European Quality Assurance
Register for Higher Education

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Quality Assuring Micro-Credentials:

A Student Centred Approach

Digital Credentials Masterclass

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European Quality Assurance Register (EQAR)

Mission:

Enhance transparency and trust, promote international recognition

Role:

EHEA's official register of quality assurance agencies that comply with Standards and Guidelines for Quality Assurance in the EHEA (ESG)

- Established by E4 (ENQA, ESU, EUA, ERUASHE), jointly governed with ministries of higher education

- Non-profit and independent

- Acting in the public interest

Governance of the organisation

Observers

Governments

Stakeholder organisations

Register Committee
Independent QA experts, nominated by stakeholders

Decisions on registration of agencies

- Articulate micro-credentials to (and recognise as part of) the European higher education framework

  "5th cycle of the Bologna Process"

ESG: Micro-credentials?

- "At the same time, an increasing demand for skills and competences requires higher education to respond in new ways."

- "Higher education institutions themselves also become more diverse in their missions, mode of educational provision and cooperation, including growth of internationalisation, digital learning and new forms of delivery."

- "The ESG apply to all higher education offered in the EHEA **regardless of the mode of study or place of delivery.**"

- "In this document the term "programme" refers to **higher education in its broadest sense, including that which is not part of a programme leading to a formal degree.**"

ESG: Student-centred?

- "Responding to diversity and growing expectations for higher education requires a fundamental shift in its provision; it requires a more student-centred approach to learning and teaching, embracing flexible learning paths and recognising competences gained outside formal curricula. Higher education institutions themselves also become more diverse in their missions, mode of educational provision and cooperation, including growth of internationalisation, digital learning and new forms of delivery."

- "Quality assurance should ensure a learning environment in which the content of programmes, learning opportunities and facilities are **fit for purpose**."

- Standards 1.2, 1.3, 1.4. & 1.6

1) ESG are clearly student-centred

2) ESG clearly cover micro-credentials

3) Nothing in the ESG that prevents them from being used for micro-credentials

Scenarios

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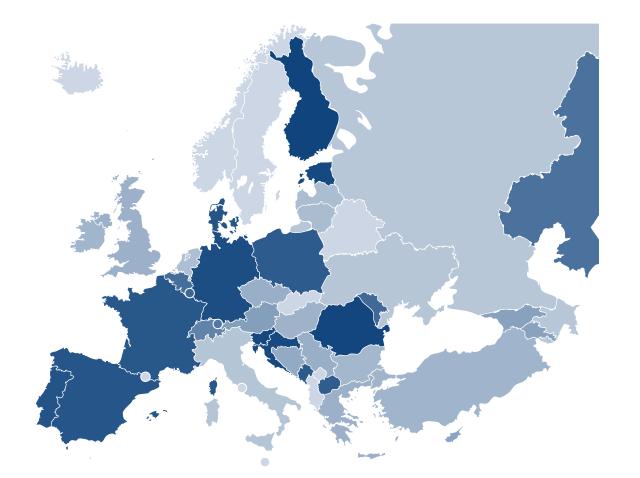| "Self-accrediting" HEIs (institutional external QA)	HEIs in **programme accreditation/QA system**	**Other providers** (e.g. company)
Micro-credentials covered in internal QA	Extend to micro-credentials	Neither too difficult for the more "utilitarian" dimensions: skills, ECTS, EQF level, ... Who is eligible? What about other issues, e.g. academic freedom, freedom of research, ... More ?
Probably quite often does not yet (fully) cover m-c	Conceptually not too difficult, plenty out there	
Institutions need to drive this, not QA (agencies)	**Demand-driven or regulatory** approach?	

Need for a "European Approach"? Maybe, but practice need come out of HEIs & QAAs

Database of External QA Results (DEQAR)

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European one-stop shop for higher education quality assured in line with European standards (ESG)

Open and free API

➔ link with digital credentials

➔ easy to embed

DEQAR scope = ESG scope

➔ includes micro-credentials – as soon as QAAs certify them