



A European approach to micro-credentials for lifelong learning and employability



Why a European approach for micro-credentials?

- **Policy challenge:**
Growing number of people need to update their knowledge, skills and competences
- Rising number of micro-credentials globally and in Europe, but:
 - **value** and **understanding** of micro-credentials not always clear
 - questions on **quality**, **transparency** and **uptake** of micro-credentials between and within countries, between sectors, from one job to another

THE EUROPEAN PILLAR OF SOCIAL RIGHTS ACTION PLAN



at least

78%

of the population aged 20 to 64 should be in employment by 2030



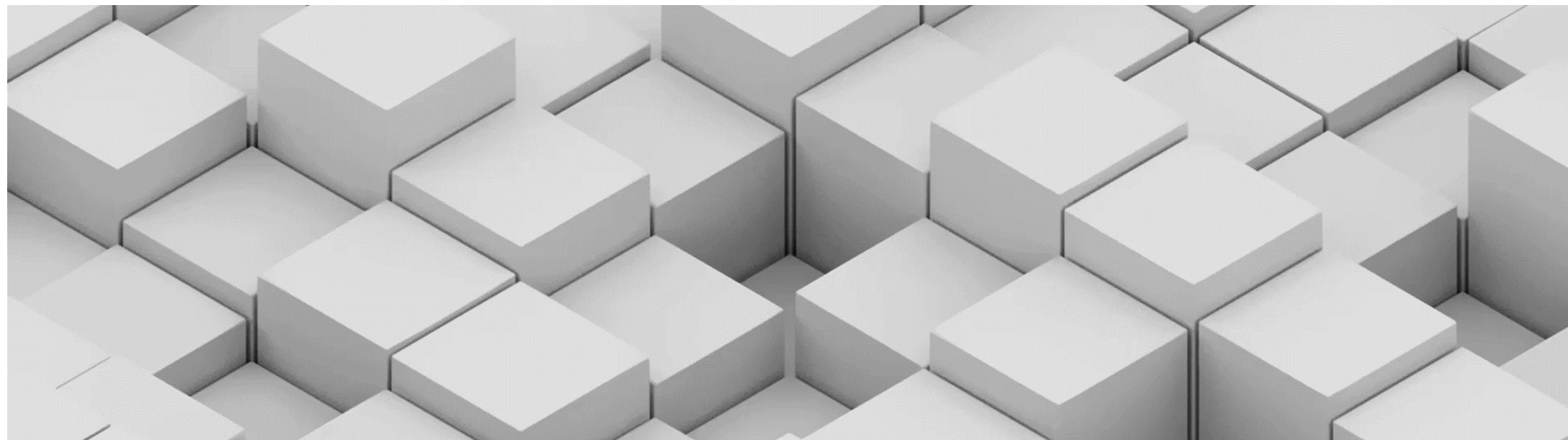
at least

60%

of all adults should be participating in training every year by 2030



European
Commission



The initiative establishes ‘building blocks’ to develop a European approach to micro-credentials:

- A common **definition** of micro-credentials
- Union **standard elements** to describe a micro-credential
- Union **principles for design and issuance** of micro-credentials



Common definition of 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.

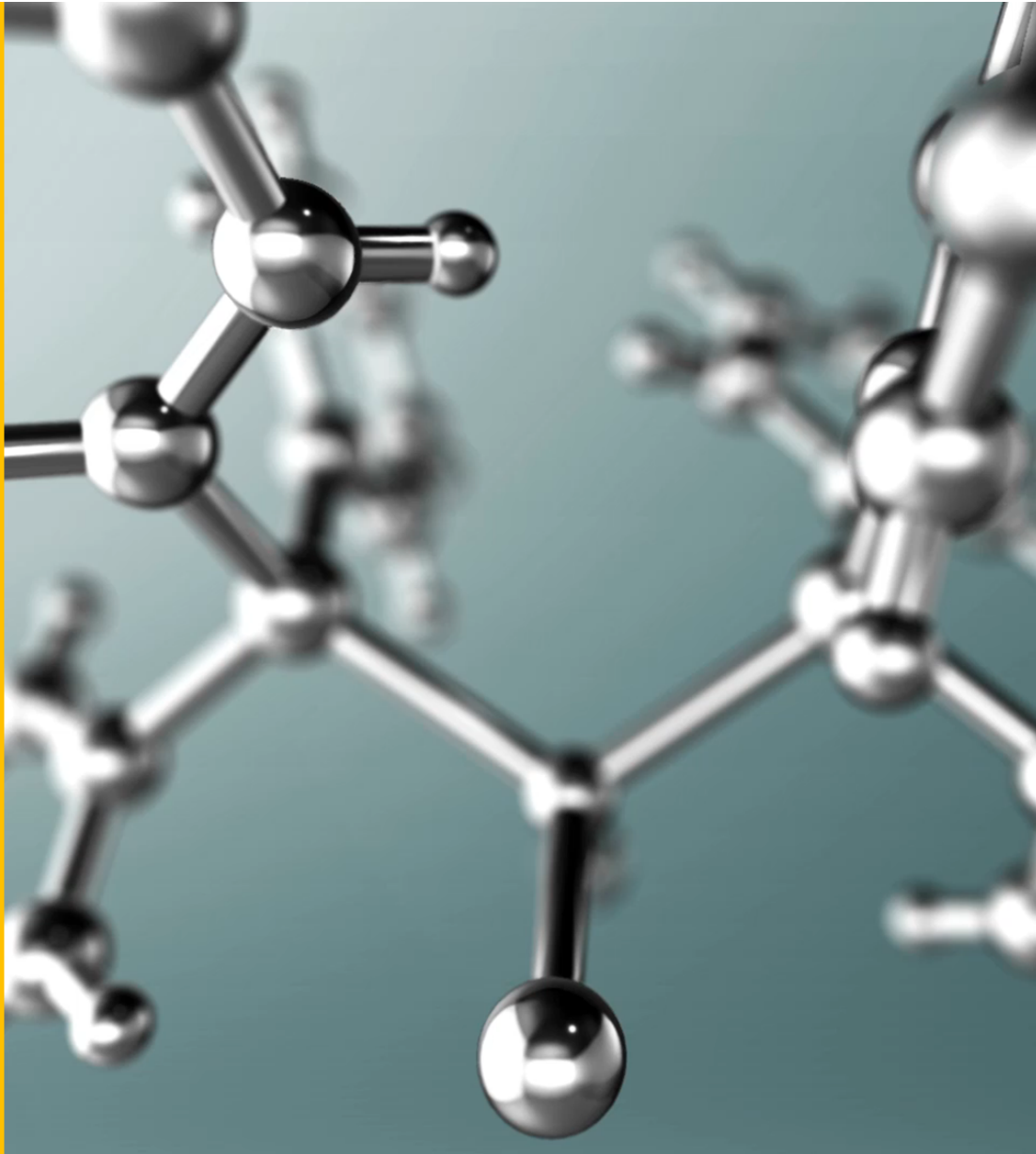
Learning experiences leading to micro-credentials are designed to provide the learner with **specific knowledge, skills and competences** that respond to societal, personal, cultural or labour market needs. Micro-credentials are **owned by the learner**, can be shared and are **portable**. They may be **standalone** or **combined into larger credentials**. They are underpinned by **quality assurance** following agreed standards in the relevant sector or area of activity.

European standard elements to describe a micro-credential

- Identification of the **learner**
- **Title** of the micro-credential
- **Country(ies)/Region(s) of the issuer**
- **Awarding body(ies)**
- 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

Optional Information

- Prerequisites needed to enrol in the learning activity
- Supervision and identity verification during assessment
- Grade achieved
- Integration / stackability options
- Further information



European 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



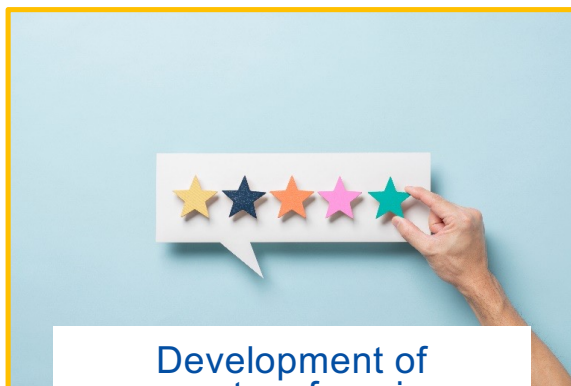
Adopt the definition



Adopt standard elements



Adopt principles for design and issuance



Development of ecosystem for micro-credentials



Delivering on potential of micro-credentials



Implementation

What now?



Erasmus+ policy experimentation call – Open until 4 June 2024

Continuous support under Erasmus+

Collection of data on micro-credentials

Policy proposals on quality assurance of micro-credentials

Thank you

