# COMMON MICROCREDENTIAL FRAMEWORK

## SEMINAR ON MICRO-CREDENTIALS IN THE EHEA

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# Overview

- The Common Microcredential Framework (CMF)

- Microcredentials: European developments

- Modularity

# THE COMMON MICROCREDENTIAL FRAMEWORK (CMF)

eduOpen

EduOpen is a project funded by the Ministry of Education aimed at creating a platform for the delivery of Massive Open Online Courses.

The purpose and philosophy of the project is part of the Open and Digital Education movement, a rapidly developing phenomenon that currently sees the accession of over 60 million users worldwide with a monthly increase of over 40,000 new users!

Website

Future Learn

FutureLearn is a leading social learning platform formed in December 2012 by The Open University and is now the largest online learning platform in Europe with over nine million people signed up worldwide. FutureLearn uses design, technology and partnerships to create enjoyable, credible and flexible online courses as well as undergraduate and postgraduate degrees that improve working lives.

It partners with over a quarter of the world's top universities, as well as organisations such as Accenture, the British Council, CIPD, Raspberry Pi and Health Education England (NHS). It's also involved in government-backed initiatives to address skills gaps such as The Institute of Coding and the National Centre for Computing Education.

Website

EMC. European MOOC Consortium

FUN FRANCE UNIVERSITÉ NUMÉRIQUE
Se former en liberté

The FUN-MOOC platform is the reference academic platform in the French-speaking world that is experiencing sustained growth with 31,000 new learners and more than 148,000 registrations in MOOCs every month. A quarter of FUN users are not from France (and it is important to note that 19% of users are from Africa, mainly from French-speaking countries), and in absolute terms, the French-speaking world represents an important means of development of FUN.

On the FUN MOOC platform, 75% of learners are employees. A survey launched in October 2018 revealed their strong interest for FUN as a mean of continuing professional development. Among these learners, 72% follow MOOCs with an identified professional objective and 30% wish to prepare a professional reconversion by developing new expertise. They strongly appreciate the quality of the courses (96%), the methodology and the quality of the contents (90%). Companies also praise the FUN catalogue: 93% consider that is relevant for professional development and 81% have or will use MOOCs to train their employees.

Website

MIRÍADAX

Miríadax is the main MOOCs platform in Spanish and Portuguese, created in January 2013 to offer an open source of knowledge at a higher education level to anyone without restrictions, without conditions, without schedules, without barriers.

Miríadax promotes lifelong education as a development key for Ibero-America, providing a space for all the universities in this region to share their knowledge freely. It also encourages the exchange of experiences and ideas among the 3,500 teachers who belong to its community to enhance the quality of MOOCs and foster innovation.

As a result of this commitment, around 6 million people have profited from our catalogue of more than 1,000 courses and the numbers keep adding up with 24,000 new enrollments every week.

This initiative is sponsored by Telefónica Digital Education, a company specialised in providing comprehensive solutions for online learning for education and training.

Website

OpenupEd

OpenupEd is an open, non-profit portal of universities offering MOOCs by their own platform – much to the benefit of individual learners and the wider society. The vision is to reach out to all those learners who are interested to take part in online higher education in a way that meets their needs and accommodates their particular situation.

OpenupEd offers high-quality learner-centred courses that are designed for self-learning, to be studied independent of time, place, and ideally also of pace, and to be taken by either informal learners or formal students in a language that suits them. Note that OpenupEd offers both self-paced and scheduled MOOCs. Our MOOCs are designed in such a way that they truly open up education, i.e. we see MOOCs as part of open education. The aim of open education is to increase access to and successful participation in education by removing barriers to and offering multiple ways of learning and sharing knowledge.

Website

iMooX

iMooX offers freely accessible and openly licensed online courses (Massive Open Online Courses) on various topics. They are available to all interested parties free of charge, independent of time and location. Our goal is to make university-level educational content accessible to a broad section of the population and to allow as many people as possible to further their education. Every semester, more exciting courses are added to the platform. We offer free and openly licensed educational content for everyone - learn anytime, anywhere.

Website

4

# Common Microcredential Framework

EMC developed CMF in response to the question: *how to harmonize the current wide variation of certificates offered in higher education, which lead to confusion and challenges related to recognition?*

## Demand for a more standardised credential

There is great variation within credentials and between them. Employers need a common standard to support lifelong learning

July 18, 2018

## Analysis of 450 MOOC-Based Microcredentials Reveals Many Options But Little Consistency

Written by **Laurie Pickard**  ·  9 minute read  ·  4 Comments

| Microcredential Type | Price Range | Range of Minimum # Months to Complete | Lowest Minimum Effort Per Week | Highest Maximum Effort Per Week |
|---|---|---|---|---|
| Coursera Specialization | | 1-15 | 1 hour | 40 hours |
| | $27 – $636 | | | |
| edX XSeries | $90 – $594 | 2-10 | 1 hour | 10 hours |
| FutureLearn Program | $147 – $1,685 | 2-12 | 2 hours | 6 hours |
| edX Professional Certificate | $68 – $2,340 | 1-15 | 1 hour | 13 hours |
| Kadenze Program | $300 – $900 | 2-7 | 6 hours | 12 hours |
| Udacity Nanodegree | $199 – $2,400 | 1-8 | 5 hours | 15 hours |
| edX MicroMasters | $536 – $1,500 | 3-15 | 2 hours | 20 hours |
| Coursera MasterTrack | $2,000 – $3,474 | 4-6 | 4 hours | 15 hours |
| Coursera Professional | $406 – $5,980 | 4-8 | 8 hours | 10 hours |

**e)SLP**

Provide a transcript / diploma supplement with specification of learning outcomes, hrs, EQF and ECTS earned

100-150 hrs workload, 4- 6 ECTS

**CMF criteria**

Operate a reliable method of ID verification

EQF level 5 to 8
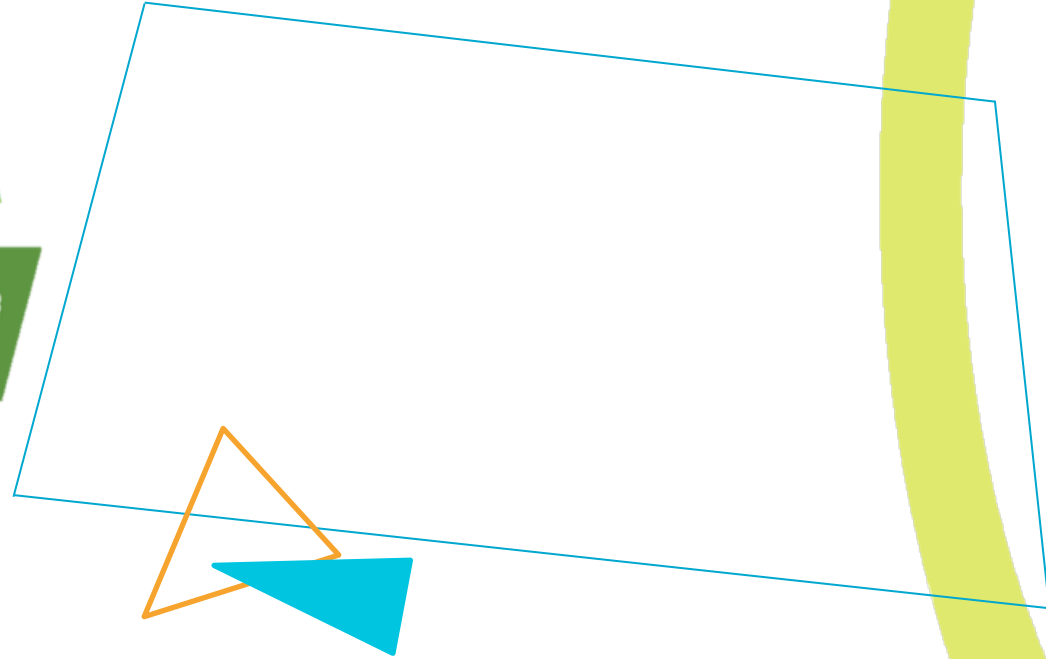
European Qualifications Framework

7

**Value of Short Learning Programmes and MOOCs are determined by:**

- **Quality**
- **Recognition**
- **Relevance**

# A European Approach to Micro-credentials
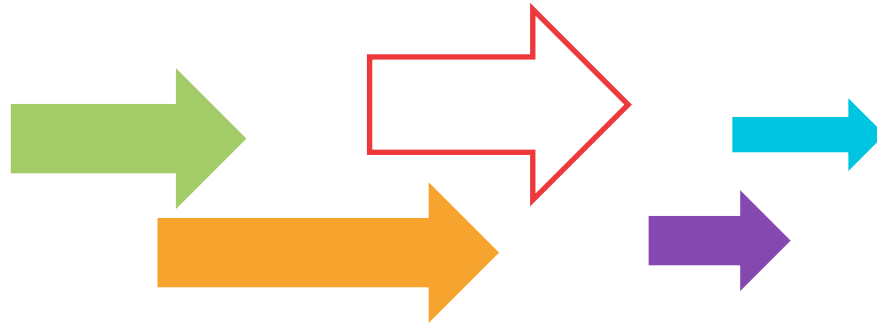
# Working definition
## -Higher Education Consultation Group-

**A micro-credential is a proof of the learning outcomes that a learner has acquired following a short learning experience. These learning outcomes have been assessed against transparent standards.**

The proof is contained in a certified document that lists the name of the holder, the achieved learning outcomes, the assessment method, the awarding body and, where applicable, the qualifications framework level and the credits gained. Micro-credentials are owned by the learner, can be shared, are portable and may be combined into larger credentials or qualifications. They are underpinned by quality assurance following agreed standards

# Way forward

Ongoing: Consultations covering education and training and labour market stakeholders

Commission proposal for a Council Recommendation in December 2021

# Consultations

**Open Public Consultation**

Empirical evidence: NESET, OECD, Cedefop, Erasmus+ projects

EU level Advisory / working groups

Social Dialogue Hearing

Education and training stakeholders

**Targeted consultations**

Non-formal providers

European Parliament; Committee of Regions; European Economic and Social Committee

Employment stakeholders

In the MICROBOL project, co-funded by the Erasmus+ programme of the European Union, **ministries and stakeholders involved in the Bologna Follow-up Group (BFUG) explore whether and how the existing Bologna tools can be used and-or adapted to be applicable to micro-credentials**. In line with this objective, at the end of 2020 a survey was launched to the members of the BFUG as well as the nominated representatives in the MICROBOL working groups.

**The study presents the results of the survey with answers from 35 countries and showcases the decisive steps that the development and acceptance of micro-credentials in the framework of the Bologna Key Commitments entail**.

# Microcredential is

"**A micro-credential is a small volume of learning certified by a credential**. In the EHEA context, it can be **offered by HEIs or recognised by them** using recognition procedures in line with the Lisbon Recognition Convention or recognition of prior learning, where applicable.

A micro-credential is designed to provide the learner with specific knowledge, skills or competences that respond to societal, personal, cultural or labour market needs.

Micro-credentials have explicitly defined learning out comes at a QF-EHEA/NQF level, an indication of associated workload in ECTS credits, assessment methods and criteria, and are subject to QA in line with the ESG"

# MODULARITY

**e)SLP**

# Microcredentials and short learning programmes (SLPs)

represent an **innovative format** for the **modular delivery of education**. They provide an **answer to the needs of learners** in **continuing education** and **continuous professional development**

# Modularity

- **Suitable for continuing education** and professional development: **shorter learning paths** with restricted and structured workload;
- **Layers of achievement**; from micro-learning units (4-8hrs) to coherent CMF microcredentials (4-6 ECTS) and micro-degrees (20-40 ECTS);
- Possibility of **stackability** to bachelor and master degrees;
- Possibility to **combine work and study**;
- Possibility to be adapted rapidly the **labour market**; **responsive**
- Facilitating i**nternational collaboration and mobility**.

# e)SLP
# Qualification structure in CE: proposal

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s

| From learning unit to degree programme | Award | Size (ECTS) |
|---|---|---|
| Learning unit/micro-learning | Eventually a badge/proof of attendance or other microcredential (part of a course or stackable to a course) | Less than 1 ECTS |
| Single course Single MOOCs with credits | ECTS (stackable to a programme) | 1 or more ECTS |
| CMF- microcredential programme MOOC pathways | Gradeo/ OUUK microcredential (stackable to a SLP or a degree) | 4-6 ECTS |
| Microdegree Certified programme Online (MOOC-based) programme | Undergraduate certificate Postgraduate Certificate Certificate of Specialisation Certificate of Expert Certified Professional Programme Focus Diploma Diploma Micromaster … (stackable to a degree) | 20-40 ECTS |
| Degree programme (bachelor/ master/doctorate) | Bachelor/master/doctorate credential | 180 ECTS 60-90-120 ECTS 240 (180) ECTS |

European MOOC Consortium Labour Market

EMC-LM

Further information:

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Website:
https://emc.eadtu.eu/cmf-awarded-programmes