

# Microbol Working Group on Recognition

## Micro-credentials and Recognition

Thursday 21<sup>st</sup> January 2021, Online

09.00 – 16.00, Central European Time (CET)



### Preparatory note

#### WHAT TO PREPARE?

##### ***1<sup>st</sup> Round of discussion in groups***

Each country can briefly (approximately 3 minutes) share the national situation regarding the recognition of micro-credentials, considering the results of the survey.

##### ***2<sup>nd</sup> Round of discussion in groups***

Each country can briefly (approximately 3 minutes) share the main challenges and obstacles at the national level in the recognition of micro-credentials, if any.

##### ***Synthesis of the works of the day***

During this session the working group will draft a list of possible challenges and obstacles to the recognition of micro-credentials, according to the outcomes of the discussion in groups, to be shared with the consortium of the [Microbol project](#) as a basis for further developments of the working group.

#### WHERE WERE WE?

##### **Reporting of the Recognition Working Group – 1<sup>st</sup> of September 2020**

The discussion started with a focus and discussion on the definition of micro-credential that has been developed within the project and inserted in the draft publication “Micro-credentials linked to the Bologna Key Commitments” that is “A micro-credential is a small volume of learning certified by a credential. In the EHEA context, it can be offered by higher education institutions or recognised by them using recognition procedures in line with the Lisbon Recognition Convention or recognition of prior learning, where applicable. A micro-credential is designed to provide the learner with specific knowledge, skills or competences that respond to societal, personal, cultural or labour market needs. Micro-credentials have explicitly defined learning outcomes at a QF-EHEA/NQF level, an indication of associated workload in ECTS credits, assessment methods and criteria, and are subject to quality assurance in line with the ESG”.

After the definition the discussion focused on the following three questions:

1. What would prevent you from recognizing a micro-credential?
2. Would you recognize a micro-credential awarded by a provider other than a HEI?
3. What would you need to recognize a micro-credential? What elements would you look at and what steps forward (if any) would be needed?

The discussion that generated from the polls and the questions touched a lot of topics all linked to the theme of recognition, starting from the need to specify that recognition is a procedure always linked to a scope and that the 7 elements of the e-VALUATE project(i.e.



quality of the study programme, verification of the certificate, level of the study programme, learning outcomes, workload, the way study results are tested, identification of the participant) project should be taken into account when assessing a micro-credential. Another matter raised is the recognition of micro-credentials outside the higher education sector and so the entities that would be in charge of this procedure.

As pointed out in the fourth question proposed, the 84,8% of participants would recognize a micro-credential if it is awarded by a higher education institution. Another topic is the transparency in information provision, quoted by the 78,8% of the persons that answered to the survey. The other aspects that were found relevant (more than 50% in the polls) are the referencing to the QF-EHEA and NQF, the clearness of the workload and the possibility of having an official list of providers. Therefore, in the case of a micro-credential awarded by a higher education institution, the principles of the LRC would be applied. In case the awarding institution is not part of the higher education sector, the micro-credential would be recognizable if the LRC principles are applied too.

To sum up, from the recognition perspective, starting from the definition given in the draft publication “Micro-credentials linked to the Bologna Key Commitments”, no main obstacles or specific challenges were found in this first discussion.

## REFERENCE DOCUMENTS

**European Commission**, Final Report “[A European approach to Micro-credentials. Output of the micro-credentials Higher Education consultation group](#)”, December 2020.

**MICROBOL** Desk Research Report “[Micro-credentials linked to the Bologna Key Commitments](#)”, 14<sup>th</sup> September 2020.

**MICROBOL** Draft of the survey results (in progress)

