

# **Micro-credentials and Bologna Key Commitments**

**State of play in the European Higher Education  
Area**



Chiara Finocchietti - CIMEA

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# Context of the study and data collection

- **Aim of the survey:** gain a picture on the state-of-play on micro-credentials in different member states of the European Higher Education Area and encouraging national discussion
- **Target:** members of the BFUG as well as the nominated representatives in the MICROBOL working groups
- **Respondents:** 34 countries participated in the survey

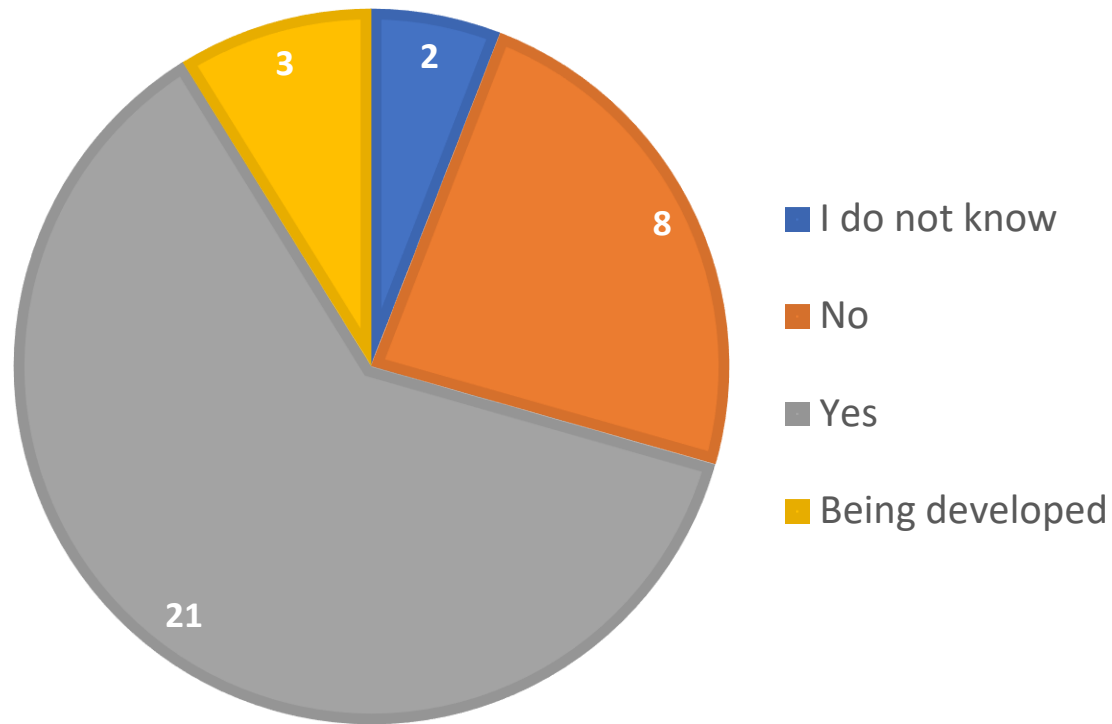


# Section 1

## Investigating the use of micro-credentials

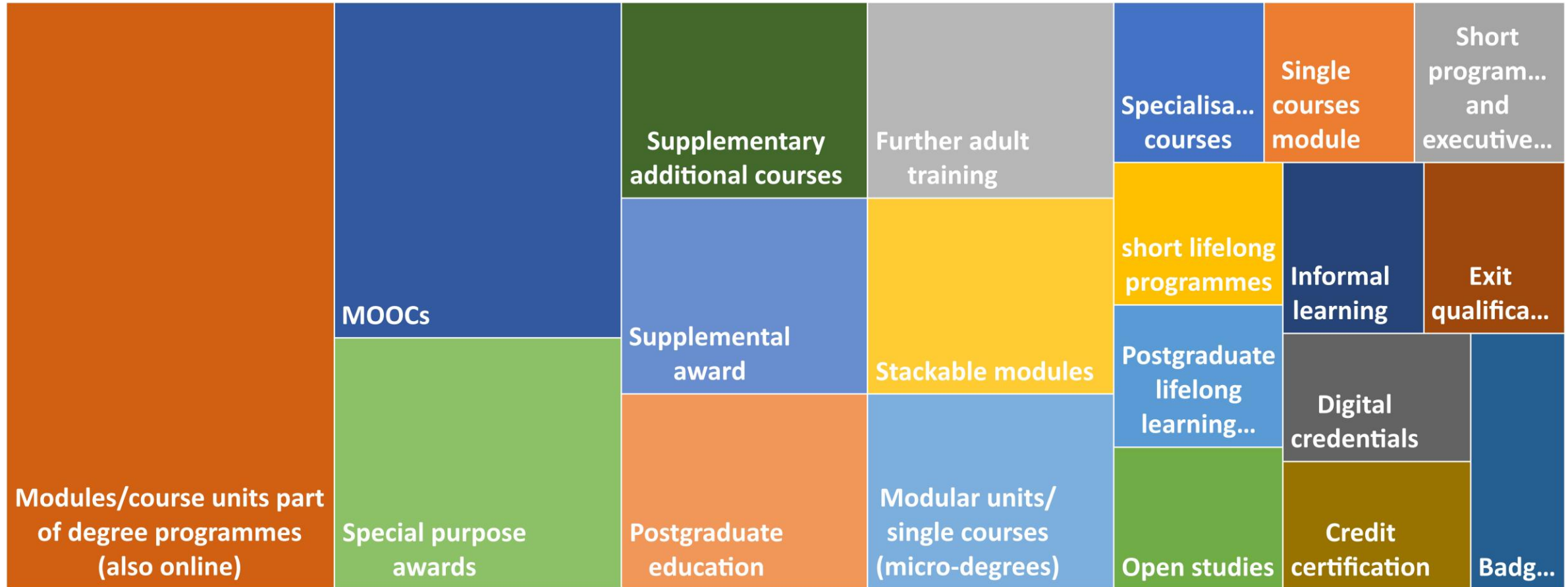
- Overview of micro-credentials offered or being developed
- Regulation of micro-credentials at national level

# Countries that offer or are developing micro-credentials

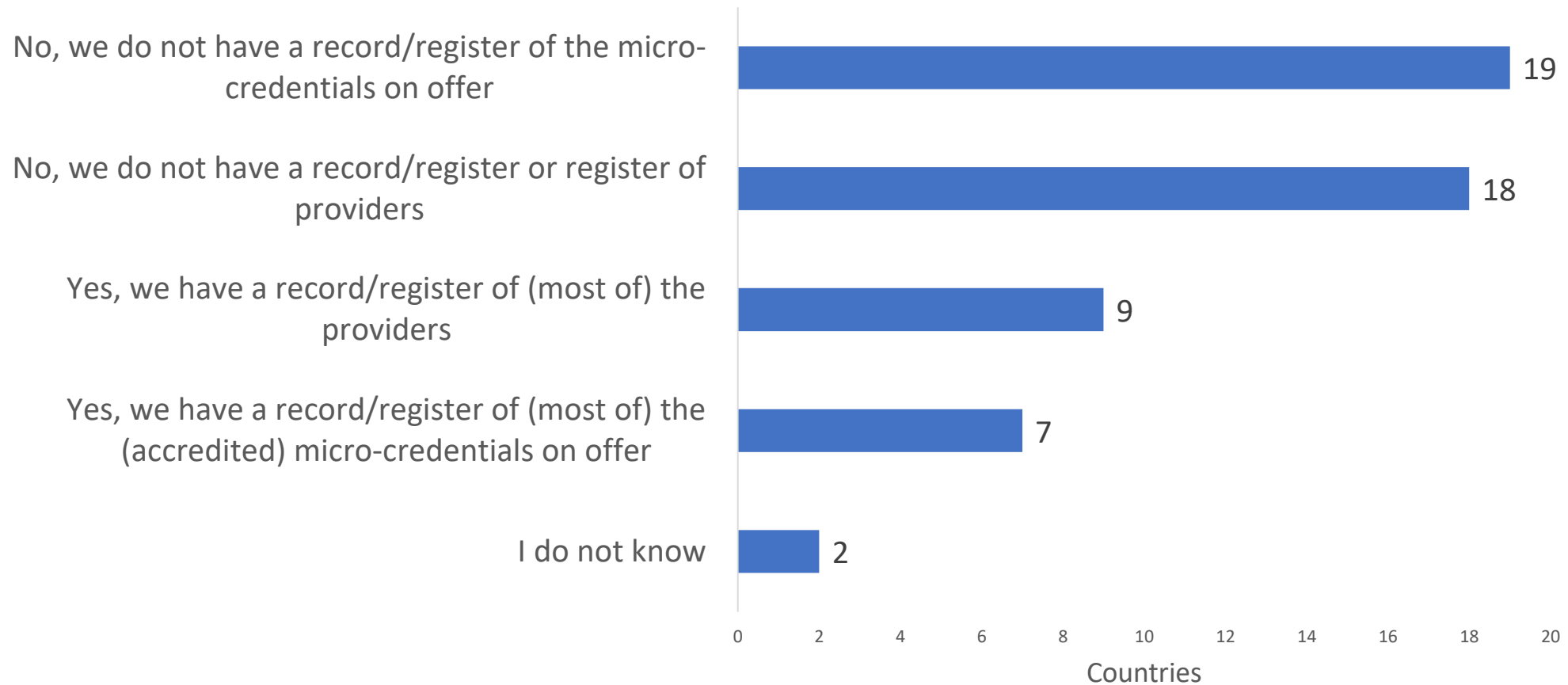


- Offered: 21 countries
- Being developed: 3 countries
- Not offered/being developed: 8 countries

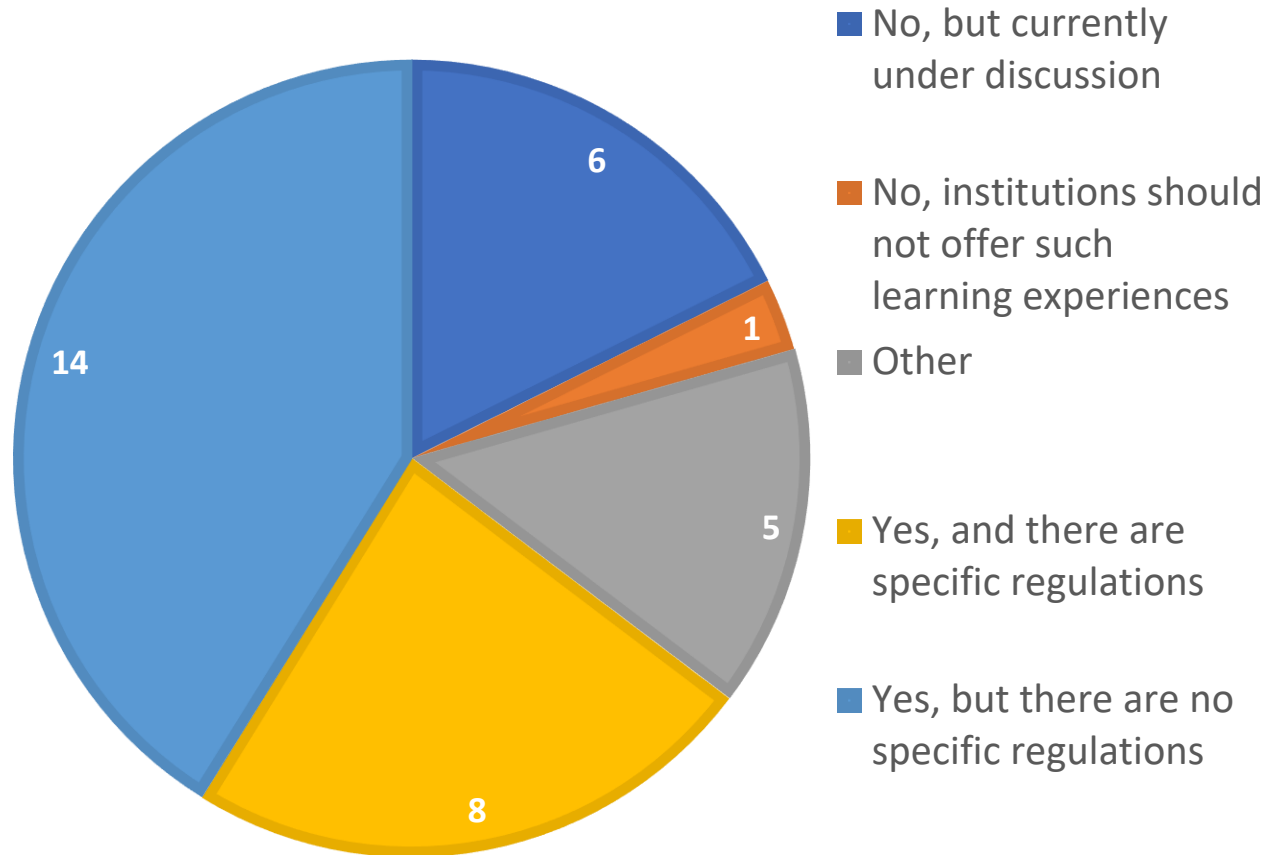
# Examples of micro-credentials offered/recognised by HEIs



# Official record or register of micro-credentials and providers



# Regulation of micro-credentials at national level (I)



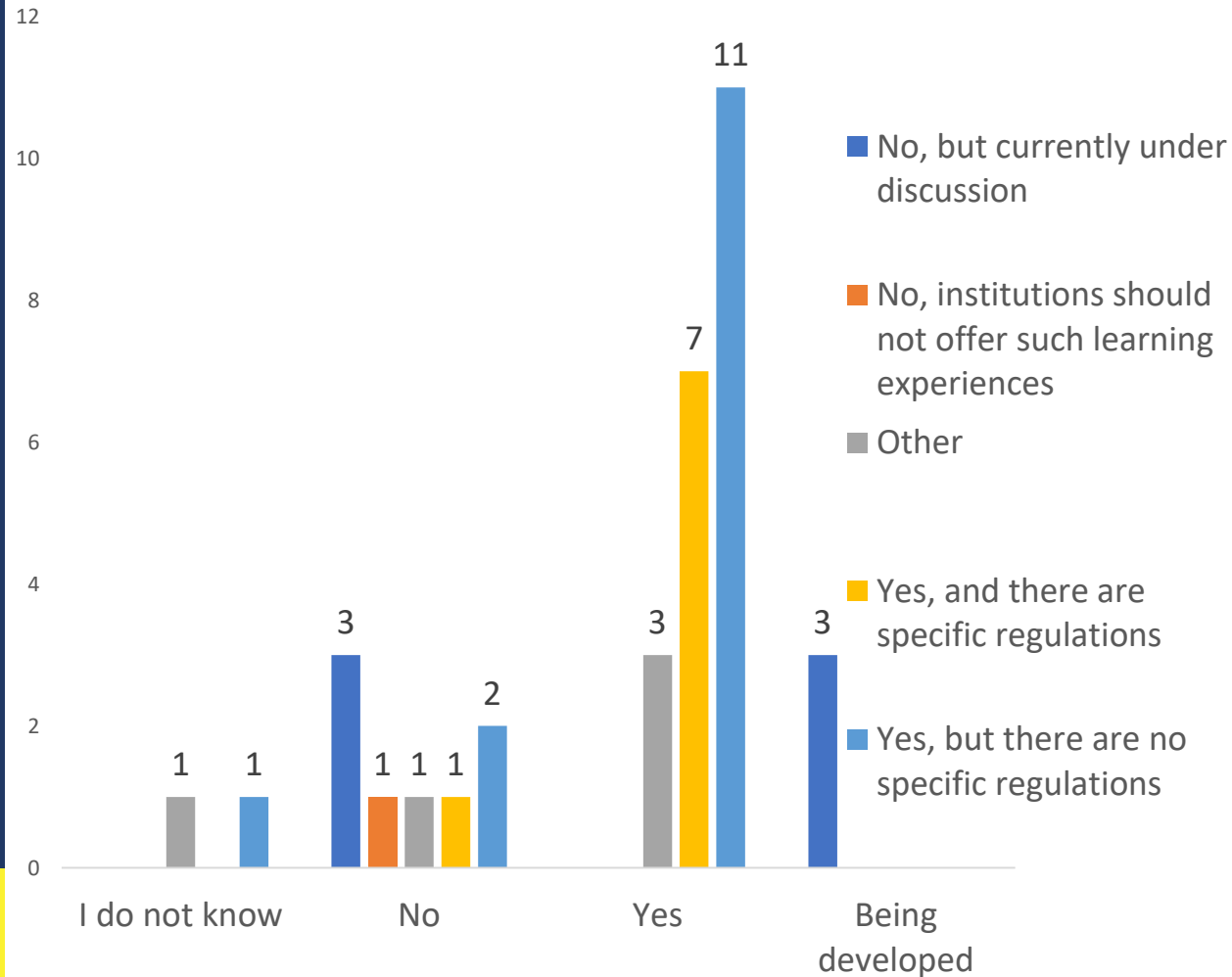
- Regulated/allowed at national level: 22 countries
  - Specific regulations: 8
  - No specific regulations: 14
- Under discussion: 6 countries
- Institutions should not offer MCs: 1 country



# Regulation of micro-credentials at national level (II)

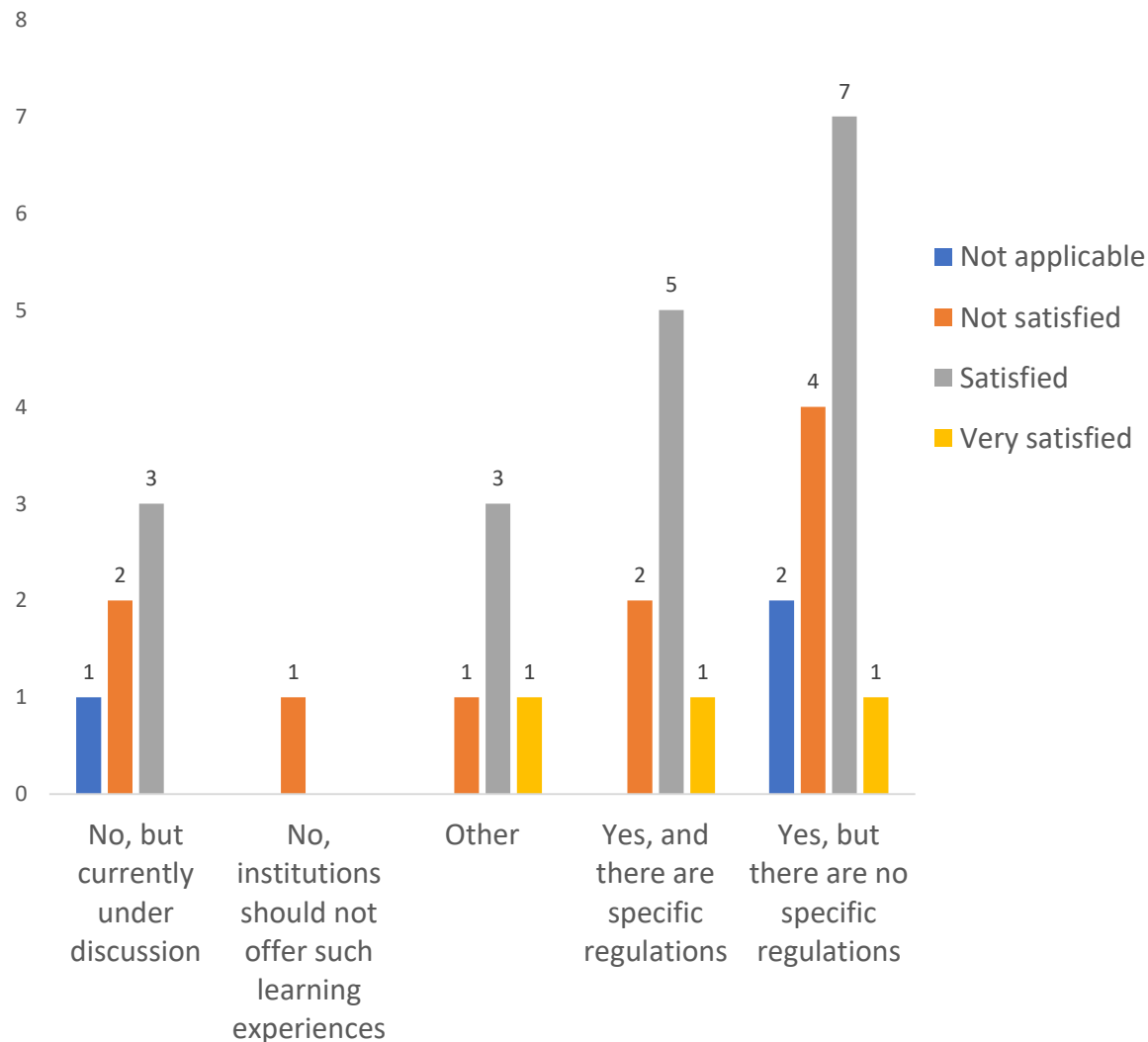
Answer	Details
<b>No specific regulations</b>	<ul style="list-style-type: none"><li>• Modular units/single courses within a study programme</li><li>• Lifelong learning, further and adult education, general postgraduate education, continuing education, specialisation programmes</li><li>• Recognition of prior learning (of non-formal learning)</li><li>• Recognition of credits obtained in the framework of any credentials</li></ul>
<b>Specific regulations</b>	<ul style="list-style-type: none"><li>• Distinction between degree and award</li><li>• Regulations on adult education and lifelong learning</li><li>• Elements that can correspond to MC<ul style="list-style-type: none"><li>• A course unit within the framework of adult higher education</li><li>• A course unit followed in single modules delivered by higher education institutions</li><li>• “Continuing Education” programmes</li></ul></li><li>• Regulations on recognition of extra-curricular prior learning</li></ul>
<b>Countries should not provide MC</b>	<ul style="list-style-type: none"><li>• MC should be incorporated into legislation on lifelong learning and integrated into regulation on Quality Assurance in Higher Education</li></ul>
<b>Other</b>	<ul style="list-style-type: none"><li>• No provisions in the field</li><li>• Lifelong learning provision</li></ul>

# Cross analysis: micro-credentials offered/being developed and national legislation



- 21 countries offering MC
  - 11 Regulated at national level
  - 7 Specific regulations
  - 3 Under discussion
- 8 countries NOT offering MC
  - 3 Under discussion
  - 2 Regulated at national level
  - 1 Specific regulations
  - 1 Institutions should not offer MC
  - 1 Other

# Cross analysis: regulation of micro-credentials and satisfaction with the current uptake



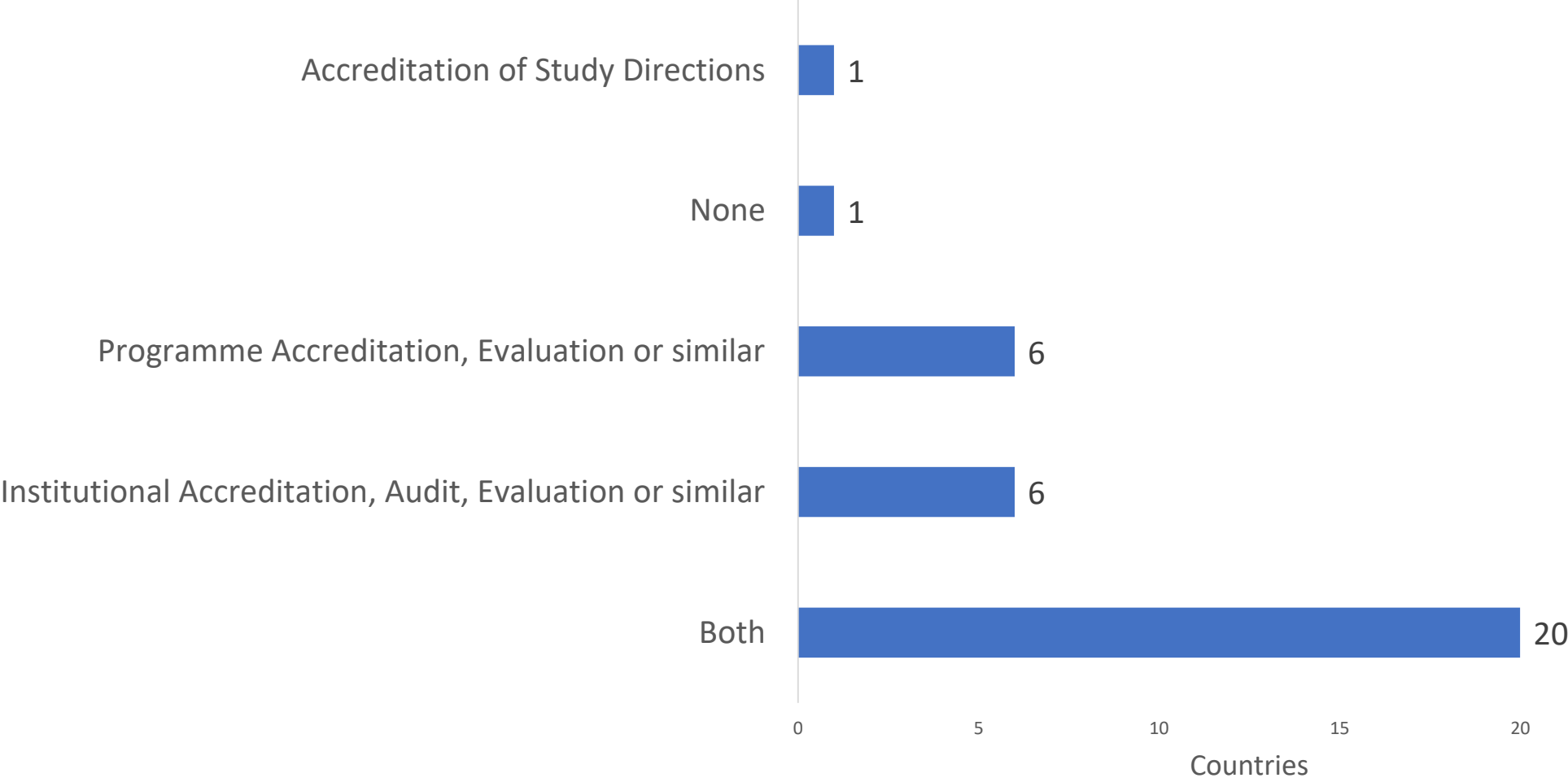
- Countries having regulations:
  - most of them appreciate the increasing national interest and action
  - 2 very satisfied
  - 4 little interest
  - 2 not a national priority
- Countries in which regulation is under discussion
  - most of them appreciate the increasing national interest and action

## Section 2

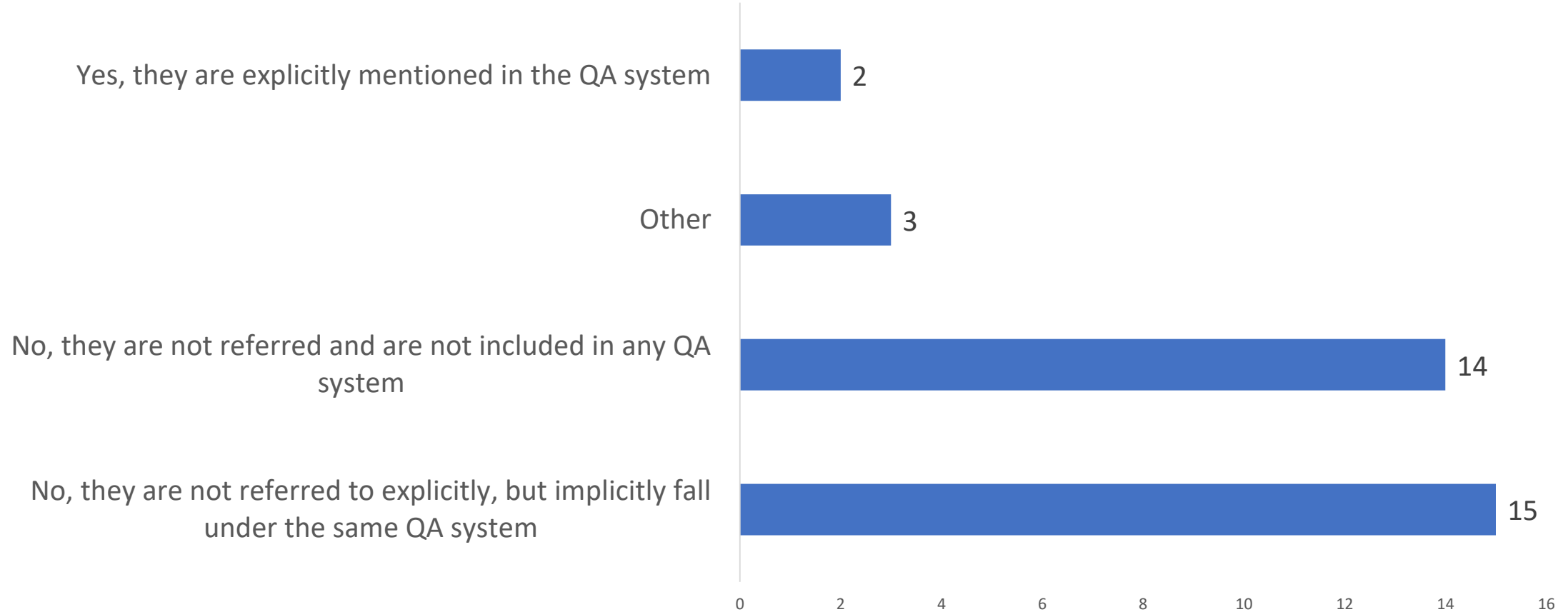
# Applying Bologna tools to micro-credentials

- Quality Assurance

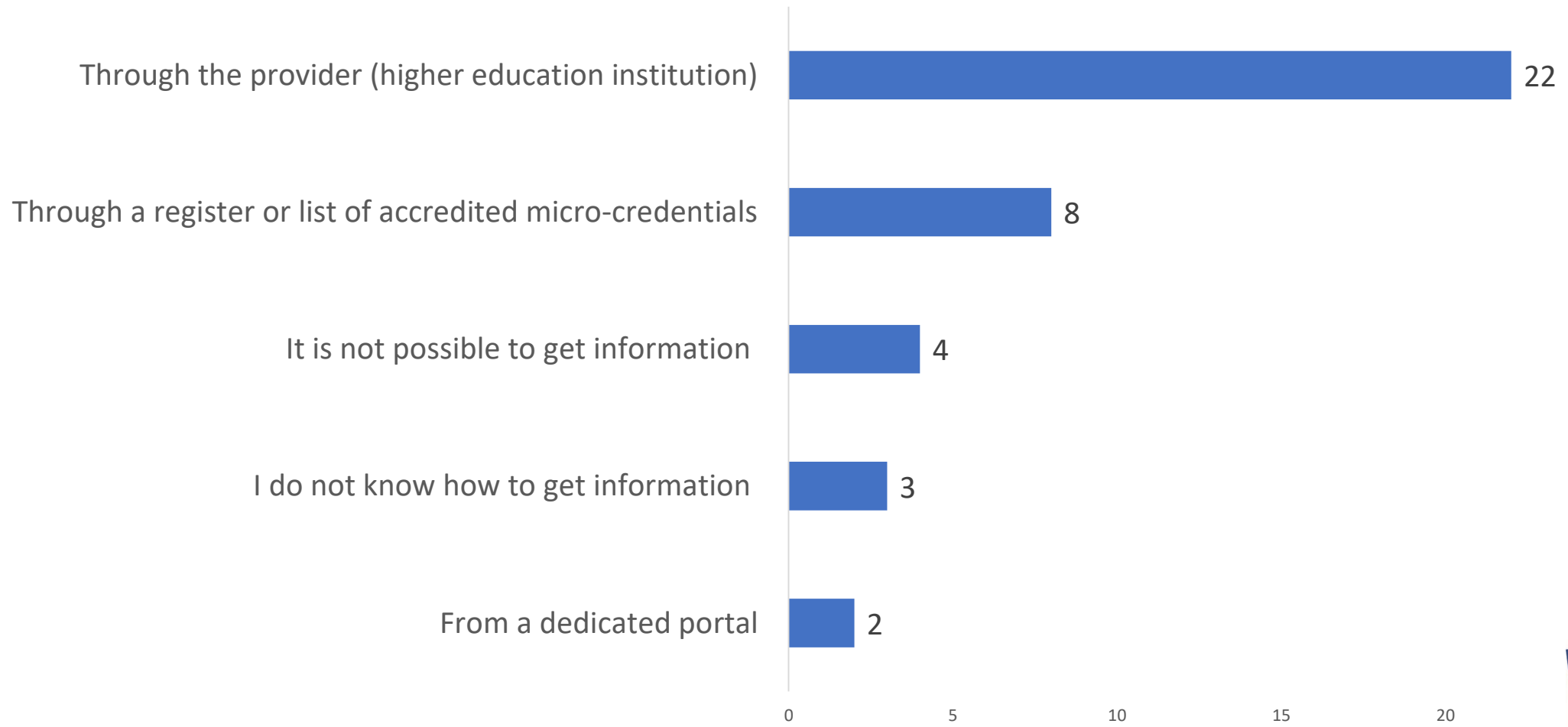
# External quality assurance systems



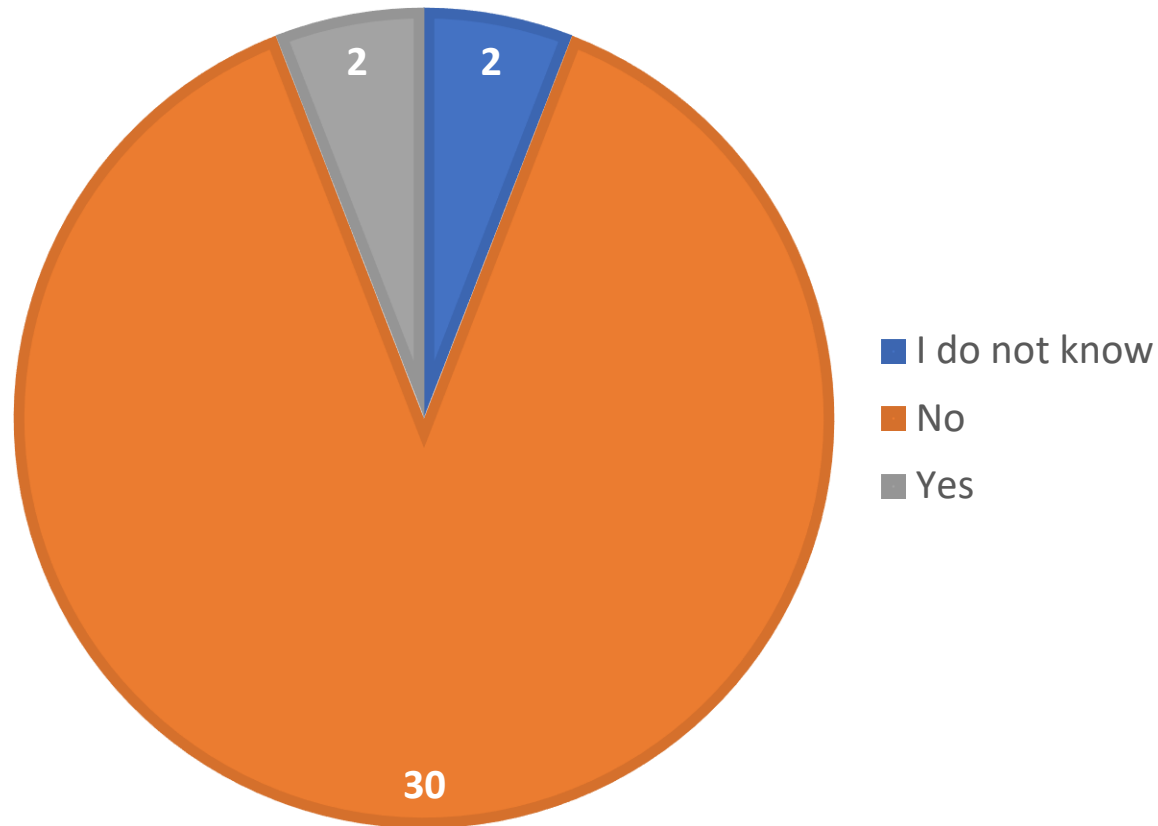
# Micro-credentials included in the national QA



# Sources of information on the QA status of the awarded credential



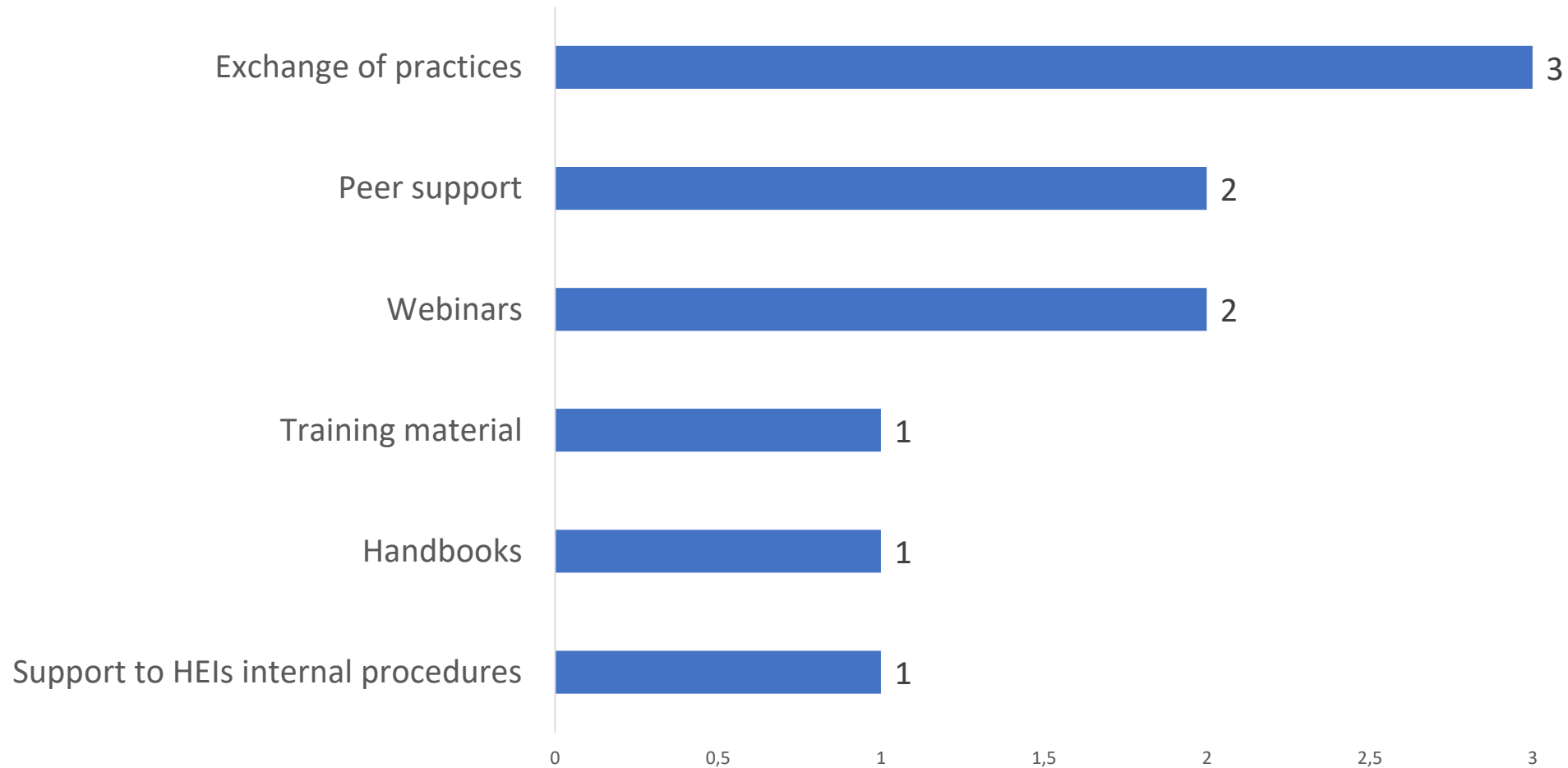
# Other policies and/or practices related to the quality assurance of MCs



- **Not implemented:** 30 countries
- **Implemented:** 2 countries
  - VET subject to quality control
  - Specific regulations on the accreditation of lifelong learning programme



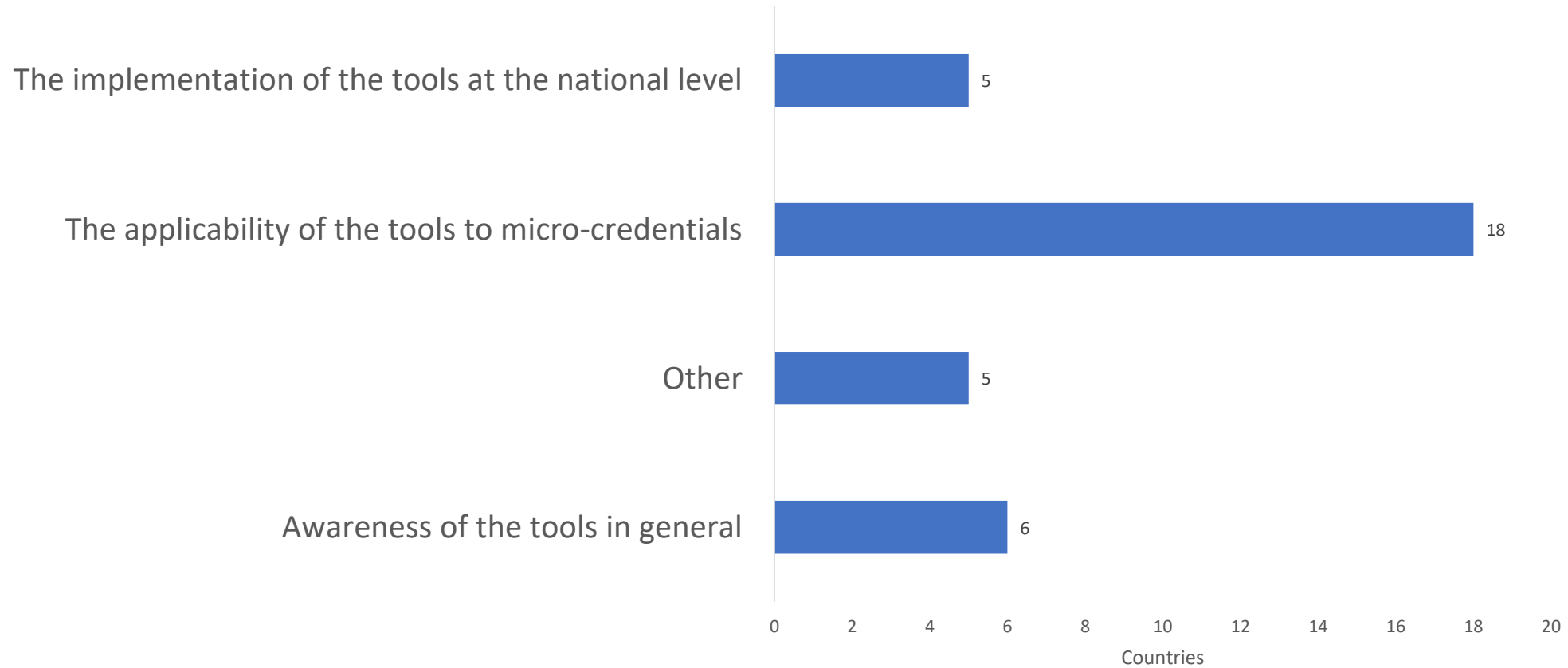
# Type of support required



# **Section 3**

## **Challenges regarding the application of Bologna tools to micro-credentials**

# Biggest challenges to apply Bologna Key Commitments to micro-credentials



# Points raised

- Need for common understanding and terminology;
- Tools should apply first and foremost to the full degrees, and then may be applied to micro-credentials;
- Key challenge: the adoption of the Common Framework;
- MCs already offered by a broad range of non formal providers without the use of Bologna tools (ECTS, NFQ, QA, etc.) and employers/individuals appear to accept these. Challenge in moving from this situation to a more “regulated” environment;
- Challenge not lie in the tools but rather in the cooperation to be developed between the different providers of education, vocational training and enterprises;
- Quality assurance in HE focused on the quality of courses  $\neq$  criteria used for qualifications made of a set of competences and skills;
- Quality of MCs is a task of the internal quality management system: external quality assurance procedures (such as programme-related accreditations, etc.) are neither appropriate nor manageable in terms of resources with regard to short university formats?

# **Micro-credentials and**

# **Bologna Key Commitments**

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**Thanks for your attention!**



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