Short-learning Programmes and their Imacts on the quality system of micro-Credentials

Based on an analysis of 125 collected credentials

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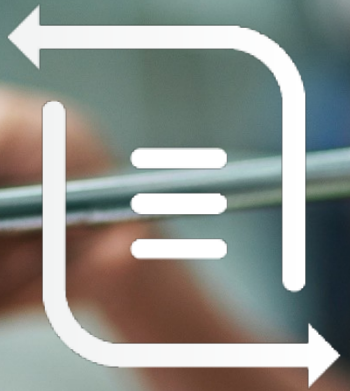

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What do we mean by: Quality of Micro-Credentials?

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By no means:
- the quality of the course;
- the quality of the Institution;
- the „quality” of the learnier.

The quality referes more to:
- the data content of credential;
- the security of the credential;
- the exchangeability of credential;
- the revocability of credential;
- the ownnership of credential;

What have we done towards the quality system

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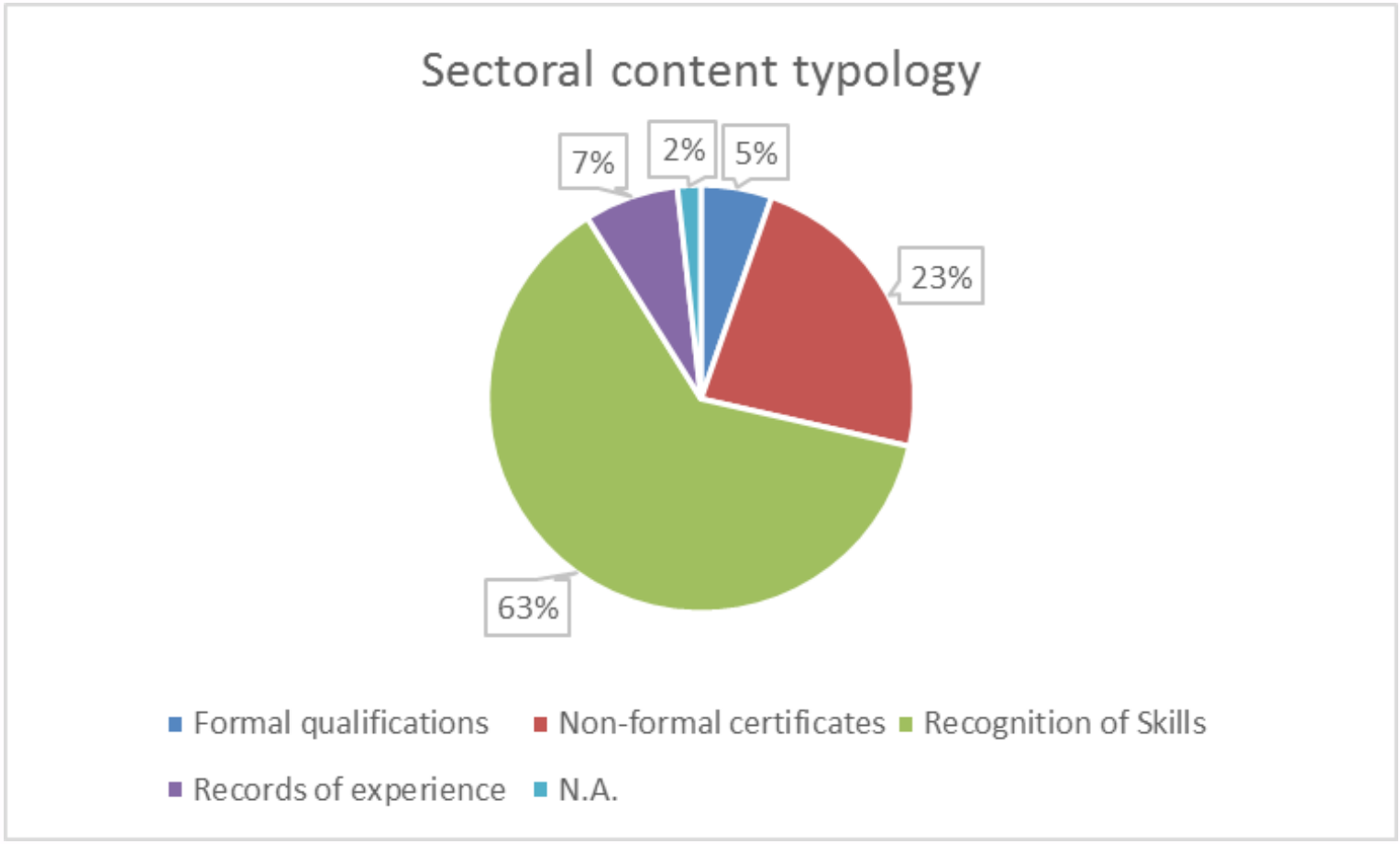
- We have developped a concept paper on quality assurance of credentials
- Collected more than 100 credentials to analyse
- We set up a typology and a classification system to test the quality assurance concept
- We analysed the collected cedentials upon the typology and classification system.
- We invented an easy to read label system to demonstrate this complex quality system.
- We develop recommendations in the light of the piloting and peer review of the quality system

Classification and Typology of digital credentials

	Content sectoral, specific		Technical
Typology	• Formal qualifications • Non-formal certificates • Recognition of skills • Records of experience	• Participation • Activity • Role • Performance • Context	• digitális tanusítvány • Nyílt (digitális) kitűző • ???
Classification 0, 1, 2	**Measurable indicators** • Learning Outcomes • Quality system of learning • Level of learning • Workload of learning • Identity of learner • Identity of HE institution		**Technical indicators to Statement and Medium** • Distinct • Authentic • Accessible • Exchangeable • Portable



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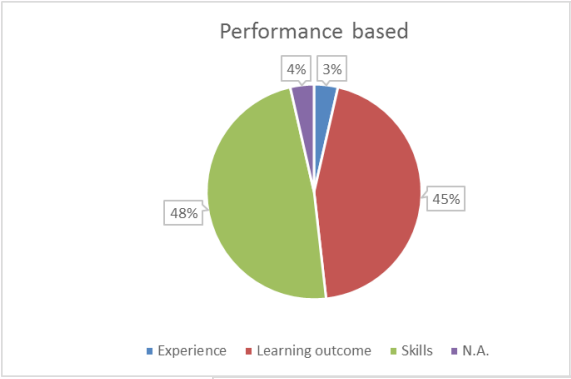
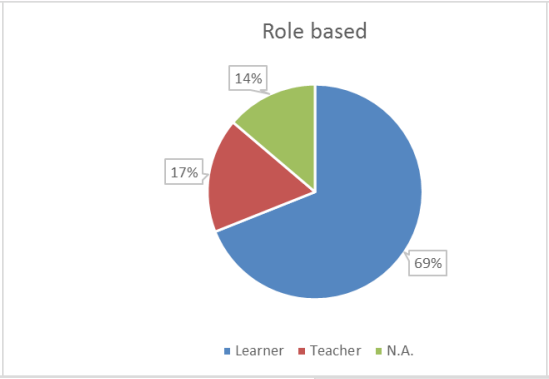
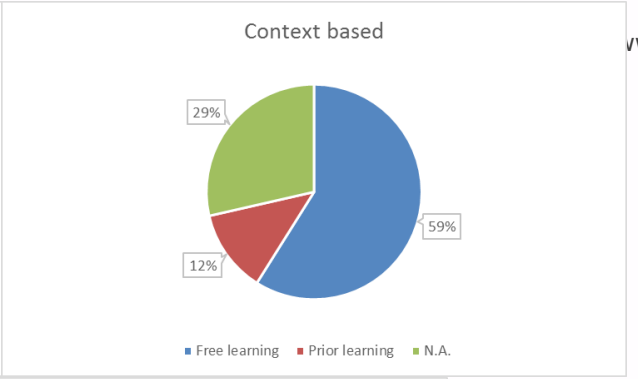
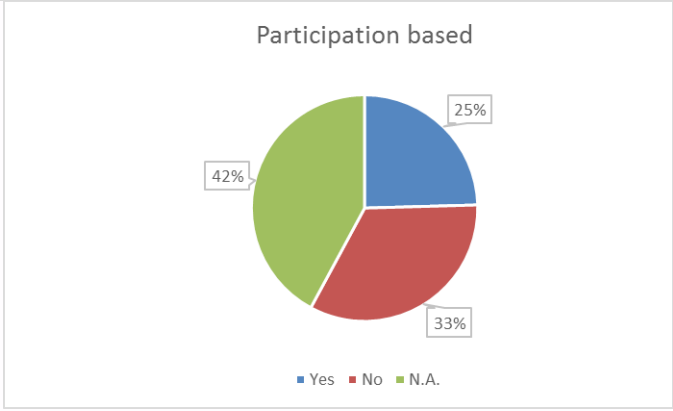
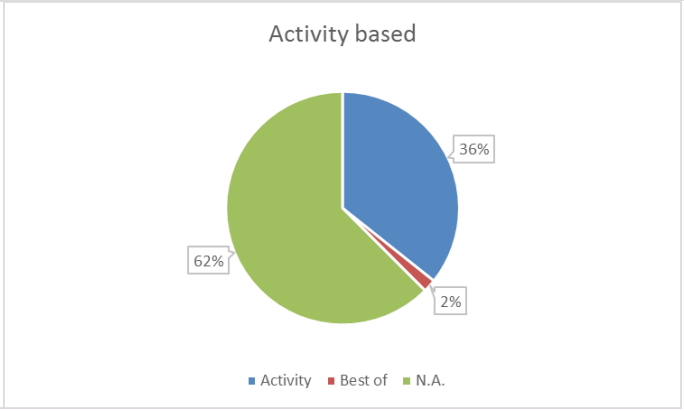
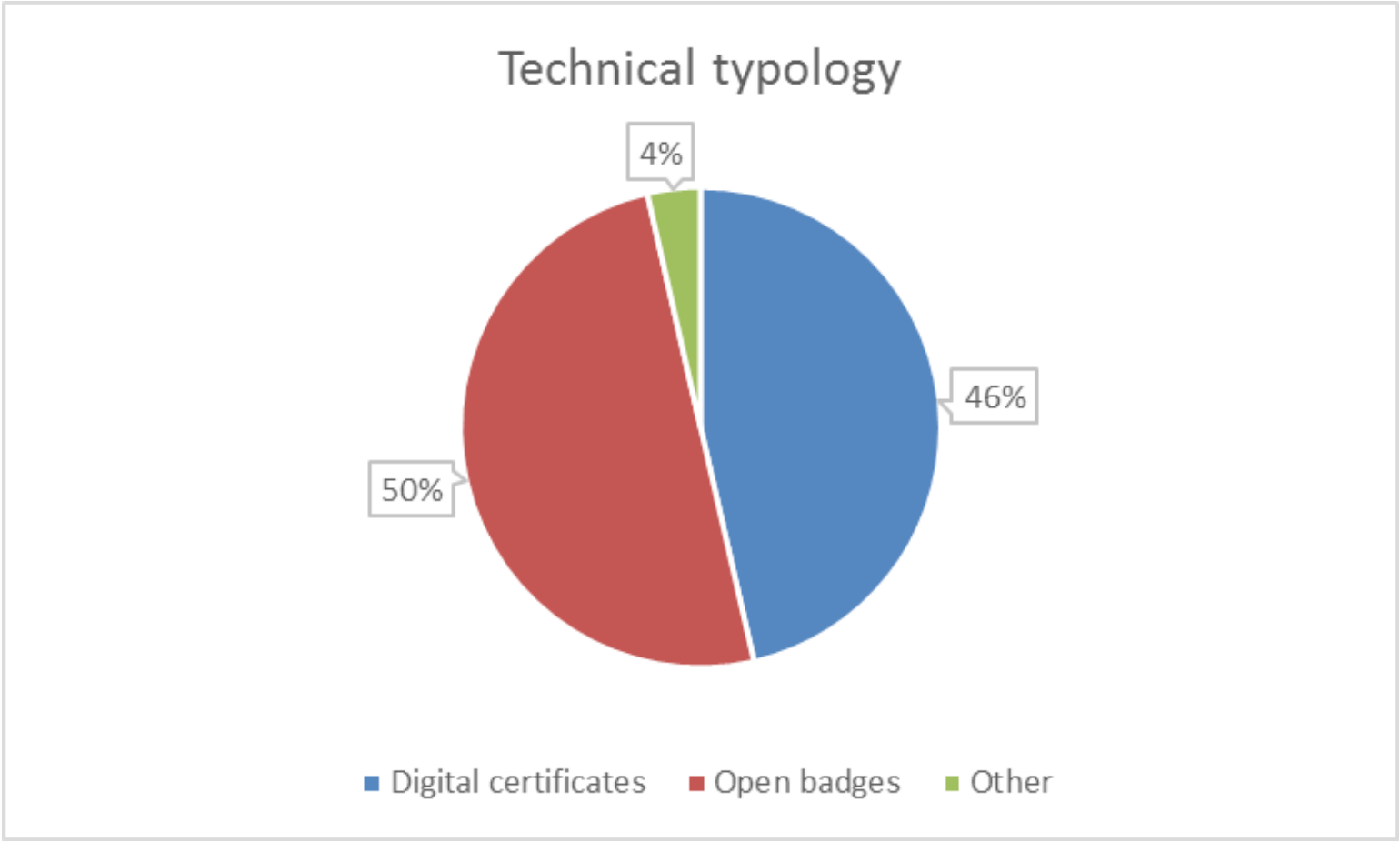

Performance based
4%
3%
45%
48%
Experience
Learning outcome
Skills
N.A.


Role based
14%
17%
69%
Learner
Teacher
N.A.


Context based
29%
59%
12%
Free learning
Prior learning
N.A.


Participation based
25%
42%
33%
Yes
No
N.A.


Activity based
36%
62%
2%
Activity
Best of
N.A.



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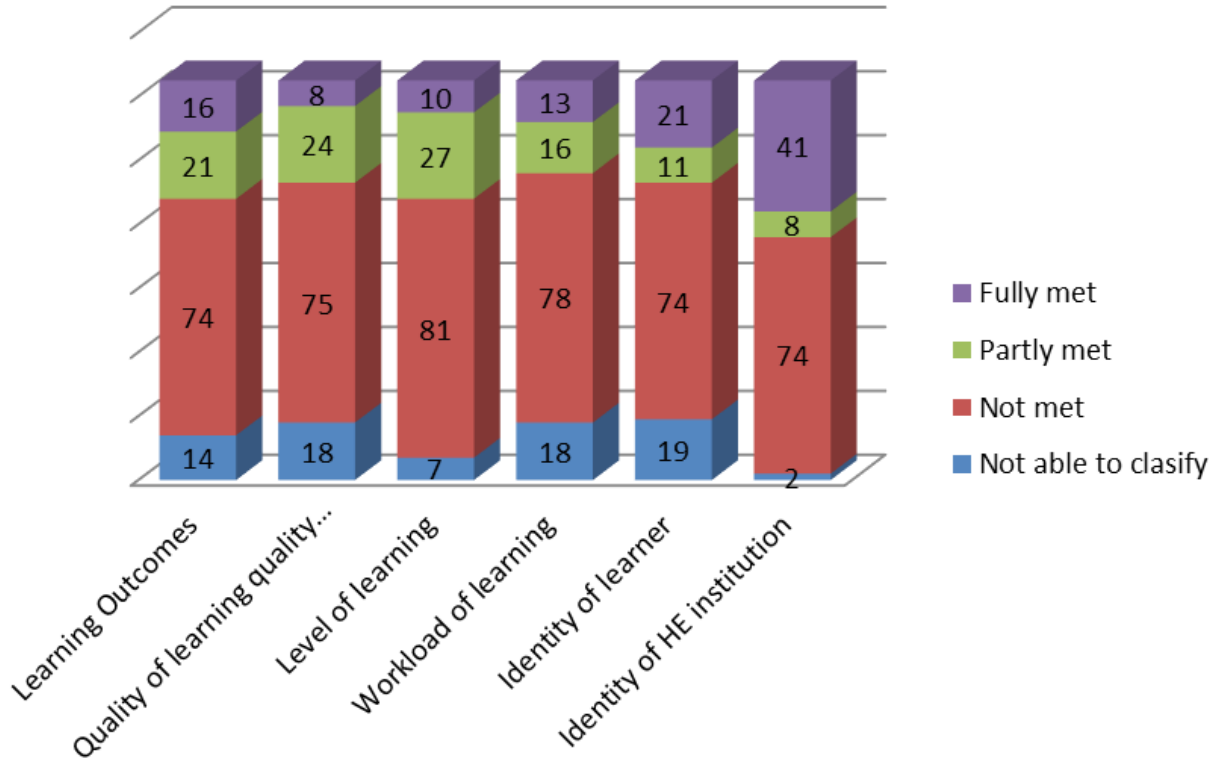
Content indicators



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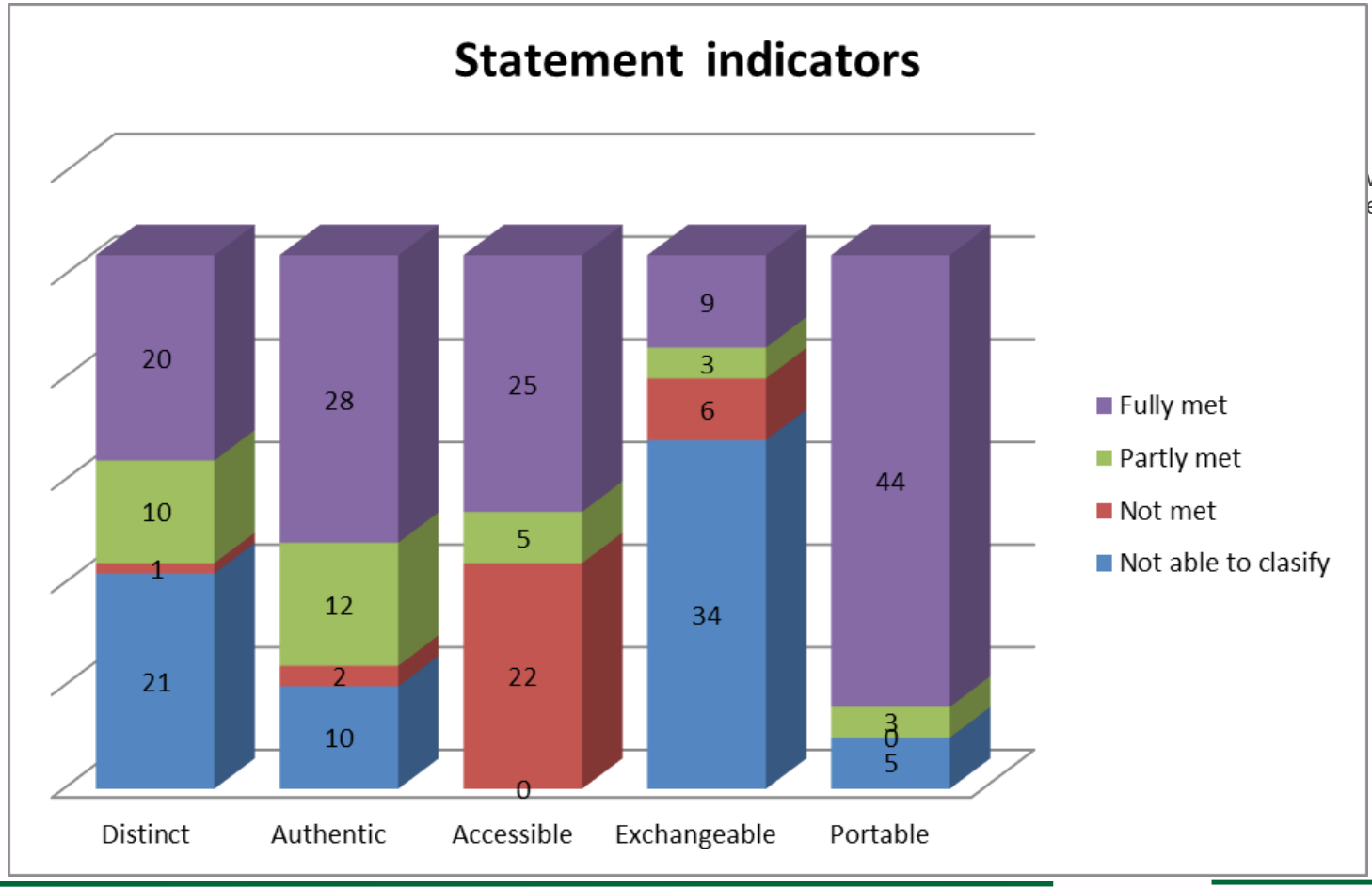

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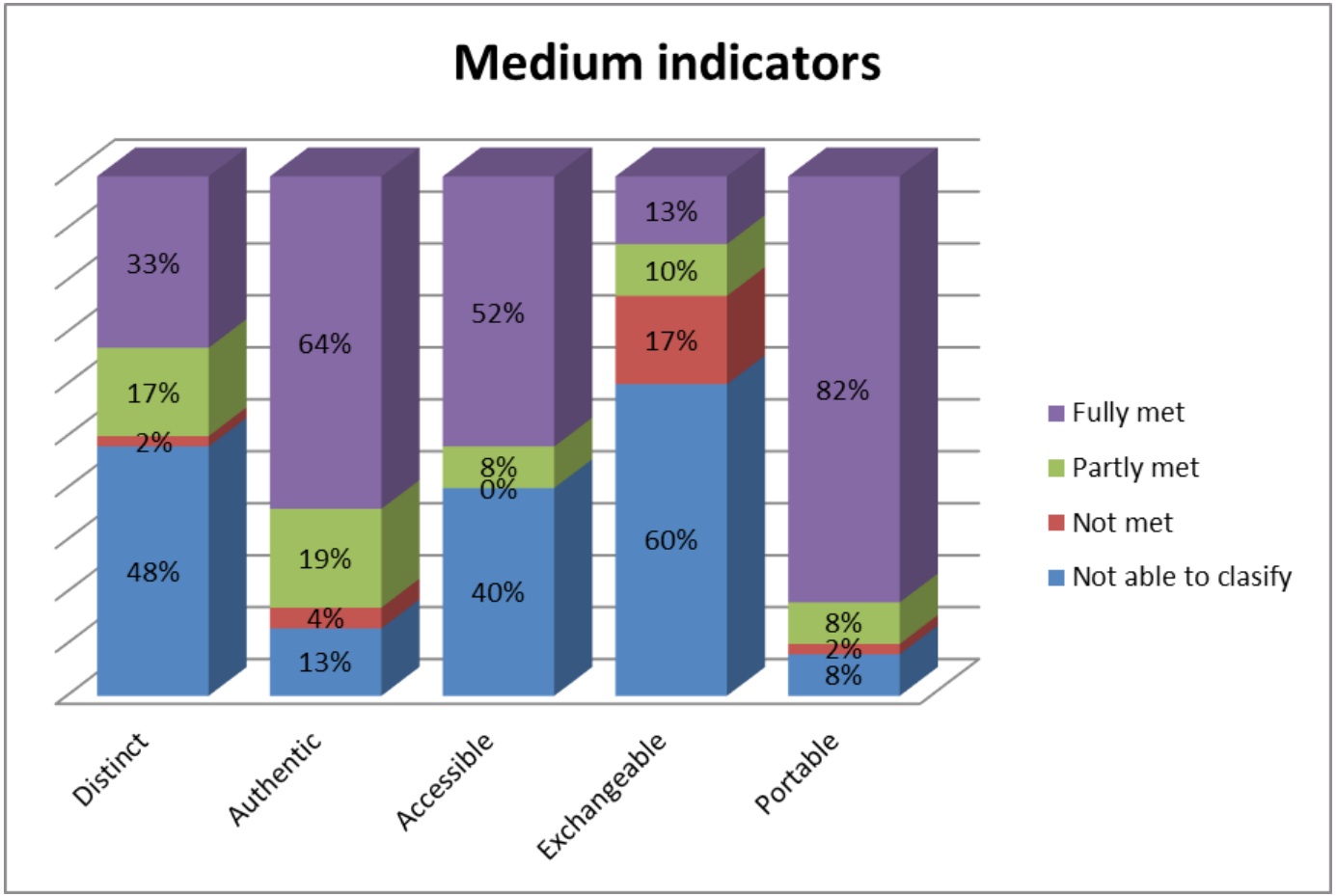

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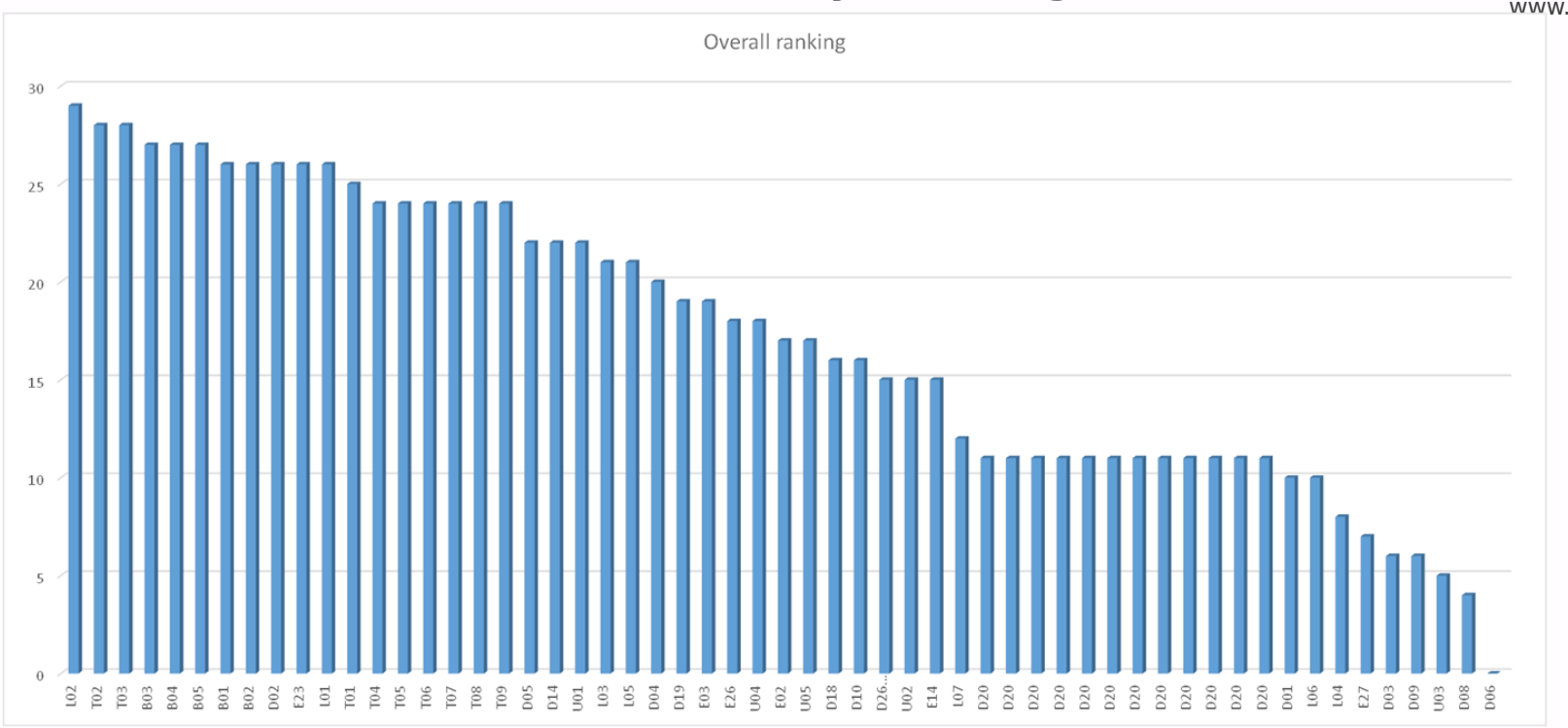
Overall quality ranking



Conclusion

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- The system is meaningful and can be used.
- Due to the rapid technological change regular revision of the system is required
- As outside evaluator it is nearly impssible to make classification and judgement of indicators.
- The categories and types require deep technical and educational theory knowledge and understanding, therefore can be done only by professionals who were trained for that classification and evaluation process.
- Categories and terms should be more precisely defined, examples should be given to avoid ambiguity.
- Due to the above mentioned complexity it is recommended, to plan more than one evaluator's opinion (maybe discussed and harmonised) for credential classification at each of the cases.

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