EMC and Microcredentials

Master Class
Bled
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Short Learning Programs
Aims of E-SLP project:

• Analysis of the field of SLPs in continuing education: report
• Defining the concept and position of Short Learning Programmes (SLPs)
• Developing guidelines for the design, development and implemention of collaborative SLPs and related mobility
• Recognition of SLPs, micro-credentials, quality assurance and accreditation
• Empowering university leadership and staff, including developing institutional policies and frameworks
• Raising the European outreach of blended and online SLPs
• Mainstreaming blended and online continuous education as a specific area of university provision, next to degree education and open education
Founding partners

- FutureLearn
- FUN France Université Numérique
- Miríada X
- EduOpen
- OpenupEd
Aim EMC

- Increase awareness and use of digital education and MOOCs within universities
- Increase impact of each of its partners on educational policy
- Make MOOCs a widely considered option for employers and workers
- Increasing the credibility and visibility of MOOCs
- Build a complementary offer of courses
- Collaboratively build and conduct a research agenda on MOOCs in Europe
MOOCs for the EU labour market

European project
Knowledge Alliance
Partners

- EADTU
- EMC platforms (Futurelearn, FUN, Miriadax, OpenEdu, OpenupEd)
- The Open University, the University of Foggia
- ENPES partners: VDAB, Agenzia Nationale per le Politiche Attive de Lavoro
- Opocalim
- Other partners
Demand for a more standardised credential

There is major variation within credentials and between them. Employers need a common standard to support lifelong learning.
The opportunity for universities to compete against new entrants in this emerging market

<table>
<thead>
<tr>
<th>Training provider micro-credential (e.g. General Assembly)</th>
<th>University micro-credential</th>
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<tbody>
<tr>
<td>• Taught and endorsed by industry</td>
<td>• Accredited</td>
</tr>
<tr>
<td>• Work relevant and practical</td>
<td>• Rigorously assessed</td>
</tr>
<tr>
<td>But</td>
<td>• Standardised</td>
</tr>
<tr>
<td>• Not accredited</td>
<td>• Transferable</td>
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<tr>
<td>• Not standardised or comparable</td>
<td>• Stackable</td>
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<td>• Pathway into other qualifications</td>
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New Zealand Qualification Authority has launched a microcredential system as integral part of their education system to address skills gaps and the changing nature of work.
Ambition of the EMC with microcredentials

EMC founding partners have voluntarily agreed a shared definition of a microcredential. We hope this will:

- Lay the foundations for a new qualification to address the needs of employers and learners looking for smaller units of study that develop relevant skills
- Enable courses to be recognised towards formal qualifications
- Enable courses to be stackable across different higher education systems in Europe and beyond

In time, we hope to see this framework used more widely by European universities and agencies to facilitate collaborations.
Common Microcredential Framework (CMF)

- Have a total Workload (or study time) of no less than 100 hours and no more than 150 hours
- Be levelled at Level 5/6 or Level 8 in the European Qualification Framework or the equivalent levels in the University’s National Qualification Framework
- Provides a summative assessment that enables the award of an academic credit, either directly following successful completion of the course or via Recognition of Prior Learning upon enrolment as a student on the University’s course of study
- Operates a reliable method of ID verification at the point of assessment
- Provides a transcript that sets out the learning outcomes for a course, total study hours required, EQF level and number of credit points earned
Next Steps

- Launching first micro-credentials later in 2019
- EMC and EADTU, and their member institutions, will continue dialogue on the future of microcredentials in furtherance of our ambitions
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