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VALEU-X 2.5 Staff Training

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VALEU-X 2.5 Staff Training

Training workshop on Quality assurance (QA) in Higher Education (HE), degree programs, life-long-learning and micro-credential, recognition of knowledge and skills in HE

Workshop Organiser: ISSBS, Slovenia

Objectives

- Reflection on QA as an important part of HE institutional management and academic development. HEI has to build trust in the environment where they operate and develop effective and advanced learning strategies, approaches, and ways to enable high professional standards for teachers and students' progress for better employability.
- To introduce participants to Standards and guidelines (ESG) for quality assurance in the European Higher Education Area (EHEA) as a reference document for internal and external QA. QA and self-evaluation in Albania: applicability of ESG standards for internal evaluation of HE institutions in Albania. To empower universities about the role of self-evaluation for quality improvement of HE institutions, for identifying the strengths and weaknesses of a HE institution, and making recommendations for future work.
- QA for the degree study programs and short programs. Micro-credential as the new trend in the HE for life-long-learning and reinforcing up-to-date competences for graduates. The QA standards for micro-credential.
- Recognition of micro-credential as part of the degree programs. The process of recognition the formal, non-formal and informal learning.

By the end of the workshop, each participant should:

- Improve their knowledge about European systems and instruments for quality assurance, and learn about current trends in QA and micro-credential.
- Have insight into the process of recognition formal and non-formal learning. Reflect on the purpose of HE and its links with the labor market.

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Workshop Organiser: ISSBS, Slovenia

Methodology of workshop delivery

The activity is designed in the form of presentations and discussions and a hands-on experiential training workshop, where colleagues will be involved in practical tasks and exercises. It will focus on what institutions need to pay attention to QA of programs and institution and the development of the micro-credentials.

Draft Workshop Programme (app 3 – 4 hours F2F)

	• **Welcome by …** • **Introduction, presentation of the structure of the workshop**
App 1 hour	Quality assurance in HE • European systems, and instruments for quality assurance • Standards and guidelines (ESG) for quality assurance in the European Higher Education Area (EHEA) • Role of self-evaluation for quality improvement of HE institution • Discussion
App 1 hour	Recognition in HE, short programs and micro-credentials • Micro-credential as the new trend in the HE for life-long-learning and reinforcing up-to-date competences for graduates. • Recognition of micro-credential as part of the degree programs. The process of recognition the formal, non-formal and informal learning. • Discussion
App 1 – 2 hours	Practical activity • Indicators for monitoring quality assurance in HE institution in Albania, achievements of indicators, suggestions for improvements • How to develop the micro-credential and promote it • Presentations, discussion

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Workshop Organiser: ISSBS, Slovenia

Workshop lectures and moderators

Dr. Nada Trunk Širca
She has a PhD in social science from Manchester Metropolitan University, UK. She is a full professor and Jean Monnet Chair holder. Currently, she is working as a researcher, teacher, and advisor to management at ISSBS, University of Primorska, and EMUNI, Slovenia. Her expertise is management in higher education, research methodology, quality in tertiary education, the recognition of knowledge, lifelong learning, and EU policies in education. She has experience in managing international and domestic projects. She is chair of the MakeLearn & TIIM Joint Conference and the Pegaso International Conference co-organizer. She is the editor of many international scientific journals:

- *Editor-in-Chief, Human Systems Management*
- *Editor-in-Chief, ToKP – ToKnowPress, International Academic Publisher Bangkok-Celje-Lublin*
- *Advisory Editor, International Journal of Management, Knowledge, and Learning (IJMKL)*

Mag. Anica Novak
She completed her BA (honours) at the Faculty of Arts at the University of Ljubljana and her Master's (M.Phil. in management in education) at the University of Primorska. She is employed at the International School of Social and Business Studies in Slovenia. She takes care of several Erasmus + projects, particularly on EU integration, social inclusion, education, and internationalisation. Paying attention to quality assurance is a vital aspect of projects delivery. She is also very active in research, where she focuses mainly on education, social inclusion, and the labour market.

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VALEU-X 2.5 Staff Training

Training workshop on Quality assurance (QA) in Higher Education (HE), degree programs, life-long-learning and micro-credential, recognition of knowledge and skills in HE

Workshop Organiser: ISSBS, Slovenia

1. Quality assurance in HE
2. Recognition in HE, what and how (Procedures of recognition)
3. About qualifications, LLL, MicroCredential
4. Practical activity and discussion
   - Indicators for monitoring quality assurance in HE institution in Albania, achievements of indicators, suggestions for improvements
   - How to develop the micro-credential and promote it
   - Q & A, on ???

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1. Quality assurance in higher education

European systems, and instruments for quality assurance

Standards and guidelines (ESG) for quality assurance in the European Higher Education Area (EHEA)

Role of self-evaluation for quality improvement of HE institution

Discussion

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Quality standards in HE (EHEA)

- ESG - The Standards and guidelines for QA in the EHEA as a tool for transparency and harmonisation HE in EU integration
- HE Management – between autonomy and responsibility

EU – Quality was/is one of the pilar of Bologna proces

ENQA http://www.enqa.eu/ and EQAR http://www.eqar.eu/
ESG http://www.enqa.eu/index.php/home/esg/ **http://www.enqa.eu/wp-content/uploads/2015/11/ESG_2015.pdf**

QA in relation to Bologna Declaration: Bologna Declaration provides an important movement for more transparency. It was recognised that **primary responsibility for quality is within institutions.** Most concrete requirements were required by the European Network of Quality Assurance Agencies (ENQA). Universities can operate in European HE Area **autonomously**, but clear national frameworks would be helpful. The quality assurance and accreditation are instruments to provide transparency for degree structure (B/M/D), Diploma Supplement (and diploma recognition), for credit system and for accreditation.

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ENQA

http://www.enqa.eu/

The **European Association for Quality Assurance in Higher Education (ENQA)** is an umbrella organisation which represents quality assurance organisations from the European Higher Education Area (EHEA) member states. ENQA promotes European co-operation in the field of quality assurance in higher education and disseminates information and expertise among its members and towards stakeholders in order to develop and share good practice and to foster the European dimension of quality assurance.

EQAR's role is to provide clear and reliable information on credible and legitimate **quality assurance agencies** operating in EU, through decisions of the Register Committee. **http://www.eqar.eu/register/map.html**

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ESG - The *Standards and guidelines for QA in the EHEA* http://www.enqa.eu/index.php/home/esg/ were adopted by the Ministers responsible for HE in **2015** following a proposal prepared by the ENQA in co-operation with the ESU, the EURASHE and the EUA.

ESG 2015 - Set of standards and guidelines for QA in EHEA agreed by all relevant stakeholders. They are not a definition of what quality in HE means, but they provide guidance, covering areas which are vital for succesful quality provisions and learning. The focus is on teaching and learning.

- **Standard = what to do (”should”);**
- **Guideline = why is important; how can you do it.**

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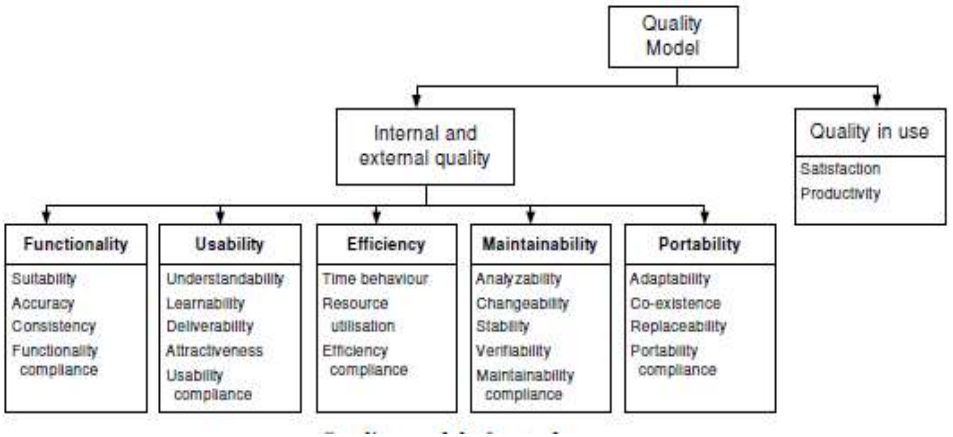
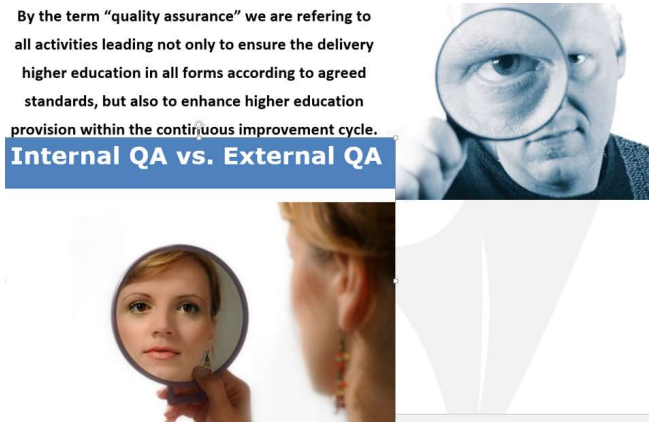
Internal quality assurance vs external quality assurance

The internal quality of the study programme affects the external quality, while the external quality depends on the internal quality.





ESG - The *Standards and guidelines for QA in the EHEA (3* parts):

I. **SG for internal quality assurance** („direct" link with management)

II. SG for external quality assurance

III. SG for quality assurance agencies

Principles of ESG 2015

- HEI have primary responsibility for the quality of their provision and its assurance;
- QA responds to the diversity of HE systems, institutions, programmes and students;
- QA supports the development of a quality culture;
- QA takes into account the needs and expectations of students, all other stakeholders and society.

The ESG always have to be applied against the background of national criteria and regulations – in and outside the EHEA.

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Standards for internal. QA -1

1 Policy for quality assurance

2 *Design and approval of programmes*

3 *Student-centred learning, teaching and assessment*

4 Student admission, progression, recognition and certification

5 *Teaching staff*

6 Learning resources and student support

7 Information management

8 Public information

9 On-going monitoring and periodic review of programmes

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ESG - Standard 2: *Design and Approval of Programmes*

The teacher's role is essential in creating a high quality student experience and enabling the acquisition of knowledge, competences and skills. The diversifying student population and stronger focus on learning outcomes require student-centred learning and teaching and the role of the teacher is, therefore, also changing (cf. Standard 1.3).

Higher education institutions have primary responsibility for the quality of their staff and for providing them with a supportive environment that allows them to carry out their work effectively. Such an environment:

- sets up and follows clear, transparent and fair processes for staff recruitment and conditions of employment that recognise the importance of teaching
- offers opportunities for and promotes the professional development of teaching staff
- encourages scholarly activity to strengthen the link between education and research
- encourages innovation in teaching methods and the use of new technologies

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ESG - Standard 3: *Student-centred Learning, Teaching and Assessment*

Student-centred learning and teaching plays an important role in stimulating students' motivation, self-reflection and engagement in the learning process. This means careful consideration of the design and delivery of study programmes and the assessment of outcomes.

The implementation of student-centred learning and teaching

- respects and attends to the diversity of students and their needs, enabling flexible learning paths
- considers and uses different modes of delivery, where appropriate
- flexibly uses a variety of pedagogical methods
- regularly evaluates and adjusts the modes of delivery and pedagogical methods
- encourages a sense of autonomy in the learner, while ensuring adequate guidance and support from the teacher
- promotes mutual respect within the learner-teacher relationship
- has appropriate procedures for dealing with students' complaints

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ESG - Standard 5: *Teaching Staff*

Student-centred learning and teaching plays an important role in stimulating students' motivation, self-reflection and engagement in the learning process. This means careful consideration of the design and delivery of study programmes and the assessment of outcomes.

The implementation of student-centred learning and teaching

- respects and attends to the diversity of students and their needs, enabling flexible learning paths
- considers and uses different modes of delivery, where appropriate
- flexibly uses a variety of pedagogical methods
- regularly evaluates and adjusts the modes of delivery and pedagogical methods
- encourages a sense of autonomy in the learner, while ensuring adequate guidance and support from the teacher
- promotes mutual respect within the learner-teacher relationship
- has appropriate procedures for dealing with students' complaints

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Performance indicators

Performance indicators play an important role in identifying opportunities for improvement and quality costing, comparing performance against internal standards, process control and improvement, and comparing performance against external standards and benchmarking (Oakland 1995)

Here we focus on indicators for

- monitoring **performance of study programmes**, and
- performance of **academic staff**.

THAT we measure? WHY we measure? HOW we measure?

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Performance indicators that can be used to monitor the performance of Bachelor, Master, and Ph.D. study programs

- Overall student satisfaction - The proportion of coursework graduates who were satisfied with the overall quality of their course
- % graduate employment - Proportion of graduates employment sometime after graduation
- Employer satisfaction - Satisfaction of employers with graduates
- Policies for minority enrolment - Relevant policies for increased minority policies enrolment
- % student mobility - Proportion of students that undertake a mobility during their studies
- Percentage of foreign students - Proportion of students with a foreign nationality to the number of full-time students in the academic course
- Appropriateness of intended learning outcomes - Appropriateness of intended learning outcomes (exemplary quality criteria include clear formulation and transparency of goals of study modules and courses, correlation of intended learning outcomes to contents of study programmes and courses)
- Information for students - The programme offers complete and easily understood information regarding all phases of the study tract

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… Continue …

- Student satisfaction - surveys that probe the satisfaction of students with the curriculum, facilities, evaluations and their experience within the programme in a wider sense.
- Education outputs - A collection of indicators that shed light on the relative success of students following graduation
- Promotion of mastering the study course through the teaching methods and approaches used by a lecturer
- Promotion of mastering the study course through availability of study materials
- Availability of a lecturer's tutorials
- Student interaction with learning tools - Various proxy measures that indicate how and how much students interact and engage with the provided (online) learning tools. Especially with modern online platforms a lot of this data is automatically collected and, often, readily available for analysis
- Level of satisfaction with the organisation of course sessions - Level of satisfaction of students about organisation of course sessions/flexible learning (flexibility in the requirements, time and location of study, teaching, assessment and certification)

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"How to measure Academic Staff Performance"

- Staff with teaching qualification - Proportion of staff who have attained a teaching qualification
- Quality of teaching staff - Percentage of teaching staff who participated in activities that increase teaching skills and competences, also related to use of new technologies in teaching (e-learning system, modern ICTS tools …)
- % of teachers that use new technologies in teaching
- Monitoring implementation of methods, that support innovation in teaching (on-line teaching, didactic development projects, teachers familiarised with new methods of teaching at other institutions ..)
- Level of student satisfaction with teaching staff - Measures the level of student satisfaction through student surveys

about teaching staff's subject-matter competences/methodological competences/vocational training competences/digital skills competences/social competences (e.g., team, communication and leadership competences)/respect and interest for students/encouraging students' autonomous thinking and acting/pedagogical knowledge and skills (e.g., knowledge of teaching models and learning processes)/sensitivity to class level and progress/fostering sustainability values (social, ecological, economical)/feedback to students (e.g., on work in progress, test, completed assignments)

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… Continue …

- Use of research findings to inform teaching - Extent to which academic staff are aware of and use research on the relationship between teaching strategies and student learning in the educational
- Publications and presentations at academic conferences per teacher
- Publications in highest ranking journals
- Impact of scientific production per teacher,
- Assessment of teaching staff performance
- Monitoring of teaching staff satisfaction (seminars, interviews annual surveys, ..)

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Global university rankings

- first appeared in 2003
- a recent phenomenon affecting higher education systems worldwide
- a controversial indicator of quality - rankings primarily measure an institution's research quality, QA tends to focus on the quality of teaching and learning

U-Multirank, a multiple and user-driven instrument, was created to do justice to the diversity and complexity of HE. It is an ambitious effort. But its high degree of differentiation also stands in the way of its readability, continunue **Indicators in U-Multirank**

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Indicator	Weight	Definition
Bachelor graduation rate	n.a.	The percentage of new entrants that successfully completed their bachelor program. The graduation rate shows how well the university's programmes are organised and reflects the effectiveness of its teaching.
Masters graduation rate	n.a.	The percentage of new entrants that successfully completed their master program. The graduation rate shows how well the university's programmes are organised and reflects the effectiveness of its teaching.
Graduating on time (bachelors)	n.a.	The percentage of graduates that graduated within the time expected (normative time) for their bachelor programme. The time to degree reflects how well the university's programmes are organised and shows the effectiveness of its teaching.
Graduating on time (masters)	n.a.	The percentage of graduates that graduated within the time expected (normative time) for their masters programme. The time to degree reflects how well the university's programmes are organised and shows the effectiveness of its teaching.
External research income	n.a.	Revenue for research that is not part of a core (or base) grant received from the government. Includes research grants from national and international funding agencies, research councils, research foundations, charities and other non-profit organizations. Measured in € 1,000s, using Purchasing Power Parities (PPP). Expressed per FTE academic staff. The indicator expresses the institution's success in attracting grants in national and international competitive, peer reviewed programmes. This reflects the quality of an institution's research.
Research publications (size-normalised)	n.a.	The number of research publications (indexed in the Web of Science database), where at least one author is affiliated to the university (relative to the number of students). The number of publications in academic journals is a measure of the institution's research activity and its capability in producing research publications at the international level. Correcting for the size of the institution (approximated by student enrolments) enables a more fair comparison to other institutions.
Art related output	n.a.	The number of scholarly outputs in the creative and performing arts, relative to the full-time equivalent (FTE) number of academic staff. This measure recognises outputs other than research publications and reflects all tangible research-based outputs such as musical compositions, designs, artefacts, software, et cetera.
Citation rate	n.a.	The average number of times that the university's research publications (over the period 2009-2012) get cited in other research, adjusted (normalized) at the global level to take into account differences in publication years and to allow for differences in citation customs across academic fields ('mean normalised citation rate', MNCS). Indicator of the scientific impact of research outputs within international scientific communities. The measure takes into account differences in citation customs across academic fields ('normalisation').
Top cited publications	n.a.	The proportion of the university's research publications that, compared to other publications in the same field and in the same year, belong to the top 10% most frequently cited. This is a measure of international research excellence. Departments with well over 10% of their publications in the top percentile of frequently cited articles worldwide are among the top research institutes worldwide.
Interdisciplinary publications	n.a.	The extent to which reference lists of publications reflect citations to publications from other scientific disciplines. The more a publication refers to publications belonging to different fields of science and the larger the distance between these fields, the higher the degree of interdisciplinarity. Given that the frontiers of research are often at the edge of disciplines, the multidisciplinarity of research reflects its innovative character.
Post-doc positions	n.a.	The number of post-doc positions relative to the number of academic staff. As post doc positions are often externally (and competitively) funded, an institution with more post-doc positions is more likely to have a higher research quality.
Income from private sources	n.a.	Research revenues and knowledge transfer revenues from private sources (incl. not-for profit organisations), excluding tuition fees. Measured in €1,000s using Purchasing Power Parities. Expressed per FTE academic staff. The degree to which research is funded by external, private organisations reflects aspects of its research quality - most notably its success in attracting funding and research contracts from end-user sources.
Co-publications with industrial partners	n.a.	The percentage of all the university's research publications that list an author affiliate with an address that refers to a business enterprise or a private sector R&D unit. The more research is carried out with external partners the more likely it is that knowledge transfer takes place between academia and business.
Patents awarded (size normalised)	n.a.	The number of patents assigned to (inventors working in) the university over the period 2002-2011 (per 1,000 students). The number of patents is an established measure of technology transfer as it indicates the degree to which discoveries and inventions made in academic institutions may be transferred to economic actors for further industrial / commercial development. Correcting for the size of the institution (approximated by student enrolments) enables a more fair comparison to other institutions.
Industry co-patents	n.a.	The percentage of the university's patent applications where at least one of the co-applicants is a private company. If the university applies for a patent with a private firm this reflects that it shares its knowledge with external partners and shows the extent to which it is willing to share its technological inventions for further commercial development.
Spin-offs	n.a.	The number of spin-offs (i.e. firms established on the basis of a formal knowledge transfer arrangement

		between the institution and the firm) recently created by the institution (per 1000 FTE academic staff). A new firm that is based on knowledge created in a university signals a successful case of knowledge transfer from academia to industry.
Publications cited in patents	n.a.	The percentage of the university's research publications that were mentioned in the reference list of at least one international patent (as included in the PATSTAT database). This indicator reflects the technological relevance of scientific research at the university, in the sense that it explicitly contributed, in some way, to the development of patented technologies.
Income from continuous professional development	n.a.	The percentage of the university's total revenues that is generated from activities delivering Continuous Professional Development (CPD) courses and training. When a university is very active in providing continuing education courses to companies and private individuals it transfers knowledge to its environment.
Foreign language bachelor programmes	n.a.	The percentage of bachelor programmes that are offered in a foreign language. Offering degree programmes in a foreign language signals the commitment of the university to welcome foreign students and to prepare its students for working in an international environment.
Foreign language master programmes	n.a.	The percentage of master's programmes that are offered in a foreign language. Offering masters programmes in a foreign language testifies the commitment of the university to welcome foreign students and to prepare its students for working in an international environment.
Student mobility	n.a.	A composite of international incoming exchange students, outgoing exchange students and students in international joint degree programmes. Having an international student body and offering students the opportunity to do part of their degree abroad signals the international orientation of the university.
International academic staff	n.a.	The percentage of academic staff (on a headcount basis) with foreign citizenship. Having an international academic staff reflects the international orientation of the university and its attractiveness as an employer for foreign academics.
International doctorate degrees	n.a.	The percentage of doctorate degrees that are awarded to international doctorate candidates. The number of doctorate degrees awarded to international candidates reflects the international orientation of an institution.
International joint publications	n.a.	The percentage of the university's research publications that list at least one affiliate author's address in another country. The number of international joint publications reflects the degree to which a university's research is connected to international networks.
Bachelor graduates working in the region	n.a.	The percentage of bachelor graduates who found their first job (after graduation) in the region where the university is located. If a relatively large number of an institution's graduates is working in the region this reflects strong linkages between the university and its regional partners.
Student internships in the region	n.a.	Out of all the university's students who did an internship, the percentage where the internship was with a company or organisation located in the region. Internships of

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		students in regional enterprises are a means to build cooperations with regional partners and connect students to the local labour market.
Regional joint publications	n.a.	The percentage of the university's research publications that list at least one co-author with an affiliate address in the same region (within a distance of 50 km). Co-publications with authors located elsewhere in the institution's geographical region are a reflection of regional linkages between the university and regional partners.
Income from regional sources	n.a.	The proportion of income – apart from government or local authority core/recurrent grants – that comes from regional sources (i.e. industry, private organisations, charities). A high proportion of income from regional/local sources indicates a more intense relationship between the university and the region.
Master graduates working in the region	n.a.	The percentage of masters graduates who found their first job (after graduation) in the region where the university is located. If a relatively large number of an institution's graduates is working in the region this reflects strong linkages between the university and its regional partners.

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2. Recognition in HE, what and how (Procedures of recognition)

Recognition in HE

The process of recognition the formal, non-formal and informal learning

Mobility programs

Degree programs

Discussion

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Erasmus+, KA 107 - Exchange of students and ICM

Types of mobilities for students:

- Student mobility for studies (according to programme 2021- 2017 mobility can last from 2 months to 12 months of physical mobility)
- Student mobility for traineeship (according to programme 2021- 2017 mobility can last from 2 months to 12 months of physical mobility)
- Doctoral mobility: mobility for studies and/or traineeships for doctoral candidates (according to programme 2021- 2017 mobility can last from 5 to 30 days or from 2 to 12 months of physical mobility

The credit mobility and recognition

- Learning agreement before mobility – home and host HEI
- Transcript of records (host institution) after mobility
- Recognition of ECTS at home institution

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Virtual mobility and VCL …

The future of international and intercultural exchange …

- physical and/or **virtual mobility** …

Virtual exchanges are online people-to-people activities that promote intercultural dialogue and soft skills development. They make it possible for every young person to access high-quality international and cross-cultural education (both formal and non-formal) without physical mobility.

Erasmus + virtual exchanges in HE and youth (2021-2027), call: call-fiche_erasmus-edu-2021-virt-exch_en.pdf (europa.eu)

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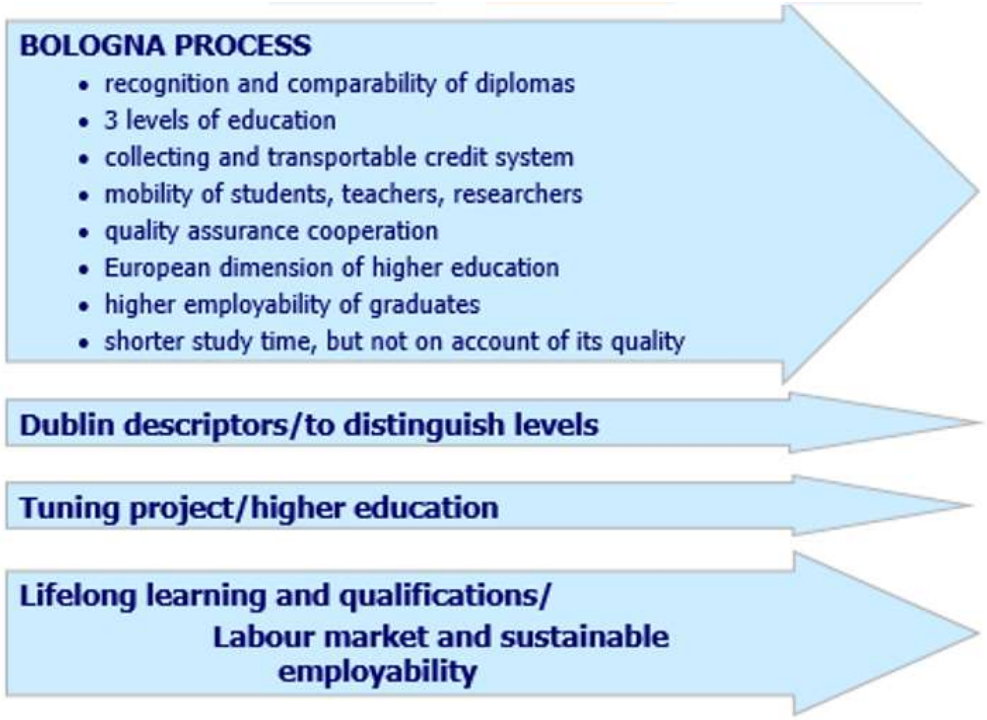
EU recommendations from Bologna on …,
not only degree programs, also LLL … focus on employability



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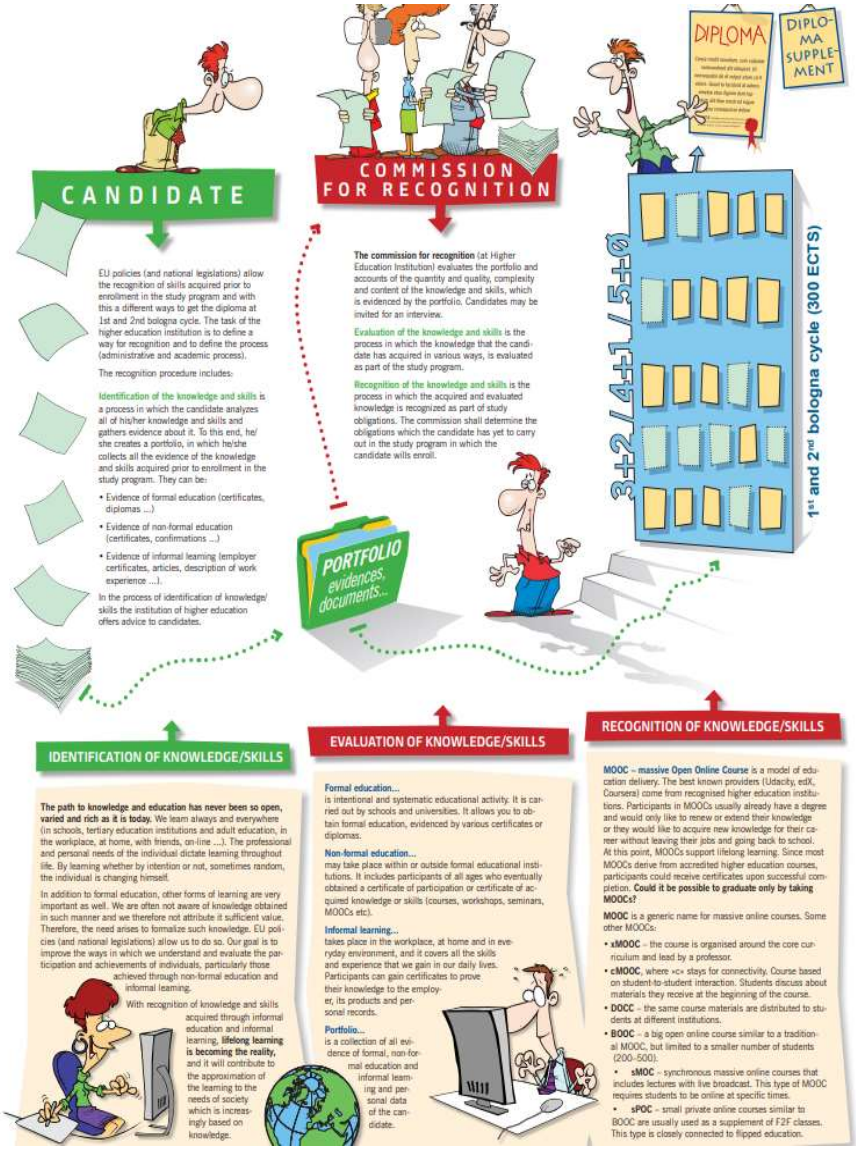

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Procedures of recognition

CANDIDATE

- EU policies (and national legislations) **allow the recognition of skills acquired prior to enrollment** in the study program and with this a different ways to get the diploma at 1st and 2nd bologna cycle.
- Task of higher education institution: define a **way for recognition**, define the **process** (administrative and academic process).
- Recognition procedure includes:
  - ❑Identification of knowledge/ skills

COMISSION FOR RECOGNITION

- The commission for recognition (at Higher Education Institution) evaluates the portfolio and accounts of the quantity and quality, complexity and content of the knowledge and skills, which is evidenced by the portfolio. Candidates may be invited for an interview.
- Processes:
  - ❑Evaluation of knowledge/ skills
  - ❑Recognition of knowledge/ skills

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Recognition/Acknowledgement of non-formal and informal learning

Recognition of non-formal education and informal learning is one of key priorities of EU:

- **it is a process of valuating and certificating the competencies, individuals developed in different environments,**
- represents the form of educational **individualization** and a mechanism of assuring **more** attractiveness to the adult learning.
- Within recognition/acknowledgement it has to be taken in consideration: **contents, amount (workload, ECTS), and level/ demandingness** of performed education or acquired knowledge.

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3. About qualifications, LLL, MicroCredential

HE and labour market, qualigication (EQF)

Life-long-learning

Micro-credential as the new trend in the HE and reinforcing up-to-date competences for graduates

Recognition of micro-credential as part of the degree programs

Discussion

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Degree system of study and career development

Harmonizing competencies from individual and from working place demands are of short duration nowadays.

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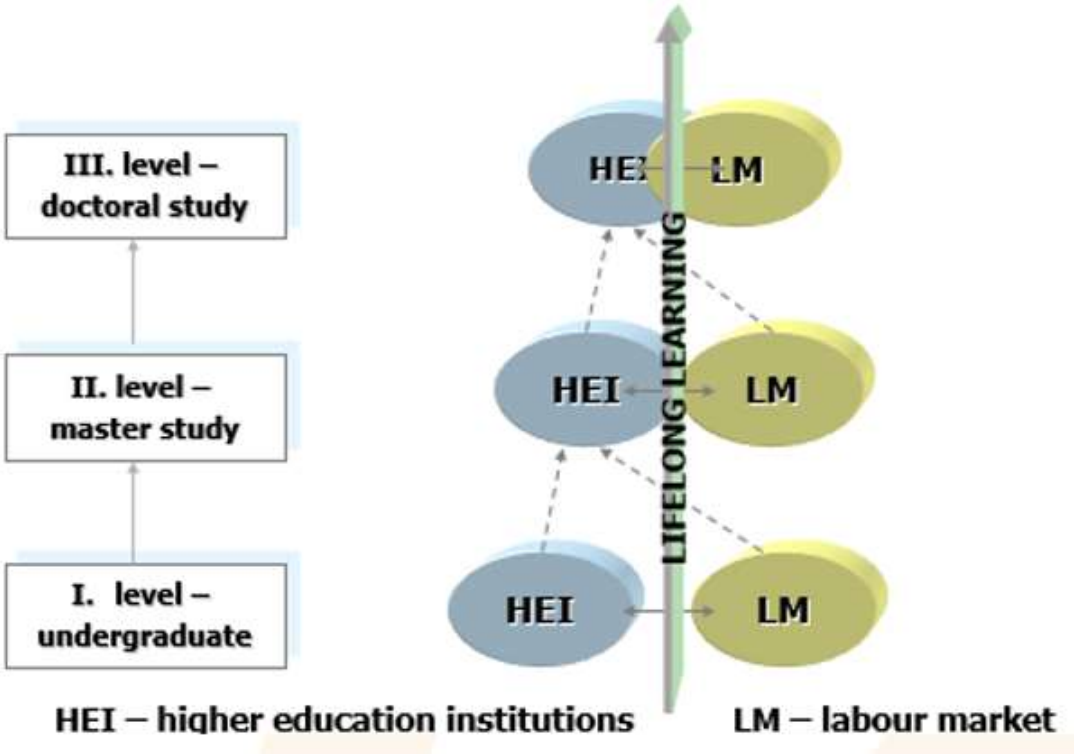
Degree system of study and career development



Competitive EU/world:
Quick changes, globalization, and increasing complexity in the fields of economical and socio-cultural relations

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LL Learning and LL Education

FORMAL EDUCATION	NONFORMAL EDUCATION	INFORMAL LEARNING
Intentional, institutionalized, systematic educational activity, **usually reprresented by "scale system". Performed by kindergartens, schools, universities and other educational institutions.**	**Intentional,** time defined educational activity. **Performed by certificated educational and counseling institutions.**	**Unintentional,** unorganized and unstructured educational activity. **At course in everyday life, in home environment, on working place.**
Study programmes **diploma for acquired education** Improving programmes **"public paper"**	Seminars, courses, out-of-school education **certificate of attendance**	Educational results are non-material, so we form our own **PORTFOLIO (personal achievements map)**

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Introduction into MicroCredential

Council Recommendation on a European approach to micro-credentials for lifelong learning and employability

Adopted on 16 June 2022 Council recommends European approach to micro-credentials - Consilium (europa.eu)

This Recommendation urges Member States to adopt a common approach to micro-credentials and in particular to apply a common EU definition, EU standards and key principles for the design and issuance of micro credentials (objective to be achieved by all member states by 2025)

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Council Recommendation on a European approach to micro-credentials for lifelong learning and employability

‚In Europe, people need to continually update their knowledge, skills and competences to fill the gap between their education and training and the demands of a fast changing society and labour market.

This demand is expected to continue during the recovery from the pandemic and in the years that follow. The recovery from COVID-19 pandemic, green and digital transitions, have also created new demands from learners, workers, and job-seekers seeking to upskill and reskill. These learners, workers and job seekers wish to ensure their employability and career progression. They also wish to access further studies and to learn for their own personal development.

Micro-credentials could help certify the outcomes of small, tailored learning experiences. They make possible the targeted, flexible acquisition of knowledge, skills and competences to meet new and emerging needs in society and the labour market and make it possible for individuals to fill the skill gaps they need to succeed in a fast-changing environment, while not replacing traditional qualifications.

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MicroCredential – definition, standard elements, principles

MicroCredential 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 standards.**

- **EU Standard elements** to describe a micro credential

  - Identification of the **learner**
  - **Title** of the micro-credential
  - **Country/Region of the issuer**
  - **Awarding body**
  - 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

- **Union 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

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Microcredentials – institutionals and governmental policies

- It is important that universities work together in dialogue with **national governments**, other stakeholders, and the EU to develop s qualification framework for continuing education and professional development
- The launch of the Commission's Recommendation already has an effect. Many institutions **are discussing micro-credentials and micro degrees as new formats for continuing education and professional development.**

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4. Practical activity and discussion

Indicators for monitoring quality assurance in HE institution in Albania, achievements of indicators, suggestions for improvements

How to develop the micro-credential and promote it

Q & A, on ???

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