Parallel session 2 – Dagmar Provijn – Senior Policy Advisor

Quality Assurance of Micro-credentials

EQAR Members' Dialogue (Prague) – 8-9 December 2022

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Micro-credentials?

- European Commission

- Microbol

- UNESCO

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Micro-credentials?

Working definition:

A micro-credential is a small volume of learning certified by a credential. In the EHEA context, it can be offered by higher education institutions or recognised by them using recognition procedures in line with the Lisbon Recognition Convention or recognition of prior learning, where applicable. A micro-credential is designed to provide the learner with specific knowledge, skills or competences that respond to societal, personal, cultural or labour market needs. Micro-credentials have explicitly defined learning outcomes at a QF-EHEA/NQF level, an indication of associated workload in ECTS credits, assessment methods and criteria, and are subject to quality assurance in line with the ESG.

microbol

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CALIMERO?

Authenti **C** ity

St **A** ckability

Up/reski **L** ling

Ownersh **I** p

Per **M** eability

Transpar **E** ncy

Po **R** tability

Rec **O** gnition

Validity

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SURVEY

- QA of MCs on the agenda of QA agencies/organisations

- Few put discussions into practice

- Vast majority expect clear guidelines/recommendations at European and/or national/regional level

- All agree on importance ESG Part I and Part II

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SURVEY - CHALLENGES

- Most relevant challenges external to QA agencies/organisations:
  - lack of supporting/gap in national legislation
  - lack of clear definitions
  - lack of full understanding of MCs by the sector

- QA agencies/organisations emphasize concern about the burden of external assessment/evaluations of MCs

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ESG APPLICABILITY TO MCs

- ESG are applicable – specificities identified

  EQA ➡️ confidence to recognise MCS

- MCs not unique manifestations of higher education
  - @ any level of QFs – LLL ladder
  - Other types of HE providers – collaborations

- Transparency, recognition, stackability, portability at forefront of quality demonstrations about MCs

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RECOMMENDATIONS ENQA WG

… arrangements for QA of MCs are explicitly made and communicated to education providers and other stakeholders

… where EQA are proposed, these are maintained flexible and rely, where appropriate, on already existing arrangements

… where IQA systems have repeatedly demonstrated their effectiveness, MC assessments test how MC specific features are accommodated as part of these systems

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RECOMMENDATIONS ENQA WG

… any assessment approaches consider how MCs demonstrate their specific objectives for lifelong learning

… any assessment approaches place special emphasis on stackability, recognition and portability arrangements for MCs

… information sharing is intensified for more diverse models of future collaborations amongst stakeholders, allowing for more agile safeguarding of such provision while reducing the burden on providers

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RECOMMENDATIONS ENQA WG - PROVIDERS

… internal quality monitoring for micro-credential activity is more frequent or takes different approaches than for traditional degrees

… suitable procedures for recognition of prior learning

and validation are in place

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RECOMMENDATIONS ENQA WG - PROVIDERS

… information is provided on the mandatory elements and, where relevant, the optional elements, as highlighted by 'A European Approach to Micro-credentials'

… certification systems for micro-credentials are appropriately implemented, possibly in digital form, to improve their portability and permeability
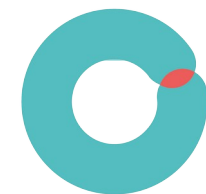
…

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Thanks!

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enqa.