



ЕВРОПСКА УНИЈА



ФОНДАЦИЈА
ТЕМПУС

НАЦИОНАЛНИ
ТИМ ЗА ПОДРШКУ
ПРОЈЕКТИМА
МОБИЛНОСТИ
У СТРУЧНОМ
ОБРАЗОВАЊУ



МИКРОКРЕДЕНЦИЈАЛИ И ЗЕЛЕНА ТРАНЗИЦИЈА

12. децембар,
Београд

СИНИША ЂУРАШЕВИЋ

Еразмус+

Обогађује животе, шири видике.



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DEVELOPING GUIDELINES FOR THE IMPLEMENTATION OF MICRO-CREDENTIALS IN HIGHER EDUCATION (MICROGUIDE)

<https://microguide.bio.bg.ac.rs/>

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НАЦИОНАЛНИ ТИМ ЗА ПОДРШКУ ПРОЈЕКТИМА МОБИЛНОСТИ У СТРУЧНОМ ОБРАЗОВАЊУ

DEVELOPING GUIDELINES FOR THE IMPLEMENTATION OF MICRO-CREDENTIALS IN HIGHER EDUCATION (MICROGUIDE)

2021-1-ProjectRS01-KA220-HED-000027585

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On 16 June 2022, the Council of the European Union (EU) adopted a Recommendation on a European approach to micro-credentials for lifelong learning and employability. **The Recommendation seeks to support the development, implementation and recognition of micro-credentials across institutions, businesses, sectors and borders.**

An effective culture of lifelong learning is key to ensuring that everyone has the knowledge, skills and competences they need to thrive in their personal and professional lives.

Micro-credentials certify the learning outcomes of short-term learning experiences, for example a short course or training. They offer a flexible, targeted way to help people develop the knowledge, skills and competences they need for their personal and professional development.

However, without common standards ensuring their quality, transparency, cross-border comparability, recognition and portability, **micro-credentials cannot reach their full potential.**

A European approach to micro-credentials



The Recommendation provides **building blocks including a definition, standard elements for describing micro-credentials, and principles for designing and issuing micro-credentials.**

As a result, micro-credentials can be developed, used and compared in a coherent way among Member States, stakeholders and different providers (from education and training institutions to private companies) across different sectors, fields and borders. It will support the building of trust in micro-credentials across Europe.

The Recommendation will support the development and uptake of high-quality and transparent micro-credentials and outlines key areas for action in this field in education and training and labour markets policies. This will enable people to learn new skills in a tailored way, inclusive for all.

The European approach to micro-credentials is a key component of the Commission's vision to achieve a European Education Area by 2025.

A European approach to micro-credentials



Definition(s)

1.

Short courses that certify your knowledge in a particular area
(**Forbes Advisor**)

2.

Short certification courses that allow you to learn new professional skills very quickly
(**Open Universities Australia**)

3.

Short certification courses that allow you to learn new professional skills very quickly
(**Assessment Systems**)

4.

Mini qualifications that can help individuals learn new skills, progress in their careers, or change careers entirely
(**Times Higher Education**)

5.

Framework for delivering competency-based qualifications that are shorter than a comprehensive certification
(**Accredible**)

6.

Short, competency-based recognition
(**National Education Association**)



Definition(s)

7.

Online credential programs where you can earn credits to apply towards a degree program (**Pathways to Advancement**)

8.

Bite-sized qualifications that demonstrate skills, knowledge and/or experience in a specific subject area or capability (**Wiley University Services**)



Micro-credential properties

1.

Micro-credentials come in various forms:

- Badges:** Digital badges earned for completing a course or project
- Certificates:** Short courses that lead to a certificate of completion
- Nano-degrees:** More extensive programs offered by organizations like Udacity or Coursera

2.

They are offered by many reputable institutions or organizations:

- Harvard University** HarvardX Verified Certificate
- Google** Ads Certification, Google Analytics Certification, and Google Cloud Certification
- Microsoft** Certified Azure Fundamentals, Developer Associate and Solutions Architect Expert
- IBM** Digital Badge program
- Coursera** Specializations
- edX** Professional Certificate programs
- Udacity** nano-degrees
- LinkedIn** Learning Skills Assessments and Learning Certificates
- Adobe** Certified Badges



Micro-credential properties

3.

Flexibility, both on the pace of development and the way of delivery (blended learning, online learning...):

- it allows learners to study at their own pace and can be completed in less time than traditional degrees, which makes them an attractive option for working professionals (no matter on previous education) looking to upskill or change careers
- ECTS/or similar range

4.

Targeted Skill Acquisition:

- to enable individuals to acquire specific, in-demand skills in a life-long learning manner that can boost employability
- Link to the labour market needs



Micro-credential properties

5.

Stackability:

- Where multiple micro-credentials can be combined to **form a comprehensive skillset.**
- Also, **a way to restrict micro-credential duration**
- And what about **Certificates?**
- And what about a **degree?** (for example, 180 ECTS micro-credential)

6.

Assessments:

- To earn a micro-credential, learners typically need to complete the required coursework or projects specified by the issuing institution or organization.
- The specific requirements may vary depending on the micro-credential.
- Some may require learners to pass **quizzes, exams, or submit assignments**, while others may involve **practical projects or case studies**



Issues (still) to be solved

1.

Legal Framework:

- Is it necessary, and if so, when
- Formal vs Non-formal Learning
- Quality vs Flexibility

2.

ECTS range:

- 5?, 10? 30?
- It must be something MICRO** - ECTS value based on purpose, having stackability in mind

3.

Content:

Is it just a usual HE course or something other?

4.

Quality assurance:

- Accreditation
- Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)

5.

Certification:

- Certificate and certificate supplement



Certificate and certificate supplement

According to the council recommendation, the mandatory elements for micro-credentials certification are the following:

- Identification of the learner;
- Title of the micro-credential;
- Country(ies)/region(s) of the issuer;
- Date of issuing;
- Learning outcomes;
- Workload needed to achieve the learning outcomes (in European Credit Transfer and Accumulation System – ECTS, wherever possible);
- Type of assessment;
- Level (and cycle, if applicable) of the learning experience leading to the micro-credential (European Qualifications Framework, Qualifications Frameworks in the European Higher Education Area), if applicable;
- Form of participation in the learning activity;
- Type of quality assurance used to underpin the micro-credential;
- Prerequisites: Admission requirements, Prior knowledge, Prior experience;
- Description of the grading scheme;
- Supervision and identity verification during assessment.



Issues (still) to be solved

6.

Link to the NQFs/EQF:

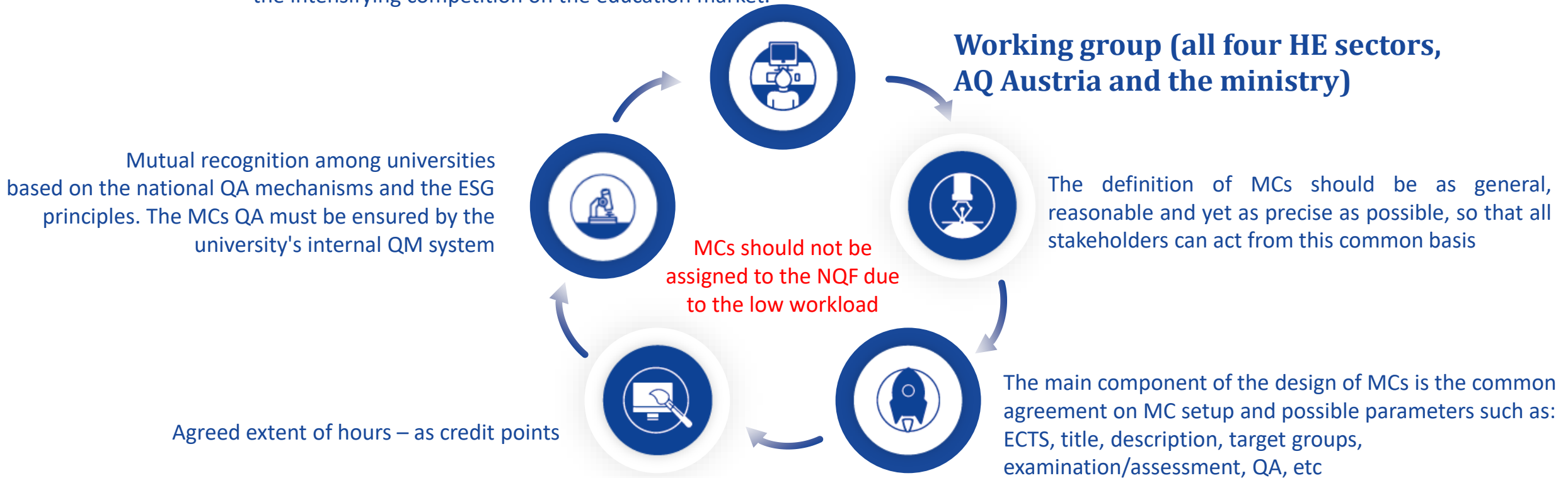
- European Micro-credential Framework recommends linking micro-credentials issued by HEIs to NQF by integrating or stacking into qualification programs between level 6 to 8
- It is noteworthy to mention that linking micro-credentials to NQFs levels **does not equivalence with qualifications in the levels. Instead, it should serve as a reference point for stacking micro-credentials into existing formal qualifications**

One (simple) approach could be content-based:

- If some MCs is already a part of level 6 study curricula...
- Or if majority of its content belongs to the material that is normally offered at level 6 studies..
- then that MCs should be linked to the level 6**



Austrian HE takes a positive view of the European developments in MCs, especially in the context of the increasingly important lifelong learning and sees this as an opportunity for the universities to expand the quality of their educational offerings, open new target groups and expand cooperation with non-university partner institutions. This can be an important contribution to strengthening the position of the universities in the intensifying competition on the education market.



Labour markets of the USA, Germany and Australia have similar trends. One of them is a shortage of skilled workers in STEM professions, which will worsen by 2030. As a result of ageing, health and care professions will also be in high demand. As one of the ways to minimize the risks and consequences, BCG suggests governments of these countries, including Germany, should develop a new approach to MCs.

...does not see any added value in the integration of micro-degrees into the regular academic programmes. Instead, it fears a modularisation of degrees, speaks in its position paper of the danger of the fragmentation of the canon of knowledge and criticises the often-commercial use of the micro-parts of conventional degree programmes

German Rectors' Conference

The possible fields of application are clearly limited: for example, MCs should be used primarily in the context of orientation courses for students, further training for staff or also in special extracurricular offers for so-called "high-potentials" – i.e., predominantly in the context of academic further education



German Academic Exchange Service (DAAD) President, Professor Dr Joybrato Mukherjee

Micro-credentials are about flexibilising educational pathways in Germany and the European Union in an increasingly technology-oriented and highly complex work environment. It is gratifying to see that, in addition to their obvious use in connection with higher qualifications, they're increasingly being perceived as useful measures for the purpose of internationalisation and boosting short-term mobility in the EU

Federal Government

...expresses scepticism and points out that MCs could represent a disproportionate administrative or financial burden for the Member States, as they could overlap with other existing structures. Moreover, from the German point of view, there is a general danger that the value of qualifications in all educational sectors will be diluted



Statement on Short teaching and Learning Packages (SLP) and the recognition of the credentials related to them. This Statement is included in the efforts made by ANECA to give QA advice and, where necessary, support to the Spanish universities and to potential students interested in both offering or applying to current such types of short HE courses or those that might be delivered in the future.

The concept of MCs among the universities varies enormously from one to another:

- terminology** (micro-title, challenge and micro-module, own title, etc.);
- degree** (BSc, MSc);
- minimum and maximum** number of ECTS;
- methods of evaluation** (systems specific to the official titles in which they are integrated, or specific modalities such as carrying out projects, reality evaluation or design methodologies thinking);
- types of learning:** short learning programs that allow students to acquire new skills that help them respond to the rapid social and technological changes; University Master's or Senior University modules, challenges or micro-modules;
- QA activity** (degree courses that already exist and have been accredited, or independent training experience based on the HEI own evaluation systems).



ANECA survey study on MCs QA in Spain

The Statement focuses on:

- any kind of HE delivery: face to face, blended or fully online
- providers: formally established universities and HEIs, private corporations or companies, on-line platforms, etc.
- QA procedures
- mechanisms to favour the recognition on a wide array of credentials coming from a very diverse ecosystem of providers awarding multiple credentials in both length and learning outcomes



Study Case in Catalonia

The only complete experience for implementing MCs in Spain has been done in Catalonia, conducted in collaboration with the Autonomous Government of Catalonia, the Catalan University Quality Assurance Agency (AQU Catalunya), the 12 universities (public and privates) in the Catalan university system, the Catalan Public Employment Service, and the Catalan Continuous Training Consortium

When designing these programmes, the following were taken into account:

- The justification for development
- The objective and learning outcomes
- The internal QA system (IQAS)
- Student access and admission, and student support
- Teaching and support staff
- Material resources and services



- Bearing in mind that legislation in Spain does not provide for the consideration of SLPs within institutional accreditation, a methodology for programme-by-programme accreditation has been developed.
- In order to prepare this ex-ante evaluation process, the main references considered are the ESG and the Guide to ex-ante accreditation of official university degrees.
- Guide was approved by the Institutional and Programme Assessment Committee (CAIP, from its acronym in Catalan) of AQU Catalunya.
- On this basis, 7 different programmes were designed, 6 of them corresponding to EQF level 6 and one to EQF level 7.
- They were implemented differently by 9 universities and, consequently, assessed with an ECTS value ranging from 8 to 16.



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