Concept of Micro-Credentials

Implementation of Turkish Qualifications System
and Framework Operation

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HRD OS
HUMAN RESOURCES
DEVELOPMENT
OPERATING STRUCTURE

MYK
MESLEKI YETERLILIK
KURUMU

GOPA
DANIŞMANLIK

REPUBLIC OF TÜRKIYE
MINISTRY OF LABOUR
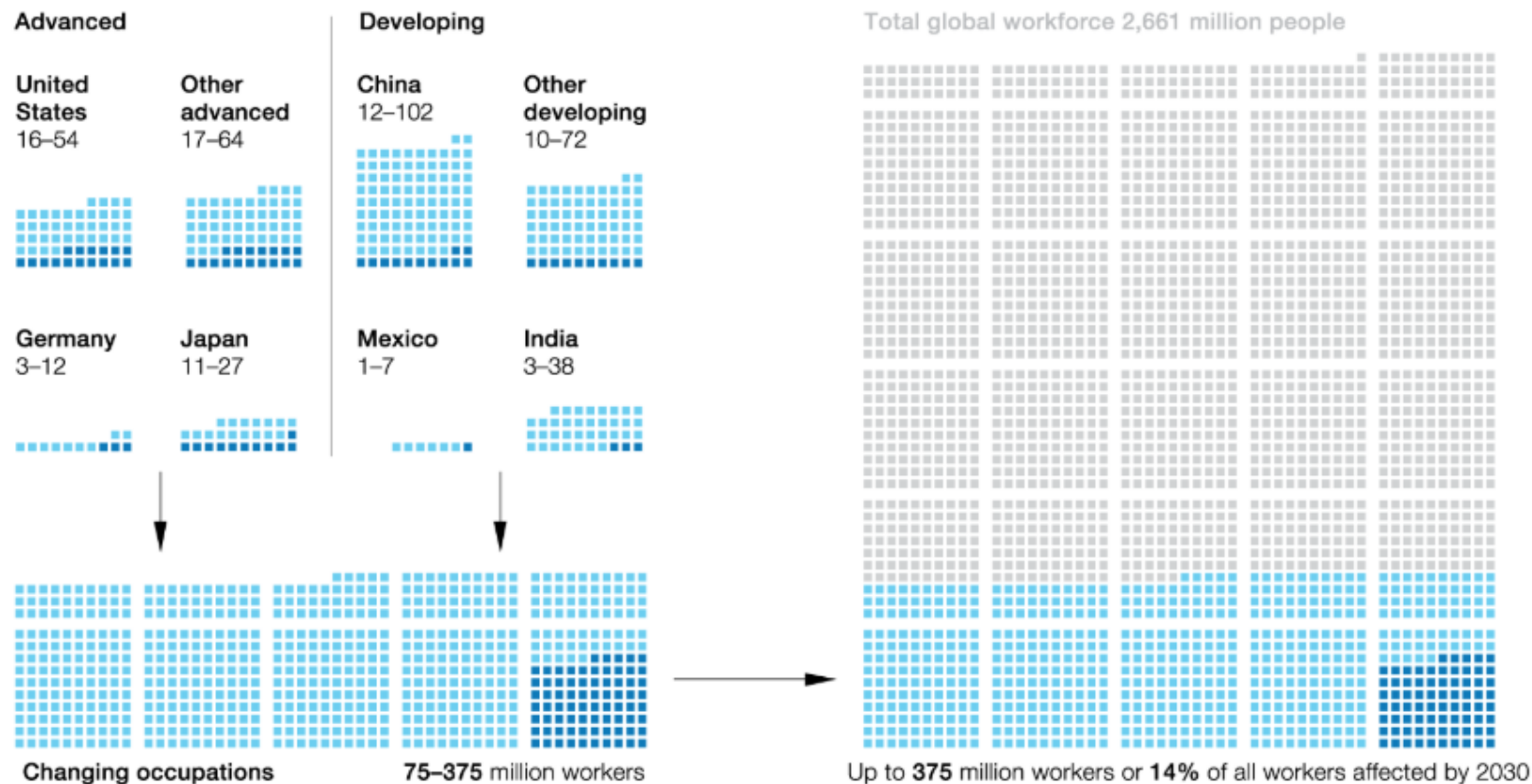AND SOCIAL SECURITY

Microcredentials
Why should we care?

¯_(ツ)_/¯

Globally, up to 375 million workers may need to switch occupational categories.

Number of workers needing to move out of current occupational category to go find work, 2016–30 (trendline scenario)[1]

■ Midpoint automation ■ Additional from rapid automation adoption (each block = 1 million workers)
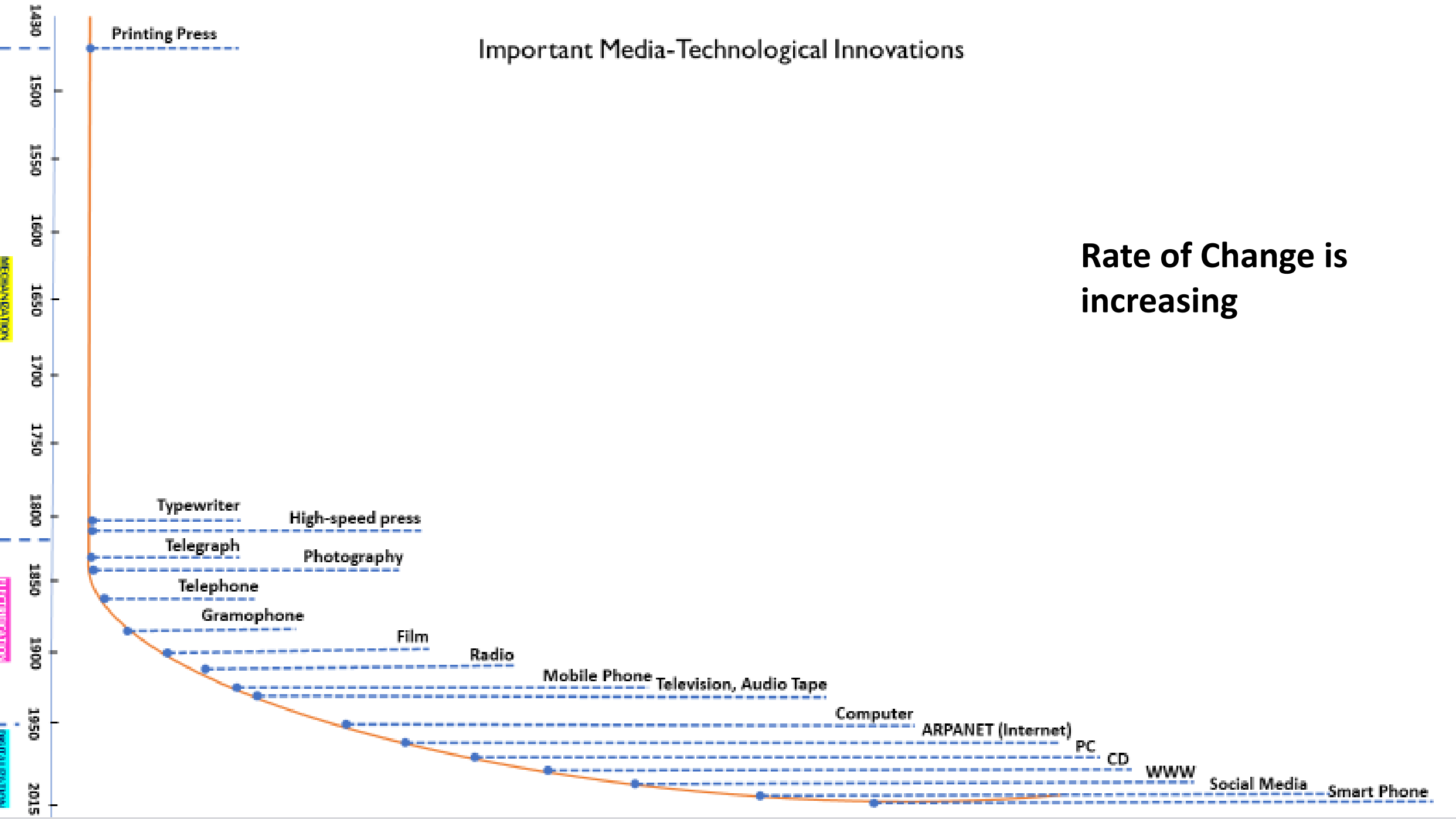
Advanced

| United States 16–54 | Other advanced 17–64 |
| Germany 3–12 | Japan 11–27 |

Developing

| China 12–102 | Other developing 10–72 |
| Mexico 1–7 | India 3–38 |

Total global workforce 2,661 million people

Changing occupations 75–375 million workers

Up to **375** million workers or **14%** of all workers affected by 2030

1 Some occupational data projected into 2016 baseline from latest available 2014 data.

McKinsey&Company | **Source:** US Bureau of Labor Statistics; McKinsey Global Institute analysis

Technology is driving **Radical Change** in Employment and Societies

Important Media-Technological Innovations

Rate of Change is increasing

Occupational Sectors increasingly focus on **Skills** rather than **Qualifications or Professions**

Must

Should

Could

Technical

- IT knowledge and abilities
- Data and information processing and analytics
- Statistical knowledge
- Organizational and processual understanding
- Ability to interact with modern interfaces

- Knowledge managament
- Interdisciplinary/generic knowledge about technologies & organizations
- Awareness for IT-Security and data protection
- Specialized knowledge of manufacturing activities & processes

- Computer programming & coding abilities
- Specialized knowledge about technologies
- Awareness for ergonomics
- Understanding of legal affairs

Personal

- Self and time management
- Adaptability/ability to change
- Team work abilities
- Social skills
- Communication skills

- Trust in new technologies
- Continuous improvement and lifelong learning

Digital Skill needs for TVET

Source: VDI (2018)

Which factors are most important when hiring potential employees?

Degrees are losing value as currency for employment

Megatrends

- Increasing cost of Higher Education
- No more jobs for life
- Employer demands for flexibility and reaction times
- Move to skills-base rather than qualification base
- Decreasing value of a degree

Summary ?

- The value of degrees and qualifications is decreasing

The End of Traditional Education and Degrees

The European Standards and Guidelines for Quality Assurance call on Higher Education Institutions to

enable flexible learning pathways;

use different modes of delivery

encourage a sense of autonomy in learners

ESG 2015: Standard 1.5 – Student-centred learning, teaching and assessment

See what's next.

WATCH ANYWHERE. CANCEL ANYTIME.

JOIN FREE FOR A MONTH
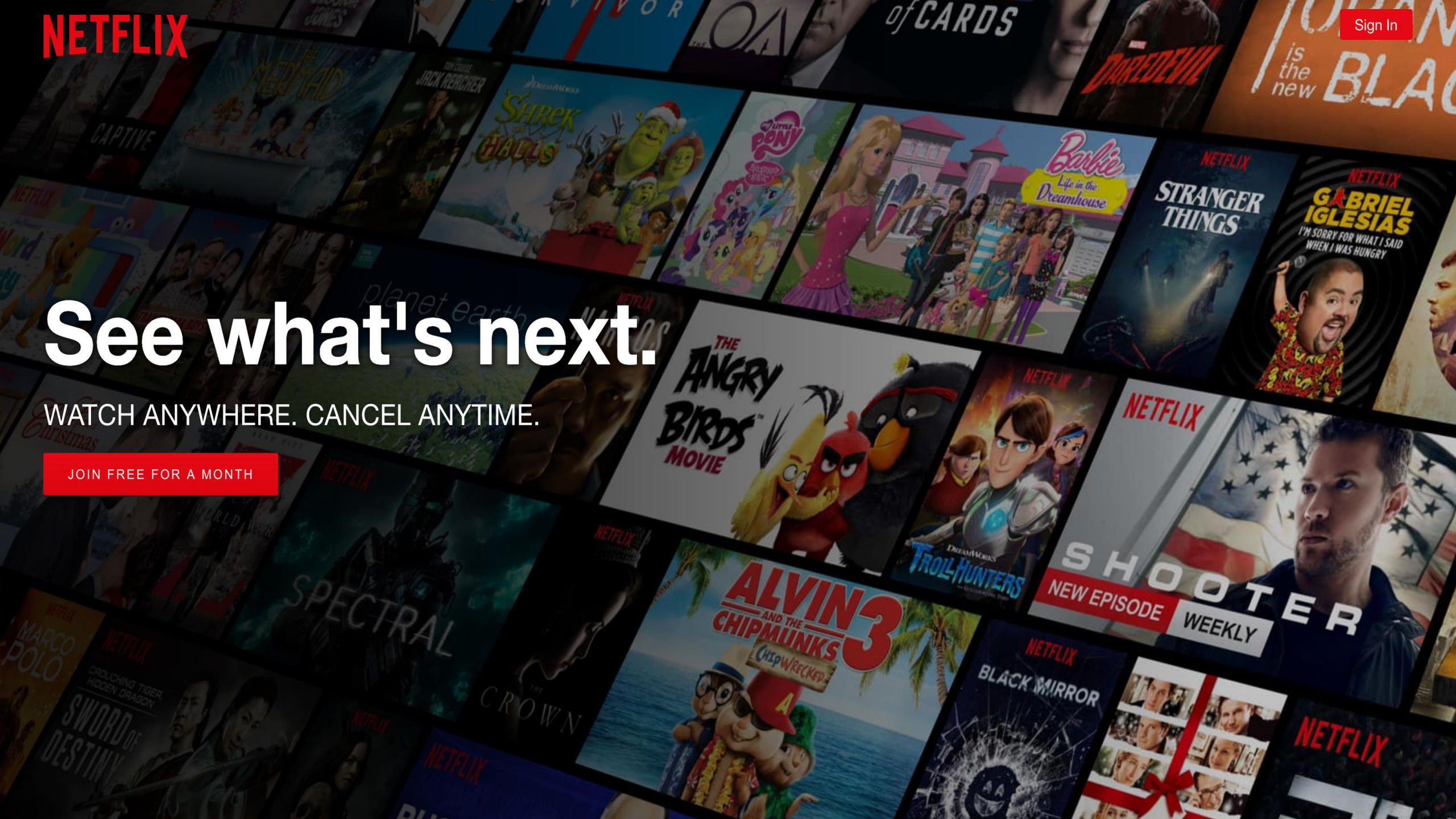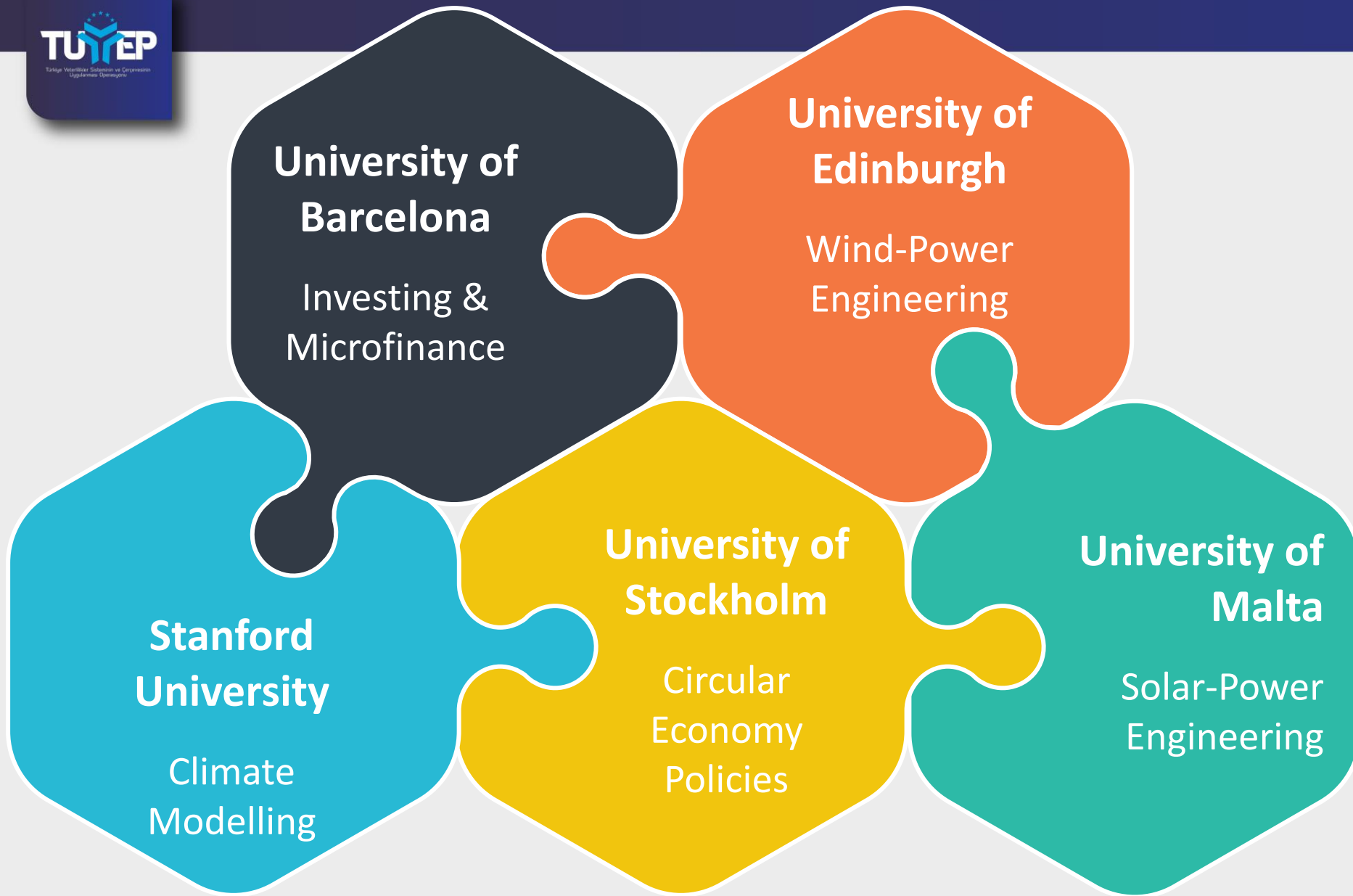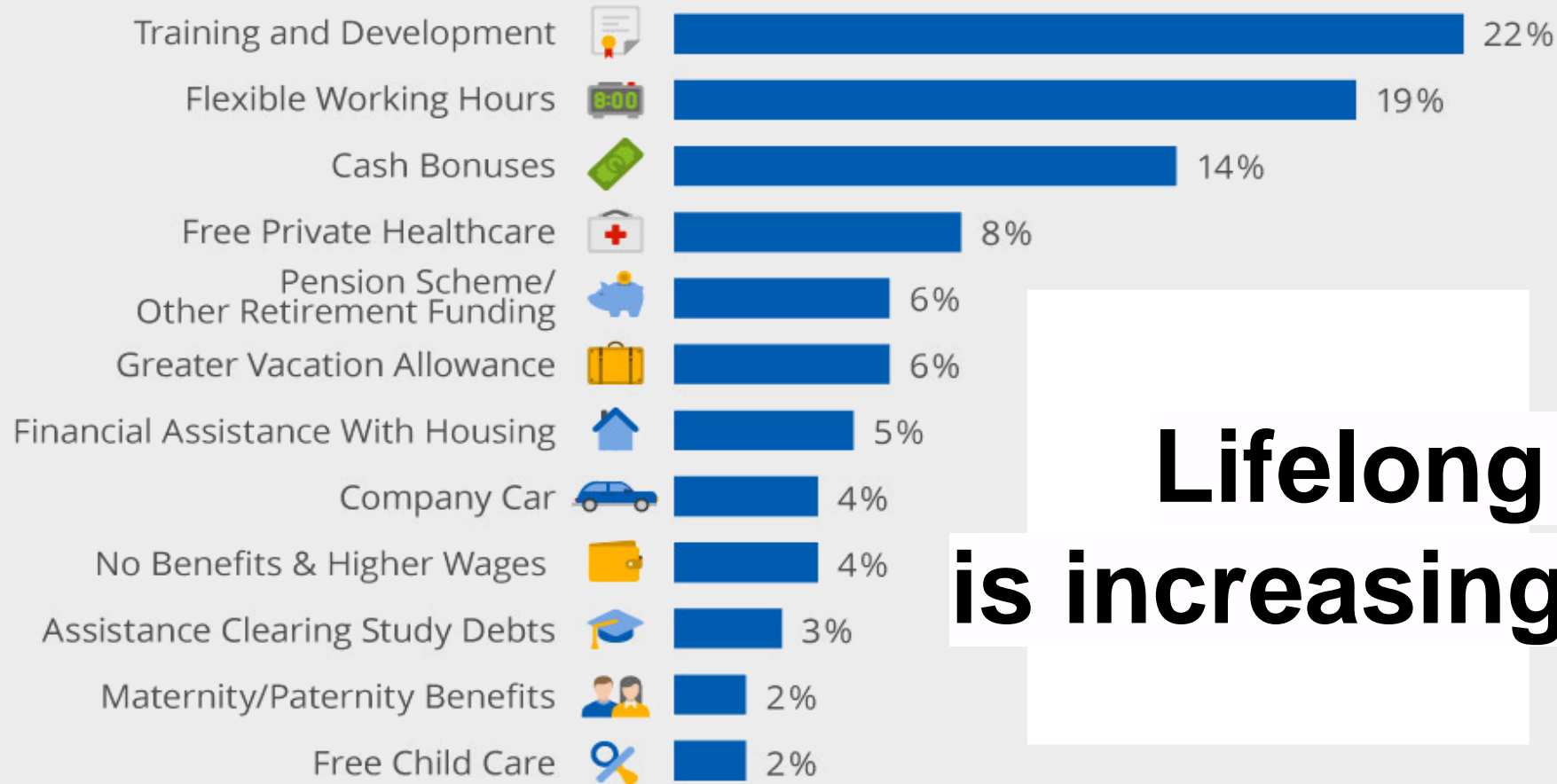
The Rise of Micro-Credentials

Growth of MOOCs
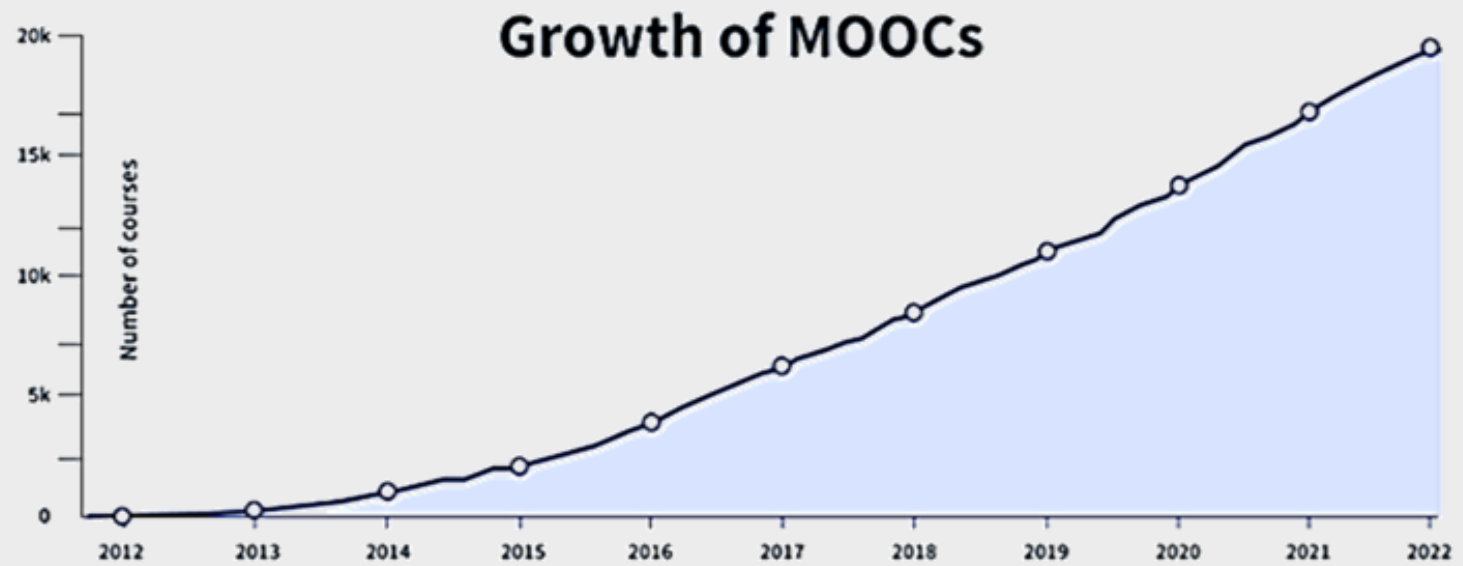
By the Numbers: MOOCs in 2021
Statistics do not include China

Platform	Registered Learners	Types of Micro-Credentials (as of 2022)
Coursera	97 million (as of 2021)	Specialisation, MasterTrack, Professional Certificate
edX	42 million (as of 2021)	XSeries, MicroBachelors, MicroMasters, Professional Certificate, Professional Education
Udacity	11.5 million (as of 2019)	Nanodegree
Future Learn	17 million (as of 2021)	Program, ExpertTrack, Microcredential
LinkedIn Learning	17 million (as of 2020)	Path

Which factors are most important when hiring potential employees?

Micro-Credentials are gaining value for employment

Source: 2016-2017 Accenture, Grads of Life and HBS Project on Managing the Future of Work, Hiring and Talent Management Survey.

Megatrend

Rise of High Quality Micro-Credentials

Megatrend

Rise of Non-Accredited Higher Education

Summary

- The value of degrees and qualifications is decreasing
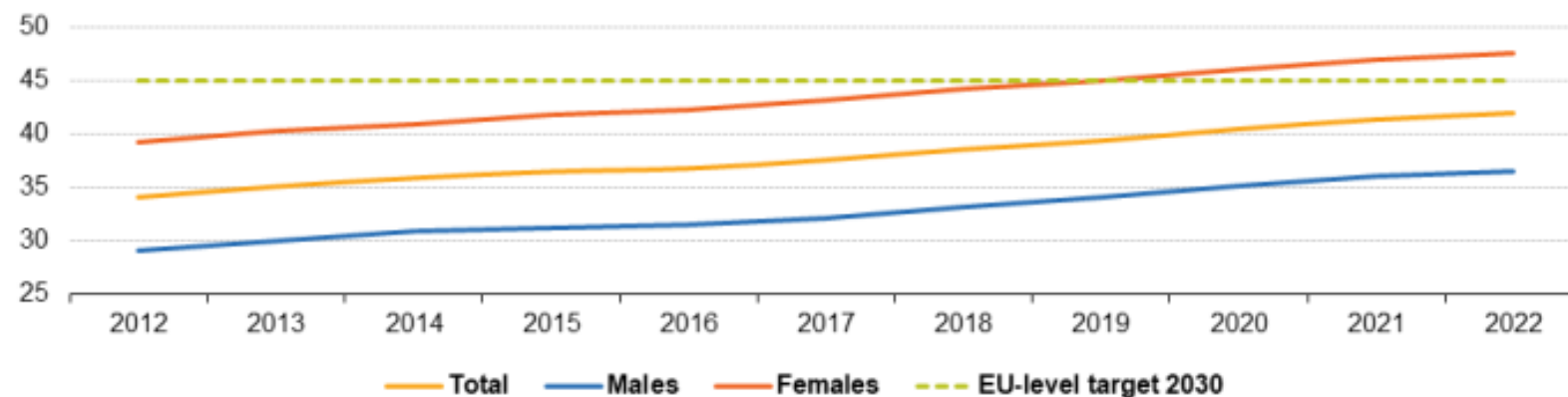- **New Models of Education are Thriving**

The End of Traditional Education and Degrees

Should I go to University?

Higher Education and Tertiary Education **Qualifications** are still in increasing demand

Population aged 25-34 with tertiary educational attainment (ISCED 5–8), by sex, EU, 2012-2022
(% of the population aged 25–34)

Total — Males — Females — - - EU-level target 2030

Note: Break in the series in 2014 and 2021.
Source: Eurostat (online data code: edat_lfse_03)

eurostat

CREDENTIAL GAP BY MIDDLE SKILLS OCCUPATIONAL FAMILY

Occupational Family (+ Top Titles)	Credentials Gap	%Job Holders with BA+ (Source: American Community Survey)	% Postings Requiring Bachelor's Degree (Source: Burning Glass)	2013 Job Postings in Middle Skills Occupations (Source: Burning Glass)
Management - Production Supervisors - Transportation, Storage, and Distribution Managers	26%	42%	68%	710,652
Office and Administrative Services - Executive Secretaries and Executive Assistants - Insurance Claims Clerks	25%	20%	45%	865,134
Business and Financial Operations - Employment, Recruitment, and Placement Specialists - Training and Development Specialists	21%	51%	72%	535,921
Computer and Mathematical - Computer User Support Specialists - Computer Network Support Specialists	21%	39%	60%	226,240
Sales and Related - Wholesale and Manufacturing Sales Representatives - Supervisors of Retail Sales Workers	13%	43%	56%	1,391,113

**Many Professions have *upgraded* to requiring degrees**

Burning Glass (2014: Moving the Goalposts: How demand for a Bachelor's Degree is Reshaping the Workforce

Summary

- The value of degrees and qualifications is decreasing
- New models of (higher) education are thriving

The Golden Age of Traditional Degrees

Moving from a Fordist model of Education **is unprecedented**
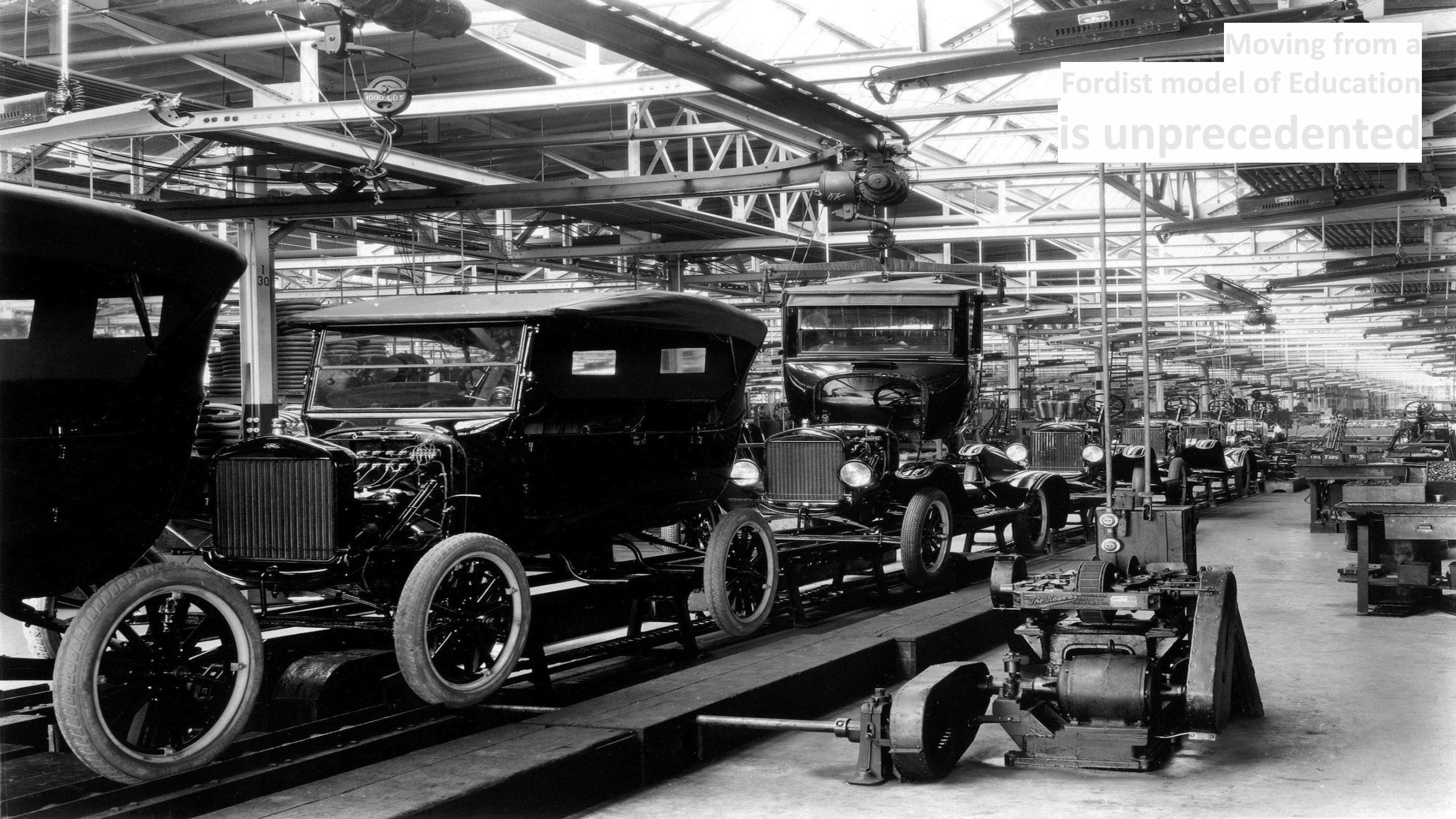
University of Barcelona

Investing & Microfinance

University of Edinburgh

Wind-Power Engineering

Stanford University

Climate Modelling

University of Stockholm

Circular Economy Policies
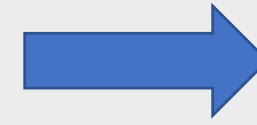
University of Malta

Solar-Power Engineering

To have value these micro-credentials have to be **recognised** by his future employer
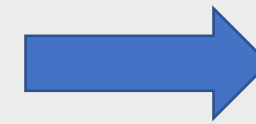
Is there a middle way?

Typically the value of a credential is considered to be a function of the:

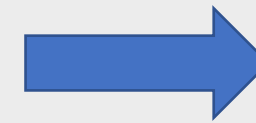reputation of the organization issuing the credential → **Quality Assurance**

demand for and/or inherent value of the experience or skill described by the credential → **Competence Standards**

the technical quality of the credential → **Technology & Standards**

Value of a Qualification

The wide acceptance of degrees is as much a function of all of these elements

Bologna has improved technical quality of qualifications

- Recognition Conventions
- Qualifications Frameworks
- Diploma Supplements
- Credit Systems

No common European format exists for describing qualifications and their learning outcomes: this hinders their comparability.

but digital tools have been ignored

...but only at qualification/degree level

Although the EQF aims to promote flexible learning pathways and focuses on learning outcomes independently of where the qualification has been acquired, no common arrangements exist for credit transfer and accumulation for credentials related to the EQF.

European Council Recommendation on new Qualification Framework

A simple Idea….

Modules / Credits not **Degrees**
should become the
default unit of learning

A challenging Idea....

Modules / Credits not **Degrees** should become the default unit of learning

A **hundredfold** increase in volume of credentials data held and generated

A challenging Idea….

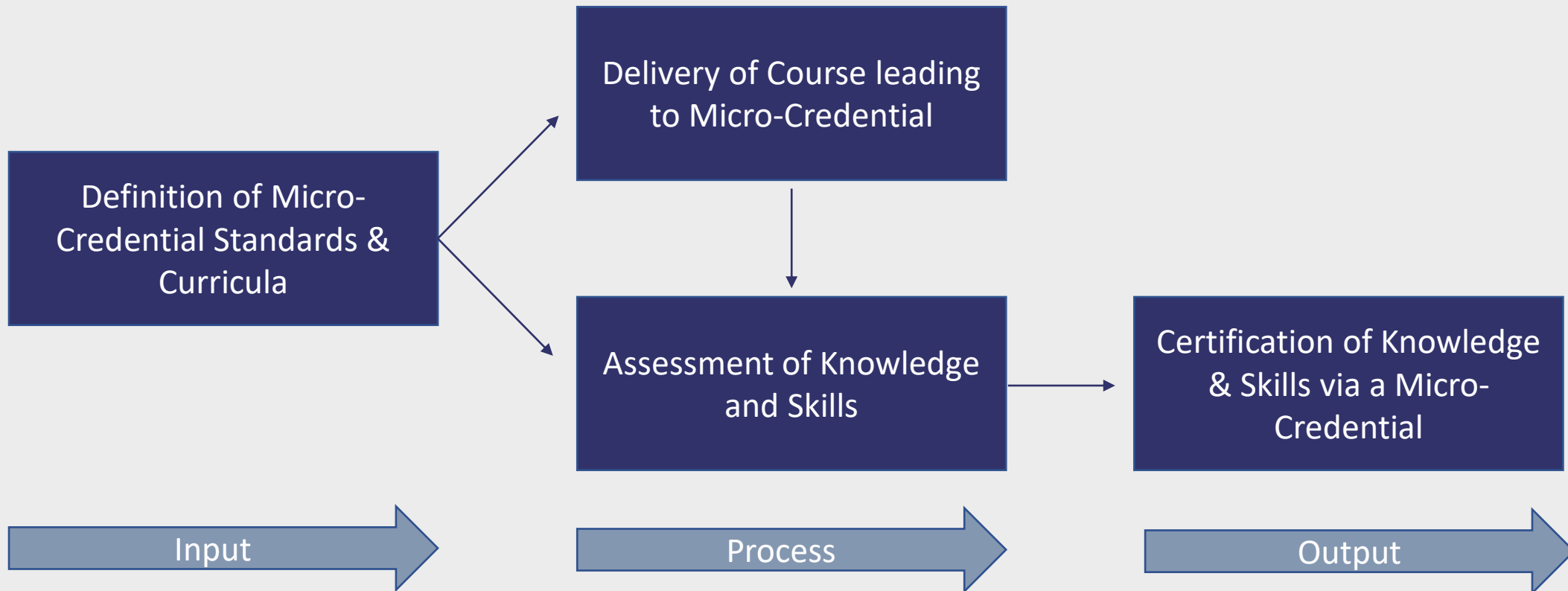**ECTS** not **Qualifications** should become the default unit of learning

Only automatic or semi-automatic recognition is feasible

EU Council Definition of Micro-Credentials

'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.

Processes encompassed in
the definition of Micro-Credentials

Definition of Micro-Credential Standards & Curricula

Delivery of Course leading to Micro-Credential

Assessment of Knowledge and Skills

Certification of Knowledge & Skills via a Micro-Credential

Input

Process

Output

Technical Assistance for "Implementation of Turkish Qualifications System and Framework Operation (TUYEP)

Classifying Micro-Credentials

Skill Credential	Micro-Credential Modules	Short Learning Programmes
4-25 hours of learning	25-150 hours of learning	150-1500 hours of learning
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 academic learning outcomes	Can be mapped to qualification frameworks, either as 'partial qualifications' or as a special category of micro-qualifications
		Linked to specific career progression goals

How are micro-credentials like electric cars?

proven concept
proven technology
social imperative
public demand
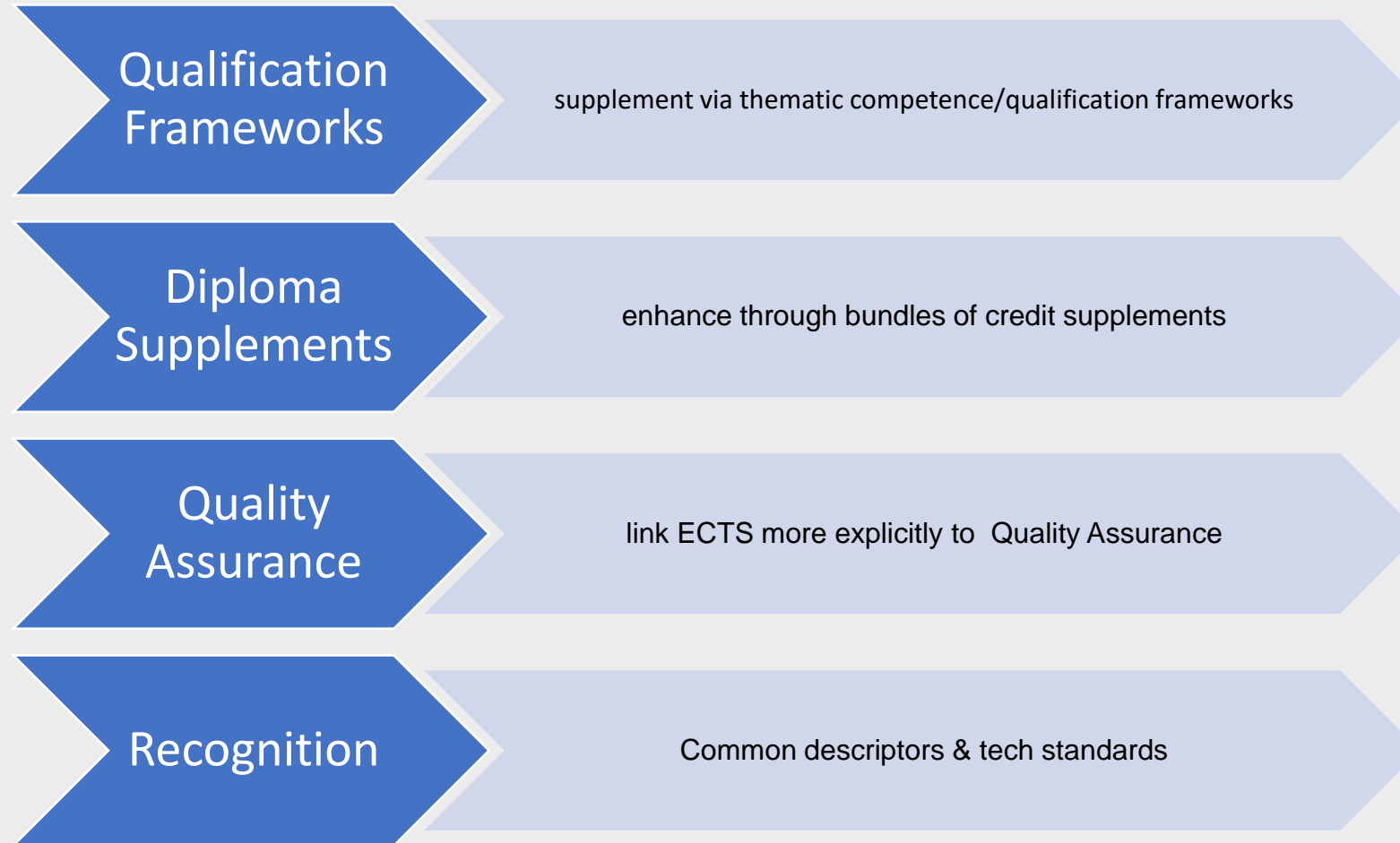legacy and new providers
easy to get
enable new types of mobility

How are micro-credentials like electric cars?

not accepted everywhere
not fully trusted
are not interoperable
face scaling issues
compete with legacy systems

Thank You for Your Attention

Happy to Answer any Questions!

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