



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

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24 April 2024



Co-funded by
the European Union



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.

e-Portfolio

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

Jobs, Learning Opps, Qualifications Search

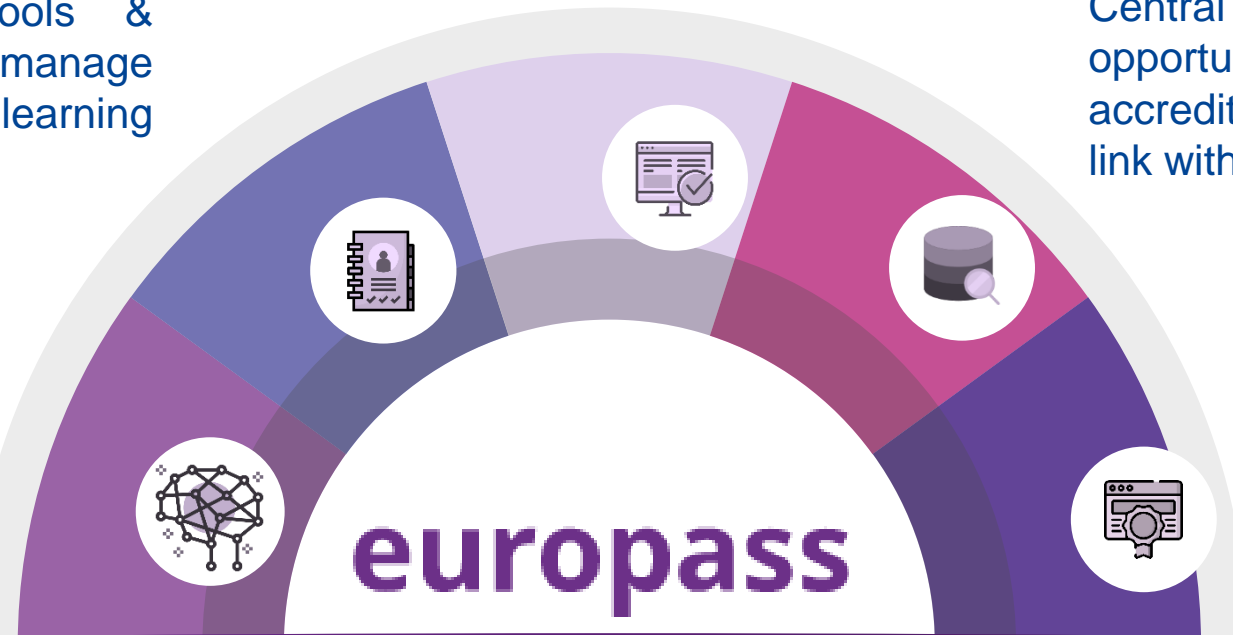
Central database to search for learning opportunities, qualifications, accreditation throughout Europe and link with EURES

Digital skills self-assessment test

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

Digital Credentials

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



European Learning Model



The European Qualifications Framework (EQF)



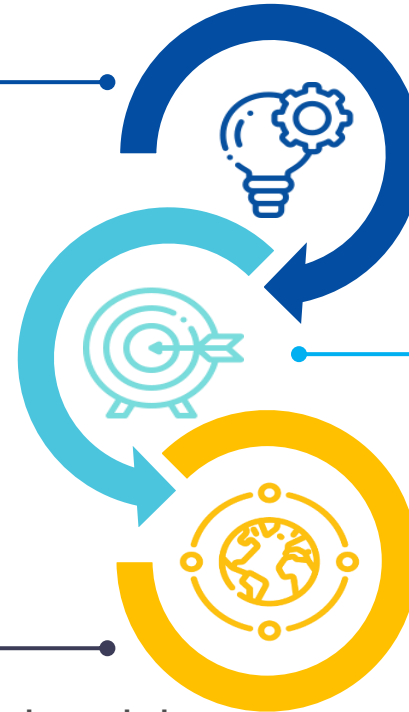
- A **translation grid** for qualifications across countries
- Defined in terms of **learning outcomes** (knowledge, skills, responsibility & autonomy)
- 8-Level reference framework, covering **all types and all levels of qualifications**

CHALLENGE

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

WIDER IMPACTS

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



OBJECTIVES

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



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



- **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)



Why do we need digital credentials?



Digitalising world



Security & Trust



Recognition



Showcasing
Knowledge & Skills



Ownership of data



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)



Transparency and Portability

Ana Andromeda

Master of Science in Civil Engineering

Postgraduate doctoral study

Overall Assessment

Applied mathematics

Concrete structures I

Recognition for credit

Postgraduate doctoral study

Civil engineer

Applied mathematics

CivEng
Faculty of Civil Engineering

Brussels, Slash Lane 94, 1000 Brussels, Belgium

Legal BE-9758613 Higher education institution Res9800

Awarding Date
20/09/2019

This is the description of the applied mathematics achievement. This is the description of the applied mathematics achievement. This is the description of the applied mathematics achievement.

Learning Outcomes

Learning Outcome 1 related to applied mathematics

To formulate equations of mathematical physics for engineering problems, and to solve them analytically or with numerical methods.

Type
knowledge

Reusability Level
cross-sector skills and competences

Related ESCO Skills
execute analytical mathematical calculations, use mathematical tools and equipment

Show less

Learning Outcome 2 related to applied mathematics

Make up detailed development plans of the performance of the reservoir. Apply mathematical models for maximum economic recovery.

Type
skill

Reusability Level
sector specific skills and competences

Related ESCO Skills
compile reservoir performance plans

Show less

Achievement information

Volume of Learning: 60 hours

EQF Level: Level 5

NQF Level: MECU Level 5

Achievement information

Volume of Learning: 60 hours

EQF Level: Level 5

NQF Level: MECU Level 5

ECTS Credit Points: 5

Learning Settings: formal learning

Mode of Learning: Presential

Thematic Area: Mathematics, Mathematics and statistics, Natural sciences, mathematics and statistics

Language: Spanish, English

Learning activities

Applied mathematics course

Entitles Owner to

Recognition for credit

Other information

Related documents
<https://ach73.otherdoc.unix.edu>

Can be co-delivered by
Members of the Research Alliance

Recognition conditions
Achievements acquired at any of the member universities will qualify for automatic recognition at home institution

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



 **Graduate University Study of Civil Engineering** 



Valid from: 20/09/2019 00:00 GMT +0200 | Type: Mandated Issue



[Credential Preview](#) | [Export](#) | [Upload another credential](#) | [Share](#) | English



 Ana Andromeda



 University Great



 **Master of Science in Civil Engineering** 



 Applied mathematics course 


 Applied mathematics Study visit 


 Concrete structures I course 


 Dynamics of structures and earthquake engineering course 

 Geotechnical engineering course 

 Stability of structures course 

 Postgraduate doctoral study

 Civil engineer

 Recognition for credit

Proven by


Title	Grade
Overall Assessment	excellent (5)

Influenced by: Applied mathematics course, Applied mathematics Study visit, Concrete structures I course, Dynamics of structures and earthquake engineering course, Geotechnical engineering course, Stability of structures course

Entitles Owner to: Postgraduate doctoral study, Civil engineer, Recognition for credit


Sub-Achievements

Applied mathematics, Concrete structures I, Dynamics of structures and earthquake engineering, Geotechnical engineering, Stability of structures

Specification 

Ach-Spec-ID-Scheme identifier: AchSpecID-72

Learning Outcomes:

LO1 related to applied mathematics 

LOID-Scheme identifier: LOID-73a

To formulate equations of mathematical physics for engineering problems, and to solve them analytically or with numerical methods.

Type: knowledge

Reusability Level: cross-sector skills and competences

Related ESCO Skills: use mathematical tools and equipment, execute analytical mathematical calculations, geodesy

Related Skills: applied mathematics, perform engineering calculations, construct earthquake resistant structures



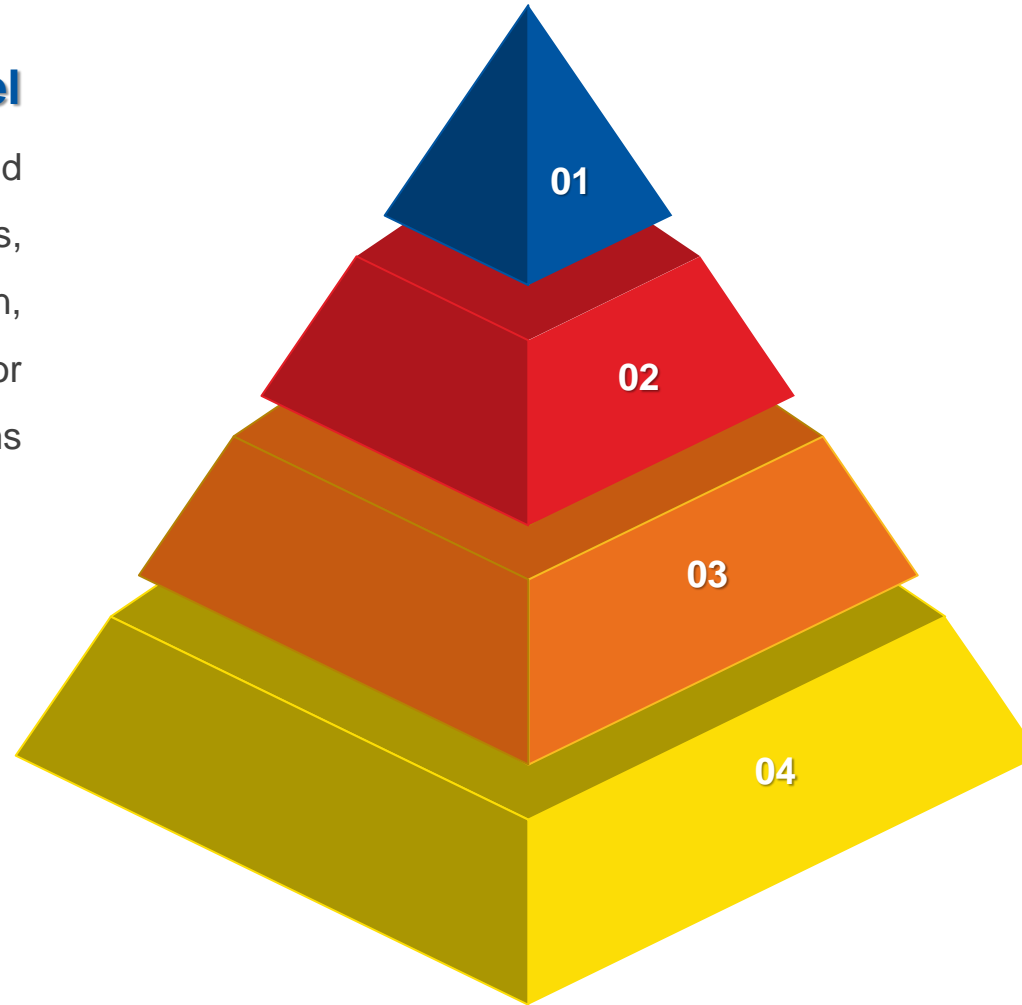
European Learning Model

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

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

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***

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



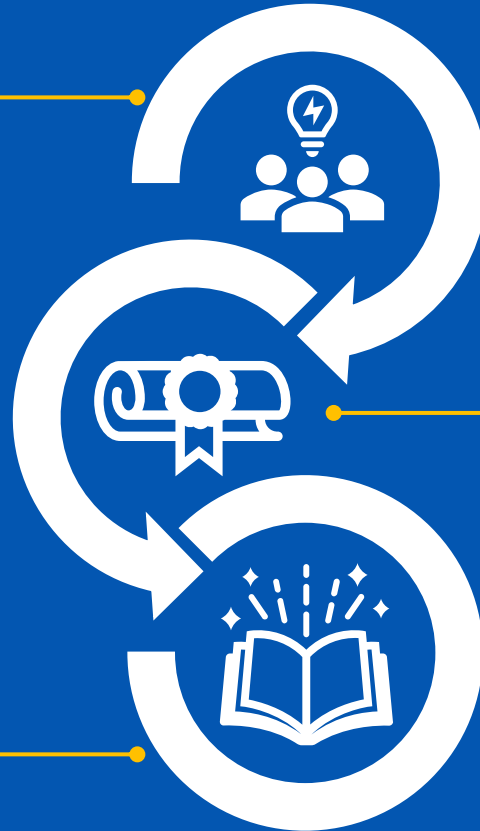
A preparatory European label certificate is given to students of joint degree programmes meeting the European criteria,



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



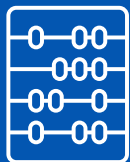
Recommendation on the
recognition of third country
nationals' qualifications

Recommendation on
Learners' Mobility

Outline of Commission Recommendation



**Objectives
Scope
Definitions**



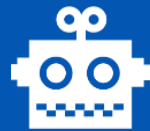
Principles



Organisation



**Recognition of Professional
Qualifications**



**Recognition of skills and
qualifications for labour migration**



Equal Treatment



Commission Support

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.**

Examples of recommendations made to Member States



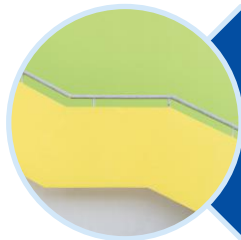
- Staff development: language skills
- Data management: use European Learning Model
- Knowledge development: interoperable databases



- 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

Thank you!

