WILL MICRO-CREDENTIALS OVERTAKE THE FORMAL CURRICULUM?

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RESPONSIVENESS

EVOLUTION IN ROLE AND PURPOSE OF UNIVERSITIES

STADIO

12th-15th Century

- Highly exclusive and heavily influenced by the <u>church</u>.

- Primarily religious, focusing on theology, philosophy, and classical education.

16th-18th Century:

- Began to be influenced by politics, economics, and the broader <u>society</u>

- Expanded to include the sciences, law, and medicine.

19th-20th Century:

- <u>Governments and industries</u> turned to them for innovation and workforce development.

- Included engineering and the natural sciences.

21st Century:

- Often partnering with <u>governments and industries</u>.

- Shaping public policy, economic trends, and global thought on climate change and technology.

QUALIFICATION FRAMEWORKS

NATIONAL QUALIFICATIONS FRAMEWORK: SA

STADIO

- The 5th objective of the NQF is to:

Contribute to the full personal development of each learner and the social and economic development of the nation at large.

- South Africa embraced the concept of 'lifelong learning' since the early 1990's.

"Open learning is an approach to education and training which seeks to remove all unnecessary barriers to learning, thus increasing access to, and allowing people to take advantage of learning opportunities throughout their lives'

(Aitchison, 2004)

MICRO CREDENTIALS AS LEARNING OPTION

DEFINING AND CREDITING MICRO CREDENTIALS: EU

STADIO

- small volume of learning, assessed against clearly defined criteria; owned by the learner, are portable; can be combined in larger credentials; underpinned by QA against agreed standards in relevant sector; flexible

- Three clusters of micro credentials:

Skill Credential	Learning Unit	Short Learning Programmes
1 – 25 hours of learning	25 – 150 hours of learning	150 – 1500 hours of learning Typically consists of more than one learning unit
Awarded within the context of non-formal learning	Awarded within the context of formal learning and include options for assessment	Awarded within the context of formal learning and include options for assessment
Not explicitly quality assured by external QA	Often explicitly quality assured by external QA	Always explicitly quality assured by external QA
Linked to the acquisition of a specific competence	Linked to the acquisition of a set of learning outcomes	Linked to specific career progression goals
		Can be mapped to qualification frameworks, either as 'partial qualifications' or as a special category of micro-qualifications

DEFINING AND CREDITING MICRO CREDENTIALS: NZ

STADIO

Accepted by NZQA & funded since July 2023

- Funding pre-conditions:
    - meet the needs of industries/communities, and support government priorities,
    - clearly established industry/community need, be focused on a set of skills and have stand-alone value,
    - support innovation with clear employment outcomes or community benefits.

- Approval by NZQA within 6 weeks

DEFINING AND CREDITING MICRO CREDENTIALS: INDIA

STADIO

Micro-credentials - short-term, concise, competency-based qualifications that are distinct from traditional degrees.

Alignment with National Education Policy, 2020- The new education policy recognises the need for skill-based competencies and the demand for micro-credentials.

National Credit Framework Integration- The National Credit Framework is a meta-framework that integrates the credits earned through school education, higher education, and vocational and skills education.

Academic Banks of Credits- Students open an Academic Bank of Credit account where they can keep the credits, they earned from either macro credentials or micro-credentials in digital form.

Study Webs of Active-Learning for Young Aspiring Minds (SWAYAM)- The SWAYAM initiative provides access to free online courses covering all advanced education, high school, and skill sector courses, and advances the concept of micro certificates. The SWAYAM platform provides up to 2,000 courses.

DEFINING AND CREDITING MICRO CREDENTIALS:
NORTHWEST UNIVERSITY

STADIO

Framework for Microcredentials, February 2023

A **"micro-credential"** for the University is defined as follows:

a) needs to be credit-bearing, to be linked to the existing system of credits (as linked to hours) for the purposes of recognising the credential: the credit value must be stated clearly.

b) is a part of a module, or a specially designed combination of areas of focus. Modules can be comprised of micro-credentials where formally approved. Modules are learning components, micro-credentials being module sub-components.

c) can be stacked with other parts (sub-components) of a module in a coherent manner for the purposes of awarding the full credit value of the module.

QUO VADIS?

WILL MICROCREDENTIALS REPLACE THE FORMAL CURRICULUM?

STADIO

- Hiring practices are changing, with a tendency to prioritise skills over degrees, and the endorsement of micro-credentials is on the rise.

- Micro-credentials will be bridging the gap to acquire 'just-in-time' modern skills and competencies.

- It will be flexible, portable, and stackable.

- It will not replace formal qualifications, but will increasingly be utilised for upskilling, reskilling and professionalising skillsets required by the new world of work.