



European Training Foundation

EUROPEAN
TRAINING
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Towards a better understanding of micro-credentials



Anatolii Garmash, ETF, 6 July 2021 NEW VET Webinar



WHAT ARE MICRO-CREDENTIALS?

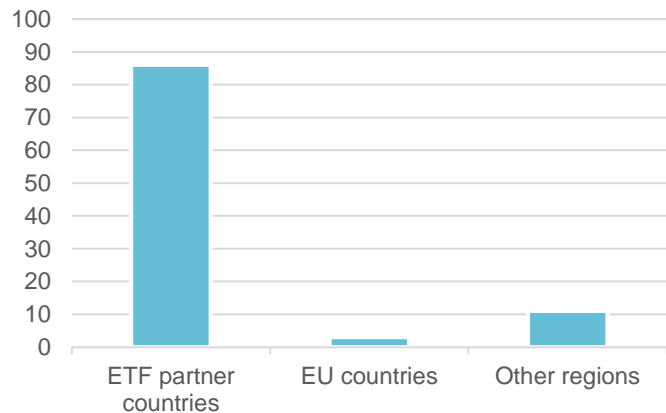
ETF survey on micro-credentials:

- understanding of micro-credentials
- challenges and issues related to the uptake and use of micro-credentials
- quality assurance and recognition of micro-credentials
- general information on the existing micro-credentials and implications

Link to the survey: <https://ec.europa.eu/eusurvey/runner/ETFMicrocredentialSurvey2021>

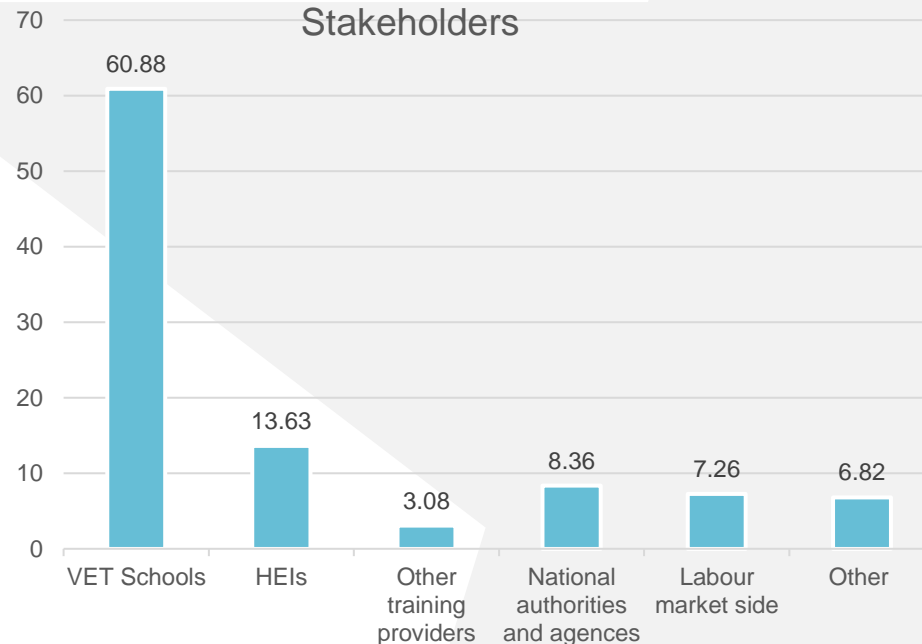
REGIONS AND STAKEHOLDERS COVERAGE

Regions



498 responses

Stakeholders



UNDERSTANDING OF MICRO-CREDENTIALS

Micro-credentials are mostly associated with:

- upskilling/reskilling short courses (both in formal and non-formal settings)
- parts of formal education programmes (units of learning, modules)
- professional certificates/ certificates of competence awarded by professional or other authorized bodies
- validation of non-formal and informal learning

WHY NOT A MICRO-CREDENTIAL?

- do not include assessment of skills/ competences (assessed LO)
- is a full formal education qualification (macro-credential)
- has no standalone value (a meaningful unit of a qualification or complementary to it)
- not subject to quality assurance process (not awarded by a recognised body)
- do not represent a small volume of learning outcomes (a short period of learning)

Expression in credits

- units of formal education programmes, mostly in higher education.
- No credit system in VET (MC linked with ECVET)
- Some of MC will bear a credit, and some not (too small to bear a credit)

Inclusion in the NQF

- Not considered as part of NQF (either because there is no operational NQF, or MC are linked to VNFIL)
- If the inclusion into NQF is allowed – may be included at all levels (UK)

MOST IMPORTANT FEATURES OF MICRO-CREDENTIALS

- **reflect individual learning experience**
- **the result of assessment of individual's knowledge, skills and competences**
- **have a relationship to existing qualifications**
- can be aggregated towards qualifications
- address a specific work need
- add an international dimension
- linked to standards
- portability

AIMS OF MICRO-CREDENTIALIALS

- **to address a specific work need**
- **to recognise learning outcomes achieved outside formal education**
- motivate learners and improve learner transition from education to work (*VET schools*)
- support transition to new jobs with new skills requirements, address skills gaps and motivate learners (*HEIs*)
- address skills gaps, facilitate formalization of new skills, and support transition to new jobs with new skills requirements (*National authorities and agencies*)
- recognise learning outcomes achieved outside formal education (*LM stakeholders*)

Challenges and concerns

- absence of specific regulations
- no agreed quality assurance framework
- low awareness and lack of information

Support needed

- Defining a commonly agreed understanding of Micro-credentials
- Designing and approval of enabling conditions for the uptake and use of Micro-credentials
- Aligning Micro-credentials with existing quality assurance processes, instruments and contexts
- Sharing knowledge and best practice on Micro-credentials
- Financing short training courses/ lifelong learning opportunities