:</p> <p>To facilitate the easy and consolidated experience of the examination process, the MORAL project has decided to utilize a customized on-line platform owned by CCC. This</p>

	<p>platform is a specially customized Learning Management System.</p> <p>Applicants must complete the online assessment with live invigilation through TEAMS, using their cameras and microphones as required.</p> <p>Application and Documentation Requirements</p> <p>Applicants are required to submit their personal information during the application process and, by completing the relevant fields, confirm compliance with these regulations and associated procedures. Additionally, applicants must upload electronic proof of identity and academic credentials or qualifications as specified by the certification scheme. Any Certification application that fails to meet all prerequisites will be rejected. The review and verification of the application is made to ensure that all required information has been submitted by the applicant. During the examination, the invigilators will verify the identity of the candidates based on relevant documents, supervise the applicants to ensure compliance with the examination procedure, closely work with individuals responsible for the examination to resolve any issues that may arise during the examination, prevents fraud involving the behaviours and actions of candidates during the examinations and complete the necessary paperwork (if applicable) etc.</p>
<p>Grade achieved</p>	<p>Pass: 60% or above/ Fail: Below 60%</p>
<p>Stackability options</p>	<p>This microcredential is stackable and together with the following microcredentials, leads to the Passport for</p>

	<p>Employment.</p> <ol style="list-style-type: none"> 1. Applying Communication Skills CIS_01_Communication 2. Applying Empathy in Professional Interaction and Leadership CIS_02_Empathy 3. Fostering Collaboration respecting Inclusion and Diversity CIS_03_CollaborationRespectingInclusionAndDiversity 4. Interacting through Digital Technologies and Netiquette CIS_04_InteractingThroughDigitalTechnologiesAndNetiquette 5. Developing Self-Awareness and Strengthening Self-Efficacy SMPDS_01_SelfAwarenessSelfEfficacy 6. Valorising Wellbeing SMPDS_02_Wellbeing 7. Applying Flexibility and Adaptability to Decision-Making in the Workplace and Everyday Life SMPDS_03_FlexibilityandAdaptability 8. Developing Growth Mindset and Antifragility SMPDS_04_GrowthMindsetandAntifragility 9. Identifying motivation and perseverance drivers and barriers in the workplace SMPDS_05_Motivation and Perseverance 10. Managing learning and experience SMPDS_06_Managing learning and experience 11. Applying Critical Thinking in Everyday Work Decisions IIS_01_CriticalThinking
--	---

	<p>12. Applying problem framing IIS_02_ProblemFraming</p> <p>13. Evaluating Data Information and Digital Content with Protecting Personal Data and Privacy IIS_03_Evaluating Data Information and Digital Content with Protecting Personal Data and Privacy</p> <p>14. Spotting Initiative & Seizing Opportunities APSS_01_Initiative&Opportunities</p> <p>15. Valuing Sustainability APSS_02_ValuingSustainability</p> <p>16. Applying Artificial Intelligence (AI) Literacy APSS_03_AILiteracy</p> <p>17. Applying Labour Market Awareness WOS_01_LabourMarketAwareness</p> <p>18. Developing Basic Project Management Skills for Work WOS_02_BasicProjectManagement</p> <p>19. Applying interdisciplinary thinking WOS_03_Interdisciplinary thinking</p> <p>20. Demonstrating Work Ethic and Supporting Fairness WOS_04_Work Ethic and Supporting Fairness</p>
<p>Mode of learning</p>	<p>Blended learning (asynchronous electronic learning and self-directed learning)</p>
<p>Type of recognition of the microcredential</p>	<p>This microcredential is endorsed by the following social partners:</p> <p>Cyprus Employers & Industrialists Federation (OEB)</p> <p>Valencia Chamber of Commerce, Industry, Services and Shipping</p> <p>The Chambers of Commerce, Industry, Craft and Agriculture</p>

	Radom Chamber of Industry and Commerce Formal certification is provided by the Cyprus Certification Company.
Language of instruction and assessment	EN, EL, ES, IT, PL

Table 2: Optional elements

2.3. Pre-Assessment questions

1. Can I explain the difference between empathy, sympathy, and compassion?

Yes No

2. Do I understand how empathy is connected to emotional intelligence in the workplace?

Yes No

3. Can I recognise different types of empathetic responses in work or customer interactions?

Yes No

4. Do I usually try to understand another person's perspective before responding?

Yes No

5. Am I aware of how my words and behaviour can affect others' emotions?

Yes No

6. Can I identify situations at work where an empathetic approach could improve collaboration?

Yes No

7. Do I feel confident practising active listening during conversations?

Yes No

8. When someone shares a concern or difficulty, do I respond in a way that shows understanding?

Yes No

9. Am I able to adjust my communication style based on the emotions or needs of others?

Yes No

10. Do I believe empathy can positively influence teamwork, customer relations, and workplace culture?

Yes No

3. Fostering Collaboration respecting Inclusion and Diversity –

CIS_03_CollaborationRespectingInclusionAndDiversity

3.1. Mandatory elements

Identification of the learner	Target learners include long-term unemployed individuals (with particular emphasis on women and young people), economically inactive women, low-qualified adults, and other vulnerable groups.
Code of micro credential	CIS_03_CollaborationRespectingInclusionAndDiversity
Title of the micro-credential	Fostering Collaboration respecting Inclusion and Diversity
Contry(ies)/ Region(s) of the issuer	All the countries of the consortium (Cyprus, Greece, Italy, Poland, Spain)
Awarding body(ies)	Cyprus Certification Company
Date of issuing	1 month after assessment
Learning Outcomes	<p>In terms of knowledge</p> <ul style="list-style-type: none"> • Illustrate key concepts related to inclusion, diversity, and equity in social and workplace settings. • Identify discriminatory behaviours and their consequences in group environments. • Explain the positive impact of diversity on teamwork and problem-solving. • Describe basic rules and good practices for inclusive collaboration. <p>In terms of skills</p>

	<ul style="list-style-type: none"> • Employ respectful communication with people from different cultural, social, or linguistic backgrounds. • Apply basic strategies to foster an inclusive and collaborative working environment. <p>In terms of competences</p> <ul style="list-style-type: none"> • Examine the effectiveness of one’s own contributions to inclusive collaboration, choosing appropriate criteria of respect, fairness, and participation.
Workload needed to achieve the learning outcomes (hours)	20 hours
EQF Level	EQF Level 4
Type of assessment	Closed questions
Form of participation in the learning activity	Asynchronous electronic learning and self-directed learning
Type of quality assurance used to underpin the microcredential	<p>The quality assurance system underpinning the micro-credential is aligned with recognised European and international standards, ensuring credibility, transparency and continuous improvement. The assessment processes leading to the award and recognition of the micro-credential are based on ISO 17024-certified assessment tools, guaranteeing the validity, reliability and impartiality of competence assessment.</p> <p>In parallel, the EQAVET framework is systematically applied across all phases of the micro-credential lifecycle. The design of the micro-credential is grounded in a</p>

	<p>structured needs analysis involving companies, learners and a broad range of stakeholders, including social partners, thereby ensuring labour-market relevance and stakeholder engagement.</p> <p>The asynchronous e-learning components are developed by qualified trainers in accordance with sound instructional design principles. Learner assessment is conducted using standardised, ISO/IEC 17024-compliant tools, supported by clearly defined and transparent marking criteria, which are communicated to learners in advance.</p> <p>Quality monitoring and enhancement are further supported through the systematic collection of learner feedback via evaluation questionnaires, enabling evidence-based improvements to both learning content and assessment procedures. An annual review and revision cycle is embedded in the micro-credential framework to ensure ongoing quality assurance, responsiveness to evolving skills needs, and alignment with labour-market and learner requirements.</p>
--	---

Table 1: Mandatory elements

3.2. Optional elements

Pre-requisites	None
Supervision and identity verification during the assessment	<p>Supervision and identity verification during the assessment:</p> <p>To facilitate the easy and consolidated experience of the</p>

	<p>examination process, the MORAL project has decided to utilize a customized on-line platform owned by CCC. This platform is a specially customized Learning Management System.</p> <p>Applicants must complete the online assessment with live invigilation through TEAMS, using their cameras and microphones as required.</p> <p>Application and Documentation Requirements</p> <p>Applicants are required to submit their personal information during the application process and, by completing the relevant fields, confirm compliance with these regulations and associated procedures. Additionally, applicants must upload electronic proof of identity and academic credentials or qualifications as specified by the certification scheme. Any Certification application that fails to meet all prerequisites will be rejected. The review and verification of the application is made to ensure that all required information has been submitted by the applicant. During the examination, the invigilators will verify the identity of the candidates based on relevant documents, supervise the applicants to ensure compliance with the examination procedure, closely work with individuals responsible for the examination to resolve any issues that may arise during the examination, prevents fraud involving the behaviours and actions of candidates during the examinations and complete the necessary paperwork (if applicable) etc.</p>
<p>Grade achieved</p>	<p>Pass: 60% or above/ Fail: Below 60%</p>

Stackability options	<p>This microcredential is stackable and together with the following microcredentials, leads to the Passport for Employment.</p> <ol style="list-style-type: none"> 1. Applying Communication Skills CIS_01_Communication 2. Applying Empathy in Professional Interaction and Leadership CIS_02_Empathy 3. Fostering Collaboration respecting Inclusion and Diversity CIS_03_CollaborationRespectingInclusionAndDiversity 4. Interacting through Digital Technologies and Netiquette CIS_04_InteractingThroughDigitalTechnologiesAndNetiquette 5. Developing Self-Awareness and Strengthening Self-Efficacy SMPDS_01_SelfAwarenessSelfEfficacy 6. Valorising Wellbeing SMPDS_02_Wellbeing 7. Applying Flexibility and Adaptability to Decision-Making in the Workplace and Everyday Life SMPDS_03_FlexibilityandAdaptability 8. Developing Growth Mindset and Antifragility SMPDS_04_GrowthMindsetandAntifragility 9. Identifying motivation and perseverance drivers and barriers in the workplace SMPDS_05_Motivation and Perseverance 10. Managing learning and experience SMPDS_06_Managing learning and experience
-----------------------------	--

	<p>11. Applying Critical Thinking in Everyday Work Decisions IIS_01_CriticalThinking</p> <p>12. Applying problem framing IIS_02_ProblemFraming</p> <p>13. Evaluating Data Information and Digital Content with Protecting Personal Data and Privacy IIS_03_Evaluating Data Information and Digital Content with Protecting Personal Data and Privacy</p> <p>14. Spotting Initiative & Seizing Opportunities APSS_01_Initiative&Opportunities</p> <p>15. Valuing Sustainability APSS_02_ValuingSustainability</p> <p>16. Applying Artificial Intelligence (AI) Literacy APSS_03_AILiteracy</p> <p>17. Applying Labour Market Awareness WOS_01_LabourMarketAwareness</p> <p>18. Developing Basic Project Management Skills for Work WOS_02_BasicProjectManagement</p> <p>19. Applying interdisciplinary thinking WOS_03_Interdisciplinary thinking</p> <p>20. Demonstrating Work Ethic and Supporting Fairness WOS_04_Work Ethic and Supporting Fairness</p>
<p>Mode of learning</p>	<p>Blended learning (asynchronous electronic learning and self-directed learning)</p>
<p>Type of recognition of the microcredential</p>	<p>This microcredential is endorsed by the following social partners:</p> <p>Cyprus Employers & Industrialists Federation (OEB)</p> <p>Valencia Chamber of Commerce, Industry, Services and Shipping</p>

	<p>The Chambers of Commerce, Industry, Craft and Agriculture</p> <p>Radom Chamber of Industry and Commerce</p> <p>Formal certification is provided by the Cyprus Certification Company.</p>
<p>Language of instruction and assessment</p>	<p>EN, EL, ES, IT, PL</p>

Table 2: Optional elements

3.3. Pre-Assessment questions

1. Can I clearly explain what is meant by inclusion, diversity, and equity in both social and workplace contexts?
 Yes No

2. Am I able to recognise common forms of discriminatory behaviour and explain their potential impact on group dynamics and collaboration?
 Yes No

3. Can I describe concrete examples of how diversity can improve teamwork, creativity, or problem-solving outcomes?
 Yes No

4. Do I understand and recall basic rules and good practices that support inclusive and respectful collaboration?
 Yes No

5. When I interact with people from different cultural, social, or linguistic backgrounds, do I

consistently use respectful and appropriate communication?

Yes No

6. Can I apply simple strategies (e.g. turn-taking, inclusive language, active listening) to support an inclusive working environment?

Yes No

7. Am I able to reflect on my own behaviour in group work and identify whether my contributions support fairness, respect, and participation?

Yes No

8. Can I use clear criteria (such as respect, equal participation, and collaboration) to assess how effective my contribution to inclusive teamwork has been?

Yes No

4. Interacting through Digital Technologies and Netiquette

CIS_04_ InteractingThroughDigitalTechnologiesAndNetiquette

4.1. Mandatory elements

Identification of the learner	Target learners include long-term unemployed individuals (with particular emphasis on women and young people), economically inactive women, low-qualified adults, and other vulnerable groups.
Code of micro credential	CIS_04_ InteractingThroughDigitalTechnologiesAndNetiquette
Title of the micro-credential	Demonstrate effective interaction through Digital Technologies and Netiquette
Contry(ies)/ Region(s) of the issuer	All the countries of the consortium (Cyprus, Greece, Italy, Poland, Spain)
Awarding body(ies)	Cyprus Certification Company
Date of issuing	1 month after assessment
Learning Outcomes	<p>In terms of knowledge:</p> <ul style="list-style-type: none"> • Define the basic functionalities of common digital communication tools. • Describe essential rules of netiquette for respectful online behaviour. • List potential risks associated with digital interactions (e.g., data breaches, online harassment). • Explain the importance of maintaining digital

	<p>privacy and appropriate conduct.</p> <p>In terms of skills:</p> <ul style="list-style-type: none"> • Select digital communication tools effectively to participate in structured group activities. • Apply basic netiquette rules when interacting in online environments. <p>In terms of competences:</p> <ul style="list-style-type: none"> • Examine one’s own behaviour in digital communication environments to ensure respectful, secure, and ethical interaction.
Workload needed to achieve the learning outcomes (hours)	20 hours
EQF Level	EQF Level 4
Type of assessment	Closed questions
Form of participation in the learning activity	Asynchronous electronic learning and self-directed learning
Type of quality assurance used to underpin the microcredential	<p>The quality assurance system underpinning the micro-credential is aligned with recognised European and international standards, ensuring credibility, transparency and continuous improvement. The assessment processes leading to the award and recognition of the micro-credential are based on ISO 17024-certified assessment tools, guaranteeing the validity, reliability and impartiality of competence assessment.</p> <p>In parallel, the EQAVET framework is systematically applied across all phases of the micro-credential lifecycle. The design of the micro-credential is grounded in a</p>

	<p>structured needs analysis involving companies, learners and a broad range of stakeholders, including social partners, thereby ensuring labour-market relevance and stakeholder engagement.</p> <p>The asynchronous e-learning components are developed by qualified trainers in accordance with sound instructional design principles. Learner assessment is conducted using standardised, ISO/IEC 17024-compliant tools, supported by clearly defined and transparent marking criteria, which are communicated to learners in advance.</p> <p>Quality monitoring and enhancement are further supported through the systematic collection of learner feedback via evaluation questionnaires, enabling evidence-based improvements to both learning content and assessment procedures. An annual review and revision cycle is embedded in the micro-credential framework to ensure ongoing quality assurance, responsiveness to evolving skills needs, and alignment with labour-market and learner requirements.</p>
--	---

Table 1: Mandatory elements

4.2. Optional elements

Pre-requisites	None
Supervision and identity verification during the assessment	<p>Supervision and identity verification during the assessment:</p> <p>To facilitate the easy and consolidated experience of the examination process, the MORAL project has decided to</p>

	<p>utilize a customized on-line platform owned by CCC. This platform is a specially customized Learning Management System.</p> <p>Applicants must complete the online assessment with live invigilation through TEAMS, using their cameras and microphones as required.</p> <p>Application and Documentation Requirements</p> <p>Applicants are required to submit their personal information during the application process and, by completing the relevant fields, confirm compliance with these regulations and associated procedures. Additionally, applicants must upload electronic proof of identity and academic credentials or qualifications as specified by the certification scheme. Any Certification application that fails to meet all prerequisites will be rejected. The review and verification of the application is made to ensure that all required information has been submitted by the applicant. During the examination, the invigilators will verify the identity of the candidates based on relevant documents, supervise the applicants to ensure compliance with the examination procedure, closely work with individuals responsible for the examination to resolve any issues that may arise during the examination, prevents fraud involving the behaviours and actions of candidates during the examinations and complete the necessary paperwork (if applicable) etc.</p>
Grade achieved	Pass: 60% or above/ Fail: Below 60%
Stackability options	This microcredential is stackable and together with the

following microcredentials, leads to the Passport for Employment.

1. Applying Communication Skills
CIS_01_Communication
2. Applying Empathy in Professional Interaction and Leadership
CIS_02_Empathy
3. Fostering Collaboration respecting Inclusion and Diversity
CIS_03_CollaborationRespectingInclusionAndDiversity
- 4. Interacting through Digital Technologies and Netiquette**
CIS_04_InteractingThroughDigitalTechnologiesAndNetiquette
5. Developing Self-Awareness and Strengthening Self-Efficacy
SMPDS_01_SelfAwarenessSelfEfficacy
6. Valorising Wellbeing
SMPDS_02_Wellbeing
7. Applying Flexibility and Adaptability to Decision-Making in the Workplace and Everyday Life
SMPDS_03_FlexibilityandAdaptability
8. Developing Growth Mindset and Antifragility
SMPDS_04_GrowthMindsetandAntifragility
9. Identifying motivation and perseverance drivers and barriers in the workplace
SMPDS_05_Motivation and Perseverance
10. Managing learning and experience
SMPDS_06_Managing learning and experience
11. Applying Critical Thinking in Everyday Work

	<p>Decisions IIS_01_CriticalThinking</p> <p>12. Applying problem framing IIS_02_ProblemFraming</p> <p>13. Evaluating Data Information and Digital Content with Protecting Personal Data and Privacy IIS_03_Evaluating Data Information and Digital Content with Protecting Personal Data and Privacy</p> <p>14. Spotting Initiative & Seizing Opportunities APSS_01_Initiative&Opportunities</p> <p>15. Valuing Sustainability APSS_02_ValuingSustainability</p> <p>16. Applying Artificial Intelligence (AI) Literacy APSS_03_AILiteracy</p> <p>17. Applying Labour Market Awareness WOS_01_LabourMarketAwareness</p> <p>18. Developing Basic Project Management Skills for Work WOS_02_BasicProjectManagement</p> <p>19. Applying interdisciplinary thinking WOS_03_Interdisciplinary thinking</p> <p>20. Demonstrating Work Ethic and Supporting Fairness WOS_04_Work Ethic and Supporting Fairness</p>
<p>Mode of learning</p>	<p>Blended learning (asynchronous electronic learning and self-directed learning)</p>
<p>Type of recognition of the microcredential</p>	<p>This microcredential is endorsed by the following social partners:</p> <p>Cyprus Employers & Industrialists Federation (OEB)</p> <p>Valencia Chamber of Commerce, Industry, Services and Shipping</p> <p>The Chambers of Commerce, Industry, Craft and</p>

Language of instruction and assessment	<p>Agriculture</p> <p>Radom Chamber of Industry and Commerce</p> <p>Formal certification is provided by the Cyprus Certification Company.</p>
Language of instruction and assessment	EN, EL, ES, IT, PL

Table 2: Optional elements

4.3. Pre-Assessment questions

1. Can I define the basic functions of common digital communication tools (such as email, chat, video calls, and collaborative platforms)?

Yes No

2. Can I describe the essential netiquette rules that support respectful and constructive online communication?

Yes No

3. Can I identify common risks in digital interactions (such as data breaches, phishing, or online harassment) and explain why they are important?

Yes No

4. Can I explain why digital privacy is important and what appropriate online conduct means in practical terms?

Yes No

5. When participating in structured group activities, can I select the most suitable digital tool for the task (such as meetings, file sharing, or quick coordination)?

Yes No

6. Do I consistently apply netiquette rules in my online interactions (including tone, clarity, respect, and avoiding misinformation or offensive content)?

Yes No

7. If I notice inappropriate behaviour online (such as harassment or sharing of private data), do I know how to respond responsibly and safely?

Yes No

8. Can I reflect on my own digital communication habits and identify areas for improvement to communicate more respectfully, securely, and ethically online?

Yes

5. Developing Self-Awareness and Strengthening Self-Efficacy SMPDS_01_SelfAwarenessSelfEfficacy

5.1. Mandatory elements

Identification of the learner	Target learners include long-term unemployed individuals (with particular emphasis on women and young people), economically inactive women, low-qualified adults, and other vulnerable groups.
Code of micro credential	SMPDS_01_01_SelfAwarenessSelfEfficacy
Title of the micro-credential	Developing Self-Awareness and Strengthening Self-Efficacy
Contry(ies)/ Region(s) of the issuer	All the countries of the consortium (Cyprus, Greece, Italy, Poland, Spain)
Awarding body(ies)	Cyprus Certification Company
Date of issuing	1 month after assessment
Learning Outcomes	<p>In terms of Knowledge:</p> <ul style="list-style-type: none"> • Define self-awareness, self-efficacy and their interplay in developing an entrepreneurial mindset and making informed decisions for personal and professional development. • Name strengths, weaknesses, skills, and skill gaps relative to a specific job. • List techniques and tools used to self-assess strengths and weaknesses, and to set goals for personal and professional development. • Describe the main parts of a personal development

	<p>and professional success plan.</p> <p>In terms of Skills:</p> <ul style="list-style-type: none"> • Identify one’s positive traits and advantages, and how they align to their personal and professional needs. • Employ self-assessment techniques and an entrepreneurial mindset to identify one’s shortcomings and skill gap, relative to their personal aspirations and professional needs. <p>In terms of competences:</p> <ul style="list-style-type: none"> • Draft a personal manifesto and set up a customised development plan for personal growth and professional upskilling, addressing identified weaknesses and skill shortages.
Workload needed to achieve the learning outcomes (hours)	14 hours
EQF Level	EQF Level 4
Type of assessment	Closed questions
Form of participation in the learning activity	Asynchronous electronic learning and self-directed learning
Type of quality assurance used to underpin the microcredential	<p>The assessment tool used for the achievement and recognition of the microcredential is ISO17024 certified.</p> <p>Additionally, EQAFVET framework has been applied. More specifically the design of the microcredentials is based on solid needs analysis with companies and learners and through the representation of different stakeholders (companies, social partners, learners etc). The</p>

	<p>asynchronous electronic learning has been designed by qualified trainers while valid and reliable ISO17024 certified assessment tools have been used. Marking criteria are transparent. A learners’ evaluation form enables the consortium to improve the materials developed. An annual revision cycle is also integrated in the microcredentials</p>
--	---

Table 3: Mandatory elements

5.2. Optional elements

Pre-requisites	None
Supervision and identity verification during the assessment	<p>Supervision and identity verification during the assessment:</p> <p>To facilitate the easy and consolidated experience of the examination process, the MORAL project has decided to utilize a customized on-line platform owned by CCC. This platform is a specially customized Learning Management System.</p> <p>Applicants must complete the online assessment with live invigilation through TEAMS, using their cameras and microphones as required.</p> <p>Application and Documentation Requirements</p> <p>Applicants are required to submit their personal information during the application process and, by completing the relevant fields, confirm compliance with these regulations and associated procedures. Additionally, applicants must upload electronic proof of identity and academic credentials or qualifications as specified by the</p>

	<p>certification scheme. Any Certification application that fails to meet all prerequisites will be rejected. The review and verification of the application is made to ensure that all required information has been submitted by the applicant. During the examination, the invigilators will verify the identity of the candidates based on relevant documents, supervise the applicants to ensure compliance with the examination procedure, closely work with individuals responsible for the examination to resolve any issues that may arise during the examination, prevents fraud involving the behaviours and actions of candidates during the examinations and complete the necessary paperwork (if applicable) etc.</p>
<p>Grade achieved</p>	<p>Pass: 60% or above/ Fail: Below 60%</p>
<p>Stackability options</p>	<p>This microcredential is stackable and together with the following microcredentials, leads to the Passport for Employment.</p> <ol style="list-style-type: none"> 1. Applying Communication Skills CIS_01_Communication 2. Applying Empathy in Professional Interaction and Leadership CIS_02_Empathy 3. Fostering Collaboration respecting Inclusion and Diversity CIS_03_CollaborationRespectingInclusionAndDiversity 4. Interacting through Digital Technologies and Netiquette CIS_04_InteractingThroughDigitalTechnologiesAnd

	<p>Netiquette</p> <p>5. Developing Self-Awareness and Strengthening Self-Efficacy SMPDS_01_SelfAwarenessSelfEfficacy</p> <p>6. Valorising Wellbeing SMPDS_02_Wellbeing</p> <p>7. Applying Flexibility and Adaptability to Decision-Making in the Workplace and Everyday Life SMPDS_03_FlexibilityandAdaptability</p> <p>8. Developing Growth Mindset and Antifragility SMPDS_04_GrowthMindsetandAntifragility</p> <p>9. Identifying motivation and perseverance drivers and barriers in the workplace SMPDS_05_Motivation and Perseverance</p> <p>10. Managing learning and experience SMPDS_06_Managing learning and experience</p> <p>11. Applying Critical Thinking in Everyday Work Decisions IIS_01_CriticalThinking</p> <p>12. Applying problem framing IIS_02_ProblemFraming</p> <p>13. Evaluating Data Information and Digital Content with Protecting Personal Data and Privacy IIS_03_Evaluating Data Information and Digital Content with Protecting Personal Data and Privacy</p> <p>14. Spotting Initiative & Seizing Opportunities APSS_01_Initiative&Opportunities</p> <p>15. Valuing Sustainability APSS_02_ValuingSustainability</p> <p>16. Applying Artificial Intelligence (AI) Literacy APSS_03_AILiteracy</p> <p>17. Applying Labour Market Awareness</p>
--	---

	<p>WOS_01_LabourMarketAwareness</p> <p>18. Developing Basic Project Management Skills for Work WOS_02_BasicProjectManagement</p> <p>19. Applying interdisciplinary thinking WOS_03_Interdisciplinary thinking</p> <p>20. Demonstrating Work Ethic and Supporting Fairness WOS_04_Work Ethic and Supporting Fairness</p>
Mode of learning	Blended learning (asynchronous electronic learning and self-directed learning)
Type of recognition of the microcredential	<p>This microcredential is endorsed by the following social partners:</p> <p>Cyprus Employers & Industrialists Federation (OEB)</p> <p>Valencia Chamber of Commerce, Industry, Services and Shipping</p> <p>The Chambers of Commerce, Industry, Craft and Agriculture</p> <p>Radom Chamber of Industry and Commerce</p> <p>Formal certification is provided by the Cyprus Certification Company.</p>
Language of instruction and assessment	EN, EL, ES, IT, PL

Table 2: Optional elements

5.3. Pre-Assessment questions

1. Do I understand what self-awareness and self-efficacy mean in a professional context?

Yes No

2. Can I identify my strengths and weaknesses for a specific job role (e.g., customer service executive)?

Yes No

3. Do I know at least one self-assessment tool and can I describe how it works?

Yes No

4. Have I clearly defined my personal development goals?

Yes No

5. Have I clearly defined my professional development goals?

Yes No

6. Can I identify gaps between my current skills and the skills required for my desired career path?

Yes No

7. Do I know how to create a personal development plan or roadmap for myself?

Yes No

6. Valorising Wellbeing SMPDS_02_Wellbeing

6.1. Mandatory elements

Identification of the learner	Target learners include long-term unemployed individuals (with particular emphasis on women and young people), economically inactive women, low-qualified adults, and other vulnerable groups.
Code of micro credential	SMPDS_02_Wellbeing
Title of the micro-credential	Valorising Wellbeing for work and life
Contry(ies)/ Region(s) of the issuer	All the countries of the consortium (Cyprus, Greece, Italy, Poland, Spain)
Awarding body(ies)	Cyprus Certification Company
Date of issuing	1 month after assessment
Learning Outcomes	<p>In terms of knowledge</p> <ul style="list-style-type: none"> • Define physical, emotional, and mental wellbeing in everyday contexts. • Identify common stressors in personal and work life. • Distinguish appropriate basic wellbeing strategies to maintain balance and motivation. • Explain the connection between wellbeing and productivity. <p>In terms of skills</p> <ul style="list-style-type: none"> • Utilise simple wellbeing techniques (e.g., breaks, mindfulness, time management). • Identify early signs of reduced well-being and adjust behaviour accordingly in familiar work and

	<p>learning contexts.</p> <p>In terms of competences</p> <ul style="list-style-type: none"> Show the ability to manage personal wellbeing and contrast behavior to maintain performance in familiar work contexts.
Workload needed to achieve the learning outcomes (hours)	15 hours
EQF Level	EQF Level 4
Type of assessment	Closed questions
Form of participation in the learning activity	Asynchronous electronic learning and self-directed learning
Type of quality assurance used to underpin the microcredential	<p>The quality assurance system underpinning the micro-credential is aligned with recognised European and international standards, ensuring credibility, transparency and continuous improvement. The assessment processes leading to the award and recognition of the micro-credential are based on ISO 17024-certified assessment tools, guaranteeing the validity, reliability and impartiality of competence assessment.</p> <p>In parallel, the EQAVET framework is systematically applied across all phases of the micro-credential lifecycle. The design of the micro-credential is grounded in a structured needs analysis involving companies, learners and a broad range of stakeholders, including social partners, thereby ensuring labour-market relevance and stakeholder engagement.</p> <p>The asynchronous e-learning components are developed</p>

	<p>by qualified trainers in accordance with sound instructional design principles. Learner assessment is conducted using standardised, ISO/IEC 17024-compliant tools, supported by clearly defined and transparent marking criteria, which are communicated to learners in advance.</p> <p>Quality monitoring and enhancement are further supported through the systematic collection of learner feedback via evaluation questionnaires, enabling evidence-based improvements to both learning content and assessment procedures. An annual review and revision cycle is embedded in the micro-credential framework to ensure ongoing quality assurance, responsiveness to evolving skills needs, and alignment with labour-market and learner requirements.</p>
--	--

Table 4: Mandatory elements

6.2. Optional elements

Pre-requisites	None
Supervision and identity verification during the assessment	<p>Supervision and identity verification during the assessment:</p> <p>To facilitate the easy and consolidated experience of the examination process, the MORAL project has decided to utilize a customized on-line platform owned by CCC. This platform is a specially customized Learning Management System.</p> <p>Applicants must complete the online assessment with live</p>

	<p>invigilation through TEAMS, using their cameras and microphones as required.</p> <p>Application and Documentation Requirements</p> <p>Applicants are required to submit their personal information during the application process and, by completing the relevant fields, confirm compliance with these regulations and associated procedures. Additionally, applicants must upload electronic proof of identity and academic credentials or qualifications as specified by the certification scheme. Any Certification application that fails to meet all prerequisites will be rejected. The review and verification of the application is made to ensure that all required information has been submitted by the applicant. During the examination, the invigilators will verify the identity of the candidates based on relevant documents, supervise the applicants to ensure compliance with the examination procedure, closely work with individuals responsible for the examination to resolve any issues that may arise during the examination, prevents fraud involving the behaviours and actions of candidates during the examinations and complete the necessary paperwork (if applicable) etc.</p>
<p>Grade achieved</p>	<p>Pass: 60% or above/ Fail: Below 60%</p>
<p>Stackability options</p>	<p>This microcredential is stackable and together with the following microcredentials, leads to the Passport for Employment.</p> <p>1. Applying Communication Skills CIS_01_Communication</p>

2. Applying Empathy in Professional Interaction and Leadership CIS_02_Empathy
3. Fostering Collaboration respecting Inclusion and Diversity
CIS_03_CollaborationRespectingInclusionAndDiversity
4. Interacting through Digital Technologies and Netiquette
CIS_04_InteractingThroughDigitalTechnologiesAndNetiquette
5. Developing Self-Awareness and Strengthening Self-Efficacy SMPDS_01_SelfAwarenessSelfEfficacy
- 6. Valorising Wellbeing SMPDS_02_Wellbeing**
7. Applying Flexibility and Adaptability to Decision-Making in the Workplace and Everyday Life
SMPDS_03_FlexibilityandAdaptability
8. Developing Growth Mindset and Antifragility
SMPDS_04_GrowthMindsetandAntifragility
9. Identifying motivation and perseverance drivers and barriers in the workplace SMPDS_05_Motivation and Perseverance
10. Managing learning and experience
SMPDS_06_Managing learning and experience
11. Applying Critical Thinking in Everyday Work Decisions IIS_01_CriticalThinking
12. Applying problem framing IIS_02_ProblemFraming
13. Evaluating Data Information and Digital Content with Protecting Personal Data and Privacy IIS_03_

	<p>Evaluating Data Information and Digital Content with Protecting Personal Data and Privacy</p> <p>14. Spotting Initiative & Seizing Opportunities APSS_01_Initiative&Opportunities</p> <p>15. Valuing Sustainability APSS_02_ValuingSustainability</p> <p>16. Applying Artificial Intelligence (AI) Literacy APSS_03_AILiteracy</p> <p>17. Applying Labour Market Awareness WOS_01_LabourMarketAwareness</p> <p>18. Developing Basic Project Management Skills for Work WOS_02_BasicProjectManagement</p> <p>19. Applying interdisciplinary thinking WOS_03_Interdisciplinary thinking</p> <p>20. Demonstrating Work Ethic and Supporting Fairness WOS_04_Work Ethic and Supporting Fairness</p>
<p>Mode of learning</p>	<p>Blended learning (asynchronous electronic learning and self-directed learning)</p>
<p>Type of recognition of the microcredential</p>	<p>This microcredential is endorsed by the following social partners:</p> <p>Cyprus Employers & Industrialists Federation (OEB)</p> <p>Valencia Chamber of Commerce, Industry, Services and Shipping</p> <p>The Chambers of Commerce, Industry, Craft and Agriculture</p> <p>Radom Chamber of Industry and Commerce</p> <p>Formal certification is provided by the Cyprus Certification Company.</p>

Language of instruction and assessment	EN, EL, ES, IT, PL
--	--------------------

Table 2: Optional elements

6.3. Pre-Assessment questions

1. Can I clearly explain what physical, emotional, and mental wellbeing mean, and recognise how they show up in my daily life and work situations?

Yes No

2. Am I able to identify the main sources of stress I experience (at work or in my personal life) and understand how they affect my performance and motivation?

Yes No

3. Do I know and can I choose appropriate basic wellbeing strategies (e.g. self-care, breaks, time management, mindfulness) for common or slightly changing situations?

Yes No

4. Can I apply at least one wellbeing technique consistently to maintain balance, focus, and productivity in familiar work contexts?

Yes No

5. Am I aware of the link between my wellbeing and my ability to work effectively?

Yes No

6. Can I adjust my behaviour when I notice signs of stress or imbalance?

Yes No

7. Applying Flexibility and Adaptability to Decision-Making in the Workplace and Everyday Life

SMPDS_03 _ApplyingFlexibilityandAdaptability

7.1. Mandatory elements

Identification of the learner	Target learners include long-term unemployed individuals (with particular emphasis on women and young people), economically inactive women, low-qualified adults, and other vulnerable groups.
Code of micro credential	SMPDS_03_ ApplyingFlexibilityandAdaptability
Title of the micro-credential	Applying Flexibility and Adaptability to Decision-Making in the Workplace and Everyday Life
Country(ies)/ Region(s) of the issuer	All the countries of the consortium (Cyprus, Greece, Italy, Poland, Spain)
Awarding body(ies)	Cyprus Certification Company
Date of issuing	1 month after assessment
Learning Outcomes	<p>In terms of knowledge</p> <ul style="list-style-type: none"> • Recognize indicators of uncertainty and complexity in various contexts and explain how these affect decision-making and personal planning. • Explain the benefits of adopting flexible mindsets and continuous learning in fast-changing environments, especially in digital and green transitions. • Describe personal approaches in response to changes in the workplace, including new roles,

	<p>environments, or technologies.</p> <ul style="list-style-type: none"> List different strategies for managing transitions in work, using examples from real-life or simulated cases. <p>In terms of skills</p> <ul style="list-style-type: none"> Adjust planned tasks or behaviors in response to a simulated change in workplace conditions. Select work strategies in a group project when presented with new tools or unexpected challenges in terms of sustainability. <p>In terms of competences</p> <ul style="list-style-type: none"> Take part in transitions and decision-making processes in work & personal pathways by setting realistic goals, and adjusting actions accordingly.
Workload needed to achieve the learning outcomes (hours)	15 hours
EQF Level	EQF Level 4
Type of assessment	Closed questions
Form of participation in the learning activity	Asynchronous electronic learning and self-directed learning
Type of quality assurance used to underpin the microcredential	The quality assurance system underpinning the micro-credential is aligned with recognised European and international standards, ensuring credibility, transparency and continuous improvement. The assessment processes leading to the award and recognition of the micro-credential are based on ISO 17024-certified assessment tools , guaranteeing the validity, reliability and impartiality

	<p>of competence assessment.</p> <p>In parallel, the EQAVET framework is systematically applied across all phases of the micro-credential lifecycle. The design of the micro-credential is grounded in a structured needs analysis involving companies, learners and a broad range of stakeholders, including social partners, thereby ensuring labour-market relevance and stakeholder engagement.</p> <p>The asynchronous e-learning components are developed by qualified trainers in accordance with sound instructional design principles. Learner assessment is conducted using standardised, ISO/IEC 17024-compliant tools, supported by clearly defined and transparent marking criteria, which are communicated to learners in advance.</p> <p>Quality monitoring and enhancement are further supported through the systematic collection of learner feedback via evaluation questionnaires, enabling evidence-based improvements to both learning content and assessment procedures. An annual review and revision cycle is embedded in the micro-credential framework to ensure ongoing quality assurance, responsiveness to evolving skills needs, and alignment with labour-market and learner requirements.</p>
--	--

Table 5: Mandatory elements

7.2. Optional elements

Pre-requisites	None
Supervision and identity verification during the assessment	<p>Supervision and identity verification during the assessment:</p> <p>To facilitate the easy and consolidated experience of the examination process, the MORAL project has decided to utilize a customized on-line platform owned by CCC. This platform is a specially customized Learning Management System.</p> <p>Applicants must complete the online assessment with live invigilation through TEAMS, using their cameras and microphones as required.</p> <p>Application and Documentation Requirements</p> <p>Applicants are required to submit their personal information during the application process and, by completing the relevant fields, confirm compliance with these regulations and associated procedures. Additionally, applicants must upload electronic proof of identity and academic credentials or qualifications as specified by the certification scheme. Any Certification application that fails to meet all prerequisites will be rejected. The review and verification of the application is made to ensure that all required information has been submitted by the applicant. During the examination, the invigilators will verify the identity of the candidates based on relevant documents, supervise the applicants to ensure compliance with the examination procedure, closely work with individuals responsible for the examination to resolve any issues that may arise during the examination, prevents fraud involving</p>

	the behaviours and actions of candidates during the examinations and complete the necessary paperwork (if applicable) etc.
Grade achieved	Pass: 60% or above/ Fail: Below 60%
Stackability options	<p>This microcredential is stackable and together with the following microcredentials, leads to the Passport for Employment.</p> <ol style="list-style-type: none"> 1. Applying Communication Skills CIS_01_Communication 2. Applying Empathy in Professional Interaction and Leadership CIS_02_Empathy 3. Fostering Collaboration respecting Inclusion and Diversity CIS_03_CollaborationRespectingInclusionAndDiversity 4. Interacting through Digital Technologies and Netiquette CIS_04_InteractingThroughDigitalTechnologiesAndNetiquette 5. Developing Self-Awareness and Strengthening Self-Efficacy SMPDS_01_SelfAwarenessSelfEfficacy 6. Valorising Wellbeing SMPDS_02_Wellbeing 7. Applying Flexibility and Adaptability to Decision-Making in the Workplace and Everyday Life SMPDS_03_FlexibilityandAdaptability 8. Developing Growth Mindset and Antifragility SMPDS_04_GrowthMindsetandAntifragility 9. Identifying motivation and perseverance drivers and

	<p>barriers in the workplace SMPDS_05_Motivation and Perseverance</p> <p>10. Managing learning and experience SMPDS_06_Managing learning and experience</p> <p>11. Applying Critical Thinking in Everyday Work Decisions IIS_01_CriticalThinking</p> <p>12. Applying problem framing IIS_02_ProblemFraming</p> <p>13. Evaluating Data Information and Digital Content with Protecting Personal Data and Privacy IIS_03_Evaluating Data Information and Digital Content with Protecting Personal Data and Privacy</p> <p>14. Spotting Initiative & Seizing Opportunities APSS_01_Initiative&Opportunities</p> <p>15. Valuing Sustainability APSS_02_ValuingSustainability</p> <p>16. Applying Artificial Intelligence (AI) Literacy APSS_03_AILiteracy</p> <p>17. Applying Labour Market Awareness WOS_01_LabourMarketAwareness</p> <p>18. Developing Basic Project Management Skills for Work WOS_02_BasicProjectManagement</p> <p>19. Applying interdisciplinary thinking WOS_03_Interdisciplinary thinking</p> <p>20. Demonstrating Work Ethic and Supporting Fairness WOS_04_Work Ethic and Supporting Fairness</p>
Mode of learning	Blended learning (asynchronous electronic learning and self-directed learning)
Type of recognition of the	This microcredential is endorsed by the following social

microcredential	<p>partners:</p> <p>Cyprus Employers & Industrialists Federation (OEB)</p> <p>Valencia Chamber of Commerce, Industry, Services and Shipping</p> <p>The Chambers of Commerce, Industry, Craft and Agriculture</p> <p>Radom Chamber of Industry and Commerce</p> <p>Formal certification is provided by the Cyprus Certification Company.</p>
Language of instruction and assessment	EN, EL, ES, IT, PL

Table 2: Optional elements

7.3. Pre-Assessment questions

1. Can I recognize situations of uncertainty or complexity in work or everyday life and understand how they affect my decisions?

Yes No

2. Can I adjust my plans or actions when unexpected changes or new information occur?

Yes No

3. Have I successfully applied flexible thinking in the past to tackle a problem or new challenge?

Yes No

4. Do I know and can I apply strategies to manage changes, such as new roles, environments, or technologies?

Yes No

5. Do I reflect on my actions and adapt my behavior when changes occur in the workplace?

Yes No

6. Do I understand the benefits of continuous learning and flexible thinking to respond to fast-changing environments, such as digital or green transitions?

Yes No

7. Can I prioritize tasks and make decisions when facing multiple unexpected challenges at work or in daily life?

Yes No

8. Can I adjust my behavior or decisions based on new information, changes, or feedback?

Yes No

8. Developing Growth Mindset and Antifragility

SMPDS_04_ GrowthMindsetandAntifragility

8.1. Mandatory elements

Identification of the learner	Target learners include long-term unemployed individuals (with particular emphasis on women and young people), economically inactive women, low-qualified adults, and other vulnerable groups.
Code of micro credential	SMPDS_04_ GrowthMindsetandAntifragility
Title of the micro-credential	Developing Growth Mindset and Antifragility
Contry(ies)/ Region(s) of the issuer	All the countries of the consortium (Cyprus, Greece, Italy, Poland, Spain)
Awarding body(ies)	Cyprus Certification Company
Date of issuing	1 month after assessment
Learning Outcomes	<p>In terms of knowledge</p> <ul style="list-style-type: none"> • Explain the importance of uncertainty and experimentation in personal and professional growth. • Choose the characteristics of individuals and systems that benefit from stress and volatility. • Compare growth mindset and antifragility with traditional views of learning and resilience. • Interpret complex feedback or failure patterns to identify opportunities for improvement. <p>In terms of Skills</p> <ul style="list-style-type: none"> • Select strategies that support antifragile learning

	<p>and decision-making in changing environments.</p> <ul style="list-style-type: none"> Evaluate the impact of growth-oriented behaviors (Agents of change) on long-term outcomes. <p>In terms of competences</p> <ul style="list-style-type: none"> Influence and measure self-improvement routines that leverage failure, feedback, and uncertainty for continuous learning and leadership in unpredictable contexts.
Workload needed to achieve the learning outcomes (hours)	20 hours
EQF Level	EQF Level 5
Type of assessment	Closed questions
Form of participation in the learning activity	Asynchronous electronic learning and self-directed learning
Type of quality assurance used to underpin the microcredential	<p>The quality assurance system underpinning the micro-credential is aligned with recognised European and international standards, ensuring credibility, transparency and continuous improvement. The assessment processes leading to the award and recognition of the micro-credential are based on ISO 17024-certified assessment tools, guaranteeing the validity, reliability and impartiality of competence assessment.</p> <p>In parallel, the EQAVET framework is systematically applied across all phases of the micro-credential lifecycle. The design of the micro-credential is grounded in a structured needs analysis involving companies, learners and a broad range of stakeholders, including social</p>

	<p>partners, thereby ensuring labour-market relevance and stakeholder engagement.</p> <p>The asynchronous e-learning components are developed by qualified trainers in accordance with sound instructional design principles. Learner assessment is conducted using standardised, ISO/IEC 17024-compliant tools, supported by clearly defined and transparent marking criteria, which are communicated to learners in advance.</p> <p>Quality monitoring and enhancement are further supported through the systematic collection of learner feedback via evaluation questionnaires, enabling evidence-based improvements to both learning content and assessment procedures. An annual review and revision cycle is embedded in the micro-credential framework to ensure ongoing quality assurance, responsiveness to evolving skills needs, and alignment with labour-market and learner requirements.</p>
--	---

Table 6: Mandatory elements

8.2. Optional elements

Pre-requisites	None
Supervision and identity verification during the assessment	<p>Supervision and identity verification during the assessment:</p> <p>To facilitate the easy and consolidated experience of the examination process, the MORAL project has decided to utilize a customized on-line platform owned by CCC. This platform is a specially customized Learning Management</p>

	<p>System.</p> <p>Applicants must complete the online assessment with live invigilation through TEAMS, using their cameras and microphones as required.</p> <p>Application and Documentation Requirements</p> <p>Applicants are required to submit their personal information during the application process and, by completing the relevant fields, confirm compliance with these regulations and associated procedures. Additionally, applicants must upload electronic proof of identity and academic credentials or qualifications as specified by the certification scheme. Any Certification application that fails to meet all prerequisites will be rejected. The review and verification of the application is made to ensure that all required information has been submitted by the applicant. During the examination, the invigilators will verify the identity of the candidates based on relevant documents, supervise the applicants to ensure compliance with the examination procedure, closely work with individuals responsible for the examination to resolve any issues that may arise during the examination, prevents fraud involving the behaviors and actions of candidates during the examinations and complete the necessary paperwork (if applicable) etc.</p>
<p>Grade achieved</p>	<p>Pass: 60% or above/ Fail: Below 60%</p>
<p>Stackability options</p>	<p>This microcredential is stackable and together with the following microcredentials, leads to the Passport for Employment.</p>

	<ol style="list-style-type: none"> 1. Applying Communication Skills CIS_01_Communication 2. Applying Empathy in Professional Interaction and Leadership CIS_02_Empathy 3. Fostering Collaboration respecting Inclusion and Diversity CIS_03_CollaborationRespectingInclusionAndDiversity 4. Interacting through Digital Technologies and Netiquette CIS_04_InteractingThroughDigitalTechnologiesAndNetiquette 5. Developing Self-Awareness and Strengthening Self-Efficacy SMPDS_01_SelfAwarenessSelfEfficacy 6. Valorising Wellbeing SMPDS_02_Wellbeing 7. Applying Flexibility and Adaptability to Decision-Making in the Workplace and Everyday Life SMPDS_03_FlexibilityandAdaptability 8. Developing Growth Mindset and Antifragility SMPDS_04_GrowthMindsetandAntifragility 9. Identifying motivation and perseverance drivers and barriers in the workplace SMPDS_05_MotivationandPerseverance 10. Managing learning and experience SMPDS_06_Managing learning and experience 11. Applying Critical Thinking in Everyday Work Decisions IIS_01_CriticalThinking 12. Applying problem framing IIS_02_ProblemFraming
--	--

	<p>13. Evaluating Data Information and Digital Content with Protecting Personal Data and Privacy IIS_03_ Evaluating Data Information and Digital Content with Protecting Personal Data and Privacy</p> <p>14. Spotting Initiative & Seizing Opportunities APSS_01_ Initiative&Opportunities</p> <p>15. Valuing Sustainability APSS_02_ ValuingSustainability</p> <p>16. Applying Artificial Intelligence (AI) Literacy APSS_03_ AILiteracy</p> <p>17. Applying Labour Market Awareness WOS_01_ LabourMarketAwareness</p> <p>18. Developing Basic Project Management Skills for Work WOS_02_ BasicProjectManagement</p> <p>19. Applying interdisciplinary thinking WOS_03_ Interdisciplinary thinking</p> <p>20. Demonstrating Work Ethic and Supporting Fairness WOS_04_ Work Ethic and Supporting Fairness</p>
<p>Mode of learning</p>	<p>Blended learning (asynchronous electronic learning and self-directed learning)</p>
<p>Type of recognition of the microcredential</p>	<p>This microcredential is endorsed by the following social partners:</p> <p>Cyprus Employers & Industrialists Federation (OEB)</p> <p>Valencia Chamber of Commerce, Industry, Services and Shipping</p> <p>The Chambers of Commerce, Industry, Craft and Agriculture</p> <p>Radom Chamber of Industry and Commerce</p>

Language of instruction and assessment	Formal certification is provided by the Cyprus Certification Company. EN, EL, ES, IT, PL
--	---

Table 2: Optional elements

8.3. Pre-Assessment questions

1. Can I clearly explain the difference between fixed mindset and growth mindset?

Yes No

2. Can I explain Taleb’s fragile /robust/antifragile triad and give one example of each?

Yes No

3. Can I describe why uncertainty and experimentation are essential for learning and professional growth?

Yes No

4. Can I identify at least 3 antifragile characteristics (e.g., optionality, redundancy, modularity, fast feedback loops) and link them to my own context?

Yes No

5. Can I describe one failure/feedback pattern and state one concrete experiment (with a metric) I would run to improve?

Yes No

6. Can I select at least 2 strategies from the slides (e.g., 7-day experiment, AAR, barbell approach,

via negativa) and justify why they fit my situation?

Yes No

7. Do I have a simple way to measure progress (at least 3 indicators like experiments run, feedback frequency, recovery time, option index) that I can include in the assessment portfolio?

Yes No

9. Identifying motivation and perseverance drivers and barriers in the workplace SMPDS_05_Motivation and Perseverance

9.1. Mandatory elements

Identification of the learner	Target learners include long-term unemployed individuals (with particular emphasis on women and young people), economically inactive women, low-qualified adults, and other vulnerable groups.
Code of micro credential	SMPDS_05_Motivation and Perseverance
Title of the micro-credential	Identifying motivation and perseverance drivers and barriers in the workplace.
Contry(ies)/ Region(s) of the issuer	All the countries of the consortium (Cyprus, Greece, Italy, Poland, Spain)
Awarding body(ies)	Cyprus Certification Company
Date of issuing	1 month after assessment
Learning Outcomes	<p>In terms of knowledge</p> <ul style="list-style-type: none"> • Summarise key factors that influence motivation in entrepreneurial activities and their role in achieving goals. • Show how different types of motivation techniques can be applied in entrepreneurial aspirations and goals. • Identify techniques to maintain perseverance and how they are applied to overcome difficulties in entrepreneurial projects.

	<p>In terms of skills:</p> <ul style="list-style-type: none"> • Select strategies to maintain motivation and sustain effort towards entrepreneurial goals, particularly when facing setbacks or uncertainty. • Choose basic problem-solving techniques to address obstacles, adjusting plans as needed while maintaining focus on short- to medium-term objectives. <p>In terms of competences:</p> <ul style="list-style-type: none"> • Experiment with personal motivational drivers and barriers, identifying ways to improve persistence and motivation throughout project progress.
Workload needed to achieve the learning outcomes (hours)	15 hours
EQF Level	EQF Level 4
Type of assessment	Closed questions
Form of participation in the learning activity	Asynchronous electronic learning and self-directed learning
Type of quality assurance used to underpin the microcredential	<p>The quality assurance system underpinning the micro-credential is aligned with recognised European and international standards, ensuring credibility, transparency and continuous improvement. The assessment processes leading to the award and recognition of the micro-credential are based on ISO 17024-certified assessment tools, guaranteeing the validity, reliability and impartiality of competence assessment.</p> <p>In parallel, the EQAVET framework is systematically</p>

	<p>applied across all phases of the micro-credential lifecycle. The design of the micro-credential is grounded in a structured needs analysis involving companies, learners and a broad range of stakeholders, including social partners, thereby ensuring labour-market relevance and stakeholder engagement.</p> <p>The asynchronous e-learning components are developed by qualified trainers in accordance with sound instructional design principles. Learner assessment is conducted using standardised, ISO/IEC 17024-compliant tools, supported by clearly defined and transparent marking criteria, which are communicated to learners in advance.</p> <p>Quality monitoring and enhancement are further supported through the systematic collection of learner feedback via evaluation questionnaires, enabling evidence-based improvements to both learning content and assessment procedures. An annual review and revision cycle is embedded in the micro-credential framework to ensure ongoing quality assurance, responsiveness to evolving skills needs, and alignment with labour-market and learner requirements.</p>
--	--

Table 7: Mandatory elements

9.2. Optional elements

Pre-requisites	None
Supervision and identity	Supervision and identity verification during the

verification during the assessment**assessment:**

To facilitate the easy and consolidated experience of the examination process, the MORAL project has decided to utilize a customized on-line platform owned by CCC. This platform is a specially customized Learning Management System.

Applicants must complete the online assessment with live invigilation through TEAMS, using their cameras and microphones as required.

Application and Documentation Requirements

Applicants are required to submit their personal information during the application process and, by completing the relevant fields, confirm compliance with these regulations and associated procedures. Additionally, applicants must upload electronic proof of identity and academic credentials or qualifications as specified by the certification scheme. Any Certification application that fails to meet all prerequisites will be rejected. The review and verification of the application is made to ensure that all required information has been submitted by the applicant. During the examination, the invigilators will verify the identity of the candidates based on relevant documents, supervise the applicants to ensure compliance with the examination procedure, closely work with individuals responsible for the examination to resolve any issues that may arise during the examination, prevents fraud involving the behaviours and actions of candidates during the examinations and complete the necessary paperwork (if

	applicable) etc.
Grade achieved	Pass: 60% or above/ Fail: Below 60%
Stackability options	<p>This microcredential is stackable and together with the following microcredentials, leads to the Passport for Employment.</p> <ol style="list-style-type: none"> 1. Applying Communication Skills CIS_01_Communication 2. Applying Empathy in Professional Interaction and Leadership CIS_02_Empathy 3. Fostering Collaboration respecting Inclusion and Diversity CIS_03_CollaborationRespectingInclusionAndDiversity 4. Interacting through Digital Technologies and Netiquette CIS_04_InteractingThroughDigitalTechnologiesAndNetiquette 5. Developing Self-Awareness and Strengthening Self-Efficacy SMPDS_01_SelfAwarenessSelfEfficacy 6. Valorising Wellbeing SMPDS_02_Wellbeing 7. Applying Flexibility and Adaptability to Decision-Making in the Workplace and Everyday Life SMPDS_03_FlexibilityandAdaptability 8. Developing Growth Mindset and Antifragility SMPDS_04_GrowthMindsetandAntifragility 9. Identifying motivation and perseverance drivers and barriers in the workplace SMPDS_05_Motivation and Perseverance

	<p>10. Managing learning and experience SMPDS_06_Managing learning and experience</p> <p>11. Applying Critical Thinking in Everyday Work Decisions IIS_01_CriticalThinking</p> <p>12. Applying problem framing IIS_02_ProblemFraming</p> <p>13. Evaluating Data Information and Digital Content with Protecting Personal Data and Privacy IIS_03_Evaluating Data Information and Digital Content with Protecting Personal Data and Privacy</p> <p>14. Spotting Initiative & Seizing Opportunities APSS_01_Initiative&Opportunities</p> <p>15. Valuing Sustainability APSS_02_ValuingSustainability</p> <p>16. Applying Artificial Intelligence (AI) Literacy APSS_03_AILiteracy</p> <p>17. Applying Labour Market Awareness WOS_01_LabourMarketAwareness</p> <p>18. Developing Basic Project Management Skills for Work WOS_02_BasicProjectManagement</p> <p>19. Applying interdisciplinary thinking WOS_03_Interdisciplinary thinking</p> <p>20. Demonstrating Work Ethic and Supporting Fairness WOS_04_Work Ethic and Supporting Fairness</p>
<p>Mode of learning</p>	<p>Blended learning (asynchronous electronic learning and self-directed learning)</p>
<p>Type of recognition of the microcredential</p>	<p>This microcredential is endorsed by the following social partners: Cyprus Employers & Industrialists Federation (OEB)</p>

Language of instruction and assessment	<p>Valencia Chamber of Commerce, Industry, Services and Shipping</p> <p>The Chambers of Commerce, Industry, Craft and Agriculture</p> <p>Radom Chamber of Industry and Commerce</p> <p>Formal certification is provided by the Cyprus Certification Company.</p>
Language of instruction and assessment	EN, EL, ES, IT, PL

Table 2: Optional elements

9.3. Pre-Assessment questions

1. Have I previously thought on what motivates me in work or entrepreneurial contexts (e.g. personal goals, rewards, values or external influences)?

Yes No

2. Can I recognise situations in which my motivation tends to decrease (e.g. setbacks, uncertainty, lack of feedback or obstacles)?

Yes No

3. Do I have a basic understanding of the difference between motivation and perseverance, and how both are important to achieve goals?

Yes No

4. Am I able to identify simple strategies I currently use (or could use) to stay motivated when facing difficulties or challenges?

Yes No

5. Can I identify past experiences where I had to persist in order to complete a task, project or personal objective?

Yes No

6. Am I willing to explore my own motivational drivers and barriers in order to improve my persistence and performance in future activities or projects?

Yes No

10. Managing learning and experience

SMPDS_06_Managing learning and experience

10.1. Mandatory elements

Identification of the learner	Target learners include long-term unemployed individuals (with particular emphasis on women and young people), economically inactive women, low-qualified adults, and other vulnerable groups.
Code of micro credential	SMPDS_06_Managing learning and experience
Title of the micro-credential	Managing learning and experience
Contry(ies)/ Region(s) of the issuer	All the countries of the consortium (Cyprus, Greece, Italy, Poland, Spain)
Awarding body(ies)	Cyprus Certification Company
Date of issuing	1 month after assessment
Learning Outcomes	<p>In terms of knowledge</p> <ul style="list-style-type: none"> • Explain assumptions of a learning journey with the use of different types of education (formal, informal, non-formal, LLL, etc.) • Explain how self-awareness and self-knowledge are enabling the learner to take effective actions. • Identify one-self learning style to be used in various situations. • Interpret benefits of cooperative learning. <p>In terms of Skills:</p>

	<ul style="list-style-type: none"> Adapt learning style to various workplace situations and needs. Evaluate the effectiveness of instructive and constructive effort using reflective practices. <p>In terms of competences:</p> <ul style="list-style-type: none"> Recommend the best action to address different problems related to the employability at the workplace.
Workload needed to achieve the learning outcomes (hours)	15 hours
EQF Level	EQF Level 5
Type of assessment	Closed questions
Form of participation in the learning activity	Asynchronous electronic learning and self-directed learning
Type of quality assurance used to underpin the microcredential	<p>The quality assurance system underpinning the micro-credential is aligned with recognised European and international standards, ensuring credibility, transparency and continuous improvement. The assessment processes leading to the award and recognition of the micro-credential are based on ISO 17024-certified assessment tools, guaranteeing the validity, reliability and impartiality of competence assessment.</p> <p>In parallel, the EQAVET framework is systematically applied across all phases of the micro-credential lifecycle. The design of the micro-credential is grounded in a structured needs analysis involving companies, learners</p>

	<p>and a broad range of stakeholders, including social partners, thereby ensuring labour-market relevance and stakeholder engagement.</p> <p>The asynchronous e-learning components are developed by qualified trainers in accordance with sound instructional design principles. Learner assessment is conducted using standardised, ISO/IEC 17024-compliant tools, supported by clearly defined and transparent marking criteria, which are communicated to learners in advance.</p> <p>Quality monitoring and enhancement are further supported through the systematic collection of learner feedback via evaluation questionnaires, enabling evidence-based improvements to both learning content and assessment procedures. An annual review and revision cycle is embedded in the micro-credential framework to ensure ongoing quality assurance, responsiveness to evolving skills needs, and alignment with labour-market and learner requirements.</p>
--	---

Table 8: Mandatory elements

10.2. Optional elements

Pre-requisites	None
Supervision and identity verification during the assessment	<p>Supervision and identity verification during the assessment:</p> <p>To facilitate the easy and consolidated experience of the examination process, the MORAL project has decided to</p>

	<p>utilize a customized on-line platform owned by CCC. This platform is a specially customized Learning Management System.</p> <p>Applicants must complete the online assessment with live invigilation through TEAMS, using their cameras and microphones as required.</p> <p>Application and Documentation Requirements</p> <p>Applicants are required to submit their personal information during the application process and, by completing the relevant fields, confirm compliance with these regulations and associated procedures. Additionally, applicants must upload electronic proof of identity and academic credentials or qualifications as specified by the certification scheme. Any Certification application that fails to meet all prerequisites will be rejected. The review and verification of the application is made to ensure that all required information has been submitted by the applicant. During the examination, the invigilators will verify the identity of the candidates based on relevant documents, supervise the applicants to ensure compliance with the examination procedure, closely work with individuals responsible for the examination to resolve any issues that may arise during the examination, prevents fraud involving the behaviours and actions of candidates during the examinations and complete the necessary paperwork (if applicable) etc.</p>
Grade achieved	Pass: 60% or above/ Fail: Below 60%
Stackability options	This microcredential is stackable and together with the

following microcredentials, leads to the Passport for Employment.

1. Applying Communication Skills
CIS_01_Communication
2. Applying Empathy in Professional Interaction and Leadership
CIS_02_Empathy
3. Fostering Collaboration respecting Inclusion and Diversity
CIS_03_CollaborationRespectingInclusionAndDiversity
4. Interacting through Digital Technologies and Netiquette
CIS_04_InteractingThroughDigitalTechnologiesAndNetiquette
5. Developing Self-Awareness and Strengthening Self-Efficacy
SMPDS_01_SelfAwarenessSelfEfficacy
6. Valorising Wellbeing
SMPDS_02_Wellbeing
7. Applying Flexibility and Adaptability to Decision-Making in the Workplace and Everyday Life
SMPDS_03_FlexibilityandAdaptability
8. Developing Growth Mindset and Antifragility
SMPDS_04_GrowthMindsetandAntifragility
9. Identifying motivation and perseverance drivers and barriers in the workplace
SMPDS_05_Motivation and Perseverance
- 10. Managing learning and experience
SMPDS_06_Managing learning and experience**
11. Applying Critical Thinking in Everyday Work

	<p>Decisions IIS_01_CriticalThinking</p> <p>12. Applying problem framing IIS_02_ProblemFraming</p> <p>13. Evaluating Data Information and Digital Content with Protecting Personal Data and Privacy IIS_03_Evaluating Data Information and Digital Content with Protecting Personal Data and Privacy</p> <p>14. Spotting Initiative & Seizing Opportunities APSS_01_Initiative&Opportunities</p> <p>15. Valuing Sustainability APSS_02_ValuingSustainability</p> <p>16. Applying Artificial Intelligence (AI) Literacy APSS_03_AILiteracy</p> <p>17. Applying Labour Market Awareness WOS_01_LabourMarketAwareness</p> <p>18. Developing Basic Project Management Skills for Work WOS_02_BasicProjectManagement</p> <p>19. Applying interdisciplinary thinking WOS_03_Interdisciplinary thinking</p> <p>20. Demonstrating Work Ethic and Supporting Fairness WOS_04_Work Ethic and Supporting Fairness</p>
<p>Mode of learning</p>	<p>Blended learning (asynchronous electronic learning and self-directed learning)</p>
<p>Type of recognition of the microcredential</p>	<p>This microcredential is endorsed by the following social partners:</p> <p>Cyprus Employers & Industrialists Federation (OEB)</p> <p>Valencia Chamber of Commerce, Industry, Services and Shipping</p> <p>The Chambers of Commerce, Industry, Craft and</p>

Language of instruction and assessment	<p>Agriculture</p> <p>Radom Chamber of Industry and Commerce</p> <p>Formal certification is provided by the Cyprus Certification Company.</p>
Language of instruction and assessment	<p>EN, EL, ES, IT, PL</p>

Table 2: Optional elements

10.3. Pre-Assessment questions

1. Can I explain how a learning journey can combine different types of learning (formal, non-formal, informal, lifelong learning) and give a work-related example of how I used more than one of them?

Yes No

2. Can I identify my learning goals and choose suitable learning methods and resources (e.g., mentoring, peer learning, online modules, practice tasks) to achieve them in a realistic time frame?

Yes No

3. Can I use self-awareness (strengths, limits, motivation, values) to make practical decisions about how I learn and how I perform at work (e.g., what support I need, what tasks I prioritise)?

Yes No

4. Can I recognise my preferred learning style and adapt it to different workplace situations (e.g., routine tasks vs. new tools, teamwork vs. independent work, time pressure vs. learning in depth)?

Yes No

5. Can I explain the benefits of cooperative learning and actively use it (e.g., learn with others, share knowledge, ask for feedback, support a colleague) to improve work results?

Yes No

6. Can I evaluate whether my learning effort was effective (including both instructive learning—being shown step-by-step—and constructive learning—solving and building understanding myself) using simple reflective practices (e.g., what worked/what didn't, evidence of progress, next improvement step)?

Yes No

7. When I face an employability-related problem at work (e.g., skill gap, low confidence, communication difficulties, adapting to change), can I recommend the best next action and justify it (e.g., training, practice plan, coaching/mentoring, feedback, job-shadowing) considering both my needs and workplace expectations?

Yes No

11. Applying Critical Thinking in Everyday Work

Decisions IIS_01_CriticalThinking

11.1. Mandatory elements

Identification the learner	Target learners include long-term unemployed individuals (with particular emphasis on women and young people), economically inactive women, low-qualified adults, and other vulnerable groups.
Code of micro credential	IIS_01_CriticalThinking
Title of the micro-credential	Applying Critical Thinking in Everyday Work Decisions
Country (ies)/ Region(s) of the issuer	All the countries of the consortium (Cyprus, Greece, Italy, Poland, Spain)
Awarding body(ies)	Cyprus Certification Company
Date of issuing	1 month after assessment
Learning Outcomes	<p>In terms of knowledge</p> <ul style="list-style-type: none"> • Define key concepts of critical thinking, including bias, evidence, argument, and reasoning. • Explain the difference between fact, opinion, and assumption. • Describe common types of logical fallacies and their impact on reasoning. • Identify misleading or unsupported opinions and feedback in everyday work situations. <p>In terms of skills</p> <ul style="list-style-type: none"> • Select and apply a step-by-step method of

	<p>reasoning (e.g., claim–evidence–conclusion) to solve a real-world problem.</p> <ul style="list-style-type: none"> • Check the reliability of different information sources (e.g., articles, social media posts, reports) using a structured list of criteria (e.g., CRAAP test). <p>In terms of competences</p> <ul style="list-style-type: none"> • Demonstrate personal decision-making in different work-based situations by selecting relevant information, questioning assumptions, and justifying a final choice.
Workload needed to achieve the learning outcomes (hours)	15 hours
EQF Level	EQF Level 4
Type of assessment	Closed questions
Form of participation in the learning activity	Asynchronous electronic learning and self-directed learning
Type of quality assurance used to underpin the microcredential	<p>The quality assurance system underpinning the micro-credential is aligned with recognised European and international standards, ensuring credibility, transparency and continuous improvement. The assessment processes leading to the award and recognition of the micro-credential are based on ISO 17024-certified assessment tools, guaranteeing the validity, reliability and impartiality of competence assessment.</p> <p>In parallel, the EQAVET framework is systematically applied across all phases of the micro-credential lifecycle.</p>

	<p>The design of the micro-credential is grounded in a structured needs analysis involving companies, learners and a broad range of stakeholders, including social partners, thereby ensuring labour-market relevance and stakeholder engagement.</p> <p>The asynchronous e-learning components are developed by qualified trainers in accordance with sound instructional design principles. Learner assessment is conducted using standardised, ISO/IEC 17024-compliant tools, supported by clearly defined and transparent marking criteria, which are communicated to learners in advance.</p> <p>Quality monitoring and enhancement are further supported through the systematic collection of learner feedback via evaluation questionnaires, enabling evidence-based improvements to both learning content and assessment procedures. An annual review and revision cycle is embedded in the micro-credential framework to ensure ongoing quality assurance, responsiveness to evolving skills needs, and alignment with labour-market and learner requirements.</p>
--	---

Table 9: Mandatory elements

11.2. Optional elements

Pre-requisites	None
Supervision and identity verification during the assessment	Supervision and identity verification during the assessment:

To facilitate the easy and consolidated experience of the examination process, the MORAL project has decided to utilize a customized on-line platform owned by CCC. This platform is a specially customized Learning Management System.

Applicants must complete the online assessment with live invigilation through TEAMS, using their cameras and microphones as required.

Application and Documentation Requirements

Applicants are required to submit their personal information during the application process and, by completing the relevant fields, confirm compliance with these regulations and associated procedures. Additionally, applicants must upload electronic proof of identity and academic credentials or qualifications as specified by the certification scheme. Any Certification application that fails to meet all prerequisites will be rejected. The review and verification of the application is made to ensure that all required information has been submitted by the applicant. During the examination, the invigilators will verify the identity of the candidates based on relevant documents, supervise the applicants to ensure compliance with the examination procedure, closely work with individuals responsible for the examination to resolve any issues that may arise during the examination, prevents fraud involving the behaviours and actions of candidates during the examinations and complete the necessary paperwork (if applicable) etc.

Grade achieved	Pass: 60% or above/ Fail: Below 60%
Stackability options	<p>This microcredential is stackable and together with the following microcredentials, leads to the Passport for Employment.</p> <ol style="list-style-type: none"> 1. Applying Communication Skills CIS_01_Communication 2. Applying Empathy in Professional Interaction and Leadership CIS_02_Empathy 3. Fostering Collaboration respecting Inclusion and Diversity CIS_03_CollaborationRespectingInclusionAndDiversity 4. Interacting through Digital Technologies and Netiquette CIS_04_InteractingThroughDigitalTechnologiesAndNetiquette 5. Developing Self-Awareness and Strengthening Self-Efficacy SMPDS_01_SelfAwarenessSelfEfficacy 6. Valorising Wellbeing SMPDS_02_Wellbeing 7. Applying Flexibility and Adaptability to Decision-Making in the Workplace and Everyday Life SMPDS_03_FlexibilityandAdaptability 8. Developing Growth Mindset and Antifragility SMPDS_04_GrowthMindsetandAntifragility 9. Identifying motivation and perseverance drivers and barriers in the workplace SMPDS_05_MotivationandPerseverance 10. Managing learning and experience

	<p>SMPDS_06_Managing learning and experience</p> <p>11. Applying Critical Thinking in Everyday Work Decisions IIS_01_CriticalThinking</p> <p>12. Applying problem framing IIS_02_ProblemFraming</p> <p>13. Evaluating Data Information and Digital Content with Protecting Personal Data and Privacy IIS_03_Evaluating Data Information and Digital Content with Protecting Personal Data and Privacy</p> <p>14. Spotting Initiative & Seizing Opportunities APSS_01_Initiative&Opportunities</p> <p>15. Valuing Sustainability APSS_02_ValuingSustainability</p> <p>16. Applying Artificial Intelligence (AI) Literacy APSS_03_AILiteracy</p> <p>17. Applying Labour Market Awareness WOS_01_LabourMarketAwareness</p> <p>18. Developing Basic Project Management Skills for Work WOS_02_BasicProjectManagement</p> <p>19. Applying interdisciplinary thinking WOS_03_Interdisciplinary thinking</p> <p>20. Demonstrating Work Ethic and Supporting Fairness WOS_04_Work Ethic and Supporting Fairness</p>
<p>Mode of learning</p>	<p>Blended learning (asynchronous electronic learning and self-directed learning)</p>
<p>Type of recognition of the microcredential</p>	<p>This microcredential is endorsed by the following social partners:</p> <p>Cyprus Employers & Industrialists Federation (OEB)</p> <p>Valencia Chamber of Commerce, Industry, Services and</p>

	<p>Shipping</p> <p>The Chambers of Commerce, Industry, Craft and Agriculture</p> <p>Radom Chamber of Industry and Commerce</p> <p>Formal certification is provided by the Cyprus Certification Company.</p>
<p>Language of instruction and assessment</p>	<p>EN, EL, ES, IT, PL</p>

Table 2: Optional elements

11.3. Pre-Assessment questions

1. Can I clearly explain the difference between a *fact*, an opinion, and an assumption?

Yes No

2. When I read an article or a social media post, I usually check who wrote it, when it was published, and why it was written?

Yes No

3. Do I feel confident giving an example of a common logical fallacy (e.g. “straw man,” “ad hominem”) from everyday life?

Yes No

4. When I make a decision at work, do I tend to write down my reasoning (claim, evidence, conclusion) before I act?

Yes No

5. Do I usually question my first impression and look for alternative explanations before I form an opinion?

Yes No

6. Am I able to spot when feedback I receive is based mainly on emotion or bias rather than concrete evidence?

Yes No

7. Have I used any structured checklist before (such as CRAAP or similar) to evaluate the credibility of information sources?

Yes No

12. Applying problem framing IIS_02_ProblemFraming

12.1. Mandatory elements

Identification of the learner	Target learners include long-term unemployed individuals (with particular emphasis on women and young people), economically inactive women, low-qualified adults, and other vulnerable groups.
Code of micro credential	IIS_02_ProblemFraming
Title of the micro-credential	Applying problem framing
Contry(ies)/ Region(s) of the issuer	All the countries of the consortium (Cyprus, Greece, Italy, Poland, Spain)
Awarding body(ies)	Cyprus Certification Company
Date of issuing	1 month after assessment
Learning Outcomes	<p>In terms of knowledge</p> <ul style="list-style-type: none"> • Describe the characteristics of individuals and systems that benefit from the transformative education for sustainability. • Compare transformative education with traditional views of learning. • Explain the importance of actual and/or potential sustainability problems. • Interpret complex feedback or failure patterns to identify opportunities for improvement in terms of employability.

	<p>In terms of Skills</p> <ul style="list-style-type: none"> • Choose approaches to be able to anticipate and prevent problems, and to mitigate and adapt to already existing problems, especially in the context of sustainability. • Evaluate the impact of employability problems in the workplace environment. <p>In terms of competences</p> <ul style="list-style-type: none"> • Recommend the best action to address different problems related to the employability at the workplace.
Workload needed to achieve the learning outcomes (hours)	10 hours
EQF Level	EQF Level 5
Type of assessment	Closed questions
Form of participation in the learning activity	Asynchronous electronic learning and self-directed learning
Type of quality assurance used to underpin the microcredential	The quality assurance system underpinning the micro-credential is aligned with recognised European and international standards, ensuring credibility, transparency and continuous improvement. The assessment processes leading to the award and recognition of the micro-credential are based on ISO 17024-certified assessment tools , guaranteeing the validity, reliability and impartiality of competence assessment.

	<p>In parallel, the EQAVET framework is systematically applied across all phases of the micro-credential lifecycle. The design of the micro-credential is grounded in a structured needs analysis involving companies, learners and a broad range of stakeholders, including social partners, thereby ensuring labour-market relevance and stakeholder engagement.</p> <p>The asynchronous e-learning components are developed by qualified trainers in accordance with sound instructional design principles. Learner assessment is conducted using standardised, ISO/IEC 17024-compliant tools, supported by clearly defined and transparent marking criteria, which are communicated to learners in advance.</p> <p>Quality monitoring and enhancement are further supported through the systematic collection of learner feedback via evaluation questionnaires, enabling evidence-based improvements to both learning content and assessment procedures. An annual review and revision cycle is embedded in the micro-credential framework to ensure ongoing quality assurance, responsiveness to evolving skills needs, and alignment with labour-market and learner requirements.</p>
--	---

Table 10: Mandatory elements

12.2. Optional elements

Pre-requisites	None
-----------------------	------

<p>Supervision and identity verification during the assessment</p>	<p>Supervision and identity verification during the assessment:</p> <p>To facilitate the easy and consolidated experience of the examination process, the MORAL project has decided to utilize a customized on-line platform owned by CCC. This platform is a specially customized Learning Management System.</p> <p>Applicants must complete the online assessment with live invigilation through TEAMS, using their cameras and microphones as required.</p> <p>Application and Documentation Requirements</p> <p>Applicants are required to submit their personal information during the application process and, by completing the relevant fields, confirm compliance with these regulations and associated procedures. Additionally, applicants must upload electronic proof of identity and academic credentials or qualifications as specified by the certification scheme. Any Certification application that fails to meet all prerequisites will be rejected. The review and verification of the application is made to ensure that all required information has been submitted by the applicant. During the examination, the invigilators will verify the identity of the candidates based on relevant documents, supervise the applicants to ensure compliance with the examination procedure, closely work with individuals responsible for the examination to resolve any issues that may arise during the examination, prevents fraud involving the behaviours and actions of candidates during the</p>
---	--

	examinations and complete the necessary paperwork (if applicable) etc.
Grade achieved	Pass: 60% or above/ Fail: Below 60%
Stackability options	<p>This microcredential is stackable and together with the following microcredentials, leads to the Passport for Employment.</p> <ol style="list-style-type: none"> 1. Applying Communication Skills CIS_01_Communication 2. Applying Empathy in Professional Interaction and Leadership CIS_02_Empathy 3. Fostering Collaboration respecting Inclusion and Diversity CIS_03_CollaborationRespectingInclusionAndDiversity 4. Interacting through Digital Technologies and Netiquette CIS_04_InteractingThroughDigitalTechnologiesAndNetiquette 5. Developing Self-Awareness and Strengthening Self-Efficacy SMPDS_01_SelfAwarenessSelfEfficacy 6. Valorising Wellbeing SMPDS_02_Wellbeing 7. Applying Flexibility and Adaptability to Decision-Making in the Workplace and Everyday Life SMPDS_03_FlexibilityandAdaptability 8. Developing Growth Mindset and Antifragility SMPDS_04_GrowthMindsetandAntifragility 9. Identifying motivation and perseverance drivers and barriers in the workplace SMPDS_05_Motivation

	<p>and Perseverance</p> <p>10. Managing learning and experience SMPDS_06_Managing learning and experience</p> <p>11. Applying Critical Thinking in Everyday Work Decisions IIS_01_CriticalThinking</p> <p>12. Applying problem framing IIS_02_ProblemFraming</p> <p>13. Evaluating Data Information and Digital Content with Protecting Personal Data and Privacy IIS_03_Evaluating Data Information and Digital Content with Protecting Personal Data and Privacy</p> <p>14. Spotting Initiative & Seizing Opportunities APSS_01_Initiative&Opportunities</p> <p>15. Valuing Sustainability APSS_02_ValuingSustainability</p> <p>16. Applying Artificial Intelligence (AI) Literacy APSS_03_AILiteracy</p> <p>17. Applying Labour Market Awareness WOS_01_LabourMarketAwareness</p> <p>18. Developing Basic Project Management Skills for Work WOS_02_BasicProjectManagement</p> <p>19. Applying interdisciplinary thinking WOS_03_Interdisciplinary thinking</p> <p>20. Demonstrating Work Ethic and Supporting Fairness WOS_04_Work Ethic and Supporting Fairness</p>
Mode of learning	Blended learning (asynchronous electronic learning and self-directed learning)
Type of recognition of the microcredential	This microcredential is endorsed by the following social partners:

	<p>Cyprus Employers & Industrialists Federation (OEB)</p> <p>Valencia Chamber of Commerce, Industry, Services and Shipping</p> <p>The Chambers of Commerce, Industry, Craft and Agriculture</p> <p>Radom Chamber of Industry and Commerce</p> <p>Formal certification is provided by the Cyprus Certification Company.</p>
Language of instruction and assessment	EN, EL, ES, IT, PL

Table 2: Optional elements

12.3. Pre-Assessment questions

1. Have I understood the characteristics of individuals and systems that benefit from transformative education for sustainability?

Yes No

2. Can I explain the differences between transformative education and traditional views of learning?

Yes No

3. Can I explain the importance of actual and/or potential sustainability problems in the context of employability?

Yes No

4. Am I able to interpret complex feedback or failure patterns to identify opportunities for improvement in terms of employability?

Yes No

5. Can I choose appropriate approaches to anticipate and prevent sustainability-related employability problems?

Yes No

6. Am I able to mitigate and adapt to already existing employability problems in the workplace?

Yes No

7. Can I evaluate the impact of employability problems within a workplace environment?

Yes No

13. Evaluating Data Information and Digital Content with Protecting Personal Data and Privacy IIS_03_ Evaluating Data Information and Digital Content with Protecting Personal Data and Privacy

13.1. Mandatory elements

Identification of the learner	Target learners include long-term unemployed individuals (with particular emphasis on women and young people), economically inactive women, low-qualified adults, and other vulnerable groups.
Code of micro credential	IIS_03_ Evaluating Data Information and Digital Content with Protecting Personal Data and Privacy
Title of the micro-credential	Evaluating Data Information and Digital Content with Protecting Personal Data and Privacy
Contry(ies)/ Region(s) of the issuer	All the countries of the consortium (Cyprus, Greece, Italy, Poland, Spain)
Awarding body(ies)	Cyprus Certification Company
Date of issuing	1 month after assessment
Learning Outcomes	<p>In terms of knowledge:</p> <ul style="list-style-type: none"> • Appraise protection principles relevant to workplace and “privacy policy” • Determine different types of copyright and licences applied to data, information and digital content. • Compare sources of data, information and digital

	<p>content.</p> <ul style="list-style-type: none"> • Explain the main risks and benefits of behavioural norms and know-how while using digital technologies and interacting in digital environments. <p>In terms of Skills:</p> <ul style="list-style-type: none"> • Select communication strategies to the specific audience and to be aware of cultural and generational diversity in digital environments. • Evaluate the credibility and reliability of sources of data, information and digital content. <p>In terms of competences:</p> <ul style="list-style-type: none"> • Support awareness campaigns for participatory activities through appropriate digital technologies.
Workload needed to achieve the learning outcomes (hours)	15 hours
EQF Level	EQF Level 5
Type of assessment	Closed questions
Form of participation in the learning activity	Asynchronous electronic learning and self-directed learning
Type of quality assurance used to underpin the microcredential	The quality assurance system underpinning the micro-credential is aligned with recognised European and international standards, ensuring credibility, transparency and continuous improvement. The assessment processes leading to the award and recognition of the micro-

	<p>credential are based on ISO 17024-certified assessment tools, guaranteeing the validity, reliability and impartiality of competence assessment.</p> <p>In parallel, the EQAVET framework is systematically applied across all phases of the micro-credential lifecycle. The design of the micro-credential is grounded in a structured needs analysis involving companies, learners and a broad range of stakeholders, including social partners, thereby ensuring labour-market relevance and stakeholder engagement.</p> <p>The asynchronous e-learning components are developed by qualified trainers in accordance with sound instructional design principles. Learner assessment is conducted using standardised, ISO/IEC 17024-compliant tools, supported by clearly defined and transparent marking criteria, which are communicated to learners in advance.</p> <p>Quality monitoring and enhancement are further supported through the systematic collection of learner feedback via evaluation questionnaires, enabling evidence-based improvements to both learning content and assessment procedures. An annual review and revision cycle is embedded in the micro-credential framework to ensure ongoing quality assurance, responsiveness to evolving skills needs, and alignment with labour-market and learner requirements.</p>
--	---

Table 11: Mandatory elements

13.2. Optional elements

Pre-requisites	None
Supervision and identity verification during the assessment	<p>Supervision and identity verification during the assessment:</p> <p>To facilitate the easy and consolidated experience of the examination process, the MORAL project has decided to utilize a customized on-line platform owned by CCC. This platform is a specially customized Learning Management System.</p> <p>Applicants must complete the online assessment with live invigilation through TEAMS, using their cameras and microphones as required.</p> <p>Application and Documentation Requirements</p> <p>Applicants are required to submit their personal information during the application process and, by completing the relevant fields, confirm compliance with these regulations and associated procedures. Additionally, applicants must upload electronic proof of identity and academic credentials or qualifications as specified by the certification scheme. Any Certification application that fails to meet all prerequisites will be rejected. The review and verification of the application is made to ensure that all required information has been submitted by the applicant. During the examination, the invigilators will verify the identity of the candidates based on relevant documents, supervise the applicants to ensure compliance with the examination procedure, closely work with individuals responsible for the examination to resolve any issues that</p>

	<p>may arise during the examination, prevents fraud involving the behaviours and actions of candidates during the examinations and complete the necessary paperwork (if applicable) etc.</p>
<p>Grade achieved</p>	<p>Pass: 60% or above/ Fail: Below 60%</p>
<p>Stackability options</p>	<p>This microcredential is stackable and together with the following microcredentials, leads to the Passport for Employment.</p> <ol style="list-style-type: none"> 1. Applying Communication Skills CIS_01_Communication 2. Applying Empathy in Professional Interaction and Leadership CIS_02_Empathy 3. Fostering Collaboration respecting Inclusion and Diversity CIS_03_CollaborationRespectingInclusionAndDiversity 4. Interacting through Digital Technologies and Netiquette CIS_04_InteractingThroughDigitalTechnologiesAndNetiquette 5. Developing Self-Awareness and Strengthening Self-Efficacy SMPDS_01_SelfAwarenessSelfEfficacy 6. Valorising Wellbeing SMPDS_02_Wellbeing 7. Applying Flexibility and Adaptability to Decision-Making in the Workplace and Everyday Life SMPDS_03_FlexibilityandAdaptability 8. Developing Growth Mindset and Antifragility SMPDS_04_GrowthMindsetandAntifragility

	<p>9. Identifying motivation and perseverance drivers and barriers in the workplace SMPDS_05_Motivation and Perseverance</p> <p>10. Managing learning and experience SMPDS_06_Managing learning and experience</p> <p>11. Applying Critical Thinking in Everyday Work Decisions IIS_01_CriticalThinking</p> <p>12. Applying problem framing IIS_02_ProblemFraming</p> <p>13. Evaluating Data Information and Digital Content with Protecting Personal Data and Privacy IIS_03_Evaluating Data Information and Digital Content with Protecting Personal Data and Privacy</p> <p>14. Spotting Initiative & Seizing Opportunities APSS_01_Initiative&Opportunities</p> <p>15. Valuing Sustainability APSS_02_ValuingSustainability</p> <p>16. Applying Artificial Intelligence (AI) Literacy APSS_03_AILiteracy</p> <p>17. Applying Labour Market Awareness WOS_01_LabourMarketAwareness</p> <p>18. Developing Basic Project Management Skills for Work WOS_02_BasicProjectManagement</p> <p>19. Applying interdisciplinary thinking WOS_03_Interdisciplinary thinking</p> <p>20. Demonstrating Work Ethic and Supporting Fairness WOS_04_Work Ethic and Supporting Fairness</p>
<p>Mode of learning</p>	<p>Blended learning (asynchronous electronic learning and self-directed learning)</p>

Type of recognition of the microcredential	<p>This microcredential is endorsed by the following social partners:</p> <p>Cyprus Employers & Industrialists Federation (OEB)</p> <p>Valencia Chamber of Commerce, Industry, Services and Shipping</p> <p>The Chambers of Commerce, Industry, Craft and Agriculture</p> <p>Radom Chamber of Industry and Commerce</p> <p>Formal certification is provided by the Cyprus Certification Company.</p>
Language of instruction and assessment	EN, EL, ES, IT, PL

Table 2: Optional elements

13.3. Pre-Assessment questions

1. Can I apply key data protection principles (e.g., purpose limitation, data minimisation, access control) to decide what personal data is necessary to use or share in a workplace task?

Yes No

2. Can I classify the data I handle (personal vs. non-personal; sensitive/high-risk categories) and justify the level of protection required in typical workplace situations?

Yes No

3. When sharing information digitally, can I select an appropriate, secure channel and access settings (e.g., restricted links, role-based access, separate-channel passwords) and explain why this choice reduces privacy risk?

Yes No

4. Can I evaluate the credibility of online sources using clear criteria (e.g., authority, evidence, date, traceability to primary sources, consistency across sources) and document a short rationale for my decision?

Yes No

5. Can I compare two or more sources of the same information and identify potential bias, missing context, or manipulation indicators before using the content for work?

Yes No

6. Can I determine whether digital content (images, text, data) can be reused for work by identifying the relevant copyright status and licence type (e.g., commercial licence, Creative Commons conditions, public domain) and selecting compliant use (attribution, limits, permissions)?

Yes No

7. Can I contribute to awareness-raising activities by proposing at least one practical action (e.g., checklist, short guidance, internal post, micro-training) that improves safe data handling and responsible content use in my team/organisation?

Yes No

14. Spotting Initiative & Seizing Opportunities APSS_01_ Initiative&Opportunities

14.1. Mandatory elements

Identification of the learner	Target learners include long-term unemployed individuals (with particular emphasis on women and young people), economically inactive women, low-qualified adults, and other vulnerable groups.
Code of micro credential	APSS_01_ Initiative&Opportunities
Title of the micro-credential	Spotting Initiative & Seizing Opportunities
Country (ies)/ Region(s) of the issuer	All the countries of the consortium (Cyprus, Greece, Italy, Poland, Spain)
Awarding body(ies)	Cyprus Certification Company
Date of issuing	1 month after assessment
Learning Outcomes	<p>In terms of Knowledge</p> <ul style="list-style-type: none"> • Define the key concepts of initiative and innovation (e.g., proactiveness, creative thinking, opportunity development) • Describe different stages of the innovation process (idea generation, development, implementation) • Explain how initiative and creativity contribute to solving abstract business or social challenges • Differentiate between incremental and radical innovation <p>In terms of Skills</p> <ul style="list-style-type: none"> • Detect the elements of an innovation project in

	<p>terms of creation of an action plan, agents of changes and approaches to monitoring</p> <ul style="list-style-type: none"> • Generate different solutions to a predefined problem-based scenario <p>In terms of Competences</p> <ul style="list-style-type: none"> • Develop an action plan for implementing one selected innovative idea, including objectives, resources, and timeline
Workload needed to achieve the learning outcomes (hours)	15 hours
EQF Level	EQF Level 5
Type of assessment	Closed questions
Form of participation in the learning activity	Asynchronous electronic learning and self-directed learning
Type of quality assurance used to underpin the microcredential	<p>The quality assurance system underpinning the micro-credential is aligned with recognised European and international standards, ensuring credibility, transparency and continuous improvement. The assessment processes leading to the award and recognition of the micro-credential are based on ISO 17024-certified assessment tools, guaranteeing the validity, reliability and impartiality of competence assessment.</p> <p>In parallel, the EQAVET framework is systematically applied across all phases of the micro-credential lifecycle. The design of the micro-credential is grounded in a structured needs analysis involving companies, learners and a broad range of stakeholders, including social</p>

	<p>partners, thereby ensuring labour-market relevance and stakeholder engagement.</p> <p>The asynchronous e-learning components are developed by qualified trainers in accordance with sound instructional design principles. Learner assessment is conducted using standardised, ISO/IEC 17024-compliant tools, supported by clearly defined and transparent marking criteria, which are communicated to learners in advance.</p> <p>Quality monitoring and enhancement are further supported through the systematic collection of learner feedback via evaluation questionnaires, enabling evidence-based improvements to both learning content and assessment procedures. An annual review and revision cycle is embedded in the micro-credential framework to ensure ongoing quality assurance, responsiveness to evolving skills needs, and alignment with labour-market and learner requirements.</p>
--	---

Table 12: Mandatory elements

14.2. Optional elements

Pre-requisites	None
Supervision and identity verification during the assessment	<p>Supervision and identity verification during the assessment:</p> <p>To facilitate the easy and consolidated experience of the examination process, the MORAL project has decided to utilize a customized on-line platform owned by CCC. This</p>

	<p>platform is a specially customized Learning Management System.</p> <p>Applicants must complete the online assessment with live invigilation through TEAMS, using their cameras and microphones as required.</p> <p>Application and Documentation Requirements</p> <p>Applicants are required to submit their personal information during the application process and, by completing the relevant fields, confirm compliance with these regulations and associated procedures. Additionally, applicants must upload electronic proof of identity and academic credentials or qualifications as specified by the certification scheme. Any Certification application that fails to meet all prerequisites will be rejected. The review and verification of the application is made to ensure that all required information has been submitted by the applicant. During the examination, the invigilators will verify the identity of the candidates based on relevant documents, supervise the applicants to ensure compliance with the examination procedure, closely work with individuals responsible for the examination to resolve any issues that may arise during the examination, prevents fraud involving the behaviours and actions of candidates during the examinations and complete the necessary paperwork (if applicable) etc.</p>
<p>Grade achieved</p>	<p>Pass: 60% or above/ Fail: Below 60%</p>
<p>Stackability options</p>	<p>This microcredential is stackable and together with the following microcredentials, leads to the Passport for</p>

	<p>Employment.</p> <ol style="list-style-type: none"> 1. Applying Communication Skills CIS_01_Communication 2. Applying Empathy in Professional Interaction and Leadership CIS_02_Empathy 3. Fostering Collaboration respecting Inclusion and Diversity CIS_03_CollaborationRespectingInclusionAndDiversity 4. Interacting through Digital Technologies and Netiquette CIS_04_InteractingThroughDigitalTechnologiesAndNetiquette 5. Developing Self-Awareness and Strengthening Self-Efficacy SMPDS_01_SelfAwarenessSelfEfficacy 6. Valorising Wellbeing SMPDS_02_Wellbeing 7. Applying Flexibility and Adaptability to Decision-Making in the Workplace and Everyday Life SMPDS_03_FlexibilityandAdaptability 8. Developing Growth Mindset and Antifragility SMPDS_04_GrowthMindsetandAntifragility 9. Identifying motivation and perseverance drivers and barriers in the workplace SMPDS_05_MotivationandPerseverance 10. Managing learning and experience SMPDS_06_Managing learning and experience 11. Applying Critical Thinking in Everyday Work Decisions IIS_01_CriticalThinking
--	--

	<p>12. Applying problem framing IIS_02_ProblemFraming</p> <p>13. Evaluating Data Information and Digital Content with Protecting Personal Data and Privacy IIS_03_Evaluating Data Information and Digital Content with Protecting Personal Data and Privacy</p> <p>14. Spotting Initiative & Seizing Opportunities APSS_01_Initiative&Opportunities</p> <p>15. Valuing Sustainability APSS_02_ValuingSustainability</p> <p>16. Applying Artificial Intelligence (AI) Literacy APSS_03_AILiteracy</p> <p>17. Applying Labour Market Awareness WOS_01_LabourMarketAwareness</p> <p>18. Developing Basic Project Management Skills for Work WOS_02_BasicProjectManagement</p> <p>19. Applying interdisciplinary thinking WOS_03_Interdisciplinary thinking</p> <p>20. Demonstrating Work Ethic and Supporting Fairness WOS_04_Work Ethic and Supporting Fairness</p>
<p>Mode of learning</p>	<p>Blended learning (asynchronous electronic learning and self-directed learning)</p>
<p>Type of recognition of the microcredential</p>	<p>This microcredential is endorsed by the following social partners:</p> <p>Cyprus Employers & Industrialists Federation (OEB)</p> <p>Valencia Chamber of Commerce, Industry, Services and Shipping</p> <p>The Chambers of Commerce, Industry, Craft and Agriculture</p>

	Radom Chamber of Industry and Commerce Formal certification is provided by the Cyprus Certification Company.
Language of instruction and assessment	EN, EL, ES, IT, PL

Table 2: Optional elements

14.3. Pre-Assessment questions

1. Can I clearly explain what initiative means in a work or social context, using my own words?

Yes No

2. Do I understand the difference between incremental innovation and radical innovation?

Yes No

3. When I face a problem or challenge, do I usually try to identify opportunities for improvement rather than waiting for instructions?

Yes No

4. Am I familiar with the basic stages of the innovation process (idea generation, development, implementation)?

Yes No

5. When I have an idea for improvement, do I usually think about who should be involved and who can support the change?

Yes No

6. Am I able to recognise the key elements of an innovation project (objectives, actions, responsible

persons, monitoring)?

Yes No

7. When presented with a problem-based scenario, can I generate more than one possible solution?

Yes No

8. Do I usually consider the feasibility of an idea (resources, time, risks) before trying to act on it?

Yes No

9. Have I ever developed or contributed to a simple action plan to implement an idea or improvement?

Yes No

10. Do I feel confident taking initiative in situations where there is no clear guidance or predefined solution?

Yes No

15. Valuing Sustainability

APSS_02_ValuingSustainability

15.1. Mandatory elements

Identification of the learner	Target learners include long-term unemployed individuals (with particular emphasis on women and young people), economically inactive women, low-qualified adults, and other vulnerable groups.
Code of micro credential	APSS_02_ValuingSustainability
Title of the micro-credential	Valuing Sustainability
Contry(ies)/ Region(s) of the issuer	All the countries of the consortium (Cyprus, Greece, Italy, Poland, Spain)
Awarding body(ies)	Cyprus Certification Company
Date of issuing	1 month after assessment
Learning Outcomes	<p>In terms of knowledge:</p> <ul style="list-style-type: none"> • Explain the sustainability principles relevant to the workplace. • Assume how individual actions in the workplace can positively or negatively impact the environment and society. • Compare and contrast how personal and professional decisions align with global sustainability goals. • Explain how personal and cultural values influence sustainable decision-making within their professional context.

	<p>In terms of skills:</p> <ul style="list-style-type: none"> • Suggest actions to align personal values with sustainable practices in the workplace. • Identify innovative solutions that promote sustainable choices in the workplace, taking into account long-term environmental, social, and economic implications. <p>In terms of competences:</p> <ul style="list-style-type: none"> • Continuously evaluate the impact of their own actions and decisions on the workplace and environment.
Workload needed to achieve the learning outcomes (hours)	15 hours
EQF Level	EQF Level 5
Type of assessment	Closed questions
Form of participation in the learning activity	Asynchronous electronic learning and self-directed learning
Type of quality assurance used to underpin the microcredential	<p>The quality assurance system underpinning the micro-credential is aligned with recognised European and international standards, ensuring credibility, transparency and continuous improvement. The assessment processes leading to the award and recognition of the micro-credential are based on ISO 17024-certified assessment tools, guaranteeing the validity, reliability and impartiality of competence assessment.</p> <p>In parallel, the EQAVET framework is systematically applied across all phases of the micro-credential lifecycle.</p>

	<p>The design of the micro-credential is grounded in a structured needs analysis involving companies, learners and a broad range of stakeholders, including social partners, thereby ensuring labour-market relevance and stakeholder engagement.</p> <p>The asynchronous e-learning components are developed by qualified trainers in accordance with sound instructional design principles. Learner assessment is conducted using standardised, ISO/IEC 17024-compliant tools, supported by clearly defined and transparent marking criteria, which are communicated to learners in advance.</p> <p>Quality monitoring and enhancement are further supported through the systematic collection of learner feedback via evaluation questionnaires, enabling evidence-based improvements to both learning content and assessment procedures. An annual review and revision cycle is embedded in the micro-credential framework to ensure ongoing quality assurance, responsiveness to evolving skills needs, and alignment with labour-market and learner requirements.</p>
--	---

Table 1: Mandatory elements

15.2. Optional elements

Pre-requisites	None
Supervision and identity verification during the assessment	<p>Supervision and identity verification during the assessment:</p> <p>To facilitate the easy and consolidated experience of the</p>

	<p>examination process, the MORAL project has decided to utilize a customized on-line platform owned by CCC. This platform is a specially customized Learning Management System.</p> <p>Applicants must complete the online assessment with live invigilation through TEAMS, using their cameras and microphones as required.</p> <p>Application and Documentation Requirements</p> <p>Applicants are required to submit their personal information during the application process and, by completing the relevant fields, confirm compliance with these regulations and associated procedures. Additionally, applicants must upload electronic proof of identity and academic credentials or qualifications as specified by the certification scheme. Any Certification application that fails to meet all prerequisites will be rejected. The review and verification of the application is made to ensure that all required information has been submitted by the applicant. During the examination, the invigilators will verify the identity of the candidates based on relevant documents, supervise the applicants to ensure compliance with the examination procedure, closely work with individuals responsible for the examination to resolve any issues that may arise during the examination, prevents fraud involving the behaviours and actions of candidates during the examinations and complete the necessary paperwork (if applicable) etc.</p>
<p>Grade achieved</p>	<p>Pass: 60% or above/ Fail: Below 60%</p>

Stackability options	<p>This microcredential is stackable and together with the following microcredentials, leads to the Passport for Employment.</p> <ol style="list-style-type: none"> 1. Applying Communication Skills CIS_01_Communication 2. Applying Empathy in Professional Interaction and Leadership CIS_02_Empathy 3. Fostering Collaboration respecting Inclusion and Diversity CIS_03_CollaborationRespectingInclusionAndDiversity 4. Interacting through Digital Technologies and Netiquette CIS_04_InteractingThroughDigitalTechnologiesAndNetiquette 5. Developing Self-Awareness and Strengthening Self-Efficacy SMPDS_01_SelfAwarenessSelfEfficacy 6. Valorising Wellbeing SMPDS_02_Wellbeing 7. Applying Flexibility and Adaptability to Decision-Making in the Workplace and Everyday Life SMPDS_03_FlexibilityandAdaptability 8. Developing Growth Mindset and Antifragility SMPDS_04_GrowthMindsetandAntifragility 9. Identifying motivation and perseverance drivers and barriers in the workplace SMPDS_05_Motivation and Perseverance 10. Managing learning and experience SMPDS_06_Managing learning and experience
-----------------------------	---

	<p>11. Applying Critical Thinking in Everyday Work Decisions IIS_01_CriticalThinking</p> <p>12. Applying problem framing IIS_02_ProblemFraming</p> <p>13. Evaluating Data Information and Digital Content with Protecting Personal Data and Privacy IIS_03_Evaluating Data Information and Digital Content with Protecting Personal Data and Privacy</p> <p>14. Spotting Initiative & Seizing Opportunities APSS_01_Initiative&Opportunities</p> <p>15. Valuing Sustainability APSS_02_ValuingSustainability</p> <p>16. Applying Artificial Intelligence (AI) Literacy APSS_03_AILiteracy</p> <p>17. Applying Labour Market Awareness WOS_01_LabourMarketAwareness</p> <p>18. Developing Basic Project Management Skills for Work WOS_02_BasicProjectManagement</p> <p>19. Applying interdisciplinary thinking WOS_03_Interdisciplinary thinking</p> <p>20. Demonstrating Work Ethic and Supporting Fairness WOS_04_Work Ethic and Supporting Fairness</p>
<p>Mode of learning</p>	<p>Blended learning (asynchronous electronic learning and self-directed learning)</p>
<p>Type of recognition of the microcredential</p>	<p>This microcredential is endorsed by the following social partners:</p> <p>Cyprus Employers & Industrialists Federation (OEB)</p> <p>Valencia Chamber of Commerce, Industry, Services and Shipping</p>

Language of instruction and assessment	<p>The Chambers of Commerce, Industry, Craft and Agriculture</p> <p>Radom Chamber of Industry and Commerce</p> <p>Formal certification is provided by the Cyprus Certification Company.</p>
---	---

Table 2: Optional elements

15.3. Pre-Assessment questions

1. Have I previously learned or been introduced to basic concepts of sustainability (e.g., environmental responsibility, social impact, responsible resource use)?

Yes No

2. Can I recognise simple examples of sustainable and non-sustainable behaviours in everyday workplace situations?

Yes No

3. Do I have a basic understanding of how individual actions—such as waste reduction, energy use or teamwork practices—can affect colleagues, the environment, or the organisation?

Yes No

4. Am I able to describe my own personal values and reflect on how they influence simple decisions (not necessarily yet linked to sustainability)?

Yes No

5. Am I able to explain, in general terms, what the Sustainable Development Goals (SDGs) are and why they matter?

Yes No

6. Can I identify at least one SDG that connects with my work or personal life (even if I am not yet analysing it in depth)?

Yes No

16. Applying Artificial Intelligence (AI) Literacy

APSS_03_AILiteracy

16.1. Mandatory elements

Identification of the learner	Target learners include long-term unemployed individuals (with particular emphasis on women and young people), economically inactive women, low-qualified adults, and other vulnerable groups.
Code of micro credential	APSS_03_AILiteracy
Title of the micro-credential	Applying Artificial Intelligence (AI) Literacy
Contry(ies)/ Region(s) of the issuer	All the countries of the consortium (Cyprus, Greece, Italy, Poland, Spain)
Awarding body(ies)	Cyprus Certification Company
Date of issuing	1 month after assessment
Learning Outcomes	<p>In terms of knowledge</p> <ul style="list-style-type: none"> Discover key terms related to Artificial Intelligence, such as algorithm, data, and automation. Identify everyday tools and services that use AI. Assume basic ethical concerns related to AI, including bias and privacy. Examine how AI can support tasks in routine job roles. <p>In terms of skills</p> <ul style="list-style-type: none"> Apply basic AI-enabled tools (e.g., chatbots, scheduling apps) to perform simple tasks. Select AI suggestions responsibly while maintaining human oversight. <p>In terms of competences</p> <ul style="list-style-type: none"> Distinguish ethical and effective behavior when

	interacting with AI systems in predictable work contexts.
Workload needed to achieve the learning outcomes (hours)	10 hours
EQF Level	EQF Level 5
Type of assessment	Closed questions
Form of participation in the learning activity	Asynchronous electronic learning and self-directed learning
Type of quality assurance used to underpin the microcredential	<p>The quality assurance system underpinning the micro-credential is aligned with recognised European and international standards, ensuring credibility, transparency and continuous improvement. The assessment processes leading to the award and recognition of the micro-credential are based on ISO 17024-certified assessment tools, guaranteeing the validity, reliability and impartiality of competence assessment.</p> <p>In parallel, the EQAVET framework is systematically applied across all phases of the micro-credential lifecycle. The design of the micro-credential is grounded in a structured needs analysis involving companies, learners and a broad range of stakeholders, including social partners, thereby ensuring labour-market relevance and stakeholder engagement.</p> <p>The asynchronous e-learning components are developed by qualified trainers in accordance with sound instructional design principles. Learner assessment is conducted using standardised, ISO/IEC 17024-compliant</p>

	<p>tools, supported by clearly defined and transparent marking criteria, which are communicated to learners in advance.</p> <p>Quality monitoring and enhancement are further supported through the systematic collection of learner feedback via evaluation questionnaires, enabling evidence-based improvements to both learning content and assessment procedures. An annual review and revision cycle is embedded in the micro-credential framework to ensure ongoing quality assurance, responsiveness to evolving skills needs, and alignment with labour-market and learner requirements.</p>
--	---

Table 1: Mandatory elements

16.2. Optional elements

Pre-requisites	None
Supervision and identity verification during the assessment	<p>Supervision and identity verification during the assessment:</p> <p>To facilitate the easy and consolidated experience of the examination process, the MORAL project has decided to utilize a customized on-line platform owned by CCC. This platform is a specially customized Learning Management System.</p> <p>Applicants must complete the online assessment with live invigilation through TEAMS, using their cameras and microphones as required.</p> <p>Application and Documentation Requirements</p>

	<p>Applicants are required to submit their personal information during the application process and, by completing the relevant fields, confirm compliance with these regulations and associated procedures. Additionally, applicants must upload electronic proof of identity and academic credentials or qualifications as specified by the certification scheme. Any Certification application that fails to meet all prerequisites will be rejected. The review and verification of the application is made to ensure that all required information has been submitted by the applicant. During the examination, the invigilators will verify the identity of the candidates based on relevant documents, supervise the applicants to ensure compliance with the examination procedure, closely work with individuals responsible for the examination to resolve any issues that may arise during the examination, prevents fraud involving the behaviours and actions of candidates during the examinations and complete the necessary paperwork (if applicable) etc.</p>
<p>Grade achieved</p>	<p>Pass: 60% or above/ Fail: Below 60%</p>
<p>Stackability options</p>	<p>This microcredential is stackable and together with the following microcredentials, leads to the Passport for Employment.</p> <ol style="list-style-type: none"> 1. Applying Communication Skills CIS_01_Communication 2. Applying Empathy in Professional Interaction and Leadership CIS_02_Empathy 3. Fostering Collaboration respecting Inclusion and

	<p>Diversity CIS_03_CollaborationRespectingInclusionAndDiversity</p> <p>4. Interacting through Digital Technologies and Netiquette CIS_04_InteractingThroughDigitalTechnologiesAndNetiquette</p> <p>5. Developing Self-Awareness and Strengthening Self-Efficacy SMPDS_01_SelfAwarenessSelfEfficacy</p> <p>6. Valorising Wellbeing SMPDS_02_Wellbeing</p> <p>7. Applying Flexibility and Adaptability to Decision-Making in the Workplace and Everyday Life SMPDS_03_FlexibilityandAdaptability</p> <p>8. Developing Growth Mindset and Antifragility SMPDS_04_GrowthMindsetandAntifragility</p> <p>9. Identifying motivation and perseverance drivers and barriers in the workplace SMPDS_05_MotivationandPerseverance</p> <p>10. Managing learning and experience SMPDS_06_Managing learning and experience</p> <p>11. Applying Critical Thinking in Everyday Work Decisions IIS_01_CriticalThinking</p> <p>12. Applying problem framing IIS_02_ProblemFraming</p> <p>13. Evaluating Data Information and Digital Content with Protecting Personal Data and Privacy IIS_03_Evaluating Data Information and Digital Content with Protecting Personal Data and Privacy</p> <p>14. Spotting Initiative & Seizing Opportunities</p>
--	---

	<p>APSS_01_ Initiative&Opportunities</p> <p>15. Valuing Sustainability APSS_02_ValuingSustainability</p> <p>16. Applying Artificial Intelligence (AI) Literacy APSS_03_AILiteracy</p> <p>17. Applying Labour Market Awareness WOS_01_LabourMarketAwareness</p> <p>18. Developing Basic Project Management Skills for Work WOS_02_BasicProjectManagement</p> <p>19. Applying interdisciplinary thinking WOS_03_Interdisciplinary thinking</p> <p>20. Demonstrating Work Ethic and Supporting Fairness WOS_04_Work Ethic and Supporting Fairness</p>
Mode of learning	Blended learning (asynchronous electronic learning and self-directed learning)
Type of recognition of the microcredential	<p>This microcredential is endorsed by the following social partners:</p> <p>Cyprus Employers & Industrialists Federation (OEB)</p> <p>Valencia Chamber of Commerce, Industry, Services and Shipping</p> <p>The Chambers of Commerce, Industry, Craft and Agriculture</p> <p>Radom Chamber of Industry and Commerce</p> <p>Formal certification is provided by the Cyprus Certification Company.</p>
Language of instruction and assessment	EN, EL, ES, IT, PL

Table 2: Optional elements

16.3. Pre-Assessment questions

1. Can I explain the basic difference between Predictive AI and Generative AI?

Yes No

2. Do I know the three main components of any AI system (Data, Algorithms, Hardware)?

Yes No

3. Am I aware of the term "hallucination" in the context of Large Language Models (LLMs)?

Yes No

4. Do I understand what "Bias" means in AI and how it can lead to discrimination?

Yes No

5. Am I familiar with the "Human-in-the-loop" principle for verifying AI outputs?

Yes No

6. Can I identify at least three professional sectors where AI is currently being applied?

Yes No

7. Do I know that under the EU AI Act, AI tools are classified by their level of risk to society?

Yes No

17. Applying Labour Market Awareness

WOS_01_LabourMarketAwareness

17.1. Mandatory elements

Identification of the learner	Target learners include long-term unemployed individuals (with particular emphasis on women and young people), economically inactive women, low-qualified adults, and other vulnerable groups.
Code of micro credential	WOS_01_LabourMarketAwareness
Title of the micro-credential	Applying Labour Market Awareness
Contry(ies)/ Region(s) of the issuer	Cyprus, Greece, Italy, Poland, Spain
Awarding body(ies)	Cyprus Certification Company
Date of issuing	1 month after assessment
Learning Outcomes	<p>In terms of knowledge</p> <ul style="list-style-type: none"> • Identify the occupations and skills in demand, and the economic and labour factors affecting them. • List typical career pathways and recruitment methods within key employment sectors, identifying entry requirements and skill development needs (includes interpersonal skills). • Name the available tools and institutions supporting job search and skill development (e.g. employment agencies, online tools and resources, training and development schemes) • Outline basic employment rights, types of

	<p>employment and legal protections offered to employees (including legislation protecting from discrimination).</p> <p>In terms of skills</p> <ul style="list-style-type: none"> • Collect and interpret labour market information from various sources (e.g. job boards, online resources, networking events) to identify suitable job opportunities aligned with one’s skills and qualifications. • Apply suitable communication techniques to prepare job applications (including CV and cover letter preparation), participate in interviews and interact with the business community. <p>In terms of competences</p> <ul style="list-style-type: none"> • Search and apply for a job, aligned with the person’s skills and abilities.
Workload needed to achieve the learning outcomes (hours)	24 hours
EQF Level	EQF Level 4
Type of assessment	Closed questions
Form of participation in the learning activity	Asynchronous electronic learning and self-directed learning
Type of quality assurance used to underpin the micro-credential	The quality assurance system underpinning the micro-credential is aligned with recognised European and

international standards, ensuring credibility, transparency and continuous improvement. The assessment processes leading to the award and recognition of the micro-credential are based on **ISO 17024-certified assessment tools**, guaranteeing the validity, reliability and impartiality of competence assessment.

In parallel, the **EQAVET framework** is systematically applied across all phases of the micro-credential lifecycle. The design of the micro-credential is grounded in a structured needs analysis involving companies, learners and a broad range of stakeholders, including social partners, thereby ensuring labour-market relevance and stakeholder engagement.

The asynchronous e-learning components are developed by **qualified trainers** in accordance with sound instructional design principles. Learner assessment is conducted using **standardised, ISO/IEC 17024-compliant tools**, supported by **clearly defined and transparent marking criteria**, which are communicated to learners in advance.

Quality monitoring and enhancement are further supported through the systematic collection of learner feedback via evaluation questionnaires, enabling evidence-based improvements to both learning content and assessment procedures. An **annual review and revision cycle** is embedded in the micro-credential framework to ensure ongoing quality assurance, responsiveness to evolving skills needs, and alignment with labour-market

	and learner requirements.
--	---------------------------

Table 13: Mandatory elements

17.2. Optional elements

Pre-requisites	None
Supervision and identity verification during the assessment	<p>Supervision and identity verification during the assessment:</p> <p>To facilitate the easy and consolidated experience of the examination process, the MORAL project has decided to utilize a customized on-line platform owned by CCC. This platform is a specially customized Learning Management System.</p> <p>Applicants must complete the online assessment with live invigilation through TEAMS, using their cameras and microphones as required.</p> <p>Application and Documentation Requirements</p> <p>Applicants are required to submit their personal information during the application process and, by completing the relevant fields, confirm compliance with these regulations and associated procedures. Additionally, applicants must upload electronic proof of identity and academic credentials or qualifications as specified by the certification scheme. Any Certification application that fails to meet all prerequisites will be rejected. The review and verification of the application is made to ensure that all required information has been submitted by the applicant. During the examination, the invigilators will verify the</p>

	identity of the candidates based on relevant documents, supervise the applicants to ensure compliance with the examination procedure, closely work with individuals responsible for the examination to resolve any issues that may arise during the examination, prevents fraud involving the behaviours and actions of candidates during the examinations and complete the necessary paperwork (if applicable) etc.
Grade achieved	Pass: 60% or above/ Fail: Below 60%
Stackability options	<p>This microcredential is stackable and together with the following microcredentials, leads to the Passport for Employment.</p> <ol style="list-style-type: none"> 1. Applying Communication Skills CIS_01_Communication 2. Applying Empathy in Professional Interaction and Leadership CIS_02_Empathy 3. Fostering Collaboration respecting Inclusion and Diversity CIS_03_CollaborationRespectingInclusionAndDiversity 4. Interacting through Digital Technologies and Netiquette CIS_04_InteractingThroughDigitalTechnologiesAndNetiquette 5. Developing Self-Awareness and Strengthening Self-Efficacy SMPDS_01_SelfAwarenessSelfEfficacy 6. Valorising Wellbeing SMPDS_02_Wellbeing 7. Applying Flexibility and Adaptability to Decision-

	<p>Making in the Workplace and Everyday Life SMPDS_03_FlexibilityandAdaptability</p> <p>8. Developing Growth Mindset and Antifragility SMPDS_04_GrowthMindsetandAntifragility</p> <p>9. Identifying motivation and perseverance drivers and barriers in the workplace SMPDS_05_Motivation and Perseverance</p> <p>10. Managing learning and experience SMPDS_06_Managing learning and experience</p> <p>11. Applying Critical Thinking in Everyday Work Decisions IIS_01_CriticalThinking</p> <p>12. Applying problem framing IIS_02_ProblemFraming</p> <p>13. Evaluating Data Information and Digital Content with Protecting Personal Data and Privacy IIS_03_Evaluating Data Information and Digital Content with Protecting Personal Data and Privacy</p> <p>14. Spotting Initiative & Seizing Opportunities APSS_01_Initiative&Opportunities</p> <p>15. Valuing Sustainability APSS_02_ValuingSustainability</p> <p>16. Applying Artificial Intelligence (AI) Literacy APSS_03_AILiteracy</p> <p>17. Applying Labour Market Awareness WOS_01_LabourMarketAwareness</p> <p>18. Developing Basic Project Management Skills for Work WOS_02_BasicProjectManagement</p> <p>19. Applying interdisciplinary thinking WOS_03_Interdisciplinary thinking</p>
--	--

	20. Demonstrating Work Ethic and Supporting Fairness WOS_04_Work Ethic and Supporting Fairness
Mode of learning	Blended learning (asynchronous electronic learning and self-directed learning)
Type of recognition of the microcredential	This microcredential is endorsed by the following social partners: Cyprus Employers & Industrialists Federation (OEB) Valencia Chamber of Commerce, Industry, Services and Shipping The Chambers of Commerce, Industry, Craft and Agriculture Radom Chamber of Industry and Commerce Formal certification is provided by the Cyprus Certification Company.
Language of instruction and assessment	EN, EL, ES, IT, PL

Table 2: Optional elements

17.3. Pre-Assessment questions

1. Do I understand, in simple terms, what the labour market is and can I identify at least two factors that influence job availability?

Yes No

2. Can I identify at least three occupations or skills that are currently in demand and explain why employers are seeking them?

Yes No

3. Can I identify key employment sectors and describe at least one typical entry-level role and a possible career pathway within a sector that interests me?

Yes No

4. Can I find and use labour market information from different sources (such as job boards, online tools, or employment services) to identify suitable job opportunities?

Yes No

5. Can I read a job advertisement and understand the required skills, qualifications, and responsibilities?

Yes No

6. Can I identify my own skills, strengths, and areas for development and match them to potential job opportunities?

Yes No

7. Can I prepare a clear and appropriate CV and cover letter for an entry-level position?

Yes No

8. Can I apply basic communication techniques when preparing for interviews or when interacting with employers?

Yes No

9. Can I outline my basic employment rights, including different types of employment and protection against discrimination?

Yes No

18. Developing Basic Project Management Skills for Work WOS_02_BasicProjectManagement

18.1. Mandatory elements

Identification of the learner	Target learners include long-term unemployed individuals (with particular emphasis on women and young people), economically inactive women, low-qualified adults, and other vulnerable groups.
Code of micro credential	WOS_02_BasicProjectManagement
Title of the micro-credential	Developing Basic Project Management Skills for Work
Contry(ies)/ Region(s) of the issuer	Cyprus, Greece, Italy, Poland, Spain
Awarding body(ies)	Cyprus Certification Company
Date of issuing	1 month after assessment
Learning Outcomes	<p>In terms of knowledge:</p> <ul style="list-style-type: none"> • Explain the key components of project management, within a workplace context, including project lifecycle phases, stakeholder roles, and basic project management terminology. • Describe fundamental project planning techniques such as work breakdown, scheduling methods, and resource allocation principles. • Outline common project risks and quality requirements and how they relate to project success • Identify project success criteria, KPIs and evaluation

	<p>methods.</p> <p>In terms of skills</p> <ul style="list-style-type: none"> • Utilise basic project management tools to create simple project schedules, prioritise tasks, solve problems and track progress for entry-level project activities. • Organise and coordinate basic project tasks with internal and external stakeholders. <p>In terms of competences</p> <ul style="list-style-type: none"> • Exercise self-management and demonstrate initiative in executing and evaluating entry-level projects from start to finish.
Workload needed to achieve the learning outcomes (hours)	20 hours
EQF Level	EQF Level 4
Type of assessment	Closed questions
Form of participation in the learning activity	Asynchronous electronic learning and self-directed learning
Type of quality assurance used to underpin the micro-credential	The quality assurance system underpinning the micro-credential is aligned with recognised European and international standards, ensuring credibility, transparency and continuous improvement. The assessment processes leading to the award and recognition of the micro-credential are based on ISO 17024-certified assessment

	<p>tools, guaranteeing the validity, reliability and impartiality of competence assessment.</p> <p>In parallel, the EQAVET framework is systematically applied across all phases of the micro-credential lifecycle. The design of the micro-credential is grounded in a structured needs analysis involving companies, learners and a broad range of stakeholders, including social partners, thereby ensuring labour-market relevance and stakeholder engagement.</p> <p>The asynchronous e-learning components are developed by qualified trainers in accordance with sound instructional design principles. Learner assessment is conducted using standardised, ISO/IEC 17024-compliant tools, supported by clearly defined and transparent marking criteria, which are communicated to learners in advance.</p> <p>Quality monitoring and enhancement are further supported through the systematic collection of learner feedback via evaluation questionnaires, enabling evidence-based improvements to both learning content and assessment procedures. An annual review and revision cycle is embedded in the micro-credential framework to ensure ongoing quality assurance, responsiveness to evolving skills needs, and alignment with labour-market and learner requirements.</p>
--	--

Table 14: Mandatory elements

18.2. Optional elements

Pre-requisites	None
Supervision and identity verification during the assessment	<p>Supervision and identity verification during the assessment:</p> <p>To facilitate the easy and consolidated experience of the examination process, the MORAL project has decided to utilize a customized on-line platform owned by CCC. This platform is a specially customized Learning Management System.</p> <p>Applicants must complete the online assessment with live invigilation through TEAMS, using their cameras and microphones as required.</p> <p>Application and Documentation Requirements</p> <p>Applicants are required to submit their personal information during the application process and, by completing the relevant fields, confirm compliance with these regulations and associated procedures. Additionally, applicants must upload electronic proof of identity and academic credentials or qualifications as specified by the certification scheme. Any Certification application that fails to meet all prerequisites will be rejected. The review and verification of the application is made to ensure that all required information has been submitted by the applicant. During the examination, the invigilators will verify the identity of the candidates based on relevant documents, supervise the applicants to ensure compliance with the examination procedure, closely work with individuals responsible for the examination to resolve any issues that</p>

	<p>may arise during the examination, prevents fraud involving the behaviours and actions of candidates during the examinations and complete the necessary paperwork (if applicable) etc.</p>
<p>Grade achieved</p>	<p>Pass: 60% or above/ Fail: Below 60%</p>
<p>Stackability options</p>	<p>This microcredential is stackable and together with the following microcredentials, leads to the Passport for Employment.</p> <ol style="list-style-type: none"> 1. Applying Communication Skills CIS_01_Communication 2. Applying Empathy in Professional Interaction and Leadership CIS_02_Empathy 3. Fostering Collaboration respecting Inclusion and Diversity CIS_03_CollaborationRespectingInclusionAndDiversity 4. Interacting through Digital Technologies and Netiquette CIS_04_InteractingThroughDigitalTechnologiesAndNetiquette 5. Developing Self-Awareness and Strengthening Self-Efficacy SMPDS_01_SelfAwarenessSelfEfficacy 6. Valorising Wellbeing SMPDS_02_Wellbeing 7. Applying Flexibility and Adaptability to Decision-Making in the Workplace and Everyday Life SMPDS_03_FlexibilityandAdaptability 8. Developing Growth Mindset and Antifragility SMPDS_04_GrowthMindsetandAntifragility

	<p>9. Identifying motivation and perseverance drivers and barriers in the workplace SMPDS_05_Motivation and Perseverance</p> <p>10. Managing learning and experience SMPDS_06_Managing learning and experience</p> <p>11. Applying Critical Thinking in Everyday Work Decisions IIS_01_CriticalThinking</p> <p>12. Applying problem framing IIS_02_ProblemFraming</p> <p>13. Evaluating Data Information and Digital Content with Protecting Personal Data and Privacy IIS_03_Evaluating Data Information and Digital Content with Protecting Personal Data and Privacy</p> <p>14. Spotting Initiative & Seizing Opportunities APSS_01_Initiative&Opportunities</p> <p>15. Valuing Sustainability APSS_02_ValuingSustainability</p> <p>16. Applying Artificial Intelligence (AI) Literacy APSS_03_AILiteracy</p> <p>17. Applying Labour Market Awareness WOS_01_LabourMarketAwareness</p> <p>18. Developing Basic Project Management Skills for Work WOS_02_BasicProjectManagement</p> <p>19. Applying interdisciplinary thinking WOS_03_Interdisciplinary thinking</p> <p>20. Demonstrating Work Ethic and Supporting Fairness WOS_04_Work Ethic and Supporting Fairness</p>
<p>Mode of learning</p>	<p>Blended learning (asynchronous electronic learning and self-directed learning)</p>

Type of recognition of the microcredential	<p>This microcredential is endorsed by the following social partners:</p> <p>Cyprus Employers & Industrialists Federation (OEB)</p> <p>Valencia Chamber of Commerce, Industry, Services and Shipping</p> <p>The Chambers of Commerce, Industry, Craft and Agriculture</p> <p>Radom Chamber of Industry and Commerce</p> <p>Formal certification is provided by the Cyprus Certification Company.</p>
Language of instruction and assessment	EN, EL, ES, IT, PL

Table 2: Optional elements

18.3. Pre-Assessment questions

1. Can I explain what a project is and describe the main stages of a simple project, from start to completion, using examples from work or everyday life?

Yes No

2. Do I understand the basic roles involved in a project (such as project owner, team members, and stakeholders) and why their involvement is important?

Yes No

3. Am I comfortable using basic project management terms (such as task, deadline, risk, milestone, and quality) and explaining them in simple words?

Yes No

4. Can I break down a small project into clear tasks and identify what needs to be done and in what order?

Yes No

5. Can I create a simple project schedule using a basic template and estimate how long tasks might take?

Yes No

6. Can I identify common problems or risks that might affect a project and suggest simple actions to reduce their impact?

Yes No

7. Do I understand what makes a project successful and can I identify basic success criteria (such as time, quality, or task completion)?

Yes No

8. Can I use basic tools to organise tasks, prioritise work, and track progress during a small project?

Yes No

9. Do I feel confident communicating and coordinating tasks with others (such as colleagues, supervisors, or external partners) in a respectful and organised way?

Yes No

10. Can I manage my own work, take initiative, and reflect on what went well or what could be improved after completing a simple project task?

Yes No

19. Applying interdisciplinary thinking

WOS_03_Interdisciplinary thinking

19.1. Mandatory elements

Identification of the learner	Target learners include long-term unemployed individuals (with particular emphasis on women and young people), economically inactive women, low-qualified adults, and other vulnerable groups.
Code of micro credential	WOS_03_Interdisciplinary thinking
Title of the micro-credential	Applying interdisciplinary thinking
Contry(ies)/ Region(s) of the issuer	All the countries of the consortium (Cyprus, Greece, Italy, Poland, Spain)
Awarding body(ies)	Cyprus Certification Company
Date of issuing	1 month after assessment
Learning Outcomes	<p>In terms of knowledge</p> <ul style="list-style-type: none"> • Explain the difference between experimentation and creativity in learning and at workplace. • Explain the concept of interdisciplinary thinking. • Determine situations where failures of experimentation can lead to creation of the environment that support interdisciplinary thinking. • Interpret how diversity and inclusiveness support development of imaginative ideas.

	<p>In terms of skills</p> <ul style="list-style-type: none"> • Suggest approaches bringing together individuals from different backgrounds and having diverse skill sets to complete challenging tasks. • Apply interdisciplinary thinking approach in order to support the decision-making process. <p>In terms of competences</p> <ul style="list-style-type: none"> • Contribute to innovation at the workplace by applying interdisciplinary thinking.
Workload needed to achieve the learning outcomes (hours)	10 hours
EQF Level	EQF Level 5
Type of assessment	Closed questions
Form of participation in the learning activity	Asynchronous electronic learning and self-directed learning
Type of quality assurance used to underpin the microcredential	<p>The quality assurance system underpinning the micro-credential is aligned with recognised European and international standards, ensuring credibility, transparency and continuous improvement. The assessment processes leading to the award and recognition of the micro-credential are based on ISO 17024-certified assessment tools, guaranteeing the validity, reliability and impartiality of competence assessment.</p> <p>In parallel, the EQAVET framework is systematically applied across all phases of the micro-credential lifecycle. The design of the micro-credential is grounded in a structured needs analysis involving companies, learners</p>

	<p>and a broad range of stakeholders, including social partners, thereby ensuring labour-market relevance and stakeholder engagement.</p> <p>The asynchronous e-learning components are developed by qualified trainers in accordance with sound instructional design principles. Learner assessment is conducted using standardised, ISO/IEC 17024-compliant tools, supported by clearly defined and transparent marking criteria, which are communicated to learners in advance.</p> <p>Quality monitoring and enhancement are further supported through the systematic collection of learner feedback via evaluation questionnaires, enabling evidence-based improvements to both learning content and assessment procedures. An annual review and revision cycle is embedded in the micro-credential framework to ensure ongoing quality assurance, responsiveness to evolving skills needs, and alignment with labour-market and learner requirements.</p>
--	---

Table 15: Mandatory elements

19.2. Optional elements

Pre-requisites	None
Supervision and identity verification during the assessment	<p>Supervision and identity verification during the assessment:</p> <p>To facilitate the easy and consolidated experience of the examination process, the MORAL project has decided to</p>

	<p>utilize a customized on-line platform owned by CCC. This platform is a specially customized Learning Management System.</p> <p>Applicants must complete the online assessment with live invigilation through TEAMS, using their cameras and microphones as required.</p> <p>Application and Documentation Requirements</p> <p>Applicants are required to submit their personal information during the application process and, by completing the relevant fields, confirm compliance with these regulations and associated procedures. Additionally, applicants must upload electronic proof of identity and academic credentials or qualifications as specified by the certification scheme. Any Certification application that fails to meet all prerequisites will be rejected. The review and verification of the application is made to ensure that all required information has been submitted by the applicant. During the examination, the invigilators will verify the identity of the candidates based on relevant documents, supervise the applicants to ensure compliance with the examination procedure, closely work with individuals responsible for the examination to resolve any issues that may arise during the examination, prevents fraud involving the behaviours and actions of candidates during the examinations and complete the necessary paperwork (if applicable) etc.</p>
Grade achieved	Pass: 60% or above/ Fail: Below 60%
Stackability options	This microcredential is stackable and together with the

	<p>following microcredentials, leads to the Passport for Employment.</p> <ol style="list-style-type: none"> 1. Applying Communication Skills CIS_01_Communication 2. Applying Empathy in Professional Interaction and Leadership CIS_02_Empathy 3. Fostering Collaboration respecting Inclusion and Diversity CIS_03_CollaborationRespectingInclusionAndDiversity 4. Interacting through Digital Technologies and Netiquette CIS_04_InteractingThroughDigitalTechnologiesAndNetiquette 5. Developing Self-Awareness and Strengthening Self-Efficacy SMPDS_01_SelfAwarenessSelfEfficacy 6. Valorising Wellbeing SMPDS_02_Wellbeing 7. Applying Flexibility and Adaptability to Decision-Making in the Workplace and Everyday Life SMPDS_03_FlexibilityandAdaptability 8. Developing Growth Mindset and Antifragility SMPDS_04_GrowthMindsetandAntifragility 9. Identifying motivation and perseverance drivers and barriers in the workplace SMPDS_05_MotivationandPerseverance 10. Managing learning and experience SMPDS_06_Managing learning and experience 11. Applying Critical Thinking in Everyday Work
--	--

	<p>Decisions IIS_01_CriticalThinking</p> <p>12. Applying problem framing IIS_02_ProblemFraming</p> <p>13. Evaluating Data Information and Digital Content with Protecting Personal Data and Privacy IIS_03_Evaluating Data Information and Digital Content with Protecting Personal Data and Privacy</p> <p>14. Spotting Initiative & Seizing Opportunities APSS_01_Initiative&Opportunities</p> <p>15. Valuing Sustainability APSS_02_ValuingSustainability</p> <p>16. Applying Artificial Intelligence (AI) Literacy APSS_03_AILiteracy</p> <p>17. Applying Labour Market Awareness WOS_01_LabourMarketAwareness</p> <p>18. Developing Basic Project Management Skills for Work WOS_02_BasicProjectManagement</p> <p>19. Applying interdisciplinary thinking WOS_03_Interdisciplinary thinking</p> <p>20. Demonstrating Work Ethic and Supporting Fairness WOS_04_Work Ethic and Supporting Fairness</p>
<p>Mode of learning</p>	<p>Blended learning (asynchronous electronic learning and self-directed learning)</p>
<p>Type of recognition of the microcredential</p>	<p>This microcredential is endorsed by the following social partners:</p> <p>Cyprus Employers & Industrialists Federation (OEB)</p> <p>Valencia Chamber of Commerce, Industry, Services and Shipping</p> <p>The Chambers of Commerce, Industry, Craft and</p>

Language of instruction and assessment	<p>Agriculture</p> <p>Radom Chamber of Industry and Commerce</p> <p>Formal certification is provided by the Cyprus Certification Company.</p>
Language of instruction and assessment	EN, EL, ES, IT, PL

Table 2: Optional elements

19.3. Pre-Assessment questions

1. Can I explain the difference between experimentation and creativity in learning and in the workplace?

Yes No

2. Can I clearly explain the concept of interdisciplinary thinking?

Yes No

3. Can I determine situations in which failures in experimentation may create an environment that supports interdisciplinary thinking?

Yes No

4. Can I interpret how diversity and inclusiveness contribute to the development of imaginative ideas?

Yes No

5. Can I suggest practical approaches to bring together individuals from diverse backgrounds and skill sets to complete challenging tasks?

Yes No

6. Am I able to apply interdisciplinary thinking to support decision-making processes?

Yes No

20. Demonstrating Work Ethic and Supporting Fairness

WOS_04_Work Ethic and Supporting Fairness

20.1. Mandatory elements

Identification of the learner	Target learners include long-term unemployed individuals (with particular emphasis on women and young people), economically inactive women, low-qualified adults, and other vulnerable groups.
Code of micro credential	WOS_04_Work Ethic and Supporting Fairness
Title of the micro-credential	Demonstrating Work Ethic and Supporting Fairness
Contry(ies)/ Region(s) of the issuer	All the countries of the consortium (Cyprus, Greece, Italy, Poland, Spain)
Awarding body(ies)	Cyprus Certification Company
Date of issuing	1 month after assessment
Learning Outcomes	<p>In terms of knowledge</p> <ul style="list-style-type: none"> • Define the core principles of work ethic (e.g. responsibility, punctuality, honesty) • Identify behaviors that promote fairness and respect in the workplace. • Discover the impact of ethical conduct on team collaboration. • Explain the importance of treating all individuals equally in entry-level roles. <p>In terms of skills</p> <ul style="list-style-type: none"> • Detect barriers in diversity and inclusion • Select inclusive behaviors and respectful actions in

	<p>interactions with others.</p> <p>In terms of competences</p> <ul style="list-style-type: none"> • Take part in fair and responsible conduct in familiar and slightly changing workplace situations.
Workload needed to achieve the learning outcomes (hours)	10 hours
EQF Level	EQF Level 4
Type of assessment	Closed questions
Form of participation in the learning activity	Asynchronous electronic learning and self-directed learning
Type of quality assurance used to underpin the microcredential	<p>The quality assurance system underpinning the micro-credential is aligned with recognised European and international standards, ensuring credibility, transparency and continuous improvement. The assessment processes leading to the award and recognition of the micro-credential are based on ISO 17024-certified assessment tools, guaranteeing the validity, reliability and impartiality of competence assessment.</p> <p>In parallel, the EQAVET framework is systematically applied across all phases of the micro-credential lifecycle.</p> <p>The design of the micro-credential is grounded in a structured needs analysis involving companies, learners and a broad range of stakeholders, including social partners, thereby ensuring labour-market relevance and stakeholder engagement.</p> <p>The asynchronous e-learning components are developed by qualified trainers in accordance with sound</p>

	<p>instructional design principles. Learner assessment is conducted using standardised, ISO/IEC 17024-compliant tools, supported by clearly defined and transparent marking criteria, which are communicated to learners in advance.</p> <p>Quality monitoring and enhancement are further supported through the systematic collection of learner feedback via evaluation questionnaires, enabling evidence-based improvements to both learning content and assessment procedures. An annual review and revision cycle is embedded in the micro-credential framework to ensure ongoing quality assurance, responsiveness to evolving skills needs, and alignment with labour-market and learner requirements.</p>
--	--

Table 1: Mandatory elements

20.2. Optional elements

Pre-requisites	None
Supervision and identity verification during the assessment	<p>Supervision and identity verification during the assessment:</p> <p>To facilitate the easy and consolidated experience of the examination process, the MORAL project has decided to utilize a customized on-line platform owned by CCC. This platform is a specially customized Learning Management System.</p> <p>Applicants must complete the online assessment with live invigilation through TEAMS, using their cameras and</p>

	<p>microphones as required.</p> <p>Application and Documentation Requirements</p> <p>Applicants are required to submit their personal information during the application process and, by completing the relevant fields, confirm compliance with these regulations and associated procedures. Additionally, applicants must upload electronic proof of identity and academic credentials or qualifications as specified by the certification scheme. Any Certification application that fails to meet all prerequisites will be rejected. The review and verification of the application is made to ensure that all required information has been submitted by the applicant. During the examination, the invigilators will verify the identity of the candidates based on relevant documents, supervise the applicants to ensure compliance with the examination procedure, closely work with individuals responsible for the examination to resolve any issues that may arise during the examination, prevents fraud involving the behaviours and actions of candidates during the examinations and complete the necessary paperwork (if applicable) etc.</p>
<p>Grade achieved</p>	<p>Pass: 60% or above/ Fail: Below 60%</p>
<p>Stackability options</p>	<p>This microcredential is stackable and together with the following microcredentials, leads to the Passport for Employment.</p> <ol style="list-style-type: none"> 1. Applying Communication Skills CIS_01_Communication 2. Applying Empathy in Professional Interaction and

	<p>Leadership CIS_02_Empathy</p> <p>3. Fostering Collaboration respecting Inclusion and Diversity CIS_03_CollaborationRespectingInclusionAndDiversity</p> <p>4. Interacting through Digital Technologies and Netiquette CIS_04_InteractingThroughDigitalTechnologiesAndNetiquette</p> <p>5. Developing Self-Awareness and Strengthening Self-Efficacy SMPDS_01_SelfAwarenessSelfEfficacy</p> <p>6. Valorising Wellbeing SMPDS_02_Wellbeing</p> <p>7. Applying Flexibility and Adaptability to Decision-Making in the Workplace and Everyday Life SMPDS_03_FlexibilityandAdaptability</p> <p>8. Developing Growth Mindset and Antifragility SMPDS_04_GrowthMindsetandAntifragility</p> <p>9. Identifying motivation and perseverance drivers and barriers in the workplace SMPDS_05_Motivation and Perseverance</p> <p>10. Managing learning and experience SMPDS_06_Managing learning and experience</p> <p>11. Applying Critical Thinking in Everyday Work Decisions IIS_01_CriticalThinking</p> <p>12. Applying problem framing IIS_02_ProblemFraming</p> <p>13. Evaluating Data Information and Digital Content with Protecting Personal Data and Privacy IIS_03_Evaluating Data Information and Digital Content</p>
--	---

	<p>with Protecting Personal Data and Privacy</p> <p>14. Spotting Initiative & Seizing Opportunities APSS_01_Initiative&Opportunities</p> <p>15. Valuing Sustainability APSS_02_ValuingSustainability</p> <p>16. Applying Artificial Intelligence (AI) Literacy APSS_03_AILiteracy</p> <p>17. Applying Labour Market Awareness WOS_01_LabourMarketAwareness</p> <p>18. Developing Basic Project Management Skills for Work WOS_02_BasicProjectManagement</p> <p>19. Applying interdisciplinary thinking WOS_03_Interdisciplinary thinking</p> <p>20. Demonstrating Work Ethic and Supporting Fairness WOS_04_Work Ethic and Supporting Fairness</p>
Mode of learning	Blended learning (asynchronous electronic learning and self-directed learning)
Type of recognition of the microcredential	<p>This microcredential is endorsed by the following social partners:</p> <p>Cyprus Employers & Industrialists Federation (OEB)</p> <p>Valencia Chamber of Commerce, Industry, Services and Shipping</p> <p>The Chambers of Commerce, Industry, Craft and Agriculture</p> <p>Radom Chamber of Industry and Commerce</p> <p>Formal certification is provided by the Cyprus Certification Company.</p>
Language of instruction and	EN, EL, ES, IT, PL

assessment

Table 2: Optional elements

20.3. Pre-Assessment questions

1. Are you able to describe the meaning of equity applied to the workplace

Yes No

2. Can you identify the difference between simple equality and workplace equity?

Yes No

3. Can you describe how the "4Rs" principles of resource management (Reduce, Reuse, Recycle, Recover) relate to workplace ethics?

Yes No

4. Do you understand how your personal values influence your professional decision-making?

Yes No

5. Are you able to explain how sustainability is linked to the concepts of fairness and ethics in the workplace

Yes No

6. Do you know the FIR (Fairness, Inclusion, and Respect) framework and its goal to eliminate discrimination?

Yes No

7. Do you understand the importance of "long-term thinking" in the context of professional

ethics?

Yes No