Micro-credentials and the EHEA tools

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3 key commitments & micro-credentials

- a 3-cycle system compatible with the overarching framework of qualifications of the EHEA and 1st and 2nd cycle degrees scaled by ECTS

- compliance with the Lisbon Recognition Convention

- quality assurance in compliance with the ESG

How can the tools that relate to the key commitments of the Bologna Process be used for micro-credentials or whether they have to be adapted?

Question

- Do you think the tools on key commitments are applicable to micro-credentials?
  - Qualification frameworks
  - ECTS
  - Lisbon recognition convention
  - Diploma Supplement
  - Quality Assurance

Qualification frameworks, ECTS

- Most questions
- How should micro-credentials relate to the QF-EHEA?
- The size of a micro-credential in ECTS?
- Using lessons learnt from the short cycle in the QF-EHEA
- Allocation of ECTS to 'modules'
- Learning outcomes linked to ECTS?

Lisbon Recognition Convention and Diploma Supplement

- Fair and smooth recognition vital pre-requisite for future development of micro-credentials

- Micro-credentials offered by accredited higher education institutions appear to fall within the scope of LRC

- The challenge to develop processes and mechanisms for their recognition?

- The quality of documentation (the credential) provided to the learner and the information it conveys are one area of concern

ESG – quality assurance

- The ESG "apply to all higher education offered in the EHEA regardless of the mode of study or place of delivery." (ESG, 2015, p. 7)
- Main responsibility for quality assurance lies within HEIs
  - what about other providers?
- External quality assurance lacking, when
  - the provider is other than a HEI?
  - when it focuses on programme accreditation and a micro-credential is not part of a larger programme?
- Additional considerations for micro-credentials? What could they be and at what level they need to be addressed?

Concluding remarks

- Diversity a strength

- European framework for micro-credentials should increase the clarity and transparency, while leaving room for diversity and creativity

- Build on existing knowledge and finding synergies with other initiatives such as the EC's work towards a European Approach for Micro-credentials for the European Education Area

- Important to decide whether any future framework and tools are meant to cover all types and providers of micro-credentials or only those provided by higher education institutions

- Each of the EHEA tools serves different purposes but they are interlinked and build on each other

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