

WEBINAR SERIES

Towards the Bologna Process Ministerial Meeting

MICROBOL PROJECT: DESK RESEARCH ON MICRO-CREDENTIALS

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**MICROBOL –  
Micro-credentials  
linked to the  
Bologna Key  
Commitments**

- **two-year project co-funded by Erasmus+ KA3 Support to Policy reform**
- **explores whether and how the existing EHEA tools can be used and/or need to be adapted to be applicable to micro-credentials**

## What are micro-credentials?

- the term refers to both the learning activity leading to a credential and the credential itself
- the existing definitions describe the following characteristics of micro-credentials:
  - ➔ size
  - ➔ purpose
  - ➔ categorisation
  - ➔ types of short courses they may encompass
  - ➔ linked to “digital”
- no consensus on a definition

## Why micro-credentials?

### **Policymakers' perspective**

- increasing need for upskilling and reskilling
- need for flexible and inclusive learning paths

### **Higher education institutions' perspective**

- a way to provide targeted and specialised training
- increase their visibility and reputation
- increase their responsiveness to students' and labour markets' demands
- experiment with new pedagogies and technologies

### **Learners' perspective**

- an entry mechanism to a degree programme
- a way to acquire interdisciplinary knowledge and skills
- a way to more flexibility in planning their studies

### **Employers' perspective**

- micro-credentials may help them to better understand specific skills of a prospective employee
- may serve as on-job training

## Who provides micro-credentials?



**PROVIDED IN  
COLLABORATION ACROSS  
VARIOUS TYPES OF  
ORGANISATIONS**



**HIGHER EDUCATION  
INSTITUTIONS**



**SPECIALISED LEARNING  
PLATFORMS**



**EMPLOYERS AND  
PROFESSIONAL  
ASSOCIATIONS**



**HUMAN RESOURCES AND  
RECRUITMENT COMPANIES**

## Higher education institutions provide

**credit-bearing micro-  
credentials  
and non credit-bearing  
micro-credentials**

**as separate  
learning modules  
as part of a  
conventional  
degree  
As part of the  
LLL provision**

**in face-to-face  
online and  
hybrid modes**

## Issues and constraints

- **lack a consensus on a definition**
- **lack of clarity which leads to confusion for learners and employers**
- **lack of funding mechanisms in many continental European countries**
- **lack of validation mechanisms**
- **issues related to their storage and portability**



## Conclusion:



micro-credentials are not a new phenomenon



they do not substitute but complement conventional higher education qualifications



consensus on a definition is needed



diversity a strength