

EUA remarks

- HEIs = a key provider of MC. But terms and extent of engagement highly varies. Diversity is an asset.
- Micro-credentials present an opportunity for higher education institutions:
 - ❖ To respond more rapidly and flexibly
 - ❖ To innovate (incl. Pedagogy)
 - ❖ To reach out to new audiences
- As an entry mechanism to a degree programme, but not substituting to formal qualifications as their learning outcomes and volume of learning are much smaller => how to rightly articulate with a qualification?
- Any future European approach to micro-credentials should aim to increase clarity and transparency and build on the existing EHEA tools (ESG, ECTS, LRC, DS)
- The European discussion and national solutions should be taken forward simultaneously: impact each other.
- As part of a more holistic commitment towards lifelong learning



Qualification frameworks & ECTS

<https://microcredentials.eu/wp-content/uploads/sites/20/2021/07/MICROBOL-Recommendations-1.pdf>

https://microcredentials.eu/wp-content/uploads/sites/20/2021/07/Output_document_QFECTS-2.pdf

- The QF-EHEA is in principle fit for purpose also when addressing micro-credentials. But more work needed on how to apply to MC.

Example: QF-EHEA descriptors describe Q that mark the completion of each cycle vs LOs from MC do not mark the completion of a QF-EHEA cycle

- A common approach to principles for including them within QFs is needed both at European level and at national level.
- A learning outcome approach to developing micro-credentials support their inclusion in QFs.
- ECTS Users' Guide (2015 edition) shows that ECTS in its current form supports the development of stand-alone micro-credentials, and already comprises numerous features that can be deployed for this purpose.