

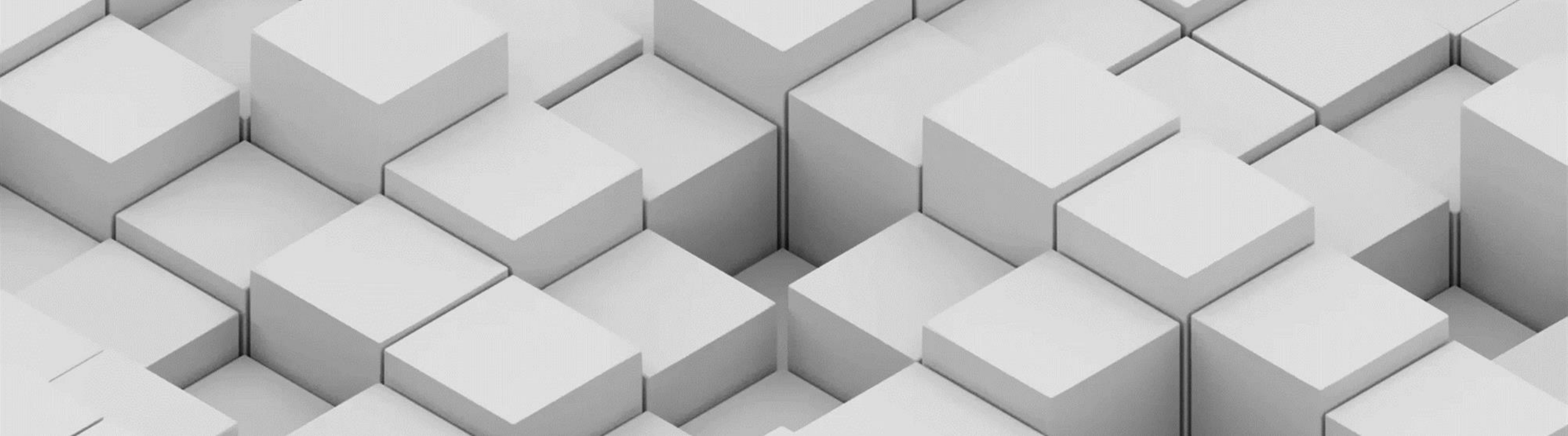
Topic 5

Micro-credentials - policy framework

Rationale



The Recommendation sets out a definition and guidance for the design, issuance and description of micro-credentials to facilitate their **quality, transparency and uptake.**



The initiative establishes ‘building blocks’ to develop an EU approach to micro-credentials:

- A common **definition** of micro-credentials
- Union **standard elements** to describe a micro-credential
- Union **principles for design and issuance** of micro-credentials



Common definition for micro-credentials

Micro-credential means the **record** of the **learning outcomes** that a learner has acquired following a **small volume of learning**. These learning outcomes have been **assessed** against transparent and clearly defined criteria.

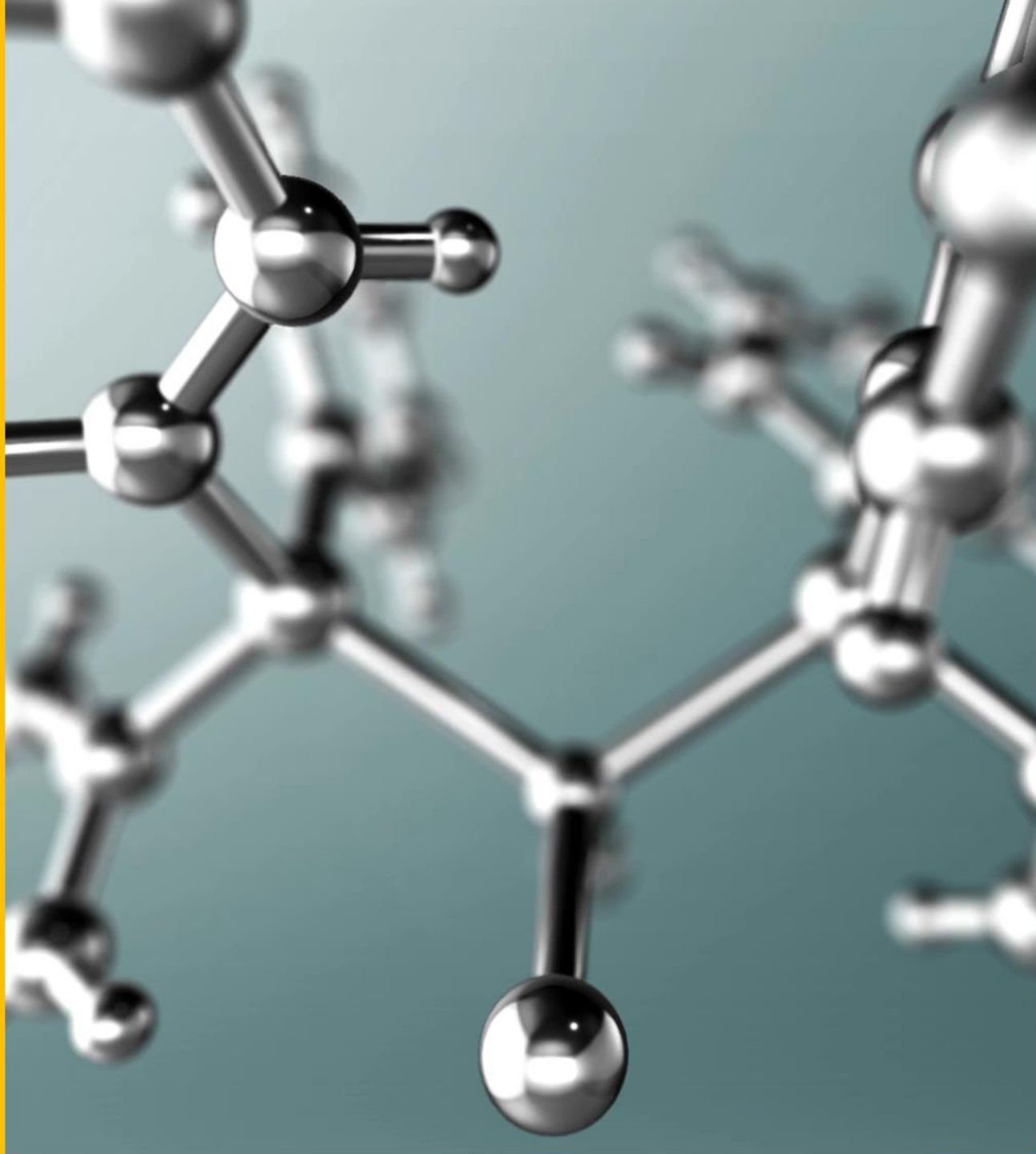
Learning experiences leading to micro-credentials are designed to provide the learner with **specific knowledge, skills and competences** that respond to societal, personal, cultural or labour market needs. Micro-credentials are **owned by the learner**, can be shared and are **portable**. They may be **standalone** or **combined into larger credentials**. They are underpinned by **quality assurance** following agreed standards in the relevant sector or area of activity.

EU Standard elements to describe a micro-credential

- Identification of the **learner**
- **Title** of the micro-credential
- **Country(ies)/Region(s)** of the issuer
- **Awarding body(ies)**
- Date of issuing
- **Learning outcomes**
- **Notional workload** needed to achieve the learning outcomes (in **ECTS**, wherever possible)
- **Level** (and cycle, if applicable) of the learning experience leading to the micro-credential (EQF, QF-EHEA), if applicable
- **Type of assessment**
- Form of participation in the learning activity
- Type of **quality assurance** used to underpin the micro-credential

Optional Information

- Prerequisites needed to enrol in the learning activity
- Supervision and identity verification during assessment
- Grade achieved
- Integration / stackability options
- Further information



Union principles for design and issuance of micro-credentials

1. Quality
2. Transparency
3. Relevance
4. Valid assessment
5. Learning Pathways
6. Recognition
7. Portable
8. Learner Centred
9. Authentic
10. Information and Guidance

Topic 5

Micro-credentials

Topic 5 - Providers

Providers of micro-credentials:

Education and training institutions,

Social partners, employers and industry, civil society organisations, public employment services (PES),

Regional and national authorities,

Other types of actors designing, delivering and issuing micro-credentials for formal, non-formal and informal learning.



Topic 5 - Eligibility

Under topic 5 'Micro-credentials', in order to be eligible, each project must include at least one public authority at national, regional, and/or local level as applicants (beneficiaries, not affiliated entities)

Topic 5

Priority 11

Micro-credentials' eco-systems

Priority 11 - Objectives

Defining the micro-credentials' framework;

Incorporating micro-credentials in relevant quality assurance mechanisms;

Facilitating understanding and recognition of micro-credentials and their portability;

Making the provision of micro-credentials relevant and targeted.



Priority 11 – Activities that can be funded

Explore avenues to incorporate the micro-credential concept fully in the national education/training system and national qualifications framework;

Explore changes needed in existing quality assurance mechanisms to incorporate micro-credentials;

Map current recognition practices of micro-credentials delivered by higher education institutions, VET institutions, and/or other formal and non-formal providers;

Explore transferability and scalability of existing portability solutions;

Explore how micro-credentials are currently used to develop relevant skills as well as to promote employability.



Topic 5

Provisions common to both priorities

Activities common to both priorities



Activities of the
project

- Meetings
- Consultations
- Surveys
- Focus groups discussions
- Actual implementation of courses leading to micro-credentials
- Strategies/recommendations/guidance documents



Communication and
dissemination plan

- Disseminating information on the call, objectives, results, etc.
- Final event

Expected impact

Improved
knowledge and
evidence

European added
value: share
practices

Ensured
transferability of
conclusions

Ensured scalability

Existing research to consider



Micro-credentials for labour market education and training

1. [Mapping micro-credentials in EU labour-market-related education and training](#) (October 2022).
2. [Micro-credentials and evolving qualifications systems](#) (February 2023).
3. [Micro-credentials and the added value for end-users](#) (About to be published).



[Guide to design, issue and recognise micro-credentials](#) (May 2023).



[Micro-credential innovations in higher education](#) (September 2021).

[Micro-credentials for lifelong learning and employability](#) (March 2023).

Summary papers, including case studies from: **Finland, Slovak Republic, Slovenia** and **Spain** (about to be published).



Micro-credentials linked to the Bologna key-commitments (March 2022).

Thank you

