

FilmEU Micro-Credentials: Course Design Matrix and Guidelines



FilmEU Micro-Credentials Courses are short, focused learning experiences that certify that a learner has gained proficiency in a clearly defined skill or subject area. They offer a flexible and accessible way to upskill or reskill at different career stages, often complementing existing degrees or professional experience. Each course results in a stand-alone credential, expressed in ECTS and EQF levels.

This matrix provides common guidelines and minimum information requirements for all FilmEU Micro-Credentials Courses, aligned with the European Council Recommendation and FilmEU best practices.

Existing Courses can be found here:

filmeu.eu/education/microcredentials-academy

Guidelines and examples on how to read and fill in this document can be found on page 5 onwards.

Version: 10/03/2026

Elements:

Name of the Course
Field
Country(ies)
Institution / Awarding Body
Target Group / Learner Identification
ECTS
EQF Level (comparable to)
5 or 6 or 7 or 8
Start of the Course
End of the Course
Start of the Applications
End of the Applications

Language(s) of the course
Fees (total, incl. Inscription, including certificate)
Scholarships
Enrollment prerequisites
Format (live / online / hybrid / asynchronous)
Learning outcomes

Assessment Methods
<i>Description of how learning outcomes were assessed (e.g., project, exam, portfolio, practical test etc.)</i>
Stackable with other credentials
<i>Are the credits usable for similar courses from other institutions?</i>
Accreditation
<i>internal / external / other</i>
URL of the course
Description for website

Course Matrix – Guide for Course Developers and Teachers

What is This Document?

This Course Matrix is your working tool to design and submit micro-credential courses for the FilmEU Micro-Credentials Academy catalogue in the audiovisual field. It helps you:

- **Define** your course clearly for learners across Europe
- **Ensure** all required information is included
- **Prepare** your course for the Academy catalogue and website
- **Align** with FilmEU quality standards and European frameworks (EQF, ECTS)

Target users: Course developers, teachers, and programme coordinators at FilmEU partner institutions.

The requirements in each institution may be slightly different from these guidelines. For now (March 2026), course registration happens via email (sending out the filled PDF/Word). At a later stage, submissions will be handled via [Tally](#).

Definition of Micro-Credentials

Micro-Credentials are short, assessed, and quality-assured learning experiences that certify specific skills, knowledge, or competencies acquired by a learner. They provide flexible and accessible pathways for enhancing learning and career development, often complementing traditional degree programmes.

FilmEU Academy requirements:

- Minimum 3 ECTS credits (approximately 75 hours total workload)
- ECTS workload: Class sessions (lectures/workshops), tutorials/mentoring, independent study, homework, project/assignment work, assessment/exam time
- Quality assured: Through institutional and/or national processes
- Industry-relevant: Aligned with audiovisual sector needs

Field-by-Field

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”

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)

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)

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”

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”

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”

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”

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)”

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”

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)”

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”

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”

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”

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

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”

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.

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

Erasmus+ Mobility Types & Durations:

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
---------------------	-------------------	--------------------	---	----------

Guidelines:

If fully online → mobility is inherently possible

If physical mobility supported → specify if Erasmus+ compatible

Examples:

"Yes – fully online, open to international learners; no Erasmus+ funding applicable for non-enrolled participants"

"Yes – physical mobility possible; eligible enrolled students and COFAC-affiliated staff may apply for Erasmus+ funding (subject to approval and bilateral agreement)"

"Yes – blended format; SMS short-term eligible for enrolled BA/MA students with mandatory virtual component (min. 3 ECTS)"

"No – restricted to local participants due to specialized equipment access"

Erasmus+-Mobility:**STA – Staff Mobility for Teaching**

A mobility activity where a staff member from one institution travels to a partner institution abroad to deliver teaching or training sessions to students there.

Minimum 8 hours of teaching required over the mobility period.

SMS – Student Mobility for Studies

A mobility activity where a student travels abroad to study at a partner institution, with the credits earned recognised by their home institution. Comes in two formats:

- Short-term (SMS): 5–30 days, always blended (mandatory virtual component) for BA/MA students
- Long-term (SMS): 2–12 months, the classic "Erasmus semester/year abroad"

Both require a bilateral/inter-institutional agreement between the sending and receiving institutions before any mobility can take place.

STT – Staff Mobility for Training

An Erasmus+ mobility activity where a staff member travels to a partner institution, company, or organisation abroad for professional development, job shadowing, or training — rather than to teach.

Key points:

- Applies to both academic and non-academic/administrative staff
- Duration: 2–5 days
- No teaching hours required (unlike STA)
- The virtual component is optional
- Does not require a bilateral inter-institutional agreement (unlike STA and SMS)

Practical STT example: A production coordinator from ULusófona visits LUCA to observe how they manage their micro-credentials administration.

STA – Staff Mobility for Teaching

An Erasmus+ mobility activity where a teaching staff member travels to a partner institution abroad to deliver classes, workshops, or other teaching activities to students there.

- Applies to **teaching staff** (lecturers, professors, teachers).
- Duration: **2–5 days** of physical presence at the host institution.
- Minimum **8 hours of teaching** are required during the mobility period.
- The virtual component is **optional** (can include online teaching, but not mandatory).[1]
- **Requires** a bilateral/inter-institutional agreement between sending and host institutions (unlike STT)

Practical STA example: A Lusófona lecturer travels to Tallinn University for 3 days to teach a series of masterclasses in documentary production as part of a FilmEU micro-credential

BIP (trainees) – Blended Intensive Programme

An Erasmus+ mobility activity where students and/or staff participate as **trainees/participants** in a short, intensive blended course that combines a virtual component with a short physical mobility.

- Who: **Students and staff** participating as learners/trainees.
- Duration: Physical part defined by the specific BIP (“per BIP rules”).
- Virtual component is **mandatory** and must award at least **3 ECTS or equivalent workload**.
- Focus on collaborative, international, and often project-based learning in a compact format.

Practical BIP (trainee) example: A BA student from VIA and a staff member from LUCA join a one-week on-site BIP in Lisbon, preceded and followed by online collaborative work worth 3 ECTS.

BIP (trainer/teacher) – Blended Intensive Programme

An Erasmus+ mobility activity where staff participate in a BIP as **trainers/teachers**, designing and delivering teaching and learning activities for the participants.

- Who: **Teaching staff** in an STA-type role inside a BIP.
- Duration: Physical part defined by the specific BIP (“per BIP rules”).
- Virtual component for staff trainers/teachers is **optional** (they may teach on-site only, online only, or both).

- Often involves co-teaching with colleagues from multiple institutions in a jointly designed intensive course.

Practical BIP (trainer/teacher) example: A VSMU lecturer co-teaches a blended intensive programme on immersive storytelling with colleagues from Tallinn and LMTA, delivering some sessions online and others during a 5-day physical workshop.

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”

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”

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)

Example 1 (Green Production):

This micro-credential introduces the essentials of sustainable film and TV production. Learners explore how to reduce the environmental impact of shoots, from pre-production planning to post-production. Through case studies of real green productions and a practical group project, participants design a sustainable production plan for a short film. The course is aimed at producers, line producers, production coordinators, and film students who want to integrate eco-friendly practices into their work. A strong interest in production management is recommended.

Photo: Poster or descriptive. With source if outside or AI-generated.

Example 2 (Podcasting):

This online course teaches the fundamentals of planning, recording, editing, and publishing a narrative podcast. Learners work with industry-standard software (Audacity, Audition) and explore storytelling techniques for audio. By the end of the course, each participant produces and publishes a short podcast episode (5–10 minutes). The course is ideal for journalists, content creators, students, and anyone interested in audio storytelling. No prior audio production experience is required.

Photo: Poster or descriptive. With source if outside or AI-generated.
