The Rise and Recognition of Micro-credentials

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Introduction

- Introduction to the STACQ project

- European policy developments

- Recognition of micro-credentials

- Introducing the "Micro-Evaluator"

Share your experience!

- Does your institution offer micro-credentials?

- Does your institution recognize micro-credentials (e.g. for admission or credit)?

Stacking Credits and the Future of the Qualification (2020-2022)

- Co-funded by Erasmus+, 8 project partners.

- Builds on e-VALUATE en PARADIGMS.

- Objective: supporting institutions in their evaluation of micro-credentials.

STACQ (2020-2022)

Activities:

- Publication: the Rise and Recognition of Micro-credentials

- STACQ Round Table Work Conference

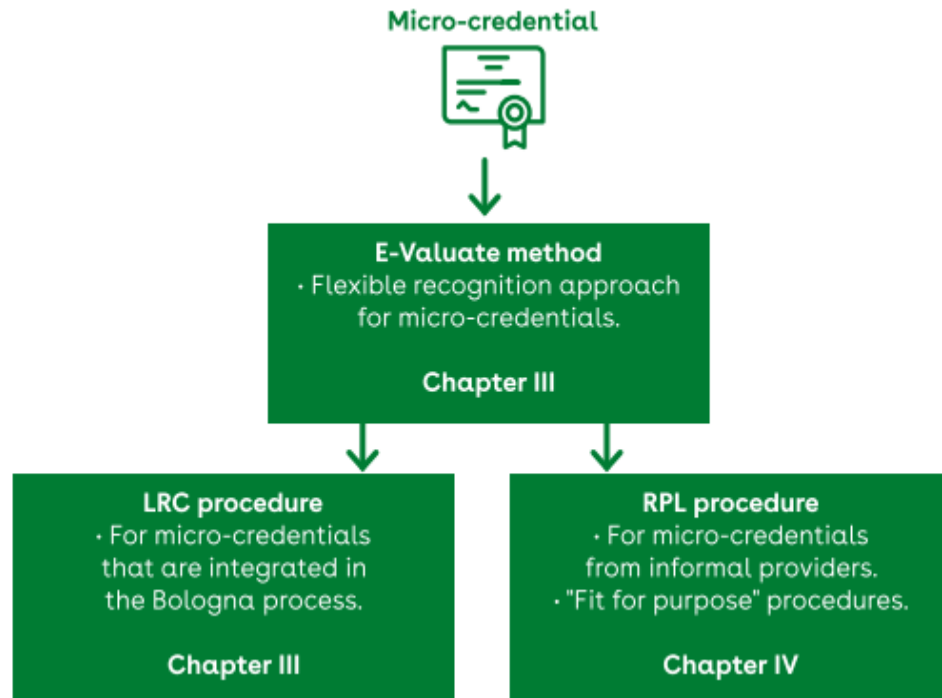- Online recognition tool: the Micro-Evaluator

STACQ publication

- Context and policy developments.

- Practical response to the question of recognition.

- Stackability

A two-track approach for recognition

1. A procedure in line with the LRC

2. RPL procedure

Micro-credential

E-Valuate method
· Flexible recognition approach for micro-credentials.

Chapter III

LRC procedure
· For micro-credentials that are integrated in the Bologna process.

Chapter III

RPL procedure
· For micro-credentials from informal providers.
· "Fit for purpose" procedures.

Chapter IV

Stackability and recognition

The question of the profile

- Regular degree programmes broken down

- Pre-stacked packages

- Generic stacking

Micro-credentials in Europe

Council Recommendation on a European approach to micro-credentials for lifelong learning and employability

December 2021

Challenges to be addressed by the recommendation on micro-credentials

- Closing *skills gaps* in the labour market

- Post-covid recovery

- Digital and green transition

- Life long learning

- Supporting inclusion in HE

What are member states expected to do?

1.   Adopt definition and standard elements

2.   Develop ecosystem

3.   Deliver on the potential of micro-credentials

What are member states expected to do?

Adopt definition on 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 standards.

Standard elements of a micro-credential
Selection

- Title
- Identification of the learner
- Awarding body
- Learning outcomes
- Notional workload (in ECTS)
- Level (connected to EQF)
- Type of assessment
- Form of participation
- Quality assurance

Micro-credentials in Europe

Rome Ministerial Communiqué (2020)

- A means for innovation in the EHEA

- Realizing student-centered learning

- Creating a "culture for equity and inclusion"

Micro-credentials in Europe

MICROBOL project

How can the existing Bologna tools be used and/or need to be adapted to be applicable to micro-credentials?

Micro-credentials in Europe

MICROBOL

Outputs (selection):

- Survey on micro-credentials in EHEA countries

- Common European Framework for micro-credentials

- Report on the final conference

Evaluating and recognizing micro-credentials

- Recognizing small learning experiences in line with the LRC

- Time-efficient approach

E-Valuate

recognition method

7 criteria for evaluating "stand-alone e-learning".

1. Quality
2. Level
3. Learning outcomes
4. Workload
5. Verification
6. Testing
7. Identification

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meet the world
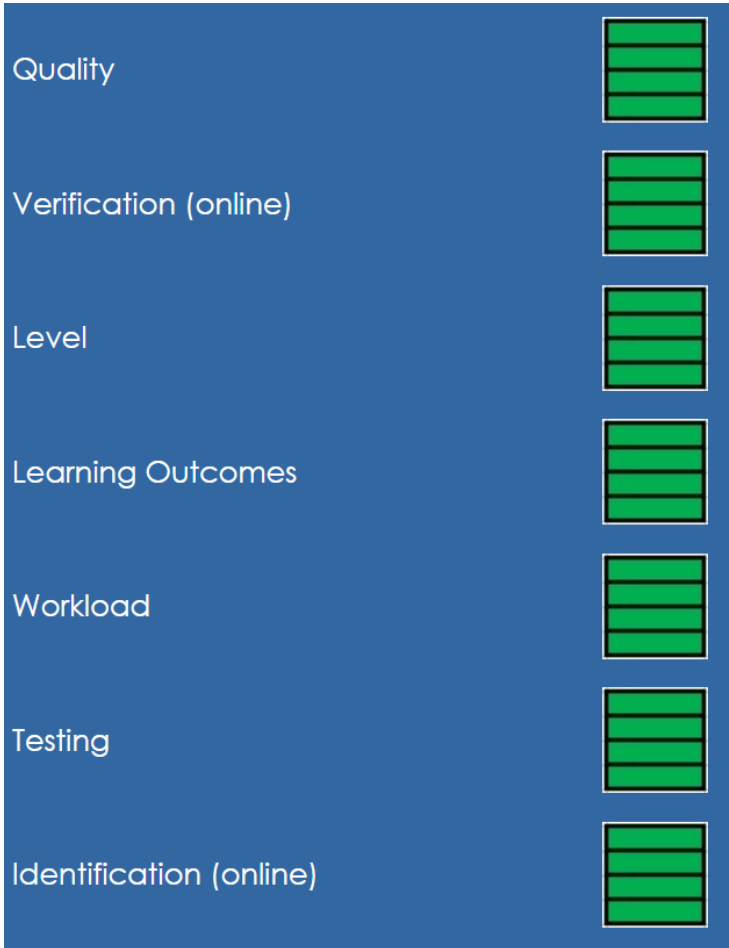
E-Valuate recognition method

Traffic light model
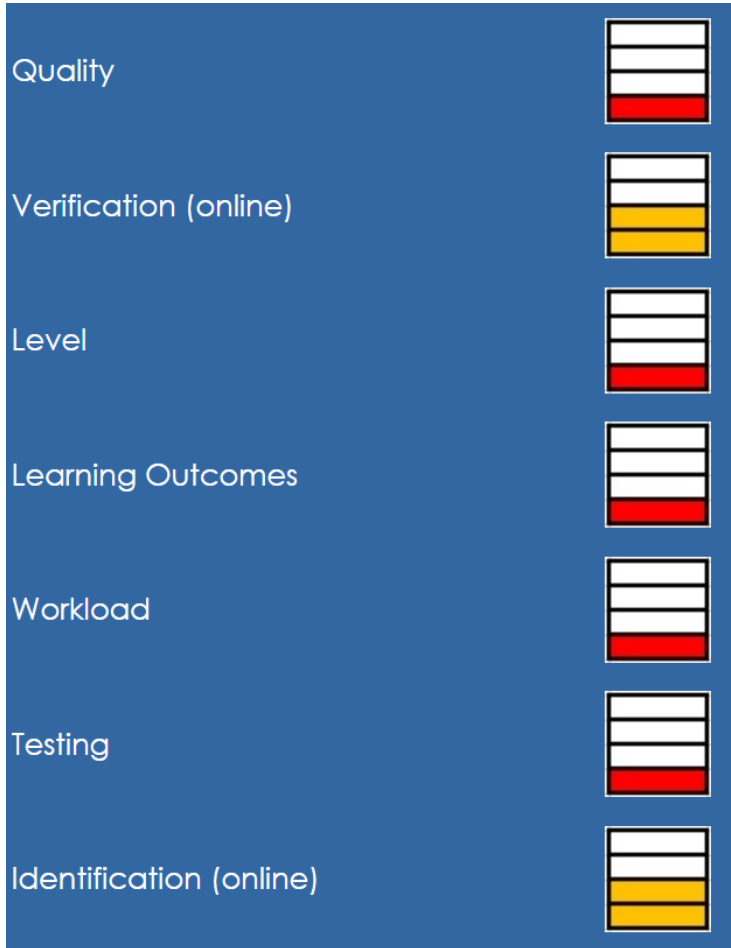
How robust is a criterion?

Figure i: Traffic light model[10]

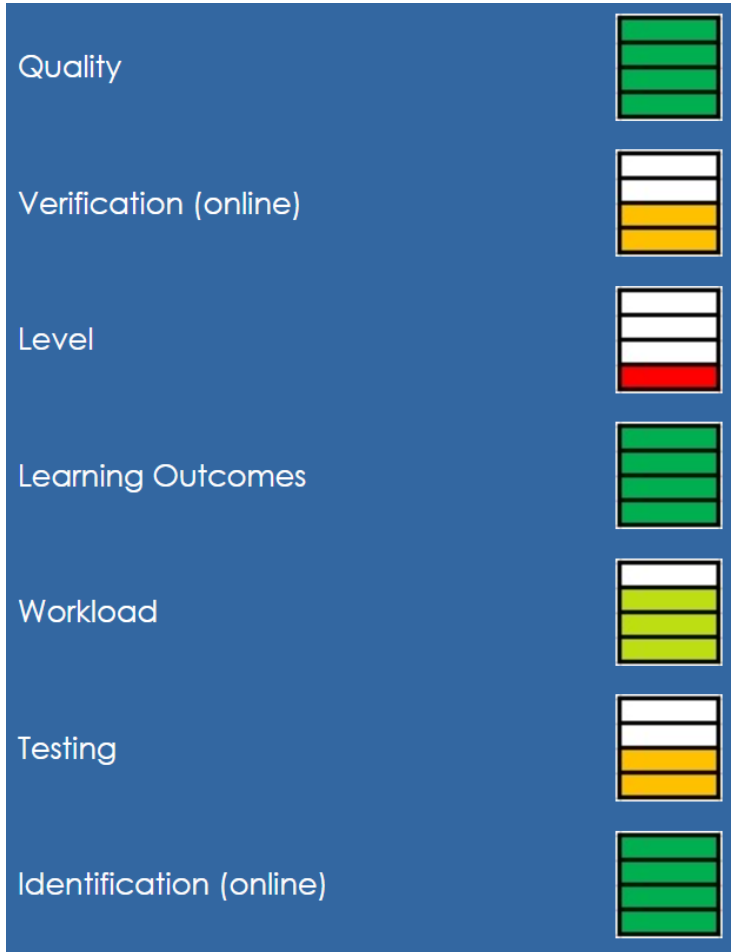| Level of robustness	Quality	Authenticity	Level	Learning outcomes	Workload	Testing	ID
0							
1							
2							
3							

Practitioner's Guide, p. 14.

Quality

Verification (online)

Level

Learning Outcomes

Workload

Testing

Identification (online)

Completely green?

- Recognition is possible in line with the LRC.

(Mostly) red?

- Recognition in line with LRC most likely not possible.

| Quality | 🟩🟩🟩🟩 |
Verification (online)	⬜⬜🟧🟧
Level	⬜⬜⬜🟥
Learning Outcomes	🟩🟩🟩🟩
Workload	⬜🟩🟩🟩
Testing	⬜⬜🟧🟧
Identification (online)	🟩🟩🟩🟩

Mix of colours?

- Can you prioritize certain criteria?

- Can you accept that other criteria or not/partially met?

Mixed results in the "micro-evaluator"

- Recognition is dependant on the context.

- Flexible recognition approach.

- Recognition of Prior Learning (RPL).

Trying out the "Micro-Evaluator"

https://www.nuffic.nl/en/subjects/recognition-projects/the-micro-evaluator
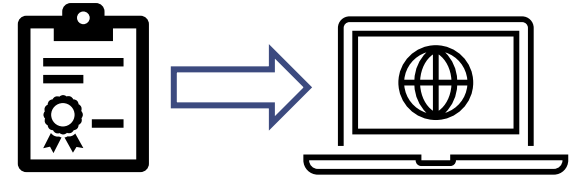
- **Assignment:** evaluate the micro-credential of your case study.

- **Question:** would you recognize the micro-credential?

Profile: Hank

- Presents a micro-credential.
- Applies for bachelor in health sciences.
- Wants exemption for the course "nutrition and health".

Profile: Betty

- Presents a micro-credential.
- Applies for master "sustainable food systems".
- Misses knowledge sustainable food systems in current bachelor

Assumption:

The learning outcomes of the micro-credential align well with the content of the programme to which the student seeks admission.

Feedback in plenary

Food for thought/ discussion

Recommendations from the STACQ publication
(selection)

- Develop fit for purpose RPL procedures to recognize micro-credentials from informal providers in a time-efficient way.

- Make sure the information about your recognition procedures for micro-credentials is easily accessible for learners and other stakeholders.

Thank you for your attention!

Questions? Comments?

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Relevant links

- [The Rise and Recognition of Micro-credentials: Stacking Modules and the Future of the Qualification](#)

- [The Micro-Evaluator](#)

- [Practitioner's guide for recognition of e-learning](#)

- [Proposal for a Council Recommendation on a European approach to micro-credentials for lifelong learning and employability](#)

- [Rome Ministerial Communiqué](#)

- [Microbol project](#)