EUROPASS LATEST DEVELOPMENTS AND THE RELEVANCE OF CREDENTIALS FOR HIGHER EDUCATION INSTITUTIONS

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EUROPEAN
YEAR OF
SKILLS

NEW!

Job and Skills Trends

Europass infosite

Presents information as described on the Europass decision and the first access point to register and use the digital tools.

Jobs, Learning Opps, Qualifications Search

Central database to search for learning opportunities, qualifications, accreditation throughout Europe and link with EURES

e-Portfolio

Set of online tools & information to manage every step of your learning and career.

Digital Credentials

Set of standards, services & software allowing institutions to issue digital, tamper-proof qualifications and other learning credentials.

Digital skills self-assessment test

Open source tool to assess and improve digital skills. Based on the Digital Competence Framework.

europass

European Learning Model

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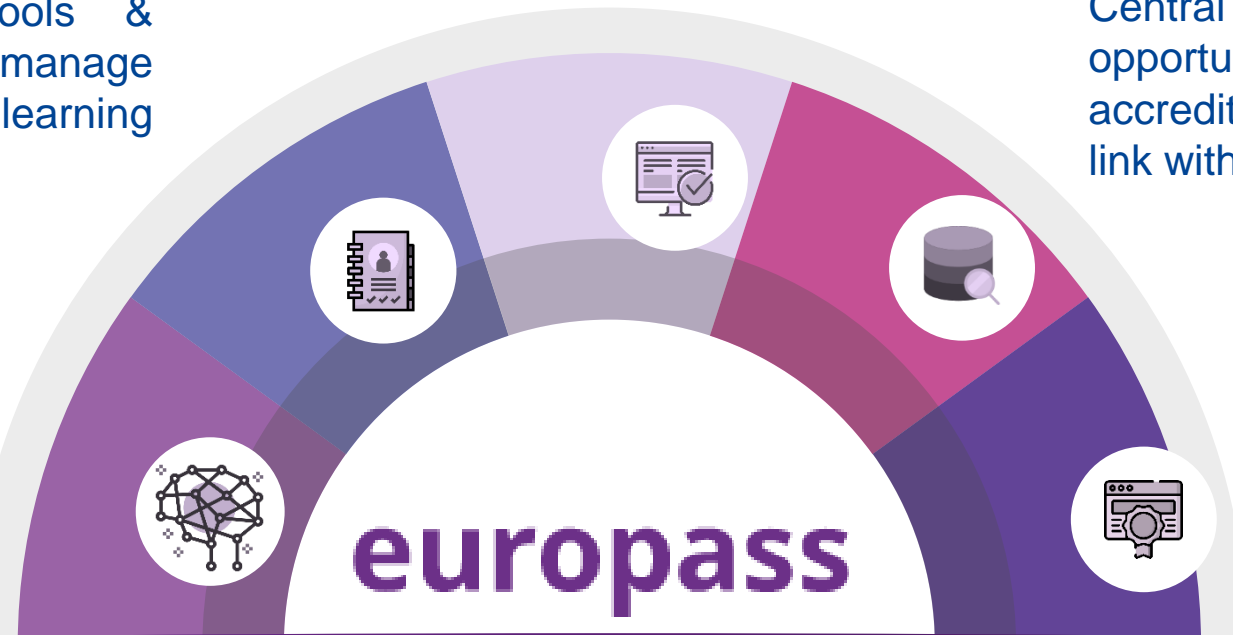
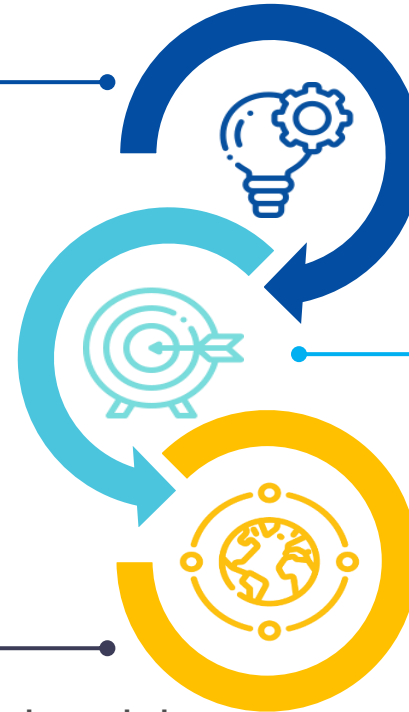# The European Qualifications Framework (EQF)

- A **translation grid** for qualifications across countries

- Defined in terms of **learning outcomes** (knowledge, skills, responsibility & autonomy)

- 8-Level reference framework, covering **all types and all levels of qualifications**

CHALLENGE

Education and training systems differ across countries. Qualifications are diverse and reflect national rules and traditions.

OBJECTIVES

To improve the transparency, comparability and portability of people's qualifications

WIDER IMPACTS

- Employability, mobility and social integration of workers and learners
- Foster lifelong learning
- Modernising education and training systems

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Structure of the draft European guidelines for |short descriptions

1. **Introduction**
   1. The importance of short learning-outcomes based descriptions of qualifications
   2. Aim of guidelines
   3. Users and application of the guidelines
   4. Scope of the guidelines
   5. Use of short learning outcomes descriptions
   6. How to navigate the guidelines
   7. Additional considerations
2. **Learning outcomes-based short descriptions: main building blocks**
   1. Formal aspects
   2. Content aspects
3. **Useful links and resources**
4. **Annexes**
   1. Action verbs
   2. Qualifiers (adjectives and adverbs)
   3. EQF level descriptors
   4. Examples

Images and tables
Explanations
Examples
Guiding questions
Recommendations
Tips and considerations
Links and resources
Annexes

Elements for data fields for the electronic publication of information on qualifications with an EQF level

DATA			Required/ Optional
Title of the qualification			Required
Field (*)			Required
Country/Region (code)			Required
EQF Level			Required
Description of the qualification (***)	Either	Knowledge	Required
		Skills	Required
		Responsibility and autonomy	Required
	Or	Open text field describing what the learner is expected to know, understand and able to do	Required
Awarding body or competent authority (**)			Required
Credit points/notional workload needed to achieve the learning outcomes			Optional
Internal quality assurance processes			Optional
External quality assurance/ regulatory body			Optional
Further information on the qualification			Optional
Source of information			Optional
Link to relevant supplements			Optional
URL of the qualification			Optional
Information language (code)			Optional
Entry requirements			Optional
Expiry date (if relevant)			Optional

Annex VI EQF Recommendation

Learning outcomes-based short descriptions: | main building blocks

A. Formal aspects

    A1- Length (750 – 1500 characters without space)

    A2 - Format of the description (narrative and bullet points)

B. Content aspects

    B1 - Overall objectives and orientation of the qualification in the form of a narrative

    B2 - Learning outcomes in bullet points

        B.2.1. Breadth/scope of learning acquired

        B.2.2. Depth/complexity of learning acquired

        B.2.3. Context

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➤ **12** countries **are publishing** data on qualifications (Austria, Belgium(nl), Czechia, Estonia, France, Germany, Ireland, Malta, the Netherlands, Serbia, Slovenia, Sweden)

➤ **1** country is in the **testing phase** in QDR (Croatia)

➤ **9** countries **are transitioning** into the ELMv3 (Belgium(fr), Greece, Hungary, Iceland, Latvia, Lithuania, Poland, Portugal, Türkiye)

Publishing
Transitioning
Testing

Why do we need digital credentials?

Digitalising world

Security & Trust

Recognition

Showcasing
Knowledge & Skills

Ownership of data

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Supporting Validation and Recognition

- **Focus on any learning achievements** (formal, non-formal, informal)

- **Verify the origin**: eSeals provide trust in origin

- **Structured data**: A single way of providing data. Improve the understanding of information and interoperability through the use of a single data model for learning related information (**European Learning Model**)

- **Multilingual by default**: Provide and navigate content in 29 different languages

- **Interoperability**: Aligned with existing frameworks (EQF/NQF, ISCED-F, ESCO micro-credentials recommendation, etc)

- **Accreditation**: Instantly verify whether an institution is accredited to award a certain qualification (DEQAR)

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Transparency and Portability

487 properties describe

- Credential owner
- Organisations
- Achievements
- Activities
- Assessments
- Entitlements

Digital Credentials and ESCO

European Skills, Competences, Qualifications and Occupations (ESCO)

- describing, identifying and classifying professional occupations and skills relevant for the EU labour market and education and training area

- systematically showing the relations between those occupations and skills

- ELM allows allows the cross-references

European Learning Model

01 European Information Model

Definitions and Standards in EQF and Micro-Credentials Recommendations, Diploma Supplement, Europass Decision, etc. supplemented by glossaries for additional terms

03 Application Profiles

Specific sets of rules for publishing learning opportunities, qualifications, accreditations and credentials in Europass
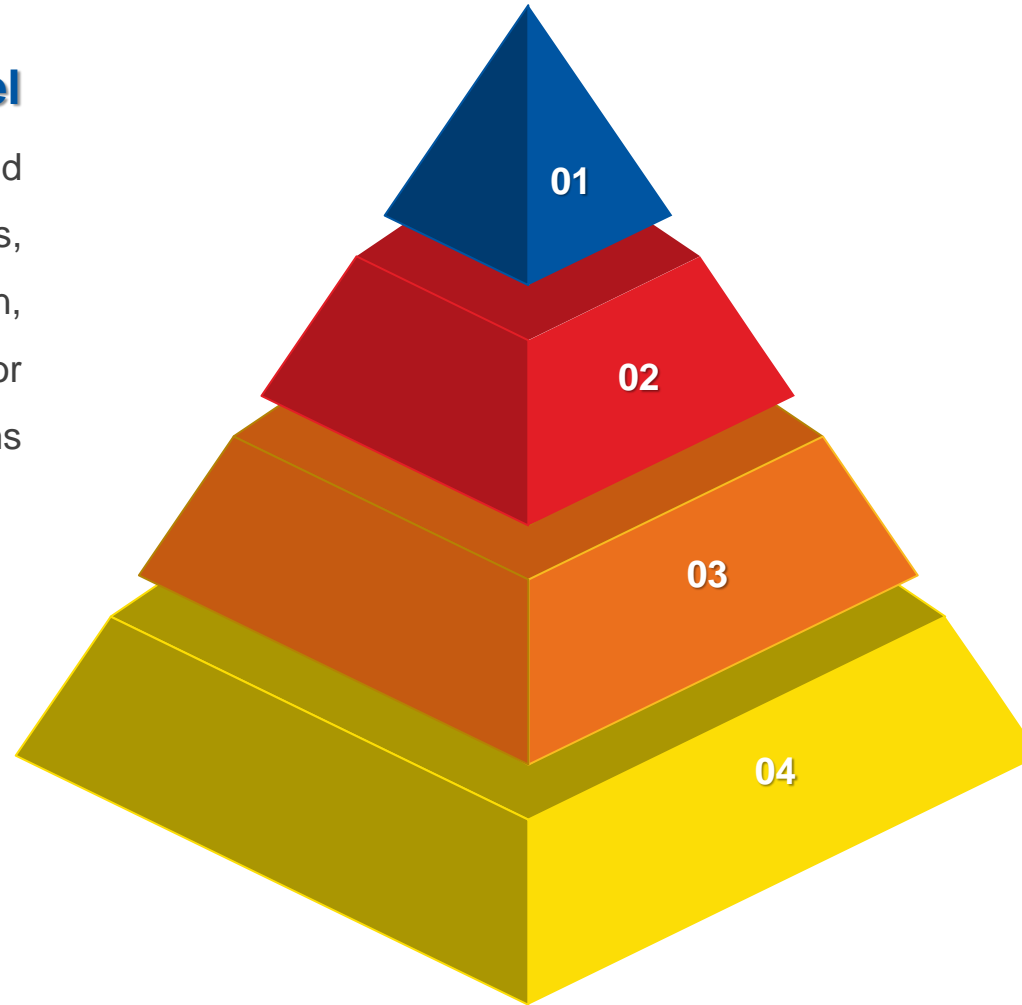
02 European Learning Model

A Linked Open Data publication of concepts to be used in educational and employment use cases throughout Europe

04 Extensions

National, Regional or Sectoral extensions of the data model & application profiles to deal with specific use cases

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Why does Europe need a European Learning Model?

OBJECTIVES

- Semantic Standards for Learning
- Standardised expression of verifiable knowledge & skills
- Multilingual (available in 29 languages)
- Remove barriers to recognition, supporting free movement
- Provide accreditation & transparency tools
- Reduce market fragmentation

BENEFITS

- Captures formal, non-formal & informal learning
- Addresses all levels of education and training
- Applicable to the whole course lifecycle
- Interoperable credentials
- Aligned with European recognition instruments
- Free & open source

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EDC Infrastructure evolution since 2023

- **EDC 2.0: Switch to ELM v.3 and JSON credentials**

- EDC 2.1: Introducing Accreditation feature

- EDC 2.2: Major usability and credential visualisation improvements

- EDC 2.3 : Improvements to Viewer and OCB

- EDC 2.4 : technical upgrades - temporary wallet opt-out

EDC Infrastructure – 2024-25

- Archive function

- Revocation

- Europass Mobility

- Diploma Supplement

- Certificate Supplement

- Comparability statement

Cooperation with EBSI

Future :
EUDI wallets

2024 European Degree Package

Communication on a blueprint for a European Degree

Proposal for a Council Recommendation on a European Quality Assurance and Recognition System in higher education

Proposal for a Council Recommendation on attractive and sustainable careers in higher education

European degree: main principles

NOT awarded by a European body

NOT replacing national degrees

voluntarily offered by universities

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HOW TO GET THERE: STEPS TOWARDS A EUROPEAN DEGREE

1 27 March 2024 The Commission proposes **European criteria** co-developed with the higher education sector **as a basis for the European degree, for adoption by the Council of the EU**

2 Development of **implementation guidelines** towards a European degree by a **European degree Policy Lab**

3 **Member States to choose their entry level into the pathway towards a European degree** and work towards integrating the European degree in their national or regional legislation as a new type of qualification

A preparatory European label certificate is given to students of joint degree programmes meeting the European criteria,

The **European degree** is awarded to students as a qualification following a transnational education experience either jointly by a group of universities across Europe or by a possible European legal entity established by several universities from different countries

Skills and Talent Mobility Package
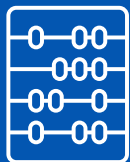
An EU Talent Pool Regulation
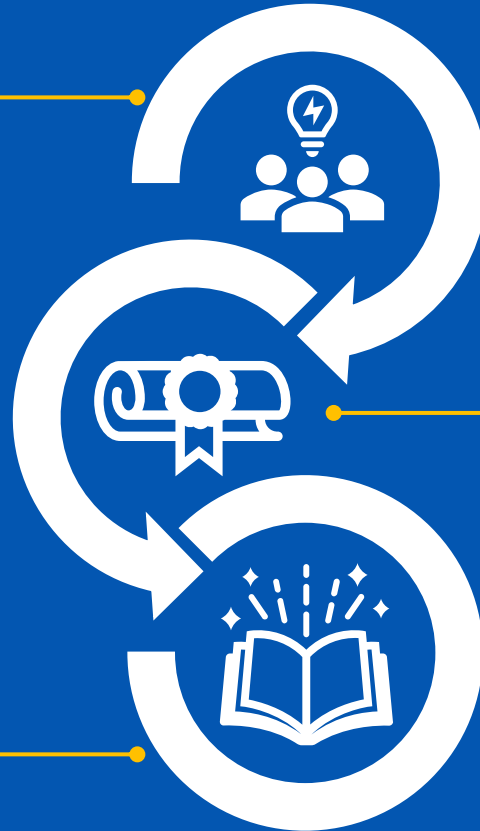
Recommendation on the recognition of third country nationals' qualifications

Recommendation on Learners' Mobility

European Commission

Outline of Commission Recommendation
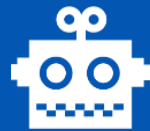
**Objectives
Scope
Definitions**

Principles

Organisation

Recognition of Professional Qualifications

Recognition of skills and qualifications for labour migration

Equal Treatment

Commission Support

European Commission

Objectives

Simplifying and expedite the recognition of the skills and qualifications of third-country nationals by Member States with a view to making the Union's labour market more attractive to third-country nationals and to facilitate their integration into the labour market in line with the needs of the Union economy and society

Procedures for the recognition of the skills and qualifications of third-country nationals should be part of **holistic, 'whole-of-government' approaches to managing the availability of skills.**

European Commission

**Examples of recommendations made to Member States**

- Staff development: language skills
- Data management: use European Learning Model
- Knowledge development: interoperable databases

- Pre-arrival access to recognition procedures
- Information exchange, study visits, joint projects
- Processes to authenticate documents

- User-friendly, complete and up-to-date
- Co-ordinated approaches to information provision
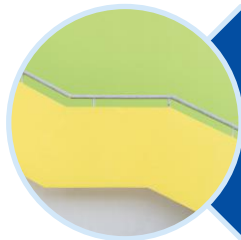
- Minimise translation requirements
- Avoid undue burden re: authentication
- Processing applications

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Thank you!