



# 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%**

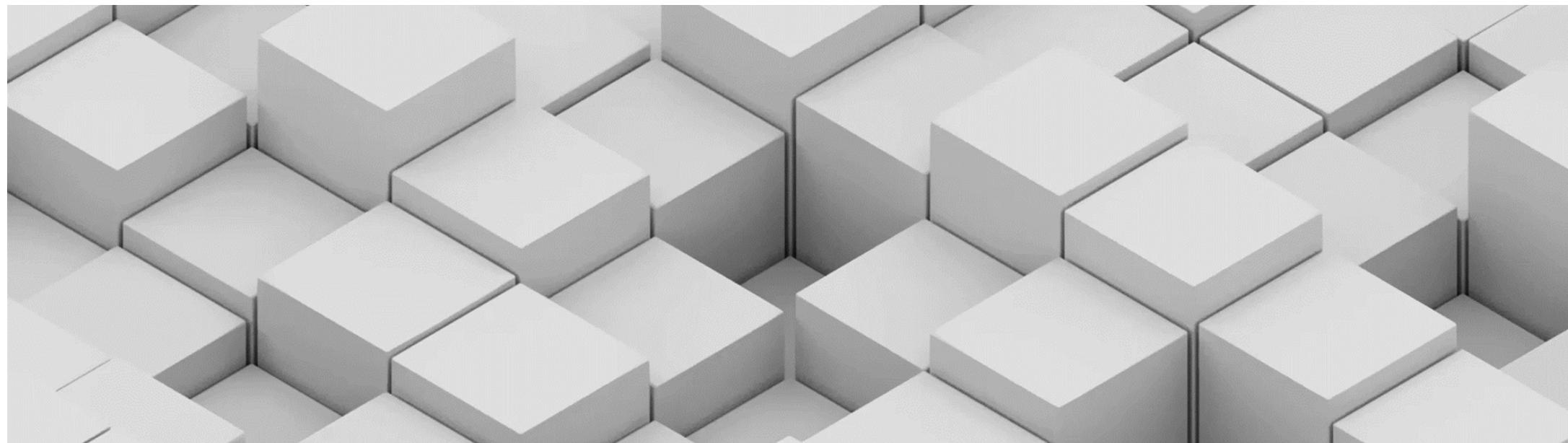
of the population aged 20 to 64 should be in employment by 2030



at least

**60%**

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



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.

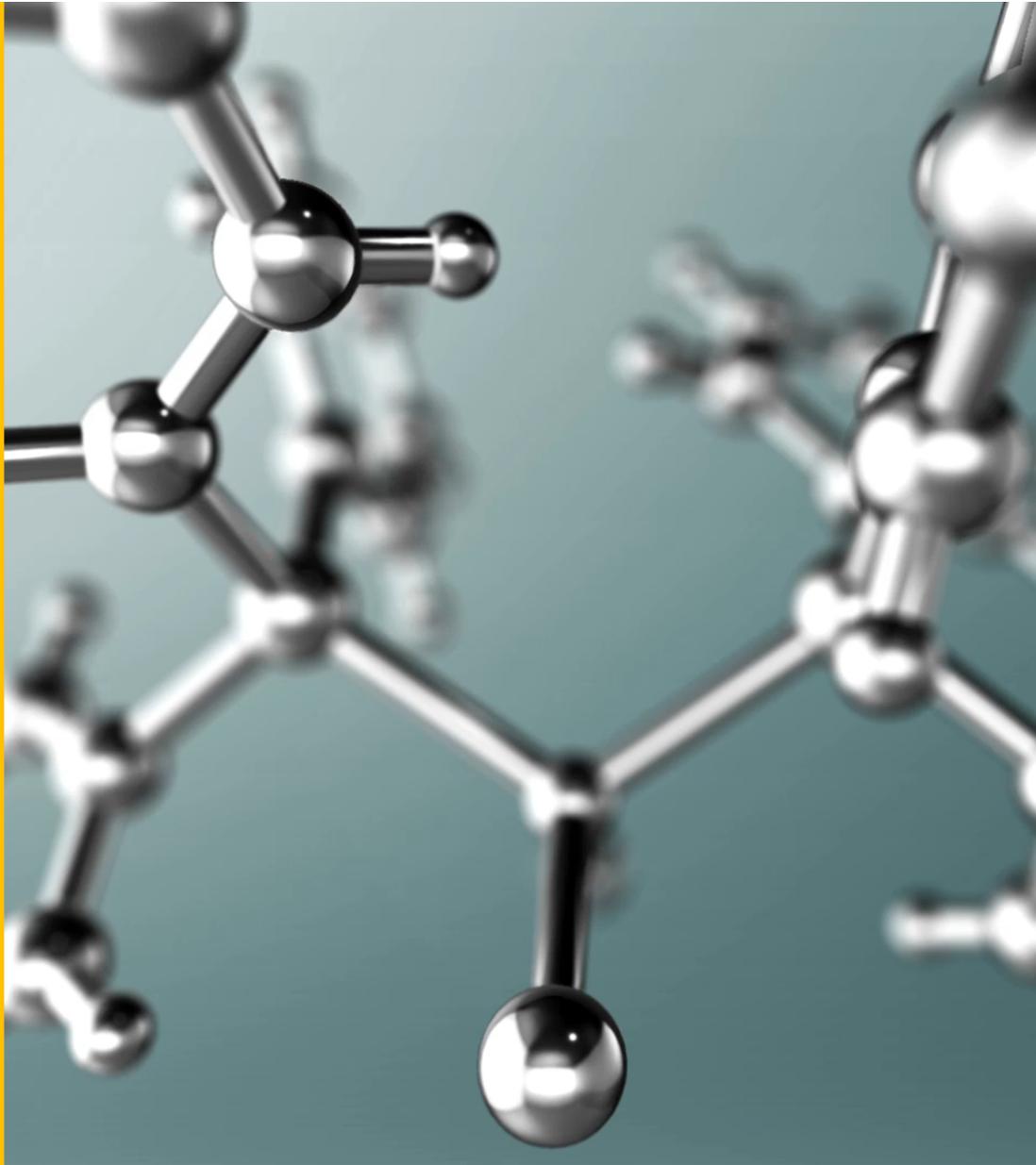
Learning experiences leading to micro-credentials are designed to provide the learner with **specific knowledge, skills and competences** that respond to societal, personal, cultural or labour market needs. Micro-credentials are **owned by the learner**, can be shared and are **portable**. They may be **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

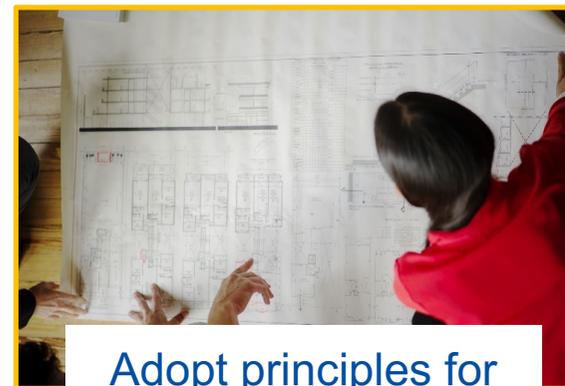
# Recommendations to Member States



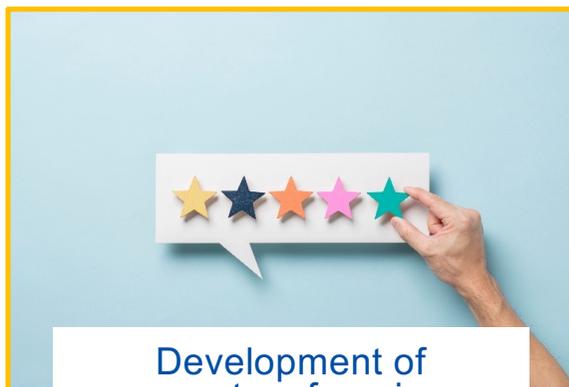
Adopt the definition



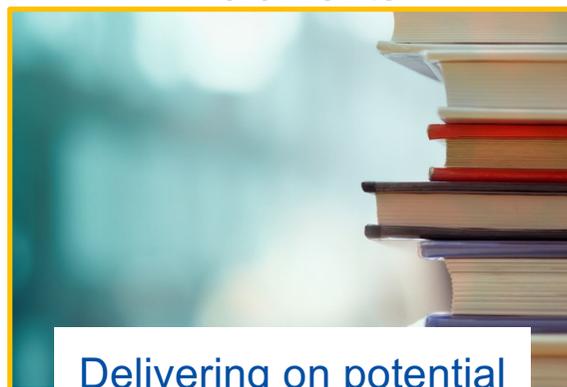
Adopt standard elements



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

