



ACQF

African Continental
Qualifications Framework

Session 7: **ACQF Micro-credentials Handbook**

4th ACQF Forum: Micro-credentials for better opportunities

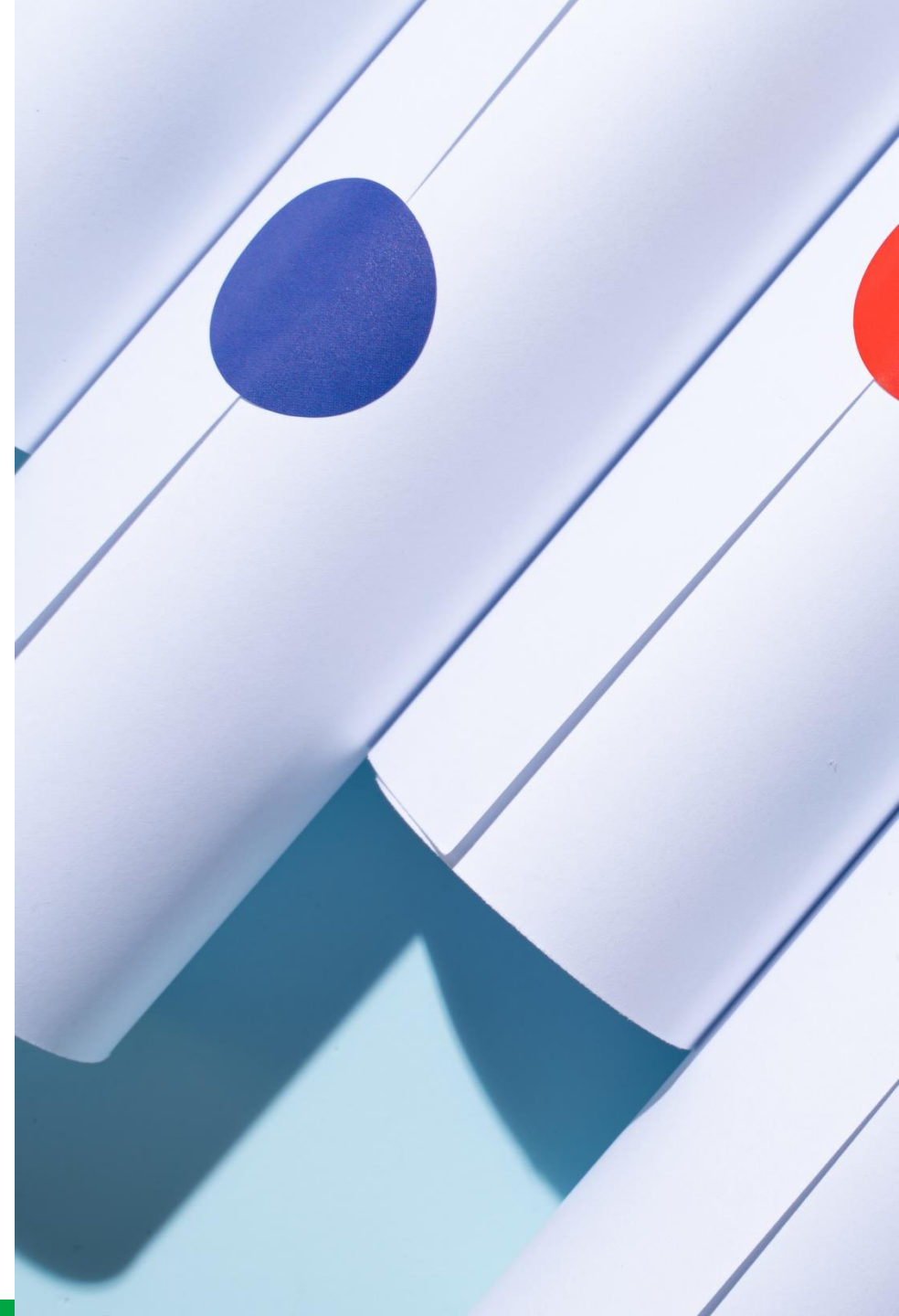
14 November 2024
Euarda Castel-Branco – Greta Kirdulyté

PPMi

Part of the
Verian Group

Agenda

1. Results of the survey on the Handbook
2. Introduction to the Handbook
3. Defining micro-credentials
4. Integration into national systems
5. Quality assurance
6. Stackability
7. Towards a common approach
8. Structured debate

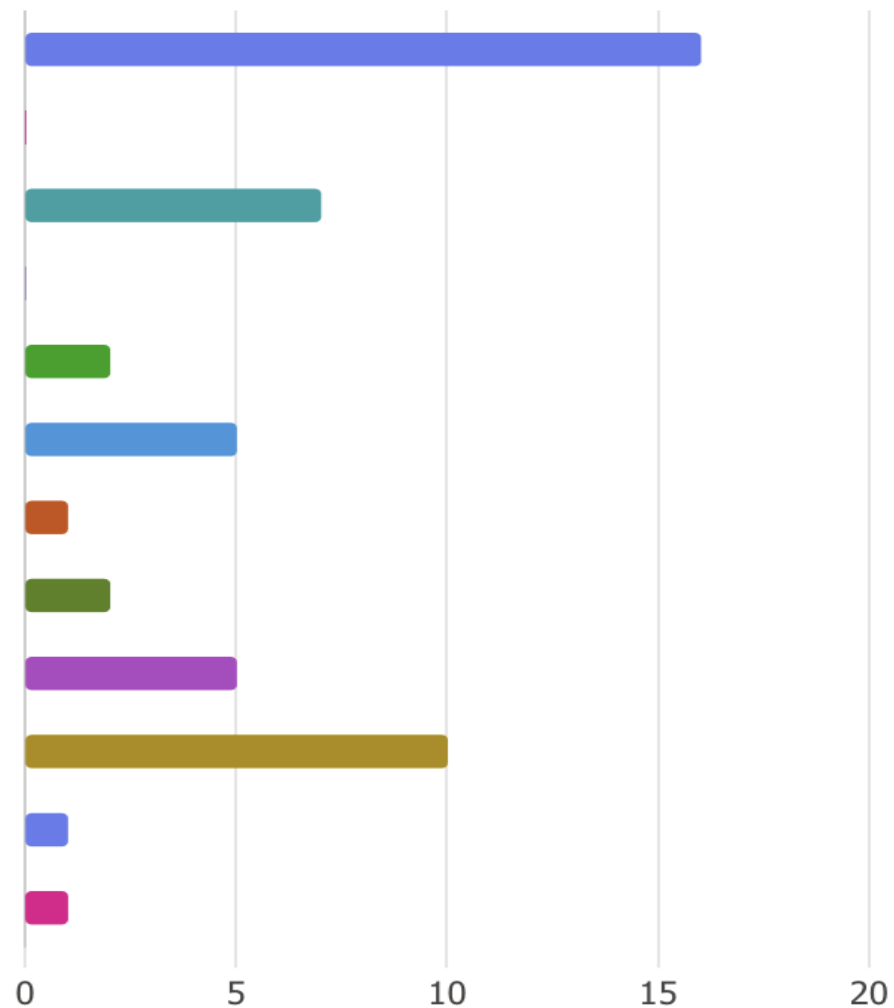


01

**Results of the survey
on the Handbook**

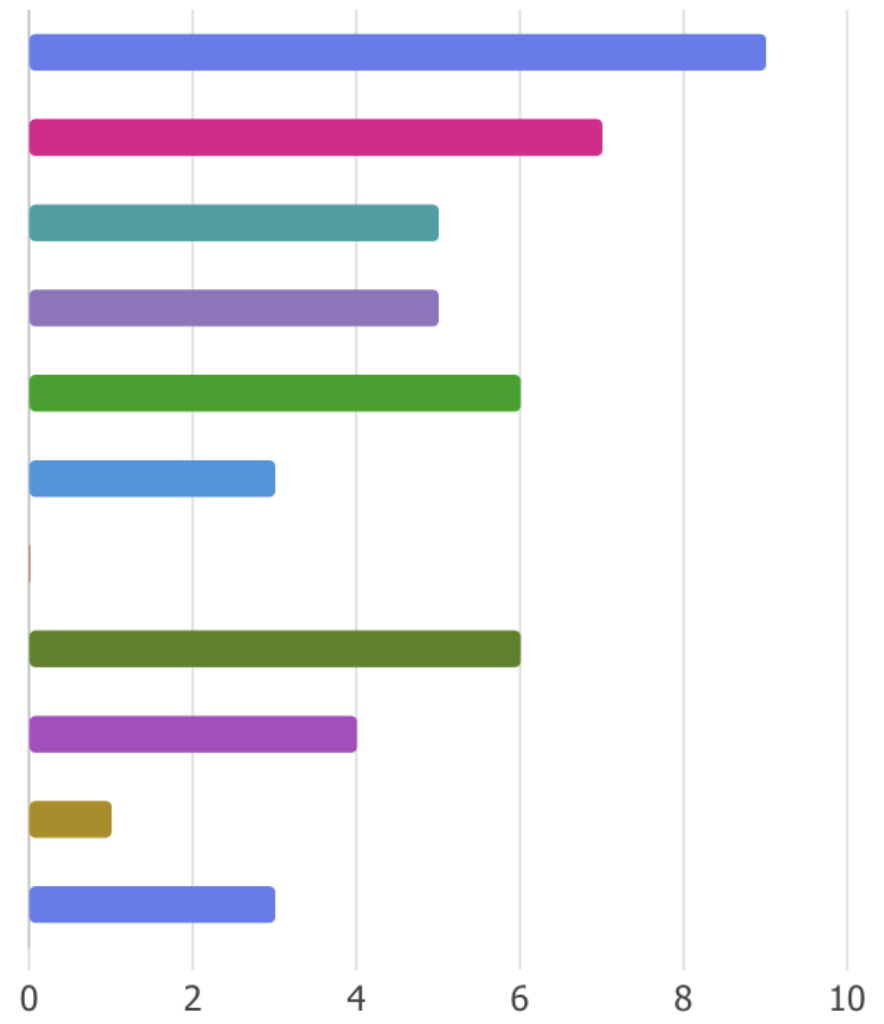
4. How important is it to define and implement coherent policies, legislation and actions supporting the potential of Micro-C...

- Extremely important and urgent 16
- Somewhat important 0
- We started reflections on this question, but need more time to approve legislation and... 7
- We have a well-defined micro-credentials policy and supporting resources 0
- Micro-credentials (or proxies) are integrated in our education and training system 2
- Our National Qualifications Framework (NQF) includes micro-credentials at all NQ... 5
- Our NQF includes micro-credentials only in a few levels 1
- Our NQF does not include any types of micro-credentials 2
- Micro-credentials can be obtained via Recognition of Prior Learning (RPL) 5
- Micro-credentials can be used for the RPL process (part of documentation and... 10
- There is no relationship between micro-credentials and RPL 1
- Other 1



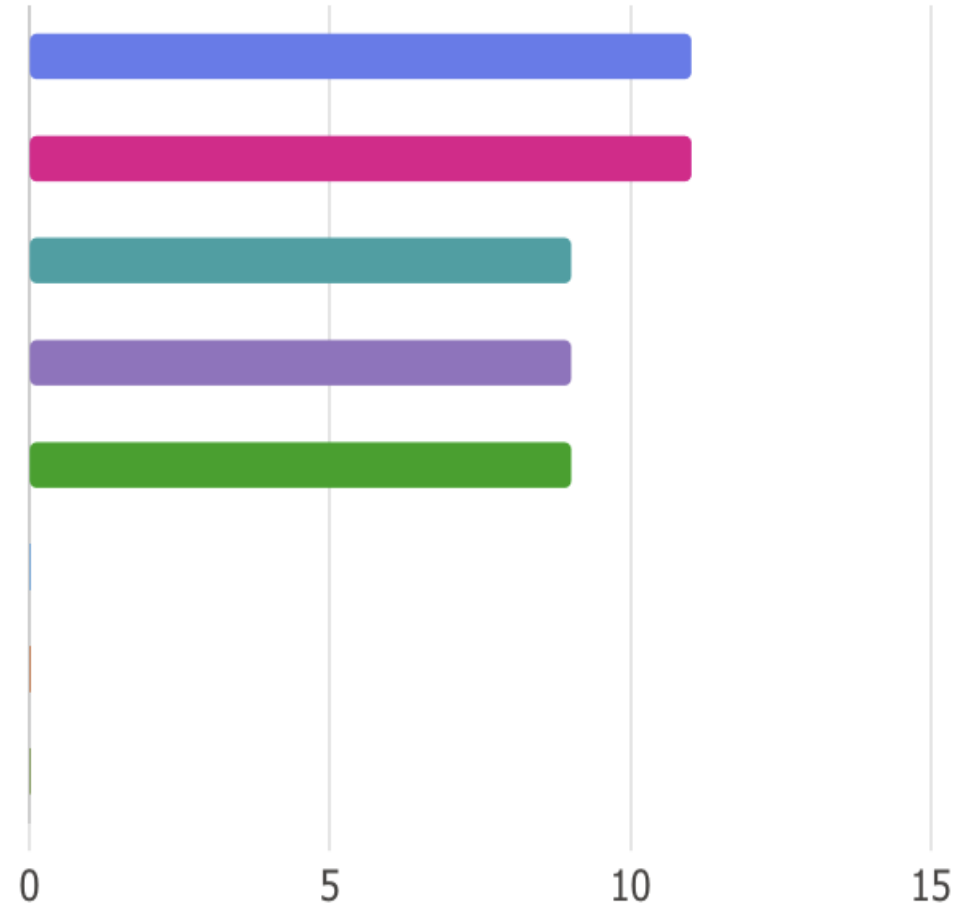
5. If your National Qualifications Framework integrates micro-credentials (or proxies) could you name them? Please select ...

- Part qualifications 9
- Units of competence 7
- Learning modules 5
- Skills training 5
- Short courses 6
- Competence blocs 3
- Badges 0
- TVET certificates 6
- RPL certificates 4
- Adult training certificates 1
- Other 3



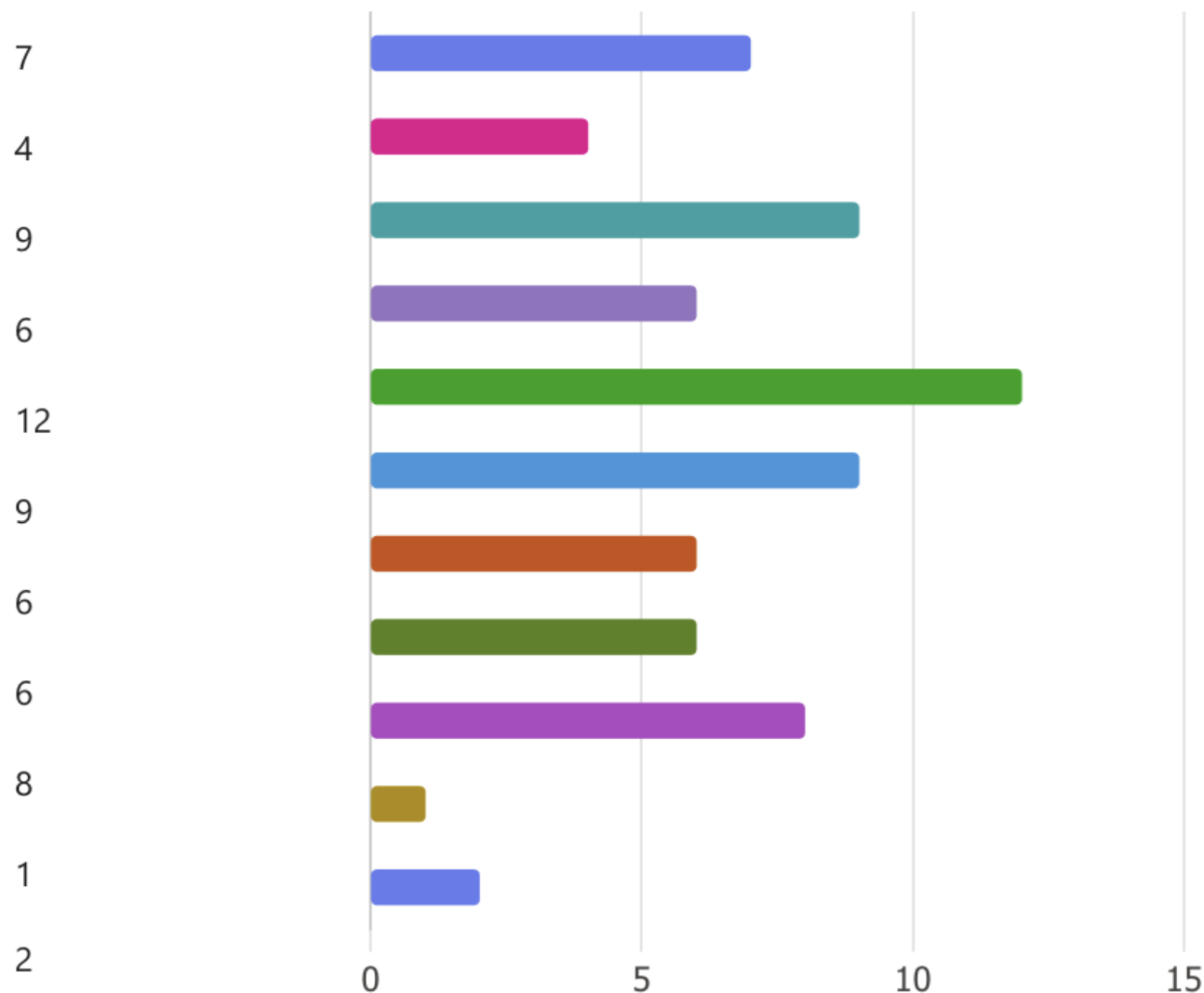
6. What is your general opinion on the proposed ACQF Handbook on Micro-Credentials (draft 1.1) submitted for consul...

- It is comprehensive and covers most key topics and questions - to help us develop /... 11
- It provides a useful and updated overview of global developments and examples 11
- It is relevant for the African context as it is based on findings of the continental ACQF... 9
- The outline of the Handbook is fit for purpose and clear 9
- We will use the Handbook as a reference in our national reflections, communication an... 9
- This version of the Handbook is not fit for purpose 0
- The Handbook is too long and complex 0
- Other 0



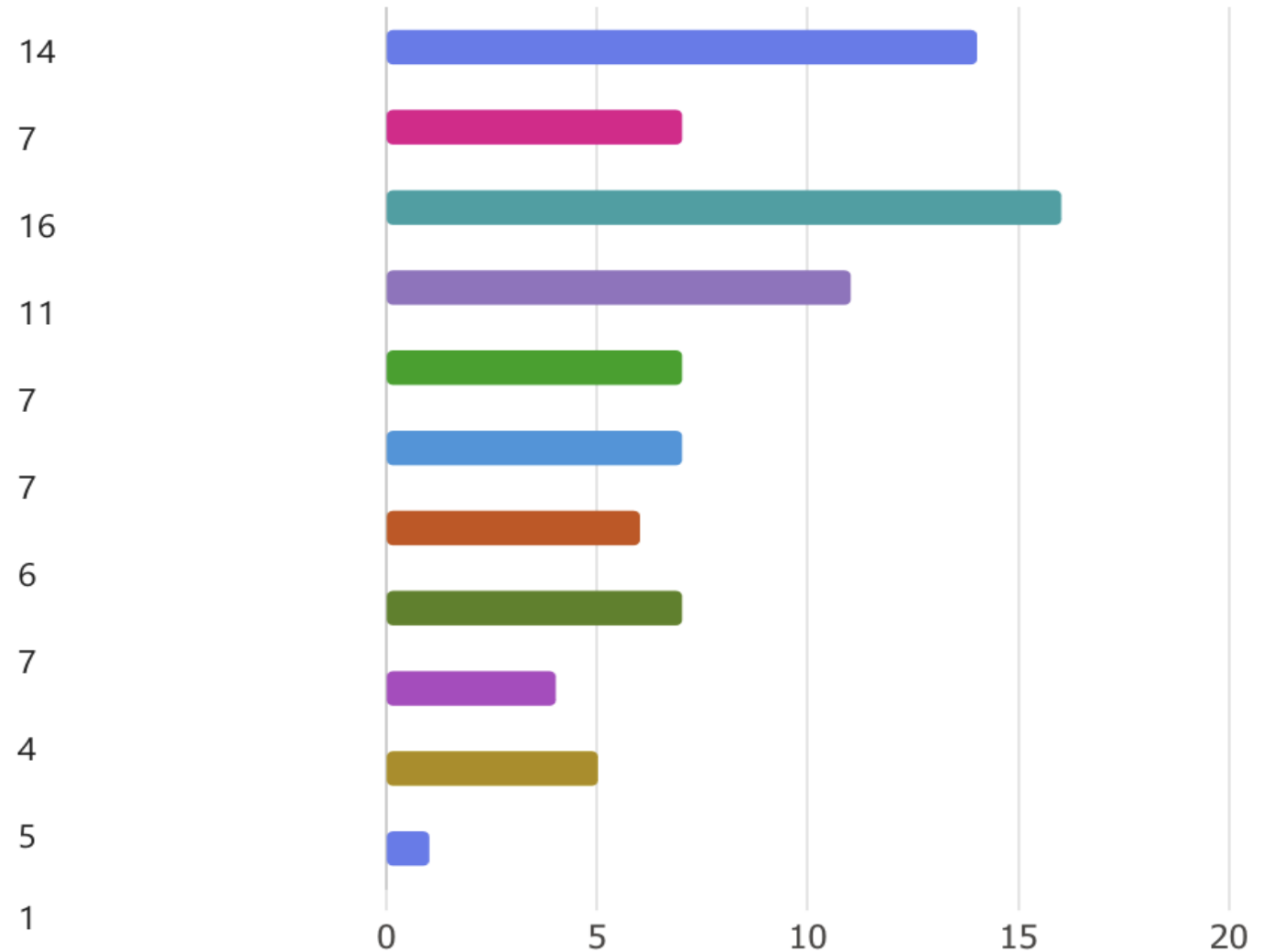
7. Please could you share your key recommendations concerning improvements to be done to this draft 1.1 of the Handb...

- Enhance content on the impact of micro-credentials for learners' better opportunities
- Enhance content on challenges and risks related to micro-credentials in the educati...
- Compare the types of micro-credentials used in different countries
- Enhance content, examples and sources on green micro-credentials
- Add specific guidelines on how to develop micro-credentials linked to the NQF
- Add specific guidelines on quality assurance of micro-credentials
- Enhance content and recommendations on digital micro-credentials
- Add statistics on micro-credentials (global, Africa)
- Enhance guidelines on a common structure for micro-credentials in Africa for better...
- Add boxes of Key conclusions per chapter of the Handbook
- Other



8. What further actions should ACQF-II promote and support related to micro-credentials in Africa?

- More training and peer learning on micro-credentials
- Promotional actions on micro-credentials for specific sectors and purposes (e.g: green...)
- Support countries develop national policy and implementation guidelines
- Include micro-credentials in the ACQF Qualifications and Credentials Platform...
- Support instrument for digital micro-credentials
- Support recognition of micro-credentials between countries
- Advocate for inclusion of micro-credentials in the agenda of African Union and new...
- Support a platform for sharing of good practices and examples
- Use the process of Referencing to ACQF to collect good practices and data on micro-...
- Update and disseminate the ACQF Handbook on Micro-credentials
- Other



9. Please kindly share your reflections, experiences and further comments on micro-credentials in general, on the Handbook, and any specific recommendations for the ACQF-II team working on this initiative. You can write in English, French and Portuguese languages. Many thanks for the valuable contributions.

17 Responses

ID ↑	Name	Responses
1	anonymous	I suggest to clarify the level of each country in terms of implementation of ACQF and target the capacity building countries by level of their ACQF
2	anonymous	This is the way to go and NQFs should clearly recognize micro-credentialing
3	anonymous	The simplicity of the handbook is unique
4	anonymous	Micro credentials in the green economy must be emphasized
5	anonymous	Para o ensino técnico e profissional as micro-credenciais poderão/deverão ser também consideradas no acesso e ensino Universitário Politécnico (em Cabo Verde).
6	anonymous	I am curious to know, understand and be able to implement micro credentials in my country seamlessly. Where do we start? That's my big question.
7	anonymous	comme il est dit dans le manuel, les microcrédits offre une grande flexibilité et une bonne opportunité pour le développement de la reconnaissance des compétences. Cette initiative mérite d'être soutenue par tous les pays membres. j'ai commencé à faire le plaidoyer au Sénégal. en effet, je crois que c'est la meilleure voie pour le développement de la VAE.

8	anonymous	Clarity on how to or whether we can recognise micro-credentials being offered by providers that are not recognised.
9	anonymous	La micro-certification est une grande opportunité pour la République Démocratique du Congo, pour contribuer à résorber le problème de chômage des jeunes et surtout d'assurer la transition vers les métiers innovants, dans le cadre d'apprentissage tout au long de la vie. Le partage d'expériences entre les différents pays africains est recommandable et nous aidera à booster notre Cadre National des Certifications qui est en cours de création.
10	anonymous	Micro-credentials have the potential to revolutionize education and training in Africa by providing flexible, skills-focused learning pathways that can help individuals thrive in a rapidly changing job market. By addressing the challenges associated with quality assurance, recognition and integration into national education systems, the ACQF-II team can play a key role in realizing this potential. The Handbook on Micro-credentials provides a solid foundation for this work, offering practical guidance and examples from around the world. By adapting these learnings to the African context, the ACQF-II team can help create a micro-credential system that empowers individuals and promotes sustainable development across the continent.

11	anonymous	Discussions on microcredentials are at a very infancy stage in Namibia. There is, however, a strong desire to develop policy at national and institutional levels. This Handbook comes handy to inform the development of regulatory framework in our country.
12	anonymous	Microcredentials policies and Framework should be embraced by regulatory bodies and professional bodies to ensure recognition
13	anonymous	This is great achievements towards access to qualifications..
14	anonymous	Mirco credentials are a growing trend for continuous upskilling and reskilling essential for workers to respond to the needs of their current job or to transition to new jobs and expanding sectors, such as the green and digital sectors. It is important that approaches to microcredentials in Africa need to be harmonized for trust, transparency and comparability.
15	anonymous	We need to develop as a group for external QA of Microcredentials, some common guidelines like a charter
16	anonymous	Makhapa Makhafola
17	anonymous	Handbook will provide countries with information to begin working on local guidelines for development and recognition of micro-credentials

02

Introduction

The ACQF Micro-credentials Handbook

Broader goal is to provide a common language and basis for discussion, to support lifelong learning and enhance employability, ensure that micro-credentials are aligned with the demands of today's rapidly changing industries.

Objectives

- Raise awareness on micro-credentials and offer background knowledge on their place and role
- Provide practical guidance on developing a framework for micro-credentials
- Offer insights into policy-making

Target Audience:

- Policy-makers and technical staff

Structure and main topics

The handbook covers the essential aspects of micro-credentials.

- Definitions, main qualities and characteristics
- Global trends and country examples
- Purposes and use cases
- Main end user groups and providers
- Integration into NQFs
- Quality assurance frameworks
- Stackability
- Micro-credentials and RPL
- Micro-credentials and CATS
- Recommendations towards a common approach

03

What are micro-credentials?

Defining micro-credentials

The Handbook follows the definitions developed by the European Commission (2022), UNESCO (2022) and OECD (2020).

What micro-credentials are?

- Small volume, a record of focus learning achievement
- Assessed against transparent and clearly defined criteria
- Provide specific skills and competences
- Can be shared and portable
- May be stand-alone or combined
- Underpinned by quality assurance
- Often using novel methods (online, hybrid)
- In general, supplementary learning experiences

What micro-credentials are not?

- Not a replacement of full degrees
- Not certificates of attendance (as they require assessment)
- Not wide in scope: specialised, not covering an array of topics and subjects
- Not lengthy in time

Key features

Micro-credentials have distinct characteristics that set them apart from traditional qualifications

- 1) Learning outcomes and workload
- 2) Mode of delivery
- 3) Type of certification
- 4) Duration
- 5) Assessment methods and criteria
- 6) Quality assurance practices and standards
- 7) Stackability

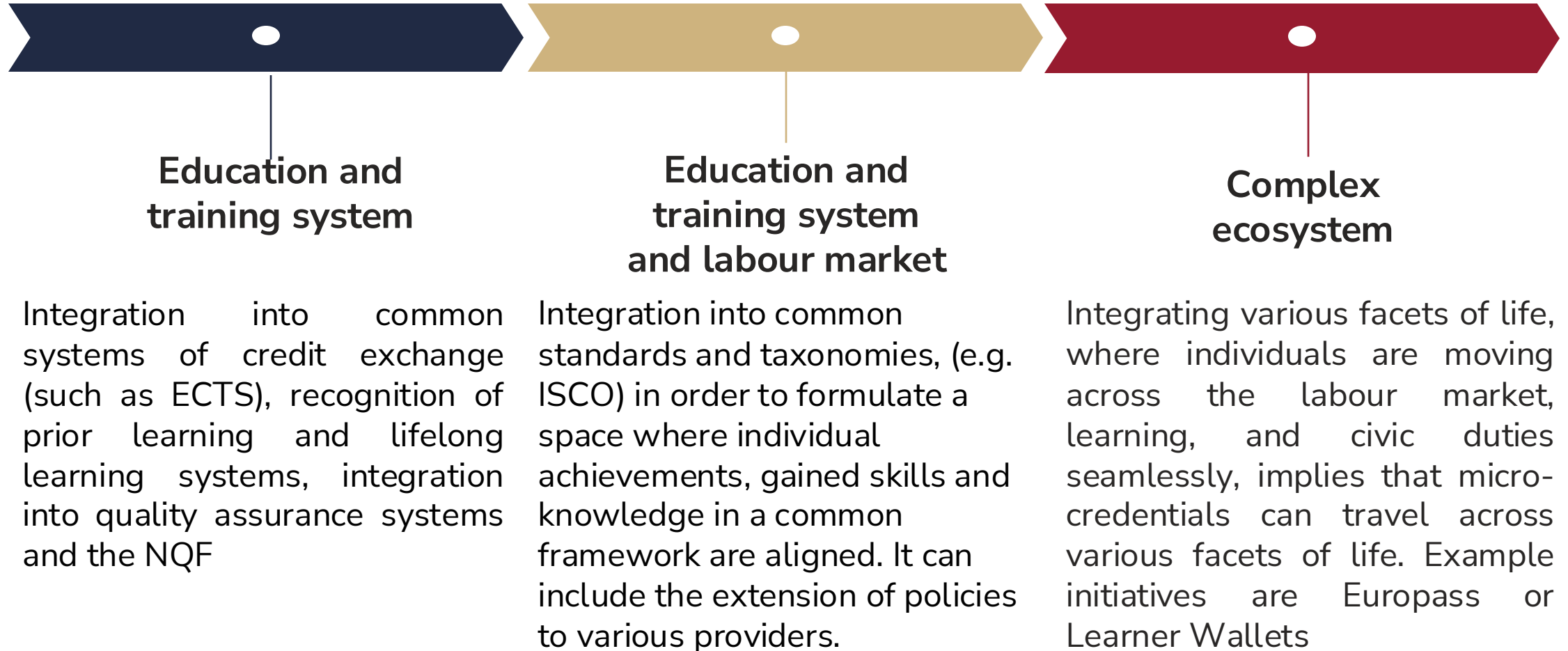
The edge

- Specific and targeted
- Relevant
- Flexible
- Accessible
- Portable
- Stackable

04

Integration into
national systems

Models of integration



Extent of intervention

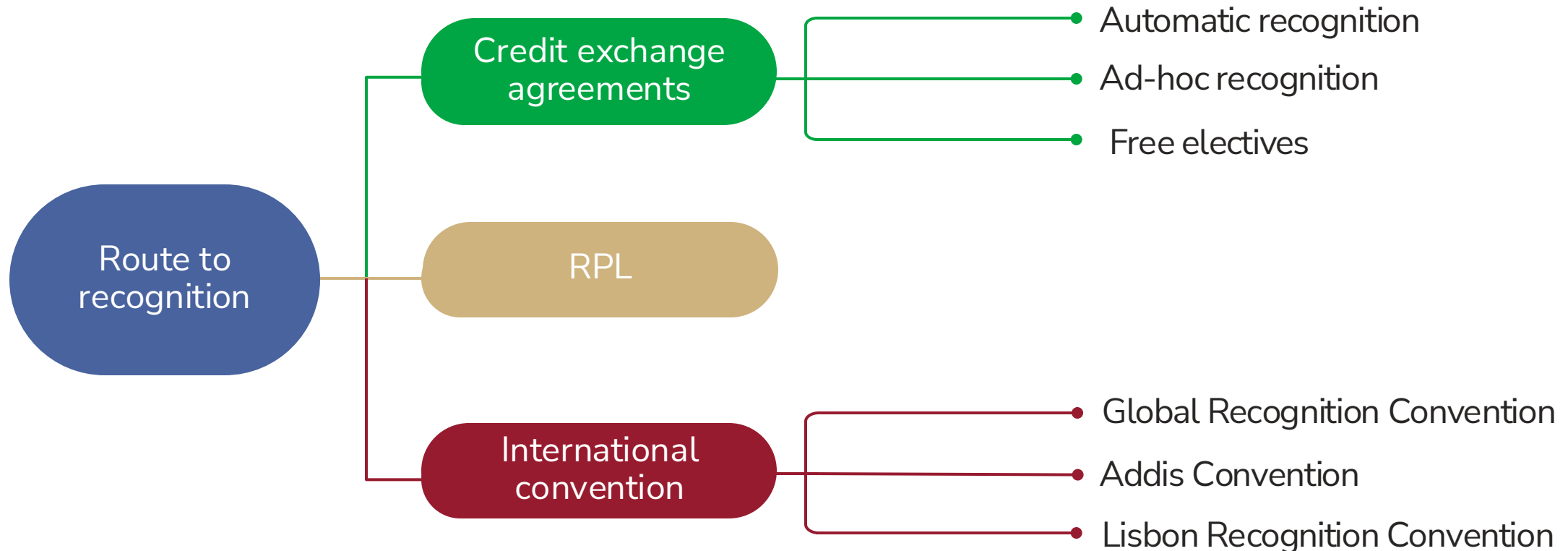
Interventions may vary in scope and content:

- Coverage of education and training sectors
- Type of providers included
- Allocation of funding
- Relation to NQF



Recognition pathways

High-variability of micro-credentials necessitate different recognition pathways. The e-VALUATE project established multiple routes for credential recognition (with a focus on HE).



Integration into the NQF

Defining the relation to the NQF is one of the central questions of any intervention on micro-credentials and is instrumental in ensuring the success of these credentials in the education and training systems and the labour market

Benefits

- Enhance transparency
- Clarify value
- Support lifelong learning and career development
- More rigorous quality assurance
- Synergies with other qualifications, E&T systems

Potential issues

- May result in over-regulation
- May prove resource intensive for regulation bodies and education institutions
- May dilute NQF standards

State of play – examples from around the world

- **New Zealand:** MCs are listed in the NZQCF at all levels, 1-40 credits, delivered by accredited providers
- **Malta:** called “awards, MC are learning programmes that do not fulfil entire requirements of a qualification, linked to specific NQF levels, same QA standards and procedures as for qualifications
- **Ireland:** included as “minor, supplemental or special purpose awards”, recognition of achieving learning outcomes, ongoing project on integrating QA-d and accredited micro-credentials
- **Portugal:** two types of MC (short-term training units, pathways of short and medium duration), volumes range from 25 to 350 hours, digital certificates are awarded, stand-alone MCs do not bear NQF level but are stackable towards a full qualification
- **Australia:** MC are less than an AQF award, it is complementary, min. volume of 1 hour, assessed

State of play – examples from around the world

Several countries in Africa include micro-credentials or proxies in their NQFs:

- Part qualifications or unbundled qualifications are included in NQFs in e.g. Angola, Eswatini, Kenya, Seychelles, South Africa. Varying levels take use of these
- Developed framework: National Micro-credentials Framework in Mauritius. Promotes coherence, underpinned by 5 main guidelines.
- Ghana, Guinea Bissau, Sierra Leone are planning to include MC in their NQFs.
- PoMiSa project: focusing on HE, seeks to establish a robust framework for the recognition, quality assurance, and regulation of micro-credentials in Southern Africa

05

Quality assurance

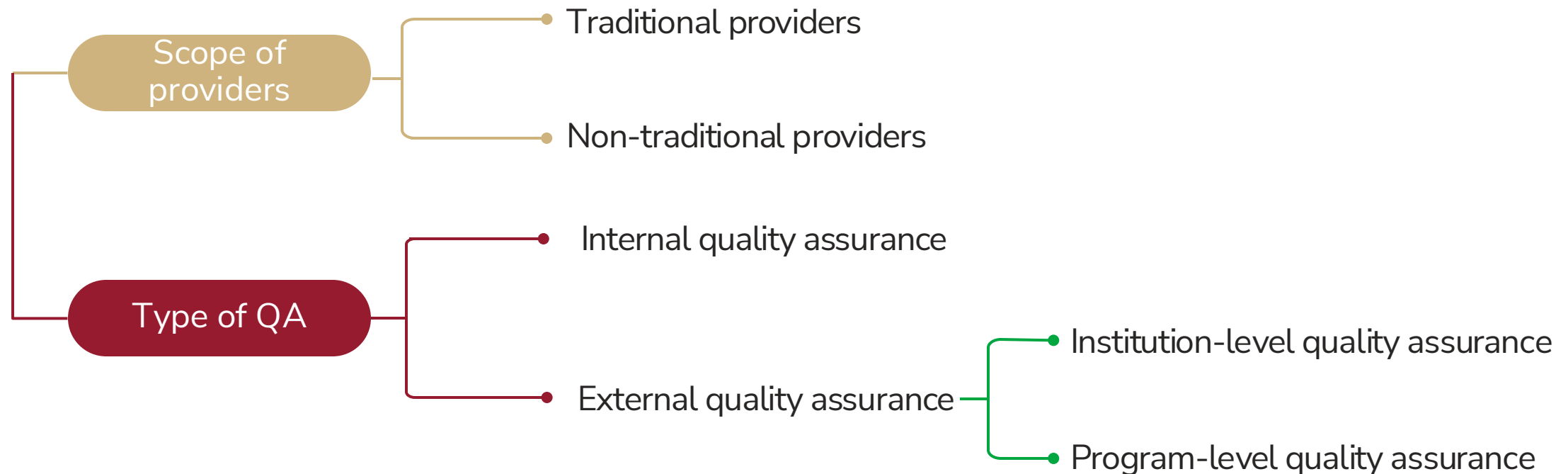
Quality assurance

- QA is crucial for the credibility and trustworthiness of micro-credentials, both among learners and employers.
- Balancing act: high-quality credentials vs. minimising administrative burden, costs and ensuring flexibility
- Bottom line: well-defined learning outcomes, transparent assessment and standards as well as transparency of other elements to describe micro-credentials

Approaches to quality assurance

The QA system of micro-credentials may use and combine various elements below. A comprehensive approach should include forms of self-assessment, external review and relevant processes for feedback and improvement.

The scope of QA should consider the low risk profile and unique characteristics of MC.



Quality assurance pathways and standards

- the **design** of micro-credentials and application of the **learning outcomes** approach.
- the **process of certification** and whether **learner assessment** is valid and reliable, according to agreed and transparent learning outcomes-based standards.
- quality assurance processes (for e.g. internal quality assurance) consist of **feedback mechanisms** and procedures for continuous improvement of micro-credentials and are based on clear and measurable objectives, standards and guidelines.
- **involvement of all relevant stakeholders** at all stages of assuring and improving quality of micro-credentials.
- the **regularity of evaluations** associating self-assessment and external review.
- whether QA is **integral** to internal management and supported by the appropriate resources.
- the **electronic accessibility** of evaluation results.

06

Stackability

Stackability pathways

Refers to the ability to combine multiple micro-credentials to create a larger qualification, such as a diploma or degree, to accumulate credit(s) or to obtain exemptions. Stackable systems should take use of system to measure workload, level descriptors and learning outcomes as well as policies on the regulation of credits from other systems.

Adding MC to individual portfolio and/or recognising as RPL	Combining into a full qualification	As part of an education programme
<ul style="list-style-type: none"> • Horizontal accumulation: broaden expertise in a subject • Simplified RPL and synergy with micro-credentials • Can serve to fulfil entry into programmes 	<ul style="list-style-type: none"> • Vertical accumulation: building towards a higher qualification • A more holistic approach • Sustains lifelong learning • NQFs are not adjusted to recognise private sector credentials 	<ul style="list-style-type: none"> • Modular learning structure • Keeps E&T programmes relevant • Improves labour market and HEI collaborations • Pre-identifies standards for employers

Dilemmas of stackability

- **Holistic education vs. modularisation:** Combining micro-credentials maintains a holistic view, but modularisation risks fragmenting learning and weakening coherence.
- **Partial vs. full qualifications:** Stackable credentials offer flexible paths to qualifications, but learners may finish formal education and training with partial credentials, shifting focus from full qualifications to specific skills.
- **Public vs. Private Providers:** Public VET integrates micro-credentials into broader qualifications, while private providers often use them as stand-alone credentials. Aligning standards across sectors might be challenging.

07

**Towards a common approach
on micro-credentials in
Africa**

Chapter 6: Toward a common approach: Pointers and recommendations

1. Develop a common definition of micro-credentials
2. Consider the micro-credentials eco-system
3. Have clear purposes for the use of micro-credentials
4. Design learner-centred micro-credentials
5. Ensure transparency of micro-credentials
6. Design an effective policy framework to recognise micro-credentials based on key principles supporting design and issuance of micro-credentials
7. Develop clear quality assurance procedures

Pointer 1: common definition

Elements:

- Micro-credentials should certify the outcome of small, focused learning experiences aimed at acquiring specific skills and knowledge.
- Learning outcomes should be assessed against specific criteria to acknowledge the learner acquired the described learning outcomes.
- The assessment shall allow opportunities for RPL through micro-credentials.
- Micro-credentials can be combined to form larger qualifications within formal education systems, increasing access to education for disadvantaged groups.
- Micro-credentials should be quality assured to enhance credibility. The ACQF survey highlighted the importance of clear quality standards, which should be included in a common framework for micro-credentials.
- The definition of micro-credentials should be flexible enough to allow the integration of micro-credentials into different national education systems, both the ones that have existing NQFs and the ones where NQFs are still under development.

Recommendations:

- **Keep the definition broad and inclusive.** Micro-credentials should encompass a wide range of learning experiences, regardless of whether these experiences existed before the mainstreaming of micro-credentials. The definition should be expanded to link micro-credentials to non-formal and informal education, including the possibility for RPL.
- **Develop key standards to guide implementation.** Along with a definition, a set of standard elements (e.g., assessment methods, learning outcomes, quality assurance standards) should be developed to ensure consistency and clarity in the development, implementation and recognition of micro-credentials.

Pointer 2: consider MC eco-system

The institutions in charge of policy-making, the stakeholders and implementers at all levels interested in micro-credentials policies and programmes can consider the following aspects when developing and approving legislation, regulations, funding mechanisms and communication and guidance:

- To deliver on the potential of micro-credentials, national and regional bodies can integrate them in a) education, training and skills policies; b) employment policies geared to upskill and reskills workers and job seekers; c) sustainable development policies, aimed to green the economy, develop green skills and qualifications to ensure the effective green transition; d) innovation and technology development policies and programmes; e) reform and renewal of qualifications standards and national qualifications frameworks.
- Bear in mind the synergies between the building blocks of micro-credentials eco-systems: micro-credential providers; micro-credential learners; credential portability, recognition and transparency; quality assurance and relevance; policy coordination
- Consider options to connect micro-credentials with the NQF, with RPL and credit accumulation and transfer systems.
- Rethink the scope and the openness of the NQF to innovation, to changing demands and novel types of learning and certification.
- Promote and support NQFs as platforms linking micro- and macro-credentials, leveraging on the diversity of learning, articulation and types of learning outcomes, and on the benefits of technology to support impact for learners and all parts of the eco-system.
- Organise guidance, information and support for impact of micro-credentials for people and systems.
- Network, share good practice, advocate, communicate insights from analyses and experiences.

Provide flexible learning pathways:

- Formalise parts of non-formal and informal learning.
- Provide accessible pathways to formal qualifications through RPL.
- Bridge gaps in educational opportunities, especially for underserved populations.
- Increase flexibility and mobility for learners across education and training systems.
- Enable stackability of micro-credentials that could lead to larger or full qualifications (e.g., diplomas, degrees) in formal education.
- Lower financial, work-related and personal barriers to training/education.

Support lifelong learning:

- Offer flexible, modular learning opportunities.
- Enable continuous skills development in a rapidly changing job market.
- Contribute to culture of lifelong learning L – linked to SDG.

Increase employability:

- Align the offer of micro-credentials with current labour market demands to up-skill and re-skill workers (informal and formal employment) and the active population in general
- Ensure a widespread recognition of micro-credentials by employers across industries.
- Provide clear, credentialed proof of skills and competencies, even those acquired through non-formal and informal settings.

Develop green and digital skills:

- New technologies mean an immediate need to up-skill and re-skill. Micro-credentials allow to get focused learning specific to emerging needs (provide targeted training in renewable energy, sustainability, and digital literacy).
- Equip the workforce for participation in the green economy and digital sectors.
- Support national and regional goals on climate change and digital transformation.

Recommendations:

- **Set clear policy priorities related to the purpose of micro-credentials:** Countries need to embed micro-credentials into their national policies and strategies, clearly defining priorities for their use. This includes aligning micro-credentials with the education system and labour market needs. Countries should consider various support measures, such as financial assistance for learners and workers, incentives for providers to develop quality micro-credentials, and employer engagement to ensure recognition.
- **Ensure inclusiveness:** Micro-credentials should be designed and implemented to promote societal development and social inclusion. A common approach should ensure that all individuals, especially marginalised groups such as women, youth, and rural populations, have equitable access to micro-credentials. By recognising and validating skills acquired in non-formal and informal settings, micro-credentials can enhance socio-economic opportunities and workforce integration for these groups. Furthermore, linking micro-credentials to broader educational strategies will contribute to reducing inequality, increasing participation in formal education, and supporting inclusive growth across Africa.

Pointer 4: learner-centred MC

- Micro-credentials should be designed to be accessible to a **wide range of learners**, including vulnerable groups, and offer flexibility to **accommodate diverse needs**. When designing a **specific micro-credential**, the **duration, mode of delivery, type of certificate, workload and assessment methods shall be tailored to the specific purpose of the micro-credential**. At the same time, micro-credentials should be relevant to the specific needs of end users they are addressed to.
- Specific characteristics are driven by learning outcomes and the purpose of the learning. At the same time, the learning should be structured in a way that empowers learners to select training that aligns with their individual goals, education and career paths. Micro-credentials should support individuals to take ownership of their learning journey, which can enhance their personal development.
- Flexible learning should be encouraged to enable learners to pursue micro-credentials at different times, in various formats, and across different locations. Self-paced and personalised learning should be encouraged to broaden access and appeal.

Recommendations:

- **Introduce feedback mechanisms:** Allow learners to provide feedback on the micro-credentials they complete. This will not only improve the quality of the offerings but also foster a sense of ownership and promote a culture of lifelong learning.
- **Support awareness raising:** While policymakers and professionals are actively debating micro-credentials, many potential users may still be unaware of them. Informing learners about micro-credentials is equally important that they are cognizant of its possibilities to ensure uptake. Existing familiarity with similar credentials can be leveraged to increase awareness and momentum for micro-credentials. Additionally, existing career guidance systems should include micro-credentials as a recognised tool for lifelong learning and entry into formal education.
- **Develop appropriate assessment methods:** Assessment methods should suit the specific learning context - whether formal, informal, or non-formal. Issuing micro-credentials after a transparent, valid, and fair assessment process ensures that learning outcomes are met, regardless of where the learning occurs.

ACQF Policy pointer 5: transparency of MC

- To enhance the transparency and trustworthiness of micro-credentials, it is crucial to **adopt a well-defined taxonomy that clearly outlines the key elements of each micro-credential**. This transparency will help stakeholders - learners, employers, and educational institutions - understand the value and purpose of the micro-credential. Where and when possible, micro-credentials should also be integrated into existing NQFs and credit transfer systems.
- The inclusion of the standardised key elements will ease the comparability of micro-credentials. The minimum requirements included in the micro-credential shall form or align existing data models for integration in digital databases and smooth interoperability. According to findings from the ACQF survey, only a few elements are consistently used to describe micro-credentials such as the date of issuance, issuing body, and title. NQFs already require specific sets of information elements, which provide a good basis for increasing the standardisation of micro-credentials.

Recommendations:

- **Leverage existing tools for recognition:** Where possible, micro-credentials should be referenced against existing national education systems and NQF. Whenever possible, well-developed international taxonomies shall be used, e.g., regional CATS or the ISCO classification. This alignment will streamline the recognition and comparability of micro-credentials across regions and sectors.
- **Integrate micro-credentials into credential and qualification databases:** Integrating micro-credentials into qualifications enhances credibility, facilitates uptake, and allows learners to easily compare options.
- **Establish a list of standard information elements:** Countries should establish a harmonised list of standard elements to describe micro-credentials. The identification of the learners, the title, the issuing body and the date of issuance, should, at minimum be part of the standards elements. Learning outcomes, workload, level of learning experience, assessment type and quality assurance status are other elements that are recommended to be standardised.

Recommendations:

- Define key **principles for design, issuance and monitoring of micro-credentials**, emphasising the key aspects that supporting credibility and mutual trust, in particular: quality, valid assessment, transparency, stackability, recognition, information and guidance.
- **Conduct wide consultation with stakeholders:** Adopt a collaborative approach at all levels of policy to build consensus around micro-credentials. This will help ensure buy-in from key actors, including policymakers, employers, and educational institutions.
- **Provide multiple routes for recognition:** Establish various mechanisms for recognising micro-credentials, including agreements between institutions and through RPL systems. These routes should be tailored to the type and purpose of the micro-credentials, with distinctions made between those in formal education settings and those in non-formal or informal contexts.
- **Embed micro-credentials within RPL frameworks:** Countries should ensure that micro-credentials are embedded within their RPL frameworks, either as an outcome of the RPL process or as a tool within the broader system. In certain cases, learners should be permitted to have their prior learning assessed without needing to attend additional courses.
- **Link micro-credentials to CATS:** Countries should exploit synergies of micro-credentials with Credit Accumulation and Transfer Systems to facilitate the recognition and accumulation of learning outcomes for use in formal education and career progression.
- **Integrate micro-credentials into NQFs or national competence frameworks:** Evidence reported in the handbook indicates that recognition is easier when learners are assessed against recognised national competencies. Reference to NQFs is particularly important when micro-credentials are stackable towards higher qualifications. However, as seen, international experiences also show that referring to NQFs is not always feasible, especially for micro-credentials earned outside the formal education system.

ACQF **Pointer 7: clear QA**

- Quality assurance is crucial to building **trust in micro-credentials**. As micro-credentials often fall outside the formal quality assurance frameworks due to their delivery in non-formal and informal education settings, it is essential to develop fit-for-purpose quality assurance procedures that ensure credibility while maintaining flexibility.
- Within formal settings, institutions should include micro-credentials in their **internal** quality assurance processes, making it a mandatory part of their quality systems. **External** quality assurance should be applied depending on whether micro-credentials are delivered within the formal education system or not. A flexible approach to external quality assurance could involve assessing providers' offers as a whole rather than individual micro-credentials, allowing adaptability in response to labour market needs while avoiding excessive regulation.
- The **balance between maintaining formal quality assurance and ensuring flexibility is key**. Striking a balance between quality assurance and administrative burden is vital, especially considering the costs. Micro-credentials should remain responsive to the labour market without becoming over-regulated.
- **Comprehensive quality assurance systems should incorporate self-assessment, external reviews, and ongoing improvement processes**. This should include regular **reviews of micro-credentials to ensure they remain up-to-date and aligned with user and market needs**.
- Transparency is key in this sense. The results of quality assurance reviews should be published and accessible to stakeholders, providing end users with the information needed to trust micro-credential providers.

ACQF **Pointer 7: clear QA**

Recommendations:

- **Pursue a consultative approach:** Keep a consultative approach by involving stakeholders in developing formal quality assurance processes for micro-credentials. Aim to integrate micro-credentials into existing quality assurance systems where possible without increasing the administrative burden or costs.
- **Establish flexible quality assurance routes:** Design different internal and external quality assurance pathways tailored to the type of providers and micro-credentials offered. Tailored approaches could include various levels of certification or accreditation, ensuring that quality assurance remains proportionate to the scope and specific characteristics of micro-credentials.
- **Tailor quality assurance approaches to education contexts:** For those outside the formal system, alternative quality assurance options should be recognised, whilst ensuring that quality assurance processes are clear and transparent. Providers not operating within formal systems may utilize industry standards, ISO certifications, or other sector-specific benchmarks to assure quality via widely recognised independent third parties.

08

Structured debate

ACQF Session 7: Microcredentials Handbook – debate

ACQF Support implementation of the African Continental Qualifications Framework (ACQF-II)
African Continental Qualifications Framework

Global Gateway
Funded by the European Union
African Union
ETF Working together Learning for life
European Training Foundation

Handbook on Micro-credentials Version 1.1

for discussion at the 4th ACQF Forum, on 13-14 November 2024

Date: 28 October 2024

www.acqf.africa

09.15-10.15: Presentation: ACQF Micro-credentials Handbook.

- Rationale, objectives, scope of the Handbook
- Using the Handbook – main topics, examples, references
- Towards a common approach on micro-credentials for Africa - pointers and recommendations.

10.15-11.15: Structured debate - comments, ideas and proposals.

- In working groups - debate on the Chapter 6 of the Handbook: "Towards a common approach to Micro-credentials - pointers and recommendations". All Working groups discuss the proposals and recommendations.
- Online interventions - to complete the debate

11.15-11.30: Poll - to collect views, comments and proposals on the overall Handbook and its use.

Conclusions and next steps in respect to the Handbook.

Proposed Policy pointers:

1. Develop a common definition of micro-credentials
2. Consider the micro-credentials eco-system
3. Have clear purposes for the use of micro-credentials
4. Design learner-centred micro-credentials
5. Ensure transparency of micro-credentials
6. Design an effective policy framework to recognise micro-credentials based on key principles supporting design and issuance of micro-credentials
7. Develop clear quality assurance procedures

- Are the policy pointers clear, relevant for purpose and complete?
 - What can be improved?
 - What issues and themes specific for Africa can be added / taken into account?
 - Any points and recommendations not well contextualised?

Thank you

Obrigado

Merci

