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Recognising & Developing Micro-Credentials

What do we need to include in the guidelines?

Anatolii Garmash, ETF, EVSW Guidelines for Micro-Credentials 20/05/22

UNIVERSITIES AUSTRALIA
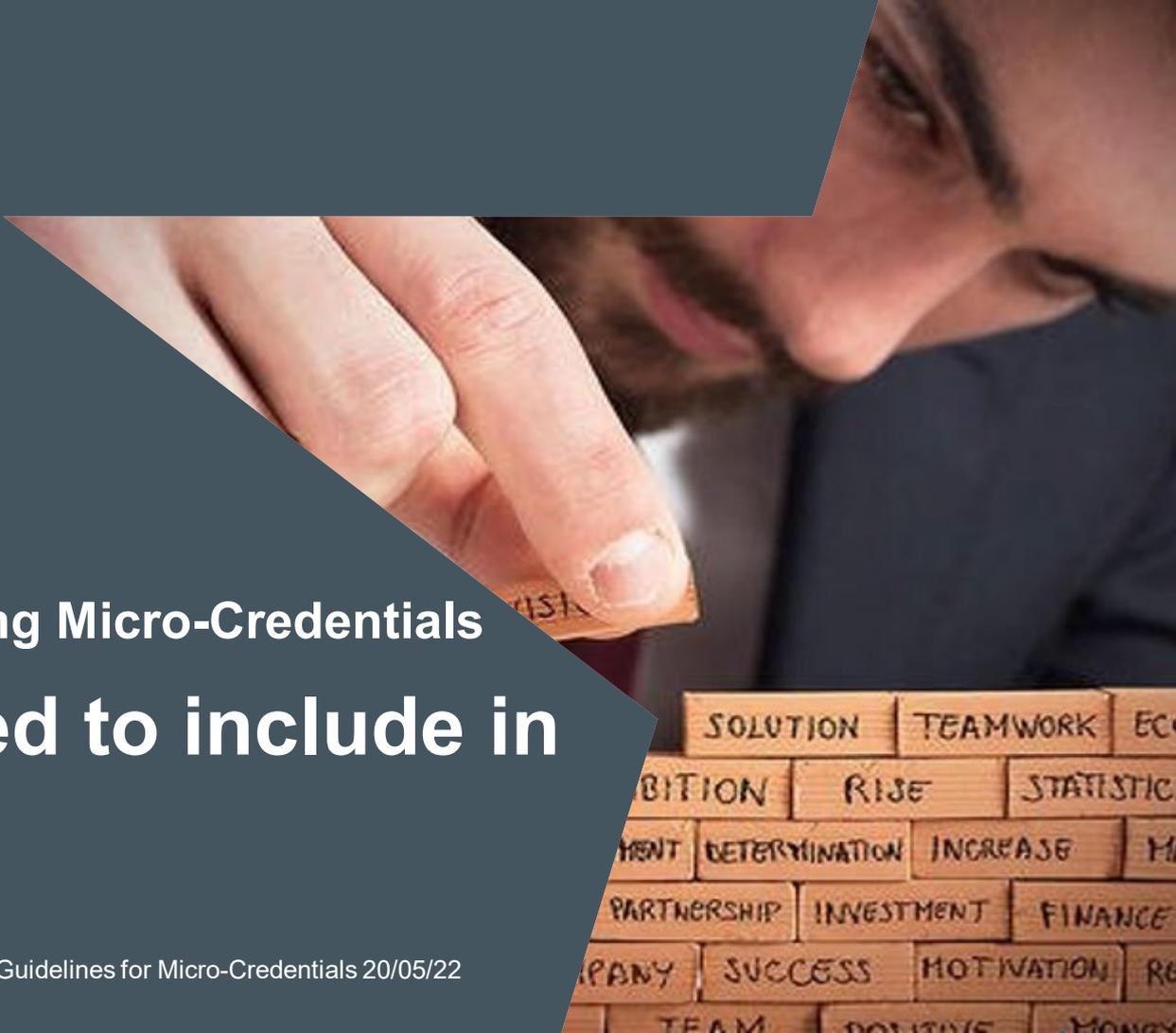
GUIDANCE FOR PORTABILITY OF AUSTRALIAN MICROCREDENTIALS

SEPTEMBER 2021

UNIVERSITIES AUSTRALIA

The Rise and Recognition of Micro-credentials

Stacking Modules and the Future of the Qualification

March 2022

SUNY Micro-Credentialing Task Force

Report and Recommendations

January 2018

MQA
Agensi Kelayakan Malaysia
Malaysian Qualifications Agency

GUIDELINES TO GOOD PRACTICES: MICRO-CREDENTIALS

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

European Commission

Australian Government
Department of Education, Skills and Employment

pwc

National Microcredentials Framework

November 2021

NZQA
NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA
QUALIFY FOR THE FUTURE WORLD
KIA NOHO TAKATŪ KI TŌ ĀMUA AO!

Guidelines for applying for approval of a training scheme or a micro-credential

SUNY The State University of New York

WHAT DO WE NEED TO INCLUDE IN THE GUIDELINES?

Recognising micro-credentials:

How to move to a national framework that can enable recognition of micro-credentials?

- Main principles/ key characteristics of micro-credentials
  - EU Principles for Design and Issuance of Micro-credentials

- Recommended standards (based on principles, to enable recognition of micro-credentials)
  - Standard elements to describe micro-credentials
  - Possible integration into NQF
  - Procedures for recognition of prior assessed learning/ credit transfer

What else is important?

Developing micro-credentials:

How to develop micro-credentials so that they could be recognised and portable?

- Guiding principles for developing micro-credentials
  - Initiated and developed locally
  - Designed to meet current LM needs and align with relevant sector standards
  - Opportunities for partnerships
  - Flexibility and innovation
  - Stackability

- Best practices to consider/ types of micro-credentials
  - Issued by formal education providers/ by providers outside formal education system
  - Relationship with industry/ professional qualifications
  - Procedures for VNFIL

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KEY ELEMENTS FOR THE GUIDELINES

	Recognising micro-credentials	Developing micro-credentials
Objective/ purpose of the guidelines		
Scope of the guidelines and target groups		
Main principles	Key characteristics of micro-credentials	Guiding principles for developing MC
Application of main principles	Recommended standards (based on principles)	Best practices to consider
Examples of guidelines for micro-credentials		
Other suggestions		

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