

FILMEU MICROCREDENTIALS ACADEMY

FilmEU PROFESSIONAL SKILLS
TRAINING PROGRAMMES

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Tobias Frühmorgen

Maria de Lourdes Tayler-Machado



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Micro-credentials and Higher Education: A New Era of Teaching and Learning



WHY TALK ABOUT MICRO-CREDENTIALS



RAPID CHANGES IN
THE WORLD OF
WORK



THE NEED FOR
CONTINUOUS
UPDATING



NEW CHALLENGES
FOR HIGHER
EDUCATION

- **Microcredentials** have become one of the most discussed topics in the higher education sector;

- Although they are not new in the context of lifelong learning;

- They have gained prominence due to their **support for upskilling, reskilling, and flexible learning pathways.**



A EUROPEAN APPROACH TO MICRO-CREDENTIALS

What Are Microcredentials?

- Small certifications focused on specific skills
- Designed to respond quickly to labor market demands
- Recognize skills acquired through short courses, online programs, or workshops
- Based on short and flexible learning experiences
- Adapted to labor market needs
- Microcredentials contribute to social, economic, and pedagogical innovation for multiple purposes (employability, personal development, active aging in the digital era, etc.).

Microcredentials attest, validate, and confirm learning outcomes, knowledge, and a person's readiness to perform tasks.

- **Do not replace degrees (Bachelor's or Master's)**
- **Act as a complement**
- **Short-term training**
- **Self-paced learning**
- **Possibility to combine microcredentials**
- **Progressive learning pathways**

Microcredentials enable targeted acquisition of skills and competencies, without, however, replacing traditional qualifications.

More flexible and modular learning pathways.

Microcredentials contribute to social, economic, and pedagogical innovation for all purposes—employability, personal development, active aging in the digital age, etc.

In turn, this will help make education systems more inclusive and facilitate transitions in the labor market.

<https://www.dgert.gov.pt/microcredenciais-mais-oportunidades-para-aprender-ao-longo-da-vida-e-aumentar-a-empregabilidade-europa-eu-consulta-publica>



Microcredentials **provide value to students at every stage of their journey**, whether they are developing critical skills, exploring new career paths, or upgrading their skills to remain competitive in a changing job market



Microcredentials are a powerful tool for universities to equip students with the skills that employers are looking for.

COURSERA (2024). Micro-Credentials Impact Report 2024

Eighty-seven percent of higher education (HE) leaders who offer micro-credentials agree that students with micro-credentials are more likely to be job-ready than those without them.

Ninety-three percent of higher education leaders agree that micro-credentials **equip their institutions to meet employers' needs for specific job skills**, such as expertise in AI, project management, and data analysis.

Employers recognize the value of micro-credentials, as they are increasingly focused on competency-based hiring.

The report revealed that employers are 72% more likely to hire a candidate with a Professional Certificate.

Enhance students' long-term career outcomes, job stability, and earning potential. Ninety-four percent of K-12 leaders recognize that micro-credentials can **enhance students' long-term career prospects.**

RECOMMENDATIONS OF THE COUNCIL OF EUROPE

- ❑ **A micro-credential refers to the recording of learning outcomes that a student has acquired following a small volume of learning.** These learning outcomes must have been assessed against transparent and clearly defined criteria.
- ❑ **Learning experiences leading to microcredentials are designed to provide students with specific knowledge, skills, and competencies that address social, personal, cultural, or labor market needs.**
- ❑ **Microcredentials are owned by the student,** and are portable.
- ❑ **They can stand alone or be combined** into larger credentials.
- ❑ **They are supported by quality assurance** in accordance with standards in the relevant sector or field of activity.

COUNCIL RECOMMENDATION ON A EUROPEAN APPROACH TO MICRO-CREDENTIALS FOR LIFELONG LEARNING AND EMPLOYABILITY

Microcredentials can be used to **complement and enhance education, training, lifelong learning, and employability ecosystems**. The measures outlined in the Recommendation aim to strengthen learning and employability opportunities without disrupting initial education, higher education, and vocational education and training (VET) systems, and without undermining or replacing existing qualification and degree systems.

WHY ARE MICROCREDENTIALS IMPORTANT?

BENEFITS OF MICROCREDENTIALS

Quick response to changes in the job market.

Customized learning paths.

Emphasis on practical skills.

More accessible and faster than traditional training programs.

BENEFITS OF MICROCREDENTIALS IN HIGHER EDUCATION

- **For students:**
 - Flexibility to learn at your own pace.
 - Access to specialized knowledge.
 - Better preparation for the job market.
- **For universities:**
 - Greater global reach through digital platforms.
 - Development of programs aligned with market trends.
 - Enhancement of traditional academic curricula

BENEFITS

IMPACT ON THE LABOR MARKET

For professionals: improved employability, ongoing professional development.

For companies and institutions: qualified teams equipped to handle new technologies.

DIFFERENCES MICROCREDENTIALS AND TRADITIONAL CERTIFICATIONS

• Microcredentials

- Focus on specific skills**
- Short duration**
- Online or hybrid**
- Lower cost**

• Traditional Certifications

- They cover a wide range of topics**
- Long duration**
- In-person or hybrid**
- Higher cost**

HOW DO I OBTAIN MICROCREDENTIALS?

WHERE AND HOW TO GET STARTED?

- Higher education institutions
- Online platforms (Coursera, edX, LinkedIn Learning, Udemy).
- Companies that offer in-house training.

EXAMPLES OF USE

“REAL-WORLD APPLICATION CASES”

- Teacher training in digital tools (e.g., Google Educator).
- Programming and development (e.g., Python courses on Coursera).
- Management skills (e.g., Lean Six Sigma certification).

MANDATORY EUROPEAN STANDARD ELEMENTS TO DESCRIBE A MICRO-CREDENTIAL

- identification of the learner;
- title of the micro-credential;
- country(ies)/region(s) of the issuer;
- awarding body(ies);
- date of issuing;
- learning outcomes;
- national workload needed to achieve the learning outcomes (in the European Credit Transfer and Accumulation System (ECTS), wherever possible);
- level (and cycle, if applicable) of the learning experience leading to the micro-credential (European Qualifications Framework, Qualifications Frameworks in the European Higher Education Area), if applicable;
- type of assessment;
- form of participation in the learning activity;
- and type of quality assurance used to underpin the micro-credential.

**OPTIONAL
EUROPEAN
STANDARD
ELEMENTS
TO DESCRIBE A
MICRO-CREDENTIAL**

- Prerequisites needed to enroll in the learning activity
- Supervision and identity verification during assessment (unsupervised with no identity verification, supervised with no identity verification, supervised online or onsite with identity verification)
- Grade achieved
- Integration/stackability options (stand alone, independent micro-credential / integrated, stackable towards another credential)
- Further information

HOW UNIVERSITIES CAN IMPLEMENT MICROCREDENTIALS

- Development of modular and hybrid programs.
- Establishment of partnerships with digital platforms.
- Recognition of micro-credential credits toward larger courses.



WHAT KIND OF MICROCREDENTIALS?

- In the context of higher education, for the awarding of ECTS credits, a **microcredential must align with the criteria defined in the Bologna Process**, specifically regarding the clear definition of learning outcomes and the workload required to acquire the specified knowledge
- The most common number of ECTS credits awarded for a micro-credential ranges from a minimum of **1 ECTS** to a **maximum of 59 ECTS**.
- The most common range is between **1 ECTS** and **15 ECTS**



What kind of microcredentials?

- **Stackability of micro-credentials (grouping / stacking!)**
- **Grouping micro-credentials** may be an option worth considering to enhance the flexibility of learning pathways and interoperability between higher education institutions and European universities
- With learning outcomes, competencies, and associated work time rigorously defined, the grouping (stacking) of microcredentials constitutes a modular and potentially attractive approach to lifelong learning



What kind of microcredentials?

- In any case, **the grouping of micro-credentials and the accumulation of ECTS credits should not be equivalent to a formal degree** (although this is possible and provided for in various working documents)
- **The design of modular degree programs can increase flexibility and attractiveness** in terms of educational pathways.
- The extreme form of an open degree (a degree without a set curriculum) is currently offered by the Open University in London. There is still no data on the employability of its graduates.



SOME EXAMPLES OF MICROCREDENTIALS

- **MIT MicroMasters:** Online certificates in fields such as data science and management.
- **University of Lisbon:** Short programs in technology and management tailored to the local market.
- **Coursera for Campus:** Universities offering global microcredentials to their students.





**PRACTICAL GUIDE:
CREATING
MICROCREDENTIALS**



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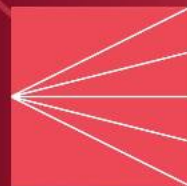
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Micro-Credentials Academy

filmeu.eu/education/microcredentials-academy

Micro-Credentials Academy

what

Micro-Credentials are **short, focused** educational experiences (a.k.a courses) that certify that a learner has acquired proficiency in a specific **skill** or subject area. They offer a **flexible, accessible** way to enhance learning and career development, often **complementing** traditional educational pathways.

The appeal of Micro-Credentials lies in their adaptability to the rapidly changing needs of the modern workforce and the educational landscape.

MICROCREDENTIALS ACADEMY

for who

Inside and outside FilmEU



MICROCREDENTIALS ACADEMY

for who

Working Professionals: Upskilling, reskilling, career advancement, or transitioning roles.

Career Changers: Switching industries, re-entering the workforce after a break.

Students and Graduates: Supplementing education, enhancing resumes, gaining job-ready skills.

Freelancers and Entrepreneurs: Expanding services, attracting clients, growing businesses.

Unemployed/Underemployed: Gaining skills to re-enter the workforce or secure better jobs.

Corporate Teams: Employee training, specialized skills for projects, organizational development.

Industry-Specific Professionals: Staying updated in rapidly changing fields

International Learners: Gaining globally recognized credentials to improve employability.

Educators and Trainers: Enhancing teaching methods, learning new technologies.

Tech Enthusiasts: Learning emerging technologies like AI, blockchain, or data science.

Part-Time Learners: Short, focused courses for those with limited time.

Parents/Caregivers: Gaining skills for remote or flexible work opportunities.



MICROCREDENTIALS ACADEMY

Domains:

Research & Strategy:

Critical research, research methods, strategic development, green consultancy, media entrepreneurship

Design & Innovation:

Design thinking, design for impact, creative skills, 3D and graphic design, costume design

Film & Animation Production:

Animation management, special effects, 2D animation, sound/music in animation, directing, script continuity, production assistant

Photography & Visual Storytelling:

Photography editing, anthropology, fashion, visual storytelling, conservation/restoration

Media & Digital Arts:

Generative AI, game design, media studies, computer graphics, advertising, media metamorphosis

Writing, Radio & Experimental:

Radio/podcast production, TV drama writing, creative writing, experimental film, spatial audio, film language, comics



MICROCREDENTIALS ACADEMY

Elements:

Learner Identification: Target audience

Course Title: Clear, concise title reflecting content and outcomes

Awarding Body: FilmEU partner institution(s) issuing the credential

Learning Outcomes: Statements of knowledge, skills, and competencies acquired

Workload: Required learning time, in ECTS. Minimum **3 ECTS**.

Level: Alignment with EQF or NQF for Ireland.

Assessment Methods: Assessment of learning outcomes (e.g., project, exam, portfolio, practical test)

Learning Format: Specification of delivery mode (in-person, online, blended)

Quality Assurance: Institution's quality assurance procedures and national legislation.

MICROCREDENTIALS

Microcredentials – Course Matrix

Name of the Course
Name
Country(ies)
Awarding body(ies)
ECTS
Start and end of the course
Start and end of the applications



MICROCREDENTIALS

1. Name of the Course

What to write:

A clear, specific title (2–4 words) that tells learners exactly what the course covers.

Why it matters:

This is the first thing potential learners see. A vague title reduces interest and clarity. Include the series title, if it is a series.

Guidelines:

Be specific about the skill or topic

Keep it short (2–4 words ideal, max 5–6 words)

Avoid generic terms: “Film School”, “Personal Project”, “Digital Skills”

Examples:

Good: “Green Production for Film and TV”, “Introduction to 2D Character Animation”, “Radio and Podcast Production”

Avoid: “Photography School”, “Media Project”, “Summer Course”

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2. Country(ies)

What to write:

The country or countries where the awarding institution(s) are based.

Why it matters:

Helps learners understand the geographical context and legal/accreditation framework.

Examples: - “Portugal” - “Ireland” - “Bulgaria, Slovakia” (if jointly delivered)

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3. Awarding body(ies)

What to write:

The name of the FilmEU partner institution(s) that will issue the micro-credential certificate.

Why it matters:

This is the institution legally responsible for registration, delivery, quality assurance, and awarding the credential.

Guidelines:

State the full institutional name. If joint delivery, list all awarding institutions

Examples: - “Lusófona University” - “LUCA School of Arts” - “IADT & Tallinn University” (joint course)

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4. ECTS

What to write:

Total ECTS credits for the course (minimum 3 ECTS for FilmEU Academy).

Why it matters:

ECTS indicates workload and ensures European comparability. 1 ECTS = 25–30 hours of student work (can vary slightly by country: Ireland uses 20h; most others 25–30h).

Examples: - “3 ECTS” - “5 ECTS” - “6 ECTS”

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5. Start and end of the course

What to write:

Calendar dates when teaching/learning begins and finishes (from “Kick-Off” to “Evaluation” or “Certificates”)

Examples:

“Start: 10 March 2026 – End: 28 March 2026”

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6. Start and end of the applications

What to write:

The application window: when learners can apply and when applications close.

Examples:

“Applications open: 1 January 2026 – 15 February 2026”

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7. Duration of the course

What to write:

Total length in days or weeks, plus the typical weekly time commitment.

Guidelines:

Make the math right: don't say "5 ECTS, 20 weeks × 10h/week" (that's 200 hours, not 125h)

Specify intensive vs extended formats

Include preparation/assignment time if asynchronous

Examples:

"3 days intensive (plus 2 weeks online preparation)"

"6 weeks, 6 hours/week (blended format)"

"12 days on-campus, plus 20 hours independent project work"

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8. Language(s) of the course

What to write:

The primary language(s) used for teaching, materials, and assessment.

Examples:

“English”

“Bulgarian”

“Slovak (with English subtitles for lectures)”

“Portuguese and English (bilingual delivery)”

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9. Number of participants (min – max)

What to write:

Minimum and maximum number of learners you can accommodate.

Why it matters:

Affects course viability, teaching methods, peer learning richness, and your ability to deliver quality feedback.

Guidelines:

Set realistic minimums (course may be cancelled if not reached)

Set maximums based on resources, equipment, teaching capacity

Examples: “Min. 10 – Max. 25 participants”

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10. Fees (incl. inscription, including certificate)

What to write:

The **total fee** in € per learner, including registration, teaching, materials, and digital certificate.

Guidelines:

State the complete cost (don't hide inscription or certificate fees)

If different fees apply to different groups, specify clearly

If free, state "Free of charge"

If free only for a certain group of participants, state clearly.

Examples:

"350 EUR (includes registration, teaching, and digital certificate)"

"Free for FilmEU students; 150 EUR for external participants"

"200 EUR (FilmEU members); 400 EUR (non-members)"

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11. Scholarships available

What to write:

Whether financial support exists, how many scholarships, and basic eligibility.

Guidelines:

Increases access and inclusivity, especially for underrepresented groups and low-capacity countries.

Be specific about number and type

If none available, write “No scholarships available”

Examples:

“Yes – 5 full fee waivers for unemployed participants”

“Yes – 3 partial scholarships (50% fee reduction) for learners from Ukraine”

“No scholarships currently available”

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12. Enrollment prerequisites

What to write:

The minimum background, experience, or skills required to enroll successfully.

Guidelines:

Be realistic but not overly restrictive

Specify education level, work experience, or technical skills if needed

If open to all, state “No prerequisites” or “Open to all interested learners”

Examples:

“Basic knowledge of film production (or 1 year of related study)”

“No prior experience required; interest in podcasting”

“Must have completed film-related studies up to Bachelor level”

“At least 3 years working experience in TV or film industry”

“Proficiency in Blender software recommended”

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13. Format (live / online / hybrid / asynchronous)

What to write:

The delivery mode: where and how teaching happens.

Guidelines:

Choose ONE primary format (or specify hybrid clearly)

Be specific about location if in-person

Options: - Live/In-person:

On-campus, face-to-face teaching

Online (synchronous): Live sessions via Zoom/KMeet/Jitsi

Hybrid: Combination of online and in-person (specify which parts)

Asynchronous: Self-paced online with deadlines

Examples:

“Live, on-campus (Lisbon, Portugal)”

“Online, synchronous (live Zoom sessions, Tuesdays 18:00–20:00 CET)”

“Hybrid: 2 online sessions + 2 in-person days (Sofia, Bulgaria)”

“Asynchronous online, with weekly deadlines and forum discussions”

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14. URL of the course

What to write:

The direct web link to the course page (on your institutional site or FilmEU site), in English.

Guidelines:

Provide the FULL URL. Ensure the page is live and maintained - Should be in local Language and English

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15. Learning outcomes

What to write:

3–6 short, action-oriented statements describing what learners will be able to DO / will have learnt after completing the course.

Guidelines:

Learning outcomes are the CORE of your course. They define success, guide assessment, and communicate value to learners and employers. - Start each outcome with an action verb (analyze, create, design, evaluate, apply, demonstrate) - Be specific and measurable
Keep it short (micro-credentials = few, clear outcomes; suggest 3-6 outcomes)
Align with EQF/NQF level where possible

Action verb examples by level:

EQF 5–6: Apply, demonstrate, execute, organize, plan

EQF 7 (Master's): Analyze, evaluate, synthesize, design, critique

Example (3 ECTS Podcasting Course, EQF 6):

“Plan and structure a short narrative podcast episode (5–10 min)”

“Record and edit clean audio using Audacity or similar software”

“Publish a podcast episode with appropriate metadata and artwork”

Example (5 ECTS Green Production Course, EQF 7):

“Assess the environmental impact of a film production using carbon footprint tools”

“Design a sustainable production plan for a short film, including waste reduction and energy strategies”

“Evaluate and recommend eco-friendly alternatives for equipment, transport, and catering”

MICROCREDENTIALS

16. Mobility

What to write:

Whether participants from other countries/institutions can join (virtually or physically), and whether Erasmus+ funding may apply.

Why it matters:

Clarifies access for international learners and staff. Sets realistic expectations about funding eligibility. All Erasmus+ requests require prior analysis and are subject to EU rules, institutional procedures and budget availability.

MICROCREDENTIALS

16. Mobility

Guidelines:

Virtual/Online Mobility:

- If fully online → international participation is inherently open; state so clearly
- If hybrid or blended → specify which components can be attended remotely

Physical Mobility & Erasmus+ Eligibility:

- **Students** must be enrolled in a **degree programme** at the home institution to be eligible for Erasmus+ funding. Students taking a micro-credential only (non-degree) are **not eligible**
- **Staff** (academic and non-academic) must be **affiliated with one of the FilmEU HEIs** and may be eligible, subject to individual assessment
- **STA and SMS mobilities require a bilateral agreement** with the partner institution; always confirm before committing to participants
- **Every request must be individually assessed** - funding is not guaranteed

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Erasmus+ Mobility Types & Durations:

16. Mobility

Type	Who	Duration	Teaching Requirement	Virtual Component
STA <i>Staff Mobility for Teaching</i>	Teaching staff	2–5 days	Min. 8h teaching	Optional
STT <i>Staff Mobility for Training</i>	All staff (academic, non-academic, administrative)	2–5 days	None	Optional
STA+STT <i>Staff Mobility for Teaching+Training</i>	Teaching staff	2–5 days	Min. 4h teaching	Optional
SMS Short-term <i>Student Mobility for Studies</i>	BA/MA students	5–30 days	—	Mandatory (min. 3 ECTS)
SMS Long-term <i>Student Mobility for Studies</i>	BA/MA students	2–12 months	—	Optional
BIP (trainees) <i>Blended Intense Program</i>	Students + staff	Per BIP rules	—	Mandatory (min. 3 ECTS)
BIP (trainer/teacher) <i>Blended Intense Program</i>	Staff (STA role)	Per BIP rules	—	Optional
PhD mobility	Doctoral students	Short or long-term	—	Optional

MICROCREDENTIALS

17. Stackable with other credentials

What to write:

Whether this course can be combined with other micro-credentials or modules to build toward a larger qualification (e.g., Certificate, Diploma, Degree). Provides learners with clear pathways for continued learning and recognition.

Guidelines:

If stackable, describe the pathway briefly

If not currently stackable, state “Not currently stackable” or “Under development”

Examples:

“Yes – part of the ‘Green Production’ micro-credentials track (total 9 ECTS across 3 courses)”

Yes – can be recognized as an elective module in the MA in Film Studies at Lusófona University”

“Yes – stacks with other FilmEU and IADT micro-credentials toward a Level 9 Postgraduate Diploma in Teaching, Learning and Assessment”

“Not currently stackable; standalone credential”

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18. Accreditation (internal / external / other)

What to write:

How the course is formally approved or accredited (institutional process, national agency, or both).

Guidelines:

Internal (institutional approval)

External (national QA agency)

Both - Name the body/process

Examples:

“Internal – approved by Lusófona University - Portal do Colaborador”

“External – accredited by A3ES (Portuguese national agency)”

“Internal + External – institutional approval + alignment with Slovak Ministry of Education”

“Internal – LUCA School of Arts validation process”

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19. Description for website and photo

What to write:

A short, engaging description (4–6 sentences) written for non-experts and the general public, plus instructions for accompanying image, marketing text. It appears on the FilmEU website and attracts learners. Must be clear, inviting, and informative.

Guidelines: - **4–6 sentences** (approximately 80–120 words)

Start with what the course is about (topic + purpose) - Explain what learners will do (hands-on activities, projects)

Specify target audience - Mention any special features (industry guest speakers, equipment access, case studies)

Keep language simple and accessible (avoid jargon)

Photo: Specify what image accompanies the text (behind-the-scenes, equipment, past participants, relevant visuals)



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FINAL NOTES

STUDENT-CENTERED APPROACH

Detailed information about the micro-credential is recommended, enabling students to clearly understand its objectives, learning outcomes, time commitment, ECTS credits, expected impact on their career, the micro-credential's appeal in terms of the job market or to society at large, potential future studies, and how it relates to other micro-credentials

Transparency of information is essential

Portability of microcredentials

- ❑ The ability for microcredentials to be recognized and used across different institutions, countries, and professional contexts
- ❑ Allows the credential to accompany the learner throughout their academic and professional journey
- ❑ Is based on transparency: clear learning outcomes, workload, level, and assessment methods
- ❑ Requires trust and quality assurance on the part of issuing entities
- ❑ Depends on digital interoperability, facilitating sharing, verification, and mobility
- ❑ Promotes recognition and accumulation, and can be integrated into broader educational pathways

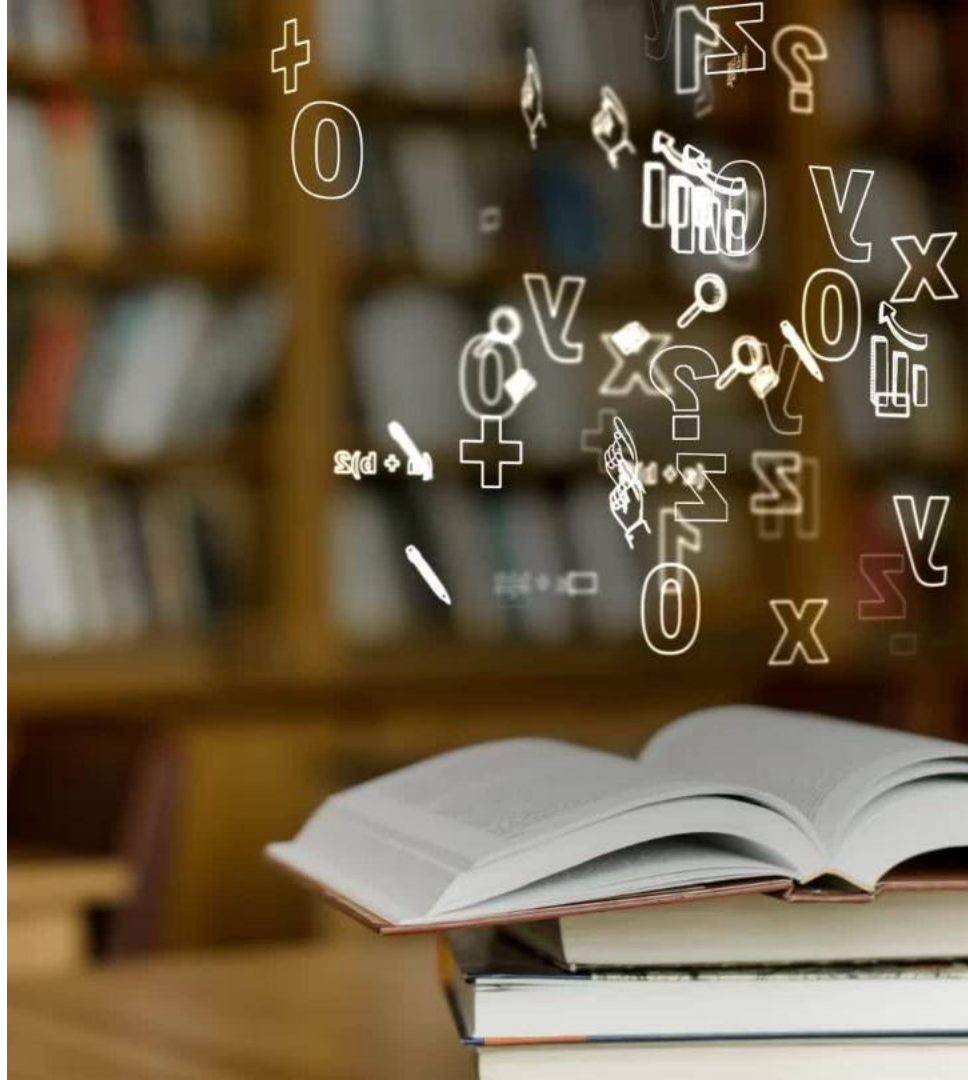
Portability transforms microcredentials into effective tools for lifelong learning and employability

LEARNING OUTCOMES

- The focus should be placed on learning outcomes (output) in terms of specific competencies acquired, rather than on input (content and time spent working)
- This shift highlights the centrality of competency acquisition and its importance as a transferable portfolio of knowledge and skills that holds value for society, the labor market, innovation, etc.
- Various working group reports (*) note that the lack of a clear definition of learning outcomes hinders the simplified recognition of micro-credentials

THE FUTURE WITH MICROCREDENTIALS

- Microcredentials are a growing trend in education
- Microcredentials serve as a bridge between higher education and the job market.
- Universities can lead the shift toward a more flexible and inclusive education system.
- Investing in this approach is essential for universities to remain relevant in a changing world.
- They offer a solution for lifelong learning and rapid adaptation to the job market.





FLEXIBLE TOOL



STUDENT-CENTERED



**A COMPLEMENT TO
TRADITIONAL
EDUCATION**

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THANK YOU

Tobias Frühmorgen

tobias.fruhmorgen@ulusofona.pt

Maria de Lourdes Machado-Taylor

lourdes.taylor@ulusofona.pt