# Topics

- development of ICT and MM study programs

- development, implementation and recognition of micro-credentials

- industry cooperation and UL FE use cases & plans
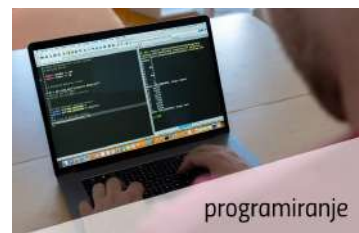
# Development of ICT and MM Study Programs

# Multimedia Study Programme

- bachelor and master degrees
    - bachelor started in 2014/15
    - master started 2018/19
- interdisciplinary study programme

# Multimedia Study Programme

- a lot of interest among students
  - 45 – 120 applications per year
  - 30 (45) enrolled per year
- high employment rate of graduates
- interdisciplinary profile
  - SW development
  - AV production
  - ICT product development
  - other

# Preparation Process

- replacement of the vocational study programme "multimedia communication"
- curriculum preparation and first submition in 2009
- replacement of the national acreditation body in 2009
  - new forms and procedures, updated evaluation process
- resubmition in 2010
  - many challenges on the way, „political", financial, organisational, etc!
- approved in 2013
- started in 2014

# Issues and Challenges

- master studies delayed for 1 year due to a relatively low number of first generation graduates in 2017

- joint ownership between two faculties presents some challenges
  - overlapping courses and schedule synchronisation
  - different exam rules
  - physical mobility between faculties

- interdisciplinary study program attracts students with different talents
  - "engineering vs. arts"

# Benefits

- graduates are sought after

- many start working during studies

- multimedia courses and topics are interesting also for other study programmes
  - Faculty of arts
  - Academy of fine arts and design
  - Academy of theatre, radio, film and television

- new topics and research domains
  - AV production, accessibility, user experience and design ...

# Development, Implementation and Recognition of Microcredentials

# EU and UNESCO Guidelines

- recommendation on a European approach to micro-credentials for lifelong learning and employability highlights the need for a new and effective culture of lifelong learning that will ensure that each person has the opportunity to acquire knowledge, skills and competences for high-quality professional and personal life

## Objectives

- ✓ flexible opportunities for learning
- ✓ personalized learning and career paths
- ✓ inclusiveness and equal opportunities
- ✓ especially for vulnerable groups
- ✓ the resilience of society and its economies

## Common Requirements

- ➢ high quality of learning opportunities
- ➢ european comparability and portability
- ➢ transparency
- ➢ confidence in the institutions offering learning with micro-credentials

# 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 labor 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.

*(EU Council Recommendation of 16 June 2022)*

# Micro-credentials

- towards a common definition of micro-credentials (UNESCO, 2022)
    - is a record of focused learning achievement verifying what the learner knows, understands or can do.
    - includes assessment based on clearly defined standards and is awarded by a trusted provider.
    - it has a standalone value and may also contribute to or complement other micro-credentials or macro-credentials, including through recognition of prior learning.
    - meets the standards required by relevant quality assurance.

# Micro-credentials: The UL Concept

- At the University of Ljubljana, we regard lifelong learning as the fourth pillar of our educational mission. In contrast to „macro-credentials", which require a long, in-depth study through accredited programmes, micro-credentials focus on specific strings of knowledge and limited learning outcomes that can be attained in a short time.

*Micro-credentials are part of lifelong learning, but every form of lifelong learning is not necessarily a micro-credential.*

Lifelong Learning

Bachelor's degree

Master degree

Doctoral degree

# Elements of a Micro-credential Certificate

- Participants that successfully complete a course of education are issued a certificate with all the obligatory elements of a micro-credential as defined by the European Commission:
  - identification of the learner (basic information about the participant)
  - title of the education course (micro-credential)
  - issuing country
  - competent awarding authority
  - date of issue
  - learning outcomes
  - nominal workload needed to achieve learning outcomes (in ECTS credits)
  - the level (and cycle, where appropriate) of the learning experience, that led to acquisition of a micro-credential
  - type of assessment
  - form of participation in learning activities (learning programme)
  - type of quality assurance on which the micro-credential is based

**Micro-credentials at UL:**

between **0.5** and **9 ECTS** credits

**1 ECTS** in the context of LLL is a measurement unit of hours (**25 hours**)
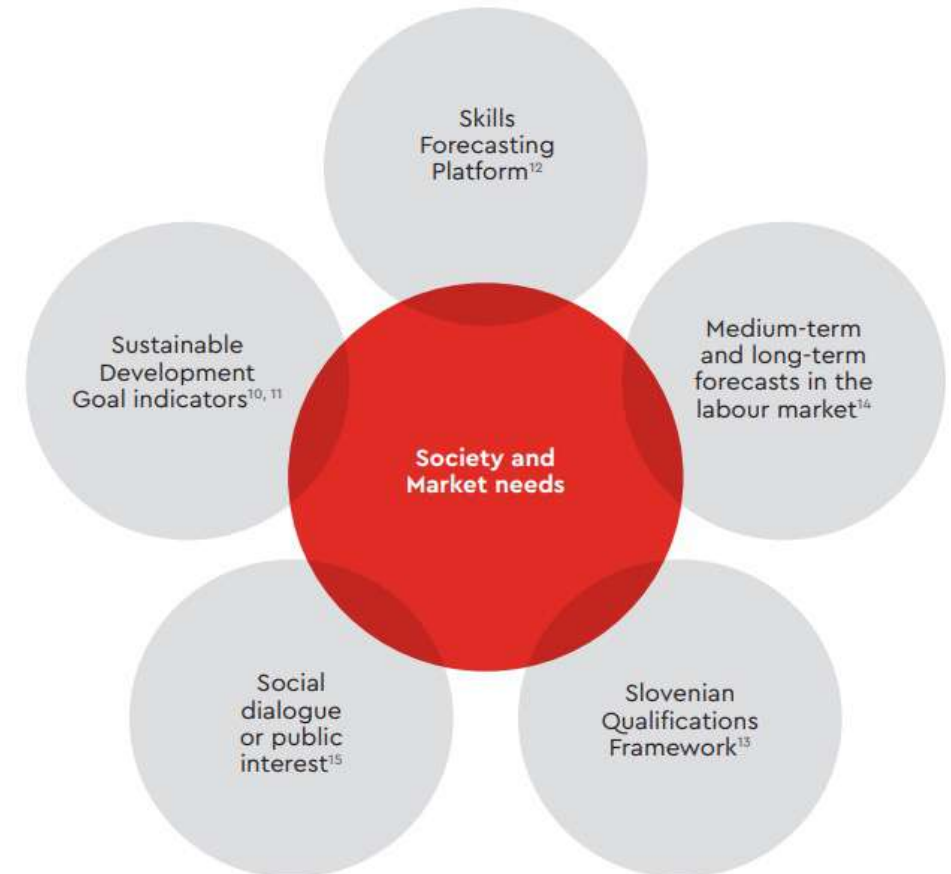
# Learning Programme Design

- the starting point for designing is the needs of specific target groups in society and/ or the labour market

- the UL member (academy or faculty) designs the content based on market needs, Sustainable Development Goals or in response to direct employer's enquiry

- learning programme includes obligatory EU certificate elements as well as the staff/ financial structure  (labour, transport and premises rental costs, material costs, administration overheads)
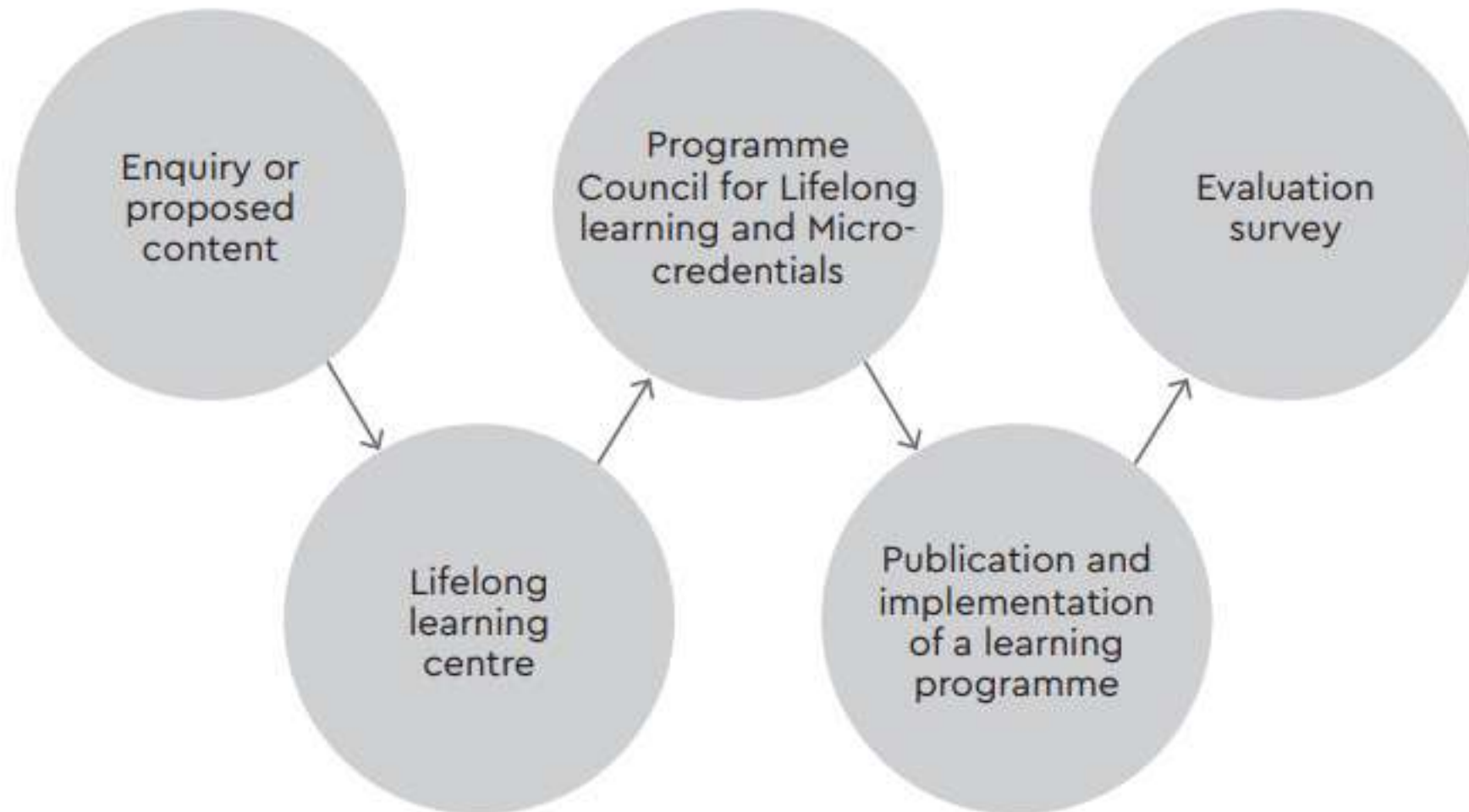
**TARGET GROUPS:**
students, alumni, drop-outs, industry, NGOS, public sector, general public

# Procedure of Confirming the Learning Programme

# Example Proposal Form

- [form example](#)

**CONFIRMATION FORM FOR TRAINING PROGRAMME FOR MICRO CREDENTIALS**

*When completing your application, please follow the guidelines and principles in the notes at the bottom of the page.*

**Name of the education and training programme for the micro-certificate** (hereafter referred to as micro-credentials) **and SOK and EOK levels[1]:**

**KLASIUS – P - 16 classification of the area covered by the micro-indication[2]:**

| Third level | |
|---|---|

**Type of micro-credentials:**
- ☐ summer/winter school
- ☐ course
- ☐ seminar
- ☐ workshop
- ☐ professional training
- ☐ other:

**Proposer/submitter[3]:**

**Participating institutions[4]:**

| Name: | Address/headquarters: | Contractor/ Contracting authority |
|---|---|---|
| | | |
| | | |

**Justification of the need for micro-credentials[5]:**

---

[1] Define the name of the micro-document according to the field, objectives. Its is also necessary to enter level SOK and level EOK. The level should be adapted to the learning outcomes. The name should clearly and accurately represent the field and content of education and training. It should reflect the stated objectives of the programme and should not mislead participants into thinking that they will become e.g. specialists, experts, etc. by successfully completing the micro-course.
The name of the micro-credentials must not be similar to the titles of accredited study programmes or other nationally accredited educational programmes. A micro-credential does not 'create' a profile; it is intended to 'create' competences and skill

[2] Enter here the third leve of classification of KLASIUS-P-16

[3] Please give the **name of the UL member and the name and surname of the holder**. The trainer for the micro-doctorate programme is an employee of the University of Ljubljana, has the appropriate habilitation and references in the field of training. The trainer is responsible for the delivery of the training programme, the involvement of other providers and the quality of the delivery of the micro-credential.

[4] Please provide basic information about the potential sponsor of the education and training and information about the institutions involved in the implementation, e.g.: other UL members involved, other university, external experts from industry, etc.

[5] Write down the reasons for establishing the micro-document, e.g.: demand from the environment, new developments in the sector, the 2030 Agenda, the Sustainable Development Goals, demonstrated interest from organisations from the external environment (NGOs, professional associations, etc.). The length of the justification should not exceed 300 words.

# Programme Council Tasks

- monitoring the introduction of micro-credentials

- approving learning programmes for obtaining micro-credentials

- analysis of effectiveness/responsiveness/good practices

- guiding development of the system of training with micro-credentials

- integration of content in the overarching plan of the UL mission in the area of lifelong learning

- visits and advice to faculties and mutual learning

- guidance, approval of work programmes, annual reporting on surveys/evaluation data

**Duration of mandate: 4 years**

**15 members**

10 members from UL

5 from the external environment
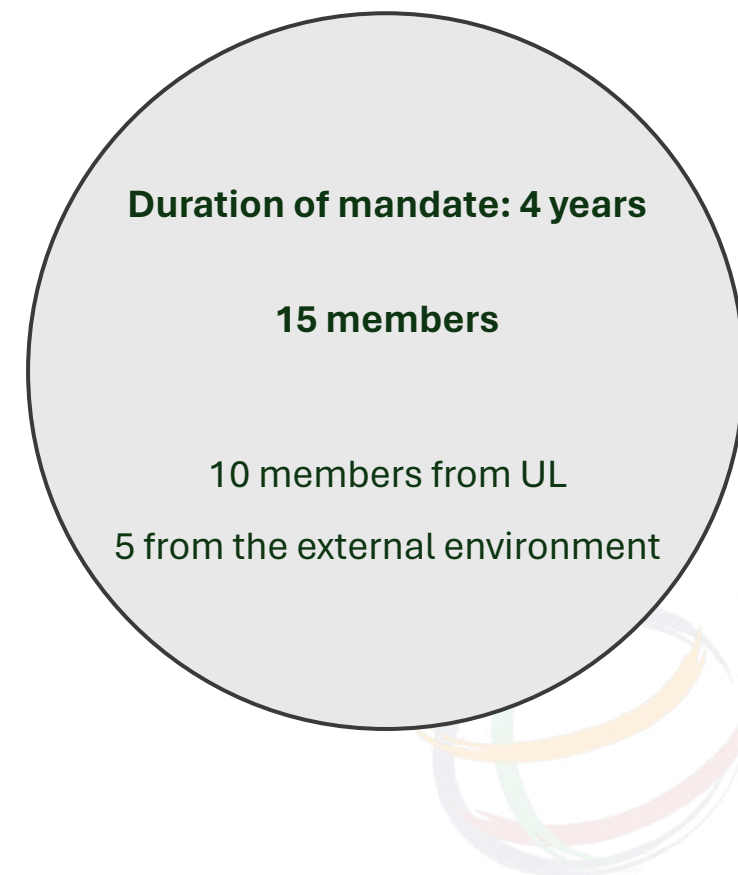
# Evaluation Survey

- evaluation of the individual learning programme for acquisition of a micro-credential is conducted after each course and includes all collaborating parties.

- timeframe:
  - the evaluation survey is conducted among participants in the last contact lesson
  - the evaluation survey is also sent to the lecturer/s at the end of the learning programme
  - in case of collaboration with the known employer, evaluation survey is sent to the orgnaization within three month after the conclusion of the learning programme; to be repeated after a year

# Evaluation Survey Diagram
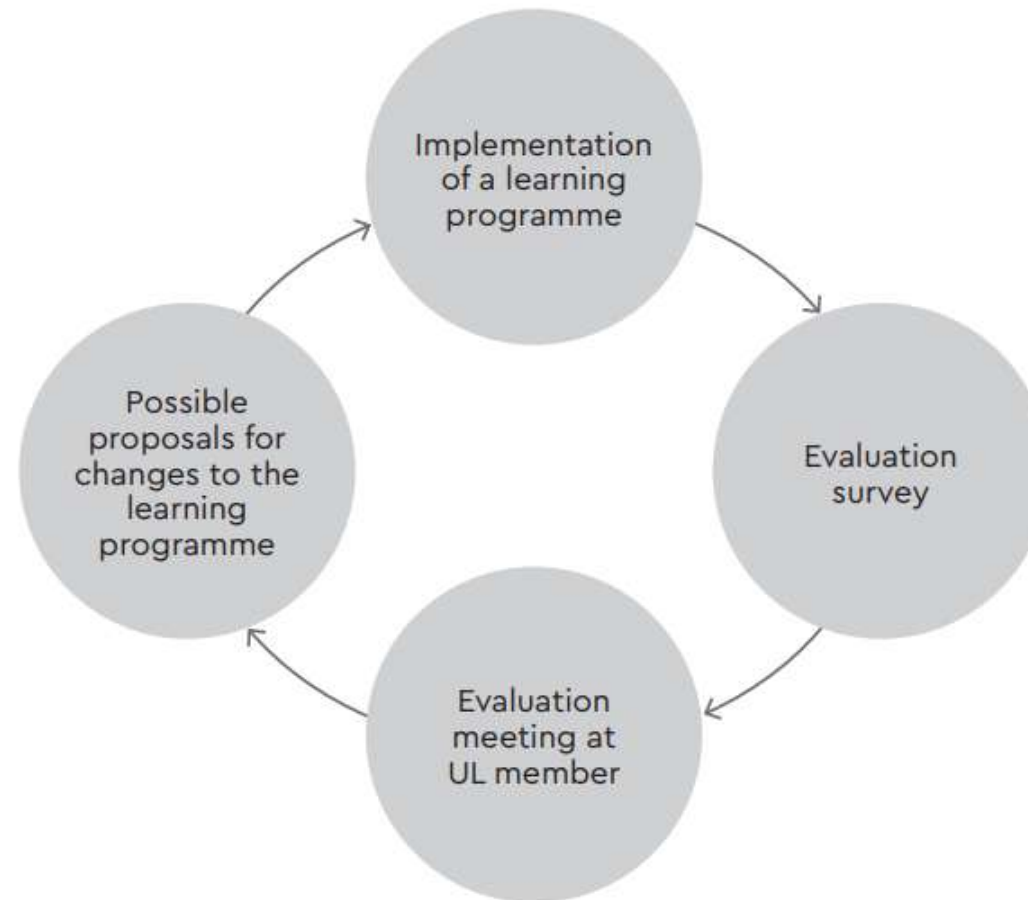
# Challenges

- Of **employer**: education with a diploma can be seen as less desirable than cluster microcredentials

- Of the lifelong learning **participant and student enrolled in study programmes**: micro-credentials are an added value to the diploma; they can't lead to a diploma (or equivalent) at any level of study

- Of **society**: micro-credentials are an effective response to specific challenges of managing development, especially in light of the digital and green deal

# Key lessons – Takeaways

- take a holistic approach - avoid restricting to only skills for industry

- ensure you follow a demand-led & learner-centric approach

- don't take shortcuts – quality is key

- be realistic in what you can deliver

- leave no one behind

# Questions & Answers