



# Guidelines for setting up Aurora micro-credentials

FINAL VERSION

**AURORA**



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Palacký University  
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## Introduction

In response to diverse social challenges, demographic shifts, and the dynamic landscape of labour and education markets, there is an increasing need for flexible, customizable learning paths and swift access to pertinent content and research.

As the European Commission stated in a recent policy on key competences: *"People need access to high-quality teaching and learning delivered in different ways and in different environments to develop their personal, social, cultural and professional knowledge, skills and competences<sup>1</sup>."*

Micro-credentials, as adaptable and promptly implementable targeted learning formats, have emerged as crucial components within European Universities Alliances and in national and institutional higher education strategies. The Aurora 2030 proposal has underscored the creation of guidelines for the implementation of micro-credentials as a pivotal deliverable.

These guidelines, inspired by the EU Council Recommendation from June 2022<sup>2</sup>, provide specific recommendations for the quality-assured development and issuance of micro-credentials. They address crucial areas such as quality assurance, transparency, recognition, and relevance. While primarily designed to facilitate the collaborative implementation of micro-credentials within the Aurora European University Alliance, these guidelines are anticipated to be beneficial for institutional and potentially national implementation efforts, especially as micro-credentials have gained significant traction within the European Higher Education Area (EEA).

The objective of these guidelines is not to undermine national frameworks or regulations, nor to limit micro-credentials to specific learning settings or levels as defined by the European Qualifications Framework (EQF). Instead, they aim to evolve in harmony with the EEA, contributing to its innovation, flexibility, and overall quality. As such, these guidelines will require ongoing development by their intended audience—academics, who play a critical role in the EEA through innovative teaching and learning formats, and other stakeholders involved in education, curriculum development, and administration. The ultimate goal is to eliminate structural and technical barriers, fostering a collaborative, inclusive, and "borderless" European Education Area.

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<sup>1</sup> European Commission. (2018). Key competences for lifelong learning. Retrieved from: [https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX%3A32018H0604\(02\)](https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX%3A32018H0604(02))

<sup>2</sup> European Council Recommendation on micro-credentials (2022). Retrieved from: <https://www.europeansources.info/record/council-recommendation-on-a-european-approach-to-micro-credentials-for-lifelong-learning-and-employability/>

## Definition

Following the Council Recommendations “*micro-credential means the record of the learning outcomes that a learner has acquired following a small volume of learning. These learning outcomes will have been assessed against transparent and clearly defined criteria. Learning experiences leading to micro-credentials are designed to provide the learner with specific knowledge, skills and competences that respond to societal, personal, cultural or labour market needs. Micro-credentials are owned by the learner, can be shared and are portable. They may be stand-alone or combined into larger credentials. They are underpinned by quality assurance following agreed standards in the relevant sector or area of activity*”<sup>3</sup>. The cited definition is applied to these guidelines.

## Relevance

Micro-credentials can help universities to raise the status, quality and number of shorter higher education offers/programmes. They are suitable for complementing traditional qualifications without replacing the basic principles of traditional higher education programmes. They can be offered before, during and after a university study degree programme.

Micro-credentials are used for the targeted and flexible acquisition of skills that are currently in demand in society, on the labour market or in science. They are therefore an important instrument for aligning higher education programmes even more closely with the necessary pre-, up- and re-skilling in the course of lifelong learning and for communicating research results quickly and in a targeted manner.

The compactness of micro-credentials in terms of content, didactics and time can help universities to address previously underrepresented groups for whom participation in extensive programmes and longer periods of attendance are not possible. In this sense micro-credentials can also promote the internationalisation of study degree programmes, learning and teaching for groups which are normally underrepresented in internationalisation. They are particularly suitable for short virtual and/or physical mobility windows.

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<sup>3</sup> European Council Recommendation on micro-credentials (2022). Retrieved from: <https://www.europeansources.info/record/council-recommendation-on-a-european-approach-to-micro-credentials-for-lifelong-learning-and-employability/>



Micro-credentials offer the particular advantage that the standardised certificate issued can be used in various ways, whether for recognition in the context of (university) education or as a proof of professionally required competences<sup>4</sup>.

The question of whether a micro-credential can be set up and/or recognised as a formal or non-formal educational offer must be clarified individually and in accordance with the applicable national and institutional framework conditions/regulations. Moreover, as part of this clarification, European and national policies and of course legal restraints and requirements on training and professional development must be taken into account.

## Offering parties

Micro-credentials can be offered by any recognised (accredited) higher education institution as a format that is more suitable than almost any other for closing knowledge and skills gaps in a needs-based and scientifically sound manner. In terms of demand-orientation, a joint offer with non-university institutions such as companies, educational institutes, NGOs (e.g. in the sense of service learning) is an attractive option that is very welcome.

However, micro-credentials can also be offered by a variety of “providers” from (non)formal learning environments.

In any case, providers should apply the principles for designing and issuing micro-credentials (see “Principles for the design and issuance of micro-credentials” below) regardless of the educational area/sector in order to enable the assessment of any recognition.

Due to the increase and diversity of educational programmes, it is to be expected that there will be more applications for recognition of micro-credentials in the foreseeable future. For higher education institutions in general and the Aurora European Universities Alliance in particular, this raises the question of the standards and criteria of micro-credentials recognition, design, description, and issuance in order to promote quality-assured permeability in lifelong learning, fostering individualized and flexible learning pathways.

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<sup>4</sup> European Council Recommendation on micro-credentials (2022). Retrieved from: <https://www.europeansources.info/record/council-recommendation-on-a-european-approach-to-micro-credentials-for-lifelong-learning-and-employability/>

## Principles for the design and issuance of micro-credentials

The principles for the design and issuance of micro-credentials are explained in more detail below; a summary in keywords can be found from page 16 and the forms (masks) summarizing the principles for designing and issuing micro-credentials in English and in some needed Aurora mother tongues can be found from page 18).

### Learning outcome approach

A specific feature of micro-credentials is their high-quality standard, but above all their focus on learners and the learning outcomes, which supports quality-assured permeability and sets them apart from input-orientated learning.

The description and verifiable review of learning outcomes - and this applies to all learning contexts/settings and formats, not just micro-credentials - supports collaborative cooperation across sectors and disciplines and leads to greater transparency and comparability overall.

### Learning outcome based assessment

*"By focusing on what a learner knows, understands or can do, a learning-outcomes-based assessment does not have to take into account (narrow) specific input factors<sup>5</sup>".*

This learning outcome approach enables Aurora universities to support their learners/students in crossing borders; national, disciplinary/sectorial or even the borders of learning settings (formal, non-formal, informal) and makes them therefore the facilitators of flexible, personalized lifelong learning.

Within Aurora, the tools of the Aurora Competence Framework (ACF)<sup>6</sup> are available for the description (language) and verification (assessment) of learning outcomes.

### Subject related learning outcomes

For the formulation of subject related learning outcomes (Aurora) universities do have taxonomies/descriptors in place which are compatible with the European Qualification

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<sup>5</sup> Cedefop, *Europäische Leitlinien für die Validierung nicht formalen und informellen Lernens*, Publications Office, 2016, <https://data.europa.eu/doi/10.2801/669676>

<sup>6</sup> Aurora Competence Framework. Retrieved from: <https://aurora-universities.eu/aurora-competence-framework/>

Framework descriptors<sup>7</sup> (see below) and in particular the Dublin descriptors<sup>8,9</sup>. Examples of this include the following taxonomies:

Bloom's Taxonomy as revised by Krathwohl (2001, 2002):

[https://quincycollege.edu/wp-content/uploads/Anderson-and-Krathwohl\\_Revised-Blooms-Taxonomy.pdf](https://quincycollege.edu/wp-content/uploads/Anderson-and-Krathwohl_Revised-Blooms-Taxonomy.pdf)

[https://www.academia.edu/533768/A\\_revision\\_of\\_Blooms\\_taxonomy\\_An\\_overview](https://www.academia.edu/533768/A_revision_of_Blooms_taxonomy_An_overview)

Dee Fink's Taxonomy of Significant Learning:

<https://intentionalcollegeteaching.org/finks-taxonomy-of-significant-learning/>

### Non-subject related learning outcomes

For Aurora micro-credentials it is recommended to use LOUIS (Learning Outcomes in Universities for Impact on Society) for the formulation (and assessment) of "non-subject related learning outcomes". Information can be found under: <https://aurora-universities.eu/louis/>

### European Qualification Framework (EQF) Descriptors

The use of the corresponding descriptors of the EQF is recommended for labelling the levels of learning outcomes. Further information can be found under the following link: <https://europa.eu/europass/en/description-eight-efq-levels>

### Scope

The scope of a micro-credential should be in the range of **3-10 ECTS credits**. The recommendation of this scope is based on empirical values with regard to the freedom that exists in almost all studies, which national, but also institutional and disciplinary guidelines grant to curricula as soon as the question of recognising learning outcomes from interdisciplinary, transdisciplinary or even completely different (non-formal) learning settings is concerned.

*Note: Providers of micro-credentials without authorisation to assign ECTS credits must specify the workload required to achieve the learning outcomes in real hours.*

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<sup>7</sup> <https://europass.europa.eu/en/description-eight-efq-levels>

<sup>8</sup> Bologna Working Group on Qualifications Framework (2005): A Framework for Qualifications of the European Higher Education Area. Retrieved from:

[https://www.ehea.info/media/ehea.info/file/WG\\_Frameworks\\_qualification/71/0/050218\\_QF\\_EHEA\\_580710.pdf](https://www.ehea.info/media/ehea.info/file/WG_Frameworks_qualification/71/0/050218_QF_EHEA_580710.pdf)

<sup>9</sup> A framework for qualifications of the European higher education area was adopted by European Ministers for Higher Education in Bergen in May 2005. This meta-framework for higher education qualifications was developed as a product of the Bologna process. It is a structure of three cycles, designed to enable national frameworks of higher education qualifications to relate to one another. The three cycles have associated descriptors – the 'Dublin descriptors' – defined as learning outcomes, comprising general statements of the typical achievement of learners who have been awarded a qualification on successful completion of a cycle.

## Quality & Quality Assurance

Quality assurance included in the Council Recommendations<sup>10</sup> is one of the standard elements describing micro-credentials. In certain Aurora partner countries such as Austria, micro-credentials are not subject to external programme accreditations, while in other countries they are. In both cases, however, the quality of all higher education programmes must be ensured by the university's internal quality management system and of course the European Standard and Guidelines (ESG)<sup>11</sup> must be taken into account.

In order to be able to quickly develop, set up, and dynamically adapt micro-credentials as part of Aurora's educational offerings, all Aurora universities must assess and describe<sup>12</sup> their internal processes' suitability for the implementation and certification of micro-credentials and modify them if necessary. These internal quality assurance procedures secure and describe the micro-credential life cycle in a few key steps, from the idea to the evaluation of the offer.

And of course, they must take the "European standard elements for the description of a micro-credential"<sup>13</sup> into account, as already explained in the "Principles for the design and issuance of micro-credentials" section of these guidelines.

To ensure that the content and learning outcomes of the micro-credentials are consistent in the context of Aurora, they are being developed as part of the Task Teams "Transdisciplinary European Research-Driven Educational Hubs" of WP 2 (TT 2.1-2.4) and WP 3 (Social Entrepreneurship and Innovation) under consideration of the Levels of Aurorisation and with the involvement of the Task Teams

- TT 2.5 Coordination of Joint Education and Joint Recognition
- TT 6.1 Aurora IT Development & Services and the
- WP 4, Teaching and Learning for Societal Impact (4.1 LOUIS, BEVI, SEISMIC)

And must fulfil at least Level 2 of Aurorisation (see section Examples of realization). The regular evaluation of Aurora micro-credentials must also be ensured in the (implementation) process or life-cycle of a specific micro-credentials by the responsible Aurora university/universities.

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<sup>10</sup> European Council Recommendation on micro-credentials (2022). Retrieved from: <https://www.europeansources.info/record/council-recommendation-on-a-european-approach-to-micro-credentials-for-lifelong-learning-and-employability/>

<sup>11</sup> ENQA Standard and Guidelines for Quality Assurance in the European Higher Education Area (ESG). (2015) Retrieved from: <https://www.enqa.eu/esg-standards-and-guidelines-for-quality-assurance-in-the-european-higher-education-area/>

<sup>12</sup> Whereby these descriptions should be easily available or accessible (e.g. homepage)

<sup>13</sup> European Council Recommendation on micro-credentials (2022), page 15. Retrieved from: <https://www.europeansources.info/record/council-recommendation-on-a-european-approach-to-micro-credentials-for-lifelong-learning-and-employability/>



Universities have already several tools at their disposal for this purpose. Furthermore Aurora offers tools (as part of the Aurora Competence Framework) to raise awareness, make change transparent and even measure educational/personal growth. The tools available are

- BEVI (Believes, Events and Values Inventory) which is a valid test. Further information can be found here:  
<https://thebevi.com/>
- LOUIS (Learning Outcomes in Universities for Impact on Society) which offers (beside language) a self-assessment form. Further information can be found here:  
<https://aurora-universities.eu/louis/>
- SEIZMIC survey (Social Entrepreneurship and Innovation Scales to Measure Impact Competence), which also offers a self-assessment form. Further information can be found here:  
<https://aurora-universities.eu/aurora-social-entrepreneurship-online-platform-undergoes-rebranding/>

## Micro-credential Coordination Committee

To develop a robust Aurora ecosystem that supports trusted micro-credentials and maintains their quality, the establishment of a small, permanent coordination committee is recommended. This committee should be composed of administrative experts, particularly those from the previously mentioned Task Teams, as well as individuals with scientific expertise.

As the content and scientific rigor of micro-credential courses are already guaranteed through the internal processes of the Aurora universities providing them, the committee's primary role would be to regularly review these courses. This review should address the following critical questions:

- Are the courses part of accredited formal education and compliant with ESG standards?
- Is there an internal quality assurance procedure in place?
- Is there a system for assessing and verifying the learning outcomes?

## Transparency and information about the micro-credentials offering

In line with the Council's recommendations<sup>14</sup>, transparent and clear information should be available for and about the Aurora micro-credentials offered. The AURORA digital Campus and the Aurora Course Catalogue<sup>15</sup> are particularly suitable for this purpose.

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<sup>14</sup> European Council Recommendation on micro-credentials (2022) page 23. Retrieved from:  
<https://www.europeansources.info/record/council-recommendation-on-a-european-approach-to-micro-credentials-for-lifelong-learning-and-employability/>

<sup>15</sup> <https://aurora-universities.eu/>

## Level allocation

Aurora micro-credentials can be recognised for learning outcomes (examinations) within the framework of post-secondary courses (as part of study degree programmes), especially as they originate from existing study degree programme.

As the European Qualification Framework, EQF<sup>16</sup> (but also the respective National Qualification Frameworks, NQF) levels can only be designated in most European partner countries as part of a legally defined assignment process, it is often not legally possible to quantify the NQF or EQF level in a micro-credential.

**In any case, the level achieved must be transparent (clarified linguistically) through learning outcomes.**

## Assessment

Micro-credential learning outcomes must be assessed using clear, valid criteria that may be sector-specific but not tied too closely to specific content or learning contexts.

For micro-credentials offered in the Aurora context, reference is also made to the institutional and legal framework conditions of the respective Aurora universities.

## Recognition and portability

For the recognition of Aurora micro-credentials offered and completed as part of post-secondary formal education (study degree programmes), it is noted that these are eligible for formal recognition under the respective national Higher Education Laws. Given the close, trusting cooperation within the Aurora European Universities, **the joint goal is, that completed Aurora micro-credentials should be seamlessly recognised as part of regular studies in line with the Lisbon Convention** (based on the principle of the essential difference)<sup>17</sup>.

For the recognition of micro-credentials that are offered and completed within the framework of the Aurora European Universities Alliance in non-formal learning settings, validation may be possible in accordance with the respective study law regulations.

## Issuing

To enable learners to access and use micro-credentials, it is recommended that micro-credentials are issued in such a way that they can be used by learners to its own judgement in the form of a „*digital wallet*“ that can be shared in a tamper-proof manner in accordance with the General Data Protection Regulation and according.

<sup>16</sup> European Qualification Framework (EQF). Retrieved from: <https://europass.europa.eu/en/description-eight-efq-levels>

<sup>17</sup> The Lisbon Recognition Convention (LRC). Retrieved from: <https://www.enic-naric.net/page-lisbon-recognition-convention>

→ Cooperation with TT 6.1 Aurora IT Development & Services is essential to jointly achieve this goal.

Pending the implementation of appropriate procedures, processes and interfaces, micro-credentials can be issued within the framework of the Aurora European Universities Alliance in the form of officially signed electronic documents (for example e-seald .pdf) or with the help of digital badges, as long as they do fulfil the requirements (see European standard elements for the description of a micro-credential<sup>18</sup>).

## Validity – Expiry date

In principle, it can be assumed that a micro-credential, much like other credentials issued in the context of higher education programmes/study degree programmes, is valid indefinitely. However, depending on the requirements profile and objective of the specific programme, certain micro-credentials may have an expiry date (examples of this could be competences/learning outcomes that require regular updates, such as the operation of equipment/software, but also training in First aid service or similar).

## Micro-credential implementation processes

To ensure compliance with the European Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)<sup>19</sup>, especially standard “1.2 Design and approval of programmes”<sup>20</sup> and “1.3 Student-centred learning, teaching and assessment”<sup>21</sup> must be taken into account by the relevant Aurora Task Teams (see also section Quality & Quality Assurance, page 7.)

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<sup>18</sup> European Council Recommendation on micro-credentials (2022), page 15. Retrieved from: <https://www.europeansources.info/record/council-recommendation-on-a-european-approach-to-micro-credentials-for-lifelong-learning-and-employability/>

<sup>19</sup> ENQA Standard and Guidelines for Quality Assurance in the European Higher Education Area (ESG). (2015) Retrieved from: <https://www.enqa.eu/esg-standards-and-guidelines-for-quality-assurance-in-the-european-higher-education-area/>

<sup>20</sup> ESG Standard 1.2. Design and approval of programmes: Institutions should have processes for the design and approval of their programmes. The programmes should be designed so that they meet the objectives set for them, including the intended learning outcomes. The qualification resulting from a programme should be clearly specified and communicated, and refer to the correct level of the national qualifications framework for higher education and, consequently, to the Framework for Qualifications of the European Higher Education Area

<sup>21</sup> ESG Standard 1.3 Student-centred learning, teaching and assessment: Institutions should ensure that the programmes are delivered in a way that encourages students to take an active role in creating the learning process, and that the assessment of students reflects this approach

## Examples of realization

Both existing and possible future implementation scenarios are explained below.

### Micro-credential offered by one (single) Aurora university

Aurora micro-credentials can be offered by a single Aurora university, provided that the completion of these micro-credentials is possible for all Aurora students (or learners) and the components (courses) fulfil at least level 2 of Aurorisation as described in the reference document “Aurora Education Vision: Practical Guidance for Academic Teachers<sup>22</sup>”.

**Levels of Aurorisation**

All courses published in the Aurora course catalogue **have to be open to Aurora students!**

- **Level 1:** course is linked to a **Pilot Domain** and at least **one SDG**
- **Level 2:** course is linked to a **Pilot Domain**, at least **one SDG** and develops at least **one key competence** incl. in the ACF
- **Level 3:** course is linked to a **Pilot Domain**, at least **on SDG**, develops at least **two key competences** incl. in the ACF and **uses at least one teaching method** described in the Aurora Education Principles

Illustration 1: Level of Aurorisation

*Note: In Aurora 2030 the previous work in the “Pilot Domains” will be transformed (and further developed) as transdisciplinary European research-driven “Educational Hubs”, that address major societal challenges via innovative, flexible, joint courses delivery and programme development and new options for students to customise their own curricula<sup>23,24</sup>”. For this Guidelines for setting up Aurora micro-credentials the terms “Pilot Domains” and “Educational Hubs” are used synonymously although the further development can of course also have an effect on the “Level of Aurorisation”, which in turn can and should have effect on the Aurora micro-credentials.*

<sup>22</sup> Aurora Education Vision: Practical Guidance for Academic Teachers: <https://aurora-universities.eu/new/wp-content/uploads/2022/06/Practical-Guidance-for-Teachers.pdf>

<sup>23</sup> Aurora 2030, Technical Description (Part B), page 8

<sup>24</sup> Aurora 2030, description Work Package 2: <https://aurora-universities.eu/about/aurora-2030/>

One example for such a micro-credential (offered by one single Aurora University) is the micro-credential "Sustainability & Climate Change" shown below:

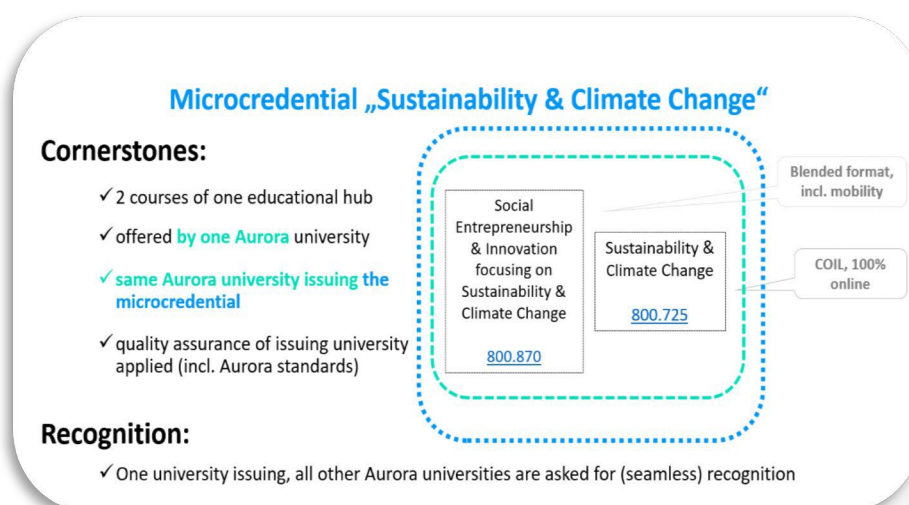


Illustration 2: Micro-credential “Sustainability & Climate Change”

The offering and issuing Aurora university is responsible for the quality assurance of such a micro-credential. This also applies to the storage and provision of the corresponding (student) data and the (digital) issuing of the certificate.

**This approach, based on mutual trust, is essential for enabling recognisable, individualised and flexible learning pathways in the context of Aurora.**

## Micro-credentials offered jointly by several Aurora universities

Aurora micro-credentials can also be offered jointly by several Aurora universities, provided that the completion of these micro-credentials is possible for all Aurora students or learners and at least one of the participating universities is willing and legally respectively technically able to issue micro-credentials. In the case of joint micro-credentials of multiple Aurora universities, each component (e.g. course) must fulfil at least level 2 of Aurorisation<sup>25</sup> as already explained.

The Aurora universities offering a micro-credential are responsible for the quality assurance of the components (they offer themselves). The responsible Educational Hub plays a central coordinating role in both the implementation and ongoing evaluation of such joint micro-credentials, as well as the Aurora Micro-credential Coordination Committee.

<sup>25</sup> Practical Guidance for Teachers: <https://aurora-universities.eu/new/wp-content/uploads/2022/06/Practical-Guidance-for-Teachers.pdf>



The Aurora universities involved in the joint micro-credential are responsible for issuing and storing the certificates for the respective components (e.g. courses) of the joint micro-credential. Students who have successfully completed the joint micro-credential must contact the "home" university offering the micro-credential for the digital issuance of the micro-credential and must enclose the certificates of positive completion of all components of the micro-credential with their request.

In order to issue the joint micro-credential, the Aurora "home" university should recognise the learning outcomes/credits achieved at other Aurora universities.

If the home university lacks the (legal) authority to certify or issue micro-credentials, it must forward the student request to other Aurora universities participating in the joint micro-credential program (*note: this is not the responsibility of the student, but of the respective Aurora home university*)

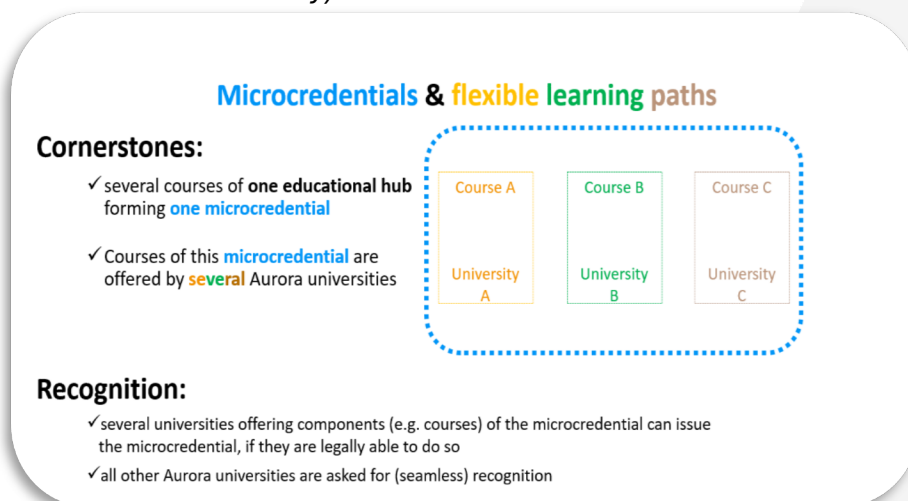
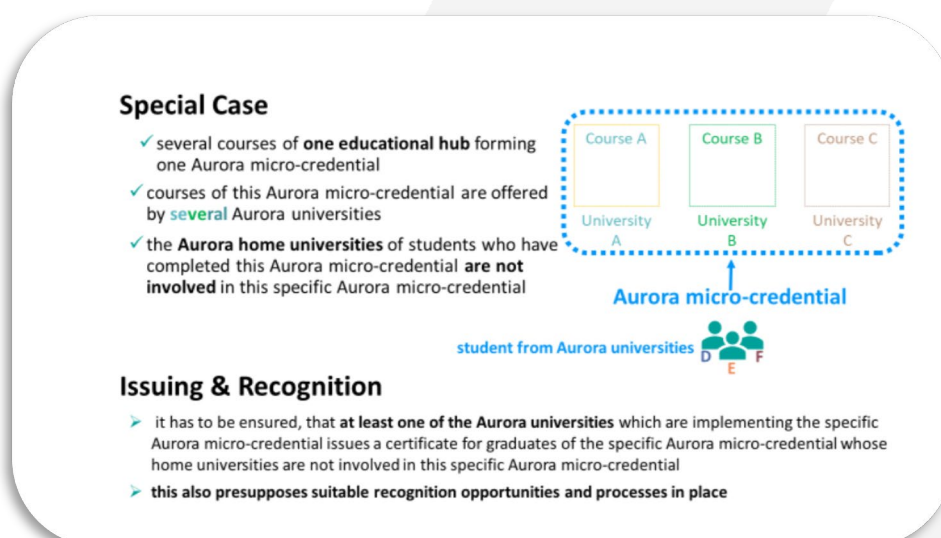


Illustration 3: Micro-credentials & flexible learning paths

When implementing an Aurora micro-credential, it is essential to ensure that at least one of the participating Aurora universities can issue a certificate for graduates whose home university is not involved in the Aurora micro-credential; this presupposes suitable recognition opportunities and processes in place (example see below).



*Illustration 4: Special case*

Before implementing an Aurora micro-credential, it is crucial to ensure that the workflows (including the issuing process) and contact addresses for enquiries (especially for students) are accessible at least through the Aurora virtual campus.

**As explained above this approach is essential for enabling recognisable, individual, flexible learning paths in the context of Aurora but also enables cross-border and cross-institutional teaching and learning and therefore contributes substantially to the development of an (European) inter-university Aurora Campus.**

## ANNEXES

### Keyword explanations of the standard description elements of Aurora micro-credentials

Below you will find keyword explanations of the standard elements of the description of Aurora micro-credentials. They can be derived from the "Principles for the design and issuance of micro-credentials" and are in line with the (European) elements for the description of micro-credentials<sup>26</sup>. The application of these standard elements supports quality-assured recognition and also promotes interoperability between the various Aurora universities (and beyond).

#### Language(s) of issuing

The description of a micro-credential should be provided at least in the national language of the issuing Aurora University and in English (if necessary also in another official European language).

#### Mandatory Elements

The following elements are essential for the description of Aurora micro-credentials:

##### 1. Personal information

- Proof of identity (of the learner) including:
  - Family name(s), Given name(s)
  - Date of birth

Other information suitable for identification (e.g. matriculation number)

The above information assumes that the issuing body has verified the identity of the learner by appropriate and authorised means.

##### 2. Details of the issuing institution/organisation

- Name and status<sup>27</sup> of the organisation issuing the micro-credential and responsible for the quality assurance.
  - The authenticity of the institution is confirmed by an electronic signature (official signature, e-seal or equivalent)
- Name and status of the organization administering the micro-credential.
- Country (countries)/region(s) of the issuing body.

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<sup>26</sup> European Council Recommendation on micro-credentials (2022). Retrieved from: <https://www.europeansources.info/record/council-recommendation-on-a-european-approach-to-micro-credentials-for-lifelong-learning-and-employability/>

<sup>27</sup> e.g. „public university

### 3. Information concerning the micro-credential

- Name of the micro-credential with a transparent and valid description
- Learning outcomes formulated with ACF tools, checked and determined during assessment
- Date of Issuing
- Validity
  - If applicable
- Estimated workload
  - Required to achieve the learning outcomes
  - Preferably in ECTS credits for comparability, otherwise in real hours
  - Prerequisite for participation Target group(s) including reference level specific studies or cycles for learners/students
- Type of assessment (assessment of learning outcomes)
- Learning activities
  - Teaching and learning formats: onsite, online, blended, short term mobility, etc.
- Quality assurance applied for the micro-credential
  - Depending on the respective university or sector/area (internal and external quality assurance)
- Grade(s) achieved
 

*nota bene: if the components of the micro-credential are courses, national grading scales/schemes apply. If in this case the transcripts of records/certificates are attached, references can be made.*

### Optional Elements

The following elements are optional for the description of micro-credentials:

#### 4. Level of the micro-credential

Clear indication of achieved level<sup>28</sup>.

#### 5. Stackability

Whether the micro-credential is self-standing, part of a stack, etc.

#### 6. Other information

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<sup>28</sup> The eight-level EQF uses learning outcomes to define a series of educational levels that are intended to cover the entire educational spectrum. No area of education is to be favoured or discriminated against; each level is described on the basis of the learning outcomes achieved with the help of defined descriptors. This should make it possible to describe learning outcomes in a neutral way, regardless of their format and/or learning environment, without having to make a direct comparison or use a single country's education or qualification system as a reference. The EQF should therefore be able to serve as a neutral framework for the categorisation of learning formats

## Form/mask for the description of micro-credentials

The following form largely implements the Councils standard description elements<sup>29</sup>. Information should be provided in all sections. If no information is provided, this should be explained (with the exception of section 4)

### English Version

<b>1 Information identifying the holder of the qualification</b>	
1.1	Family name(s)
1.2	Given name(s)
1.3	Date of Birth (YYYYMMDD)
1.4	Other information suitable for identification
<b>2 Information identifying the issuing institution(s)/organisation(s)</b>	
2.1	Name and status of the organization, issuing the micro-credential and is responsible for quality assurance
2.2	Name(s) and status of administering/participating organization(s)
2.3	Country/countries, region(s) of issuing
<b>3 Information identifying the micro-credential</b>	
3.1	Title of the micro-credential
3.2	Learning outcomes
3.3	Language(s) of instruction
3.4	Workload required to achieve the learning outcomes <sup>30</sup>
3.5	Required prerequisites / entry qualifications
3.6	Target group(s)
3.7	Type of assessment / grades achieved
3.8	Learning activity
3.9	Description of the quality assurance
<b>4 Other relevant information</b>	
4.1	Level of micro-credential <sup>31</sup>
4.2	Stackability
4.3.	Expiry date
4.3	Further information
<b>5 Certification (official digital signature, date of issue)</b>	
5.1	<i>The document should be officially signed according to § 19 of the E-Government Act BGBL. / No. 10/2004 as amended</i>

<sup>29</sup>European Council Recommendation on micro-credentials (2022). Retrieved from: <https://www.europeansources.info/record/council-recommendation-on-a-european-approach-to-micro-credentials-for-lifelong-learning-and-employability/>

<sup>30</sup> if possible in ECTS credits

<sup>31</sup> e.g. the courses of the micro-credential come from studies with the EQF Level 7 (Master)



## French Version

<b>1 Informations sur le titulaire de la qualification</b>	
1.1	Nom(s)
1.2	Prénoms(s)
1.3	Date de Naissance (AAAAMMJJ)
1.4	Autres informations nécessaires pour l'identification
<b>2 Informations sur la(les) institution(s)/organisation(s) émetteur(s)</b>	
2.1	Nom et statut de l'organisation émetteur the micro-credential et responsable du contrôle de qualité
2.2	Nom(s) et statut du(des) administrateur(s) du micro-credential
2.3	Pays, region(s) du(des) émetteur(s)
<b>3 Informations sur le micro-credential</b>	
3.1	Intitulé du micro-credential
3.2	Résultats d'apprentissage
3.3	Langue (s) des enseignements
3.4	Charge de travail demandé pour obtenir les résultats d'apprentissage <sup>32</sup>
3.5	Prérequis ou qualifications demandés
3.6	Groupe(s) cible(s)
3.7	Type d'évaluation et notes obtenues
3.8	Activités d'apprentissage
3.9	Description du contrôle de qualité
<b>4 Autres informations</b>	
4.1	Niveau du micro-credential <sup>33</sup>
4.2	Stackability
4.3.	Date de fin de validité
4.3	Autres informations
<b>5 Certification (signature numérique officielle, date d'émission)</b>	
5.1	<i>Le document doit être signé officiellement selon le § 19 du E-Government Act BGBL. I No. 10/2004</i>

<sup>32</sup> Si possible en ECTS

<sup>33</sup> Par exemple les cours/modules du micro-credential proviennent de programmes d'étude de Master (Niveau EQF 7)

## German Version

<b>1</b>	<b>Angaben zur Person</b>	
1.1	Familienname(n)	
1.2	Vorname(n)	
1.3	Geburtsdatum	
1.4	Sonstige zur Identifizierung geeignete Angaben	
<b>2</b>	<b>Angaben zur ausstellenden Institution/Organisation</b>	
2.1	Name und Status der Organisation, die das Micro-credential verliehen hat und für die Qualitätssicherung verantwortlich zeichnet	
2.2	Name(n) und Status durchführender/beteiligter Organisationen	
2.3	Land/Länder Region(en) des/der Ausstellenden	
<b>3</b>	<b>Angaben zum Micro-credential</b>	
3.1	Bezeichnung des Micro-credential	
3.2	Lernergebnisse	
3.3	Unterrichtssprache(n)	
3.4	Arbeitsaufwand, der zur Erreichung der Lernergebnisse notwendig ist <sup>34</sup>	
3.5	Erforderliche Voraussetzungen / Eingangsqualifikationen	
3.6	Zielgruppe(n)	
3.7	Beschreibung der Beurteilung / erzielte Noten	
3.8	Lernaktivität	
3.9	Beschreibung der Qualitätssicherung	
<b>4</b>	<b>Weitere Angaben</b>	
4.1	Niveau des Micro-credentials <sup>35</sup>	
4.2	Anschlussfähigkeit/Kombinationsmöglichkeit	
4.3.	Gültigkeit	
4.3	Weitere Informationen	
<b>5</b>	<b>Zertifizierung (Amtssignatur, Ausstellungsdatum)</b>	
5.1	<i>Das Dokument sollte gem. § 19 des E Government-Gesetzes BGBL. I Nr. 10/2004, in der geltenden Fassung, amtssigniert werden</i>	

<sup>34</sup> nach Möglichkeit in ECTS-AP

<sup>35</sup> z.B. Die Lehrveranstaltungen des Micro-credentials entstammen Studien mit dem EQR Abschlussniveau 7 (Master)

## Italian Version

<b>1 Informazioni identificative del detentore della qualificazione</b>	
1.1	Cognome(i)
1.2	Nome(i)
1.3	Data di Nascita (AAAAMMGG)
1.4	Altre informazioni necessarie per l'identificazione
<b>2 Informazioni identificative della(e) istituzione(i)/organizzazione(i)</b>	
2.1	Nome e statuto dell'organizzazione che rilascia la micro-credential e che è responsabile del controllo di qualità
2.2	Nome(i) e statuto(i) degli amministratori della micro-credential
2.3	Paese(i), regione(i) di rilascio
<b>3 Informazioni identificative edlla micro-credential</b>	
3.1	Titolo della micro-credential
3.2	Risultati di apprendimento
3.3	Lingua(e) degli insegnamenti
3.4	Carico di lavoro richiesto per raggiungere i risultati di apprendimento <sup>36</sup>
3.5	Pre-requisiti/Qualificazioni richieste
3.6	Gruppo(i) target
3.7	Tipo di valutazione/voti ottenuti
3.8	Attività di apprendimento
3.9	Descrizione del controllo di qualità
<b>4 Other relevant information</b>	
4.1	Livello della micro-credential <sup>37</sup>
4.2	Stackability
4.3.	Data limite di validità
4.3	Altre informazioni
<b>5 Certificazione (firma digitale ufficiale, data di rilascio)</b>	
5.1	<i>Il documento deve essere firmato ufficialmente secondo il § 19 del E-Government Act BGBL. I No. 10/2004</i>

<sup>36</sup> Se possibile in ECTS

<sup>37</sup> Per esempio, i corsi della micro-credential provengono da programmi di studio di Master (Livello 7 EQF)

## Czech Version

<b>1</b>	<b>Identifikační údaje účastníka vzdělávání</b>	
1.1	Příjmení	
1.2	Jméno	
1.3	Datum narození	
1.4	Doplňující údaje identifikace (místo narození, aj <sup>38</sup> )	
<b>2</b>	<b>Identifikační údaje instituce vydávající kvalifikaci</b>	
2.1	Název a status instituce, která mikrocertifikát vydává a odpovídá za zajištění jeho kvality <sup>39</sup>	
2.2	Název a status instituce, která se podílí ve spolupráci na vydání mikrocertifikátu	
2.3	Země vydání	
<b>3</b>	<b>Identifikační údaje mikrocertifikátu</b>	
3.1	Název mikrocertifikátu	
3.2	Výstupy učení	
3.3	Jazyk (jazyky) výuky	
3.4	Studijní zátěž potřebná k dosažení výstupů učení <sup>40</sup>	
3.5	Vstupní požadavky / prerekvizity	
3.6	Cílová skupina (cílové skupiny)	
3.7	Způsob ověření dosažených výstupů učení / známka/typ hodnocení	
3.8	Forma účasti na vzdělávací aktivitě <sup>41</sup>	
3.9	Typ zajištění kvality <sup>42</sup>	
<b>4</b>	<b>Další informace</b>	
4.1	Úroveň mikrocertifikátu <sup>43</sup>	
4.2	Návaznost / možnost kombinace <sup>44</sup>	
4.3.	Platnost mikrocertifikátu do <sup>45</sup>	
4.3	Další informace	
<b>5</b>	<b>Úřední podpis (elektronický úřední podpis, datum vydání)</b>	
5.1	Dokument by měl být podepsán elektronickým úředním podpisem dle Zákona č. 297/2016 Sb.	

<sup>38</sup> Lze uvést i např. Rodné číslo, Portál ID studenta.

<sup>39</sup> Univerzita Palackého v Olomouci, Křížkovského 511/8, Olomouc, 779 00, Veřejná vysoká škola.

<sup>40</sup> Uvedte v ECTS kreditech

<sup>41</sup> Prezenční, hybridní, kombinovaná, distanční, blended.

<sup>42</sup> Koordinační rada pro celoživotní vzdělávání Univerzity Palackého v Olomouci

<sup>43</sup> Např. předměty mikrocertifikátů pocházejí ze studia na úrovni 7 EQF (magisterské navazující studium).

<sup>44</sup> V českém systému uveďte ano/ne

<sup>45</sup> V českém systému uveďte ano/ne. V případě ano je nutné doplnit dobu platnosti od-do.

## Dansk version

<b>1</b>	<b>Oplysninger, der identificerer indehaveren af kvalifikationen</b>	
1.1	Efternavn(e)	
1.2	Fornavn(e)	
1.3	Fødselsdato (ÅÅÅÅMMDD)	
1.4	Andre oplysninger egnet til identifikation	
<b>2</b>	<b>Oplysninger, der identificerer den udstedende institution/organisation</b>	
2.1	Navn og status for organisationen, der udsteder mikrokvalifikationen og er ansvarlig for kvalitetssikringen	
2.2	Navn(e) og status for administrerende/deltagende organisation(er)	
2.3	Land(e), region(er) for udstedelse	
<b>3</b>	<b>Oplysninger, der identificerer mikrokvalifikationen</b>	
3.1	Titel på mikrokvalifikationen	
3.2	Læringsudbytter	
3.3	Undervisningssprog	
3.4	Arbejdsbyrde nødvendigt for at opnå læringsudbytterne <sup>30</sup>	
3.5	Nødvendige forudsætninger/indgangskvalifikationer	
3.6	Målgruppe(r)	
3.7	Evalueringsform/ opnåede karakterer	
3.8	Læringsaktivitet	
3.9	Beskrivelse af kvalitetssikring	
<b>4</b>	<b>Andre relevante oplysninger</b>	
4.1	Niveau for mikrokvalifikationen <sup>31</sup>	
4.2	Stackability	
4.3.	Udløbsdato	
4.3	Yderligere oplysninger	
<b>5</b>	<b>Certificering (officiel digital signatur, udstedelsesdato)</b>	
5.1	Dokumentet skal være officielt underskrevet i henhold til § 19 i E-Government-loven BGBL. I nr. 10/2004 som ændret.	



## Catalan Version

<b>1 Informació que identifica el titular de la qualificació</b>	
1.1	Cognom(s)
1.2	Nom(s)
1.3	Data de naixement (AAAAMMDD)
1.4	Altra informació necessària per a la identificació
<b>2 Informació que identifica la institució/organització emissora</b>	
2.1	Nom i estatus de l'organització que emet la microcredencial i que és responsable de la garantia de qualitat
2.2	Nom(s) i estatus de l'organització que administra la microcredencial
2.3	País/països, regió/ns d'emissió
<b>3 Informació que identifica la microcredencial</b>	
3.1	Títol de la microcredencial
3.2	Resultats d'aprenentatge
3.3	Idioma/es d'instrucció
3.4	Càrrega de treball necessària per assolir els resultats d'aprenentatge
3.5	Requisits previs / qualificacions d'accés
3.6	Públic objectiu
3.7	Tipus d'avaluació / qualificacions obtingudes
3.8	Activitat d'aprenentatge
3.9	Descripció de la garantia de qualitat
<b>4 Altra informació d'interès</b>	
4.1	Nivell de la microcredencial
4.2	Apilabilitat
4.3.	Data de caducitat
4.3	Altra informació
<b>5 Certificació (signatura digital certificada, data d'emissió)</b>	
5.1	El document s'ha de signar oficialment d'acord amb el previst a la Llei 6/2020, d'11 de novembre de 2020, reguladora de determinats aspectes dels serveis electrònics de confiança

Notes a peu de pàgina:

-Si és possible, en crèdits ECTS

-Per exemple, els cursos de la microcredencial provenen d'estudis amb el Nivell 7 del EQF (Sistema Europeu de Qualificacions)(Màster)

## (Further) Possible applications of micro-credentials

The implementation, objective and use of micro-credentials requires a well-considered strategic decision (also with regard to the target groups). The following are a few examples of the possible areas of application for micro-credentials.

*Note: In the Aurora 2030 context, as explained in detail in these guidelines, the implementation of micro-credentials will start (but does not have to be limited to that) with the help of offers anchored in regular curricula.*

### Micro-credentials as Bridging Courses

Particularly in their function as bridging courses, micro-credentials could address the needs arising from societal changes and the associated diversity in learners' educational trajectory.

### Container modules

The so-called "container modules" for the utilization of micro-credentials are discussed here in the context of regular study degree programs:

Container modules serve as adaptable structures designed to incorporate competencies acquired outside the formal curriculum.

If such container modules are already considered when the curriculum is created, students have the opportunity to make their studies flexible. They are thus able to add specific knowledge, skills and competences to their formal learning trajectory (qualifications) according to their own interests and inclinations, which correspond to social, personal, cultural, labor market- related and academic needs.

For the offering university, such container modules open up the opportunity to familiarize learners with the research strengths of the offering university, for example, or to react quickly to any social or strategic requirements. In addition, such container modules can be used to make international learning experiences accessible and seamlessly recognizable for students in a flexible and personalized way.

## Keywords

Digital Badge	A digital representation of an achievement, skill, or competency earned by an individual, often used to display accomplishments online
ECTS Credits	European Credit Transfer and Accumulation System credits, used to measure the student workload required to achieve the learning objectives of a course or program.
ESG	European Standards and Guidelines
EQF	European Qualifications Framework, a framework for classifying qualifications in terms of learning outcomes at different levels.
Learning Outcomes	Statements that describe what a learner is expected to know, understand, and be able to do after completing a learning activity.
Lisbon Convention	The Convention on the Recognition of Qualifications concerning Higher Education in the European Region, aimed at facilitating the recognition of qualifications across countries in Europe.
Micro-credential	A certification of specific skills or knowledge attained through short, focused courses or training modules.
Non-formal Education	Learning that takes place outside formal education institutions, often leading to skills development but not necessarily to formal qualifications.
NQF	National Qualifications Framework, a framework used within individual countries to classify qualifications and levels of learning. Formal Education: Structured education provided by institutions such as schools, colleges, and universities, leading to recognized qualifications.
Stackability	The ability to combine micro-credentials or other qualifications to build toward larger credentials or degrees.
Transdisciplinary	Integration of knowledge and methods from multiple disciplines to address complex problems or phenomena.
Quality Management System	A set of policies, processes, and procedures used by organizations to ensure that they meet the needs and expectations of customers and stakeholders.

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