



Proposal for a Council Recommendation on a European approach to Micro-credentials for lifelong learning and employability

Presentation

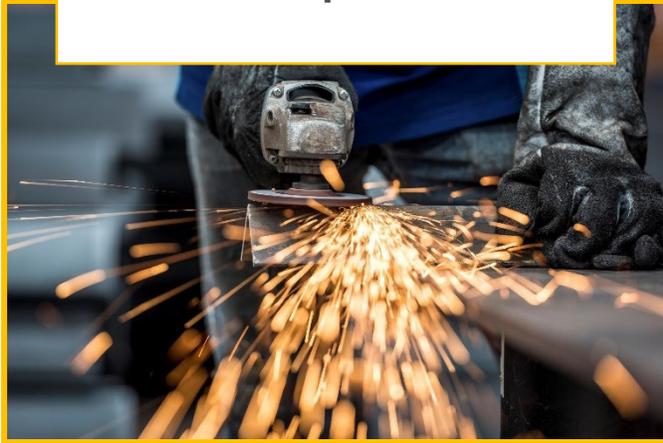


EARLALL

12 May 2022

Understanding the Recommendation

Purpose



Objectives

Scope

'Building Blocks'

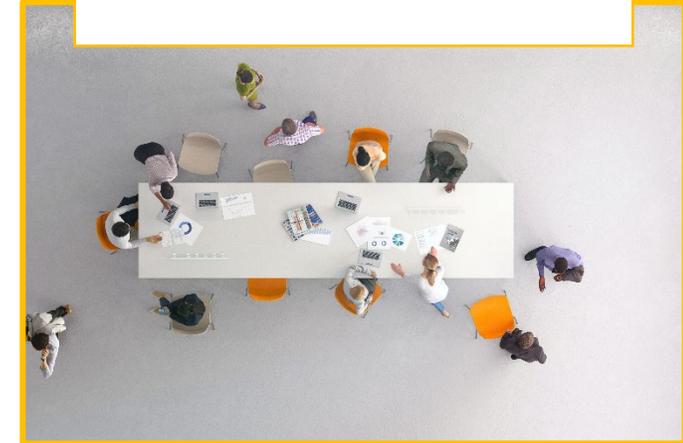


Common Definition of
Micro-credentials

Standard Elements

Principles for Design
and Issuance of Micro-
credentials

Recommendations



Development of
Ecosystems for MCs

Deliver on the potential
of MCs

Commission Support

Objectives

- Enable people to acquire the knowledge, skills and competences they need to **thrive in a changing labour market and society**, so they can benefit fully from both a socially fair recovery from COVID-19 and just transitions to the green and digital economy
- **Support the preparedness of providers** of micro-credentials to enhance the transparency and flexibility of the learning offer in order to empower people to forge personalised learning and career pathways
- **Foster inclusiveness and equal opportunities**, contributing to the achievement of resilience, social fairness and prosperity for all, in a context of demographic change and throughout all phases of economic cycles

Scope

- Micro-credentials are not new. The proposal establishes a **common European approach to the ongoing and emerging provision of micro-credentials**
- Proposal covers micro-credentials, as well as their policies that can support their effective **design** and **use**.
- The proposal does not seek to replace or disrupt existing systems or qualifications
- The proposals sets out a definition and guidance for the design, issuance and description of MCs to facilitate their quality, transparency and uptake

Common definition for micro-credentials

‘Micro-credential’ means the **record** of the **learning outcomes** that a learner has acquired following a **small volume of learning**. These learning outcomes have been **assessed** against transparent and clearly defined criteria. Learning experiences leading to micro-credentials are designed to provide the learner with specific knowledge, skills and competences that respond to societal, personal, cultural or labour market needs. Micro-credentials are **owned by the learner**, can be **shared and are portable**. They may be **stand-alone or combined into larger credentials**. They are **underpinned by quality assurance** following agreed standards in the relevant sector or area of activity.

Record

Learning Outcomes

Small volume of learning

Assessed

Owned by the learner

Shared and portable

Combined into larger credentials

Underpinned by quality assurance

Union Standard Elements to describe a micro-credential

Identification of the learner

Title of the micro-credential

Country/region of the issuer

Awarding body

Date of issuing

Learning outcomes

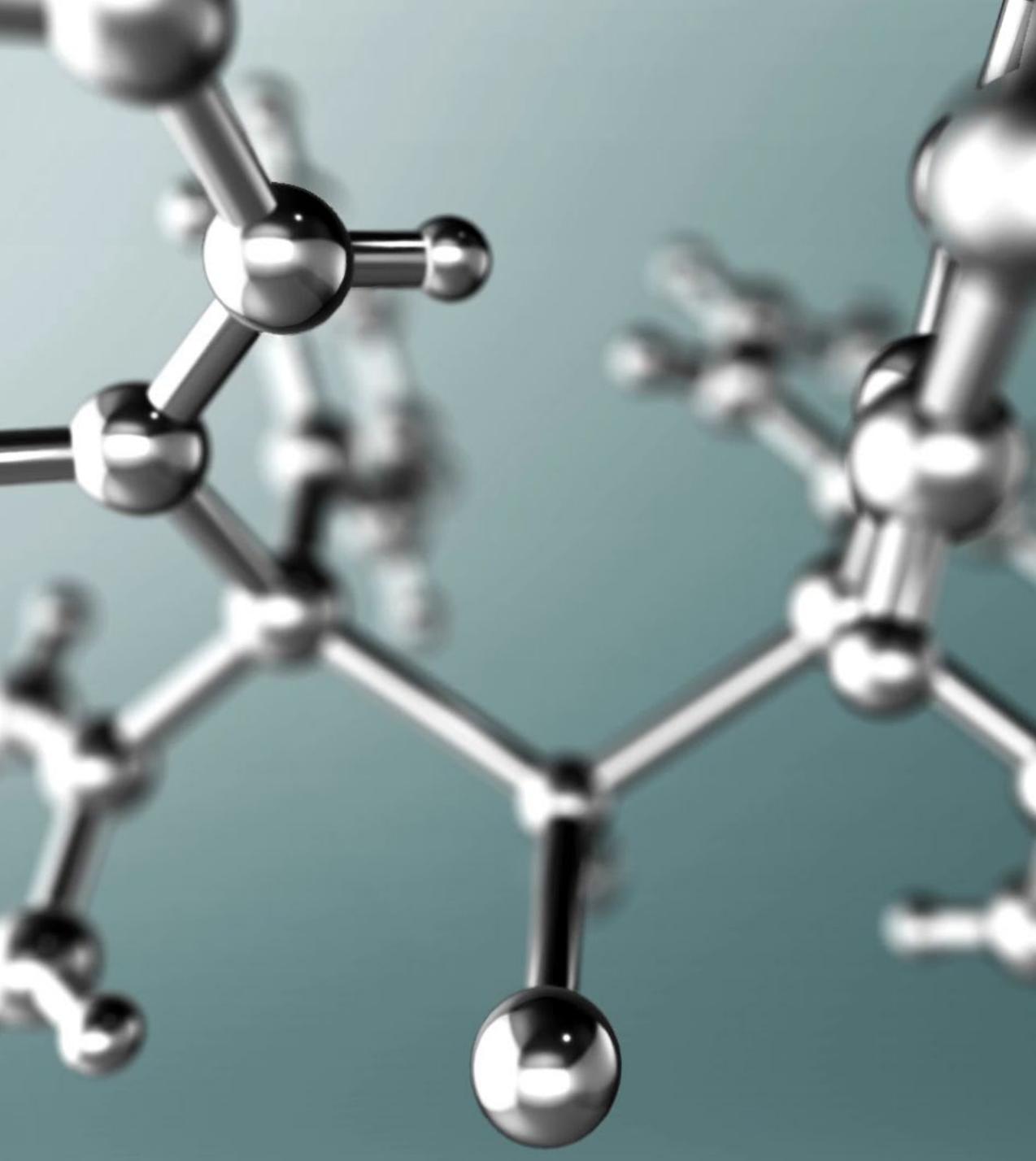
Notional workload needed to achieve the learning outcomes (in ECTS, wherever possible)

Level (and cycle, if applicable) of the learning experience leading to the micro-credential (EQF, QF EHEA), if applicable

Type of assessment

Form of participation in the learning activity

Type of quality assurance used to underpin the micro-credential



Union principles for design and issuance of micro-credentials

1. Quality
2. Transparency
3. Relevance
4. Valid assessment
5. Learning Pathways
6. Recognition
7. Portable
8. Learner Centred
9. Authentic
10. Information and Guidance

Recommendations to Member States

Adopt 'Building Blocks'



Develop micro-credentials ecosystems



Deliver on the potential of micro-credentials



Implementation



Deliver on the potential of micro-credentials



Education, training and skills policies

- publish MCs in **national catalogues** of courses
- improve **access and transitions** in education and training for all learners, incl. disadvantaged + vulnerable
- improve **digital skills + green skills**
- use MCs for **teacher training**
- for the prompt transfer of the latest research findings into learning opportunities
- **challenge gender and other discriminatory stereotypes**



Active Labour Market Policies

- address **skills challenges (bottlenecks, skills shortages)**
- **upskill and reskill workers** (links with ILAs)
- **support target groups** (self-employed, vulnerable groups, youth)
- national implementation of **EASE Recommendation**
- to meet **regulatory requirements** for jobs/work (e.g. licences, mandatory training and permits)

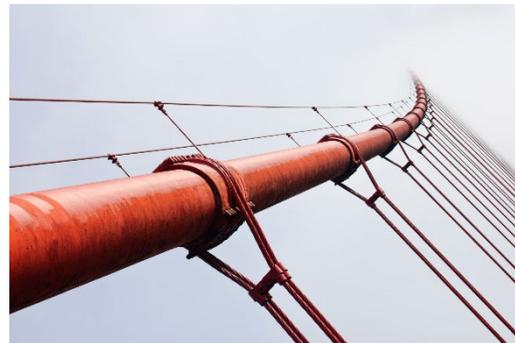
Recommendations to Commission

Adapt existing EU tools



Technical implementation through Europass

Support co-operation between Member States and stakeholders



Research and Data Collection

Thank you



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