



**Report on the
Multiplier Event E1
Launching the Learning Passport**

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Layout

Standard OEPass template

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The [learning passport](#) is intended to serve as a supplement to the (micro) credential, to facilitate its recognition by other institutions. It is intended to be a standard form for collection of information about open education experiences.

Activity E1	
Date and time	25 October 2018
Number of participants	33
Activity Venue	Universitat Oberta de Catalunya, Barcelona, Spain
Brief description of the activity	
<p>The multiplication event (See activity 02A5) served as the launch event for the Learning Passport amongst European Higher Educational Institutions. It involved a half-day seminar that covered the following topics:</p> <ul style="list-style-type: none"> • Current state of recognition of open educational credentials in Europe • The learning passport as a way to facilitate recognition of open credentials in Europe <p>The event attracted over 30 participants, and was held on the sidelines of EDEN's Research Workshop RW10. It targeted open education experts of European Higher Education Institutions.</p> <p>All presentations were recorded and uploaded to publicly accessible sites (Slideshare / Project website) to ensure widest possible dissemination.</p>	
Field or Subject	
<i>Non-formal education, open education, credentials, micro-credentials, quality aspects, standardisation of terms, technical standards, data warehouse for collected digital credentials.</i>	
Target Group	
Experts from European Higher Education Institutions	
Presenters and key issues	
<p>Mediator of the workshop: Timoty Reed, EDEN EC member, Senior Lecturer in the Department of Computer Languages and Systems, UNED, Spain</p> <p>Presenters:</p> <p>Ulf Daniel Ehlers, Vice-president, Co-Operative State University Baden-Wurtemberg, Germany, EDEN EC member</p> <p>Anthony Camillery, Director of Knowledge Innovation Centre</p> <p>Florian Rampelt, Deputy managing director at Hochschulforum Digitalisierung, Germany</p> <p>Key issues:</p> <ul style="list-style-type: none"> - Challenges of the present credentialing system - The mission of OEPass project as a response to the challenges - Key aspects of quality credentials - Standardization of non-formal educational recognitions - Introduction of the Learning Passport 	
Results achieved	
<p>Raising awareness of the professional community to the problem of recognition and credentialing of non-formal open education attainments</p> <p>Putting the question of quality of credentials into the focus of discussions about micro-credentials.</p> <p>Putting the issue of metadata standardisation on the agenda</p>	

Questions and comments of experts to support the finalisation of the learning passport collected.
List of annexes
1) Proof of attendance: a participants list (name, date, place of the event; name, e-mail address, signature, sending organisation of the participant) detailed agenda
2) Presentations Ulf-Daniel Ehler's Anthony F. Camilieri's
3) Group Work
4) Final form of the Learning Passport
5) Video record of the workshop.

Summary and conclusions of the OEPass E1 multiplier event “Launch of Learning Passport for Open Education Credentialisation”

The first presentation was held by Ulf Daniel Ehlers (*Baden-Wurttemberg Cooperative State University*) with the title of “Credentials-European Higher Education in Transition”

The main topics and conclusions presented:

- Challenges of the present credentialing system or students, educational institutions, and employers:
- The mission of OEPass as a response to the challenges:
 - Enhancing the portability of credentials to support student advancement
 - Informing student decision making about which credentials to pursue
 - Providing context for educational institutions to make appropriate investments in developing and enhancing credentials
 - Increasing employers’ trust in and use of credentials in their human resource processes
- Different definitions of credential
- Different kinds of credentials with examples
- Badges as digital representation of learning achievements
- Stackable and connected credentials and their connection to carrier pathways
- Investments in creating credentials platforms (Lumina Foundation, UK Government)
- OEPass Initiative: Towards a European better connected credential ecosystem
 - Key components of a credential ecosystem: credential descriptors (terms, metadata scheme), Credential Registry (“Warehouse”)
 - Stakeholders of the credential system:
 - Credential Earners
 - Credential Issuers
 - Credential Consumers

The second presentation by Anthony F. Camilieri of Knowledge Innovation Centre discussed the subject of [Quality Credentials in Open Education](#)

The main topics included:

- Recognition & Portability of credentials vs. Overall Quality of credentials
- (Inherent) Credential quality
- Problems emerging:

- The average employer will not research your credentials, If it costs an employer more to verify a credential than to test the skills, the credential is effectively worthless.
- Paper credentials are hard to use and share
- Lack of Technical Standards leads to exclusion
- Closed Standards for Security and Verification
- No Aggregation of Credential Data
- Technical Quality Characteristics for Digital Credentials (Quality Principles)
- Modularity and transparency of credentials
- Actions to Improve Credential-Quality
- Recommendations for EU & EHEA
 1. Extend concepts of recognition and portability to all credentials.
 2. A European Agency for the Quality of Credentials could publish recommendations on the quality of different formats and technologies behind open education.
 3. The next revision of the ESGs should consider the value of the credentials issued by an institution within their criteria including questions related to technology.
 4. A "Bologna Digital" should include the discourse on technologies and infrastructures & focus on a comprehensive technical standard for credentials, encompassing all technical characteristics.
- Recommendations for innovators
 1. Degrees are the gold standard of credentials for good reason – they should be emulated.
 2. Innovators that ignore the technical quality of their credentials, lower the quality of their outputs (exception for global brands with unparalleled inherent quality)

In the second, interactive part of the workshop Florian Rampelt showed examples of credentials and used tables to illustrate the classification of credentials.

Attendants were asked to form 3 groups and analyse 3 different practical credential case with respect to the five key quality indicator of the credential: distinct, authentic, accessible, exchangeable, portable. They were given a handout describing the 3 cases and the quality aspects (See Annex 4).

Results of the analysis:

- Non of the credential cases fulfilled all credential quality criteria.
- the bachelor's degree can be authentic as certificate but what is behind we have no information, but it is based on trust, popularity of the institution but not on actual quality aspects.
- The MOOC certificate is a portable and accessible credential, but there were doubt about the verification of the issuer. No information about the learning experience. Also as time passing by, the MOOC session itself could became unavailable in the digital space.
- open badges are images with embedded meta-data and often need special software to make it usable.
- human habit changes slower and people still like to print out documents.
- the 3rd group concluded digitalised documents that also exist in paper form are good solutions in special cases, e.g. when refugees' institution lost the data of the student

because of unforeseen circumstances and the digital version (if authenticated) becomes very important.

Following the interactive part, Anthony Camillery summed up the requirements of a real open education system to overcome the present rather closed, hard to use and share, non-inclusive, time consuming systems.

The existing system of (digital) credentials were found inappropriate based on the following characteristics:

- Limited Access to Underlying Information
- Credentials are still not digital
- Lack of (Technical) Standards for Credential Information
- Closed Standards for Security & Verification
- No Aggregation of Credential Data

The OEPass project aims to create a digital standard format for documenting open education credentials based on ECTS. The concept of the Learning Passport was explained. It has information about the five key elements.

- The awarding body
- Educational credential
- Credential type
- Holder of educational credential and the accomplishment
- Evidence


These data make us able to define credentials in terms of other credentials.

The data warehouse “github” to collect the open digital credentials was introduced to the participants.

Partner

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Accreditation for online learning provides challenges for universities to accept and acknowledge learning as credited coursework. Awarding credit for different types of educational coursework disrupts higher education's traditional, formal educational processes for financial and educational accountability. The challenge for post-secondary institutions is to look at online learning opportunities through a lens of reform and innovation and equally, as an opportunity to increase higher education participation.

Within the framework of the OEPASS project, this publication intends to address these caveats by establishing a concept of a 'quality credential' whereby the quality of the certificate offered for an open educational experience is measured, based on factors such as the



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