

microbol

Presentation of the input document

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QF & ECTS Input document - purposes

- serve as a **common input basis** for the today's meeting of the MICROBOL Working Group on qualification framework and ECTS
- provide a comprehensive overview of the **main points and challenges** emerged in the Working Group meeting held in January 2021
- provide input on **possible solutions and recommendations to overcome these challenges**, highlighting the **way forward** for micro-credentials in general.



Main contents of the document

Four parts

- Introduction: setting the scene from higher education perspective and how the existing EHEA tools can be used/need to be adapted to be applicable to micro-credentials (MC)?
- Challenges have been discussed in January
- Today: focus on identifying possible solutions and important elements for further implementation and development of micro-credentials
- Qualifications Frameworks and ECTS in the EHEA



Consensus of what a micro-credential is

- Working definition of the MICROBOL project (focus on higher education, to the learning experience, reference to the ECTS and the ESG)
- EU-level draft definition in the report “A European approach to micro-credentials” (wider, more emphasis on learning outcomes and documentation)
- **Recommendation 4:** support flexibility in definition, to stimulate innovation and support adaptability of the MC to various needs of individuals, labour market and society



Qualifications Frameworks

- **Recommendation 5:** The European discussion and national solutions should be taken forward simultaneously
- **Recommendation 6:** MC should be included in the national qualifications frameworks (NQF), when possible. If this happens, they should be self-certified with the QF-EHEA/referenced to the EQF
- **Recommendation 7:** Guidelines and common principles for including MC to the NQF should be developed

ECTS

- **Recommendation 8:** Ensure that the existing ECTS Users' Guide is well-known and correctly followed by HEIs and its elements are clarified for other stakeholders. Important: ECTS credits represent both learning outcomes and volume of learning in student time
- **Recommendation 9:** Encourage co-operation between HEIs and other providers to facilitate the correct definition of learning outcomes and indication of workload, as well as co-creation of learning activities
- **If useful,** formulate a guide to the relevant existing ECTS principles and features to facilitate the correct understanding and application of ECTS to MC.



Other aspects/Common format

- **Recommendation 10:** Support knowledge and enhance awareness of the importance of the common European format to **document** MC (for certification)
- **Constitutive elements for the common format:** identification of the learner; title of the MC; country of the provider; awarding body/institution; date; learning outcomes; workload (in ECTS, when possible); assessment and form of quality assurance
- **Optional:** NQF level (and if self-certified/referenced QF-EHEA and EQF level); form of participation in the learning activity; stackability and portability; prerequisites needed to enrol; field of learning



Looking forward to joint discussions!

Thank you!

