

“Micro-credentials demystified and scaled”

3-part presentation Peter van der Hijden

The context: global learning crisis (citizens being underserved) versus the expanding learning cake (offer & demand being - in principle - unlimited)

UNESCO's Fifth Global Report on Adult Learning and Education (GRALE 5) OECD countries 40%. Global South 5-10-20 % - Need to open-up the degree monopoly

The understanding: a micro-credential is a certified small volume of competences (what a learner knows, understands and is able to do) acquired through life, work or study. Micro-credentials are thus mini-qualifications rather than courses, but each programme-module (short course) can lead to a micro-credential. They are just waiting to be unlocked!

Peter's summary of UNESCO, OECD, EU and other definitions

How to scale production & uptake: a multi-actor game in public-private partnership

How to scale ? By whom?

by enablers

Public authorities regulate national and support subject-specific (see Tuning project) qualifications frameworks, promote and fund Individual Learning Accounts (ILA). Example: 'France Competences'

Employers co-design, promote and co-fund micro-credentials (mini-qualifications) and short courses leading to micro-credentials, recruit and promote learners, promote and fund Individual Learning Accounts (ILA)

Trade Unions promote uptake, negotiate ILA support)

Media disseminate information and appreciation

How to scale? By whom?

by presenters – that help find the micro-credentials

Platforms facilitating access to micro-credentials (mini-qualifications) and short courses leading to micro-credentials, tests, certificates, portfolios, wallets, job profiles, vacancies etc.

Registers: formal listings of learners, their results, testers, tests, national and international micro-credentials (mini-qualifications) and short courses leading to micro-credentials, awarders certificates, accredited providers credits and credit waivers (by universities and other providers) funding, vouchers (ILAs), employers/job profiles/vacancies.

by controllers - backstage roles - at more than arms' length

Quality Assurance Agencies assuring or accrediting quality learning provision through guidance and spot checks i.e. not for each micro-credential and short course!

Admission Officers- Credential Evaluators assessing the value of the test and the resulting certificates through guidance and spot checks i.e. not for each micro-credential and short course!

How to scale? By whom?

by direct actors

Learners of all ages and backgrounds)

Testers may be teachers, universities or separate agencies who validate individuals' competences in view of the award of micro-credentials (mini-qualifications). A new role with big potential for our universities!

Awarders may be universities, professional bodies, the state or other entities

Universities and other course providers produce, deliver, recognise, publicise their micro-credentials and short courses leading to micro-credentials

Teachers and researchers share their knowledge, edit, deliver, assess, validate, recommend

Definitions

European Qualifications framework - Learning outcomes

Learning outcomes means statements regarding what a learner knows, understands and is able to do on completion of a learning process, which are defined in terms of knowledge, skills and responsibility and autonomy.

[https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32017H0615\(01\)](https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32017H0615(01))

EU Recommendation - 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. Courses 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.

<https://ec.europa.eu/social/main.jsp?langId=en&catId=89&furtherNews=yes&newsId=10118>

Peter - micro-credentials

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Tuning Project - Competences

In the Tuning Project competences represent a dynamic combination of attributes with respect to knowledge and its application, to attitudes and responsibilities that describe the learning outcomes of an educational programme, or how learners are able to perform at the end of an educational process. In particular, the Project focuses on subject-area related competences (specific to a field of study) and generic competences (common to any degree course).

<https://ehea.info/cid101886/tuning-educational-structures-europe.html>

Background

EU Council twin-recommendations, Brussels, June 2022

Micro-credentials & Individual Learning Accounts

<https://ec.europa.eu/social/main.jsp?langId=en&catId=89&furtherNews=yes&newsId=10118>

IIEP-UNESCO blueprint, Paris, January 2023

“Short courses, micro-credentials and flexible learning pathways, IIEP-UNESCO Blueprint for policy development and action“

By Peter van der Hijden and Michaela Martin

<https://ec.europa.eu/social/main.jsp?langId=en&catId=89&furtherNews=yes&newsId=10118>

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