Stakeholders perspective

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Policymakers' perspective

- increasing need for upskilling and reskilling
- need for flexible and inclusive learning paths

Higher education institutions' perspective

- a way to provide targeted and specialised training
- increase their visibility and reputation
- increase their responsiveness to students' and labour markets' demands
- experiment with new pedagogies and technologies

Learners' perspective

- an entry mechanism to a degree programme
- a way to acquire interdisciplinary knowledge and skills
- a way to more flexibility in planning their studies

Employers' perspective

- micro-credentials may help them to better understand specific skills of a prospective employee
- may serve as on-job training

Issues and constraints

- lack a consensus on a definition
- lack of clarity which leads to confusion for learners and employers
- lack of validation mechanisms
- lack of funding mechanisms in many continental European countries
- issues related to their storage and portability

Quality assurance of micro-credentials

- **the ESG "apply to all higher education offered in the EHEA regardless of the mode of study or place of delivery." (ESG, 2015, p. 7)**
- **main responsibility for quality assurance lies within HEIs**
  - what about other providers?
- **external quality assurance lacking, when**
  - the provider is other than a HEI?
  - when it focuses on programme accreditation and a micro-credential is not part of a larger programme?
- **QA of the credential itself**

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micro-credentials are not a new phenomenon

Conclusion:

they do not substitute but complement conventional higher education qualifications

consensus on a definition is needed

diversity a strength