



Mikromeriter - att synliggöra kompetenser  
Webinar fredag den 9 september kl 09.00-10.30 med  
UHR och SVERD



- **Kinga Szuly**, experts team leader, European Commission, Directorate-General for Education, Youth, Sport and Culture, Unit B1, Higher Education.

**EU Kommissionen** – strategier och rekommendationer kring mikromeriter

- **Hans Almgren**, utredare vid Myndigheten för yrkeshögskolan (MYH)

**Kompetenspasset**, Vinnovaprojekt för att undersöka vad mikromeriter är i en svensk kontext.

- **Ebba Ossiannilsson**, Professor, Svenska Riksorganisationen för Öppen Flexibel Distansutbildning (SVERD), Kvalitetskoordinator International Council for Open and Distance Education

**Internationell översyn av mikrokrediter** – ICoBC (International Council on Badges and Credentials)

9 september 2022



## Svenska Riksorganisationen för Öppen Flexibel Distansutbildning

SVERD Webbinarium

SVERD i samarbete med  
UHR

9/9 Mikromeriter - att synliggöra kompetenser

7/10 Digital spetskompetens

18/11 Öppna lärresurser (OER)

9/12 Kvalitetskriterier, distansutbildning och  
nätbaserat lärande

[Startsida](#) / [Aktiviteter](#) / SVERD Webinarium: Digital spetskompetens

## SVERD webinarium: Digital spetskompetens



**Tid:** 7 oktober kl 09:00 - kl 10:30  
**Plats:** Zoom  
**Arrangör:** SVERD  
**Kontakt:** hpu@uhr.se  
**Pris:** Gratis  
**Sista anmälan:** 6 oktober

### Webbinarium

SVERD i samarbete med UHR välkomnar till ett webinarium om digital spetskompetens.

Universitetskanslersämbetet, UKÄ, och Tillväxtverket har fått ett Regeringsuppdrag att göra en framtidsanalys av utbud och efterfrågan av digital spetskompetens fram till år 2035, samt komma med förslag på hur

## Webinar om "Micromeriter att synliggöra kompetens med UHR och Sverd fre 9/9 kl 09.00

av admin | sep 6, 2022 | Aktiviteter | 0 Kommentarer



Mikromeriter - att synliggöra kompetenser  
Webinar fredag den 9 september kl 09.00-10.30 med  
UHR och SVERD



Ebba Ossiannilsson, Professor, Dr.  
Svenska Riksorganisationen för Öppen Flexibel Utbildning, V Ordförande  
ICDE, Styrelseledamot och ICDE OER Advocacy Committee, Chair  
International Council on Badges and Credentials, Kvalitetssamordnare



We are a network of educational, corporate, association and government organisations. Our goal is to develop and facilitate best practices on badges and credentials regionally and globally.

Talk to us if you want to know more

Join our events

Become a member

**“The Journey of  
the Champions”**

**.Join us on the**

*“The ICoBC Symposium has opened my eyes in so many ways and taught me what needs to be done in order to have a thriving ecosystem of education, government and the corporate sector. I*

Sponsors:



## Executive Board

Our Executive Board helps us to bring forward our mission.

[Learn more](#)



Amin Hopp



Rebecca Strohmeier



Rupert Ward



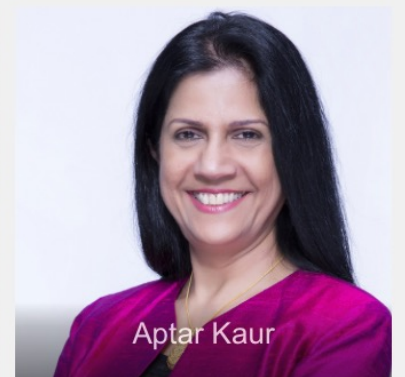
Rolf Reinhardt

## Quality Committee

The Quality Committee is a in institution to make sure everything that the ICoBC is proceeding is meeting our quality criteria.



Ebba Ossiannilsson



Aptar Kaur

## Symposium 2022

Our main event is the ICoBC Symposium, which is held yearly one day before the OEB pre-conference. The ICoBC Symposium brings together the key stakeholders from various countries and sectors to talk about hands-on initiatives and lessons learned in the field of badges and credentials.

We are furthermore organising virtual events, webinars as well as local events for specific target groups, e.g. Inter-Governmental Organizations, corporations and associations.

[Show Symposium 2022](#)

## Accreditation

ICoBC undertakes virtual visits to organisational issuers in order to assess their processes and practices, where possible both highlighting and sharing best practices to the benefit of both individual organisations and the broader learner-earner community. Consideration is given to local circumstances and constraints within the accreditation requirements, with accommodations made to enable flexible approaches to both issuing processes and to evidence meeting the core requirements of accreditation.



## Consultation

We are offering vendor-neutral consultation, including strategy workshops as well as peer-networking alongside our Maturity Model (BCM-FLO). We also review

Our workshops and consultations are conducted by experts who are specialized in the the respective field of the audience. Priority is given to ICoBC members, but we also recruit from a pool of associated networks.

Please contact us for more information.

[Contact us](#)

## Reports

ICoBC commissions a range of reports on topics such as 21st Century Skills and Quality. Reports are matter of availability of experts.

If you are a researcher in the field of badges and credentials, you can reach out to us and let us know your field of interest. We will reach out to you if there is a matching request.

[Contact us](#)

## Resources and links

We are collecting useful links to projects, publications, tools or institutions around badges and credentials, skills etc.

[Learn more](#)

## Projects

We are running a series of projects from inception to realization. Our own OpenBadges server is open for interested parties to try out the potential that digital credentials are offering. We also do projects based on specific interests such as the formalization on non-formal learning recognition through a network of partners.

What we are particularly interested is enabling successful ecosystems of issuer, receiver and verifier of digital credentials.





ICoBC Taxonomy, Quality Criteria, and Quality Grid  
AUGUST 2021

Ebba Ossiannilsson, Chair and Abtar Darshan Singh  
ICoBC

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Figure 1. ICoBC Taxonomy for Badges and Micro-credentials

This suggested ICoBC taxonomy provided a foundation for the evolved quality criteria and quality grid.

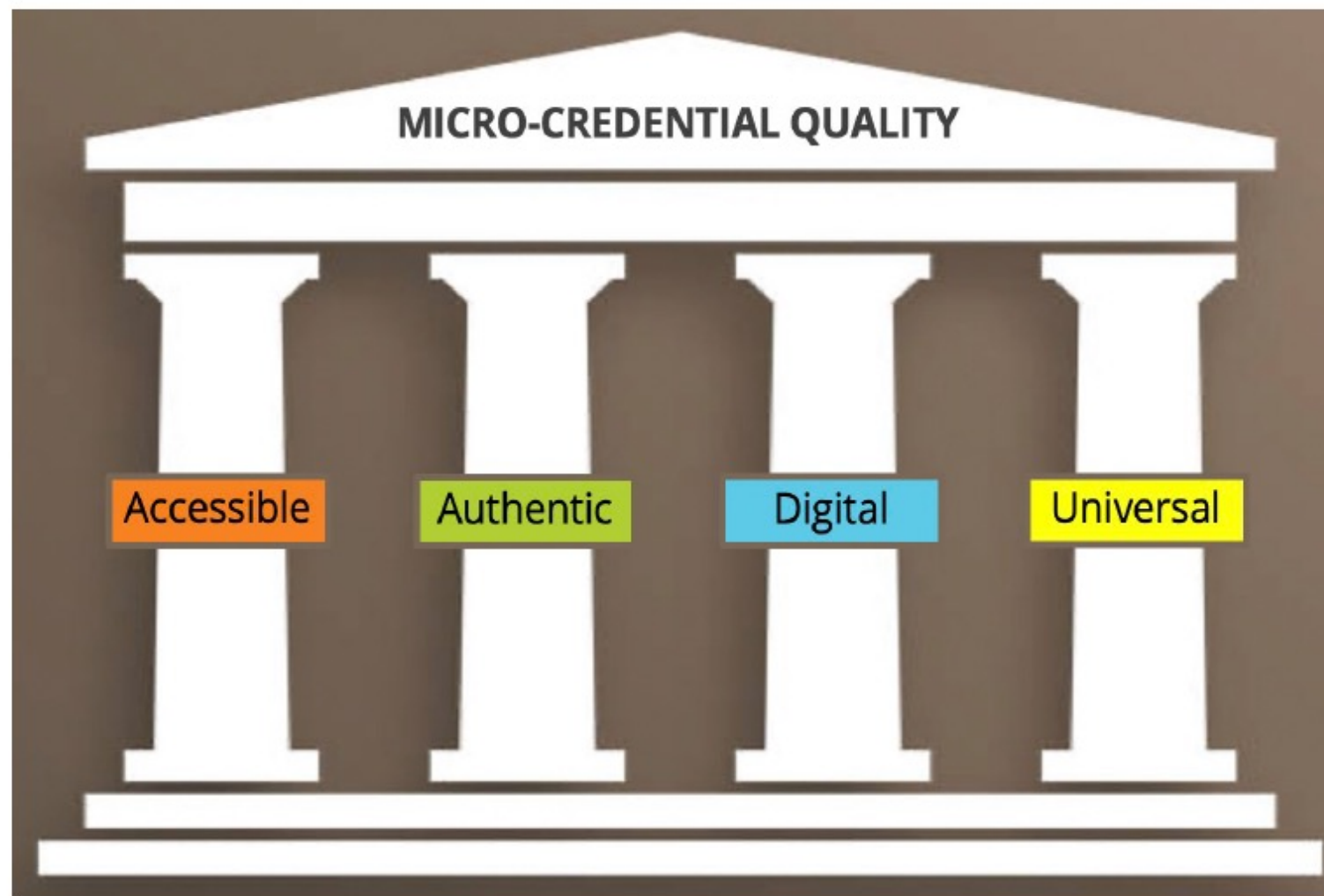


Fig. 2. ICoBC Quality Criteria

Table 1. The ICoBC Quality Criteria for Badges and Micro-Credentials

CRITERIA	SUB-CRITERIA	DESCRIPTION
<b>Accessible</b> A micro-credential or a badge is <b>accessible</b> when it is easily obtained, visible, and easy to reach or download.	<b>Attainable</b>	The micro-credential is well described, the learning outcomes are accurately stated, and the contents and assessments are well matched up.
	<b>Relevant</b>	It addresses the learning problem and the need for it with appropriate content, skills, and competencies
	<b>Intuitive</b>	It is easy and natural to move through the micro-credential or badge and to learn, use, or understand the contents.
<b>Authentic</b> A micro-credential or a badge is <b>authentic</b> when it is accurate, validated, robust, and can be trusted, i.e., worthy of acceptance or belief as conforming to or based on "fact" and "not false or imitation." In other words, bona fide and genuine.	<b>Validated</b>	A micro-credential is authentic when it is validated by the institution and/or industry, company, business, enterprise, company, or corporation.
	<b>Robust</b>	It can withstand review and is able to hold up to its position within the stated description of what it intends to accomplish
	<b>Accurate</b>	The micro-credential is correct in all details and capable of reaching its intended outcome.
	<b>Trust-worthy</b>	The competencies earned are reliable and the earner can be trusted to demonstrate them.
<b>Digital</b> A micro-credential and or badge should ideally be <b>digital</b> so that it is more portable between communities, interoperable between systems, and easily stackable and shareable.	<b>Portable</b>	Able to be easily carried or moved. It is highly mobile and can be moved or integrated into different systems with ease.
	<b>Interoperable</b>	It has the ability to interact with and function within other platforms or systems.
	<b>Stackable</b>	The micro-credential or badge can be stacked to a larger certificate similar to a succession of courses needed to earn a degree.
	<b>Shareable</b>	It has a high portable currency and can be shared or replaced other similar credentials.
<b>Universal</b> A micro-credential and or badge is <b>universal</b> when it is recognized, validated, and accredited across borders.	<b>Appearance</b>	It is represented as a micro-credential or badge and not an extended course/MOOC/ degree-like program.
	<b>Assessment</b>	The assessment methods are universally accepted, varied in nature, and are competency based.
	<b>Consistent</b>	The learning design, layout, and interface comply to principles that are consistent to a micro-credential.
	<b>Design Principles</b>	It incorporates learning design principles that are more inclusive and amenable to diverse needs.



### The ICoBC QUALITY GRID FOR BADGES AND MICRO-CREDENTIALS

Date and Place of Review:	
Learner Data:	
Contact Details:	
Badge/Micro-credential Overview:	
Title of Badge/Micro-credential:	
What is the purpose of the Badge/Micro credential?	<p>[To be added] Examples include:</p> <div style="border: 1px solid black; padding: 5px;"> <p>To raise awareness of ... [Citizen] To develop skills in ... [Worker] To show how to do ... [Maker] To help you to go from ... to ... [Entrepreneur]</p> </div>
What is the type/s of Badge/Micro-credential	Stand-alone Stackable
Badge/Micro-credential Context	Formal Non-Formal Students Upskilling of staff in business
Delivery Mode	Online (Synchronous only or Asynchronous only) Blended On-site (Physical F2F)
Description (especially learning intervention)	
Learning Outcomes	
Number of Learning Hours/ECTS/Credits	
Duration Hours/days/weeks	
Evaluation grade	[To be added]

Badge/ Micro-credential Evaluation					
Features	Criteria	Very good	Good	Poor	Very Poor
Accessible A micro-credential or a badge is accessible when it is easily obtained, visible, and easy to reach or download.	Attainable: The micro-credential is well described, the learning outcomes are accurately stated, and the contents and assessments are well matched up.				
	Relevant: It addresses the learning problem and the need for it with appropriate content, skills, and competencies.				
	Intuitive: It is easy and natural to move through the micro-credential or badge and to learn, use, or understand the content.				
Authentic A micro-credential or a badge is authentic when it is accurate, validated, robust, and can be trusted, i.e., worthy of acceptance or belief as conforming to or based on "fact" and "not false or imitation." In other words, bona fide and genuine.	Validated: A micro-credential is authentic when it is validated by the institution and/or industry, company, business, enterprise, company, or corporation.				
	Robust: It can withstand review and is able to hold up to its position within the stated description of what it intends to accomplish.				
	Accurate: The micro-credential is correct in all details and capable of reaching its intended outcome.				
Digital A micro-credential and or badge should ideally be digital so that it is more portable between communities, interoperable between systems, and easily stackable and shareable.	Trust-worthy: The competencies earned are reliable and the earner can be trusted to demonstrate them.				
	Portable: Able to be easily carried or moved. It is highly mobile and can be moved or integrated into different systems with ease.				
	Interoperable: It has the ability to interact with and function within other platforms or systems.				
Universal A micro-credential is universal when it is recognized, validated, and accredited across borders.	Stackable: The micro-credential or badge can be stacked to a larger certificate similar to a succession of courses needed to earn a degree.				
	Shareable: It has a high portable currency and can be shared or replaced other similar credentials.				
	Appearance: It is represented as a micro-credential or badge and not an extended course/MOOC/ degree-like program.				

A micro-credential is universal when it is recognized, validated, and accredited across borders.	Assessment: The assessment methods are universally accepted, varied in nature, and are competency based.				
	Consistent: The learning design, layout, and interface comply to principles that are consistent to a micro-credential.				
	Design principles: It incorporates learning design principles that are more inclusive and amenable to diverse needs.				



## Overview of ICoBC Guidelines for Learners



### DEFINITION

A micro-credential is a proof of the learning outcomes that a learner has acquired following a short, transparently assessed learning experience. They are awarded upon the completion of short stand-alone courses (or modules) done on-site or online (or in a blended format) (Source: European Commission)



### TAXONOMY

The ICoBC recommends the following taxonomy for micro-credentials. This taxonomy is based on a continuum, as illustrated in Figure 1, and classified into three broad categories, namely: (i) for the individual; (ii) for a targeted community; and (iii) for the greater community.



### QUALITY CRITERIA

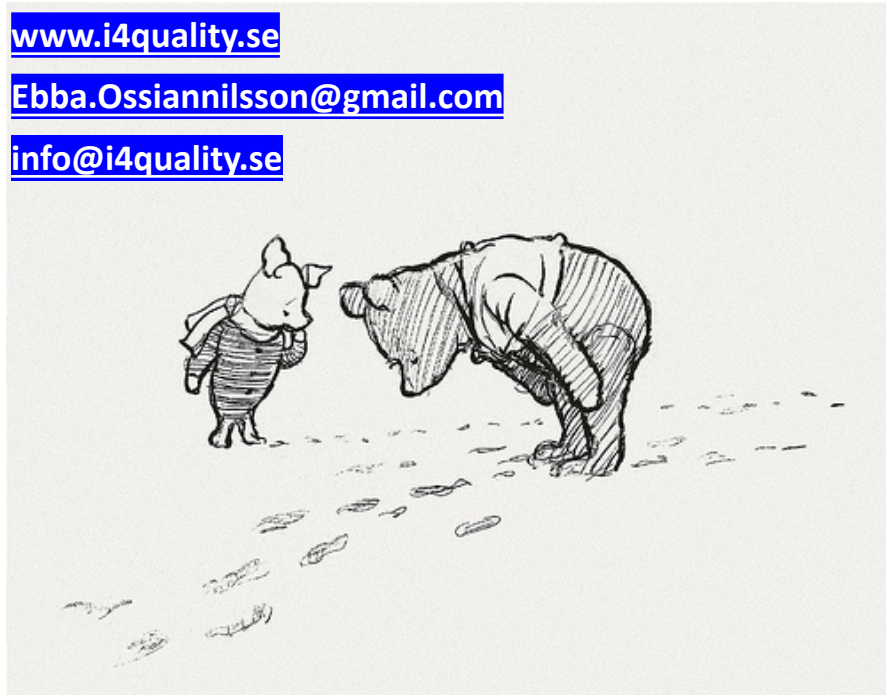
The ICoBC quality criteria consist of the following broad categories:  
(i) accessible; (ii) authentic; (iii) digital; (iv) and universal

# My Footprints

[www.i4quality.se](http://www.i4quality.se)

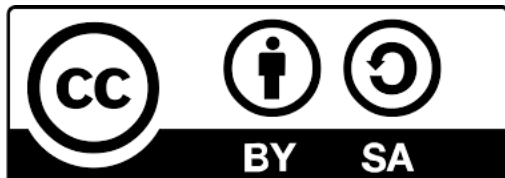
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CARING IS SHARING, SHARING IS CARING



THANK YOU!



**Ossiannilsson QOOL (quality in open online learning) Consultancy**  
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