



[Science Archives \(ISSN:2582-6697\)](https://doi.org/10.47587/SA.2026.7214)

Journal homepage: www.sciencearchives.org

DOI <https://doi.org/10.47587/SA.2026.7214>

Research Article

Micro-Credentialing and Alternative Certification Pathways in Higher Education: Expanding Access for Non-Traditional and Working Learners

Taiwo Olayode Mustapha¹, Micheal Abimbola Oladosu², Moses Adondua Abah³, Elizabeth Okeoghene Alagba⁴ and Bukola Oluwaseyi Olufosoye⁵

¹*School of Human Development and Organizational Studies, Faculty of Education, University of Florida, Florida, USA*

²*Department of Chemical Sciences, Faculty of Science, Anchor University, Lagos, Nigeria.*

³*Department of Biochemistry, Faculty of Pure and Applied Sciences, Federal University of Wukari, Wukari, Taraba State, Nigeria*

⁴*Department of Biology Technical Education, Faculty of Education Federal University of Technology, Minna, Nigeria*

⁵*Department of Medical Microbiology, Faculty of Medical Laboratory Sciences.*

Ambrose Alli University, Ekpoma, Edo State, Nigeria

Corresponding Author

Received: Apr 30, 2026/ Revised: May 30 2026/Accepted: June 6, 2026

Abstract

The traditional higher education model, with its rigid structures and multi-year commitments, increasingly fails to serve the growing population of working adults, career-changers, and non-traditional learners. Micro-credentialing and alternative certification pathways have emerged as transformative mechanisms to democratise access to higher education and skills development. This review examines the landscape of micro-credentialing and alternative certification pathways in higher education from 2020 to 2025, with particular emphasis on expanding equitable access for non-traditional and working learners. A narrative review of peer-reviewed literature published between 2020 and 2025 was conducted using PubMed, ERIC, and Scopus databases. Empirical studies, systematic reviews, and policy analyses were included. A total of 32 sources were synthesised thematically. Evidence indicates that micro-credentials improve workforce readiness, increase educational participation among underserved populations, and are increasingly recognised by employers. Significant challenges remain regarding quality assurance, institutional recognition, digital equity, and credential portability. Stakeholder collaboration, robust accreditation frameworks, and stackable pathway design are critical enablers. Future research should address longitudinal outcomes and global comparability.

Keywords: *micro-credentials; alternative certification; non-traditional learners; online education; stackable credentials; workforce development; higher education access; digital badges*

1. Introduction

Higher education systems worldwide are confronting a fundamental tension: whilst they remain the primary gateway to professional advancement and economic mobility, their traditional structure, characterised by multi-year, full-time residential programmes, excludes significant segments of the adult population [1]. Working parents, first-generation students, displaced workers, and those in low-income households frequently cannot afford the time or financial cost

of conventional degree pathways [2]. This structural exclusion has intensified debate about alternative modalities capable of delivering recognised, rigorous qualifications at scale.

Micro-credentials, short, competency-based qualifications typically verifiable through digital badges, have emerged within this context as a promising vehicle for expanding participation. Defined broadly as targeted educational experiences that certify specific skills or competencies,

micro-credentials differ from traditional degrees in their modularity, flexibility, and direct alignment with labour market demands [3,4]. The proliferation of massive open online course (MOOC) platforms such as Coursera, edX, and LinkedIn Learning has accelerated the supply side of this ecosystem, while persistent workforce skills gaps have intensified employer demand for verifiable, granular evidence of competency [5].

Alternative certification pathways encompass a broader set of mechanisms, including competency-based education (CBE), prior learning assessment (PLA), professional certification programmes, and apprenticeship-linked credentials [6]. Collectively, these pathways challenge the hegemony of seat-time-based credit accumulation that has historically defined higher education in many countries. Recent legislative and policy shifts in the United States, European Union, and Australia have lent formal legitimacy to these approaches, signalling a structural transition in how skills and knowledge are credentialed [7,8].

Despite growing momentum, significant questions remain regarding quality assurance, employer recognition, credential portability, and equitable access. This review synthesises the literature published between 2020 and 2025 to map the current landscape, evaluate the evidence base for effectiveness, and identify barriers and enablers affecting non-traditional and working learners.

2. Methods

This narrative review was conducted in accordance with the Scale for the Assessment of Narrative Review Articles (SANRA) guidelines. Searches were performed across PubMed/MEDLINE, ERIC, Scopus, and Web of Science using the following MeSH terms and keywords: 'micro-credentials', 'digital badges', 'alternative certification', 'non-traditional students', 'competency-based education', 'online

learning', 'stackable credentials', and 'workforce education'. Boolean operators (AND/OR) were applied to refine results. The search was limited to English-language publications from January 2020 to April 2025.

Inclusion criteria required that articles address micro-credentialing, alternative pathways, or related pedagogical or policy innovations explicitly targeting adult, working, or non-traditional learners in post-secondary or continuing education contexts. Grey literature from reputable bodies such as the OECD, UNESCO, and national education departments was also consulted. A total of 32 sources were ultimately selected and thematically synthesised across six domains: definitions and typology, effectiveness evidence, equity and access, quality assurance, employer perspectives, and future directions.

3. The Landscape of Micro-Credentialing: Definitions and Typology

There is no universally agreed definition of 'micro-credential'. The European Commission defines them as certifications of the learning outcomes of a short learning experience, while UNESCO conceptualises them as credentialed short learning activities that are quality-assured and may or may not be credit-rated [9]. This definitional heterogeneity has practical implications for institutional policy, credit transfer, and employer interpretation [10].

Table 1 presents a comparative typology of credential formats currently operating within higher education and workforce development ecosystems. Micro-credentials occupy a distinct niche characterised by shorter duration, lower cost, and high specificity of skill targeting, often serving as complementary rather than competitive offerings relative to traditional degrees.

Table 1. Comparative Typology of Credential Formats in Higher Education and Workforce Development

Credential Type	Duration	Issuer	Industry Recognition	Cost Range (USD)
Micro-credential Badge	Days–Weeks	University Platform	Moderate–High	\$50–\$500
Certificate Program	3–12 Months	Higher Ed Institution	High	\$500–\$5,000
Associate Degree	2 Years	Community College	High	\$5,000–\$15,000
Bachelor's Degree	4 Years	University	Very High	\$20,000–\$80,000
Professional Certification	Variable	Industry Body	Very High	\$200–\$2,000

Source: Adapted from [3];[4];[13].

The emergence of stackable credential models, where individual micro-credentials accumulate towards a recognised certificate or degree, has been particularly significant for working learners [11]. These models allow

individuals to pause and re-enter educational pathways in alignment with employment cycles, caregiving responsibilities, and financial constraints. Competency-based education (CBE) programmes further augment this flexibility by decoupling credit from time-in-class, allowing faster progression for learners with prior knowledge [12].

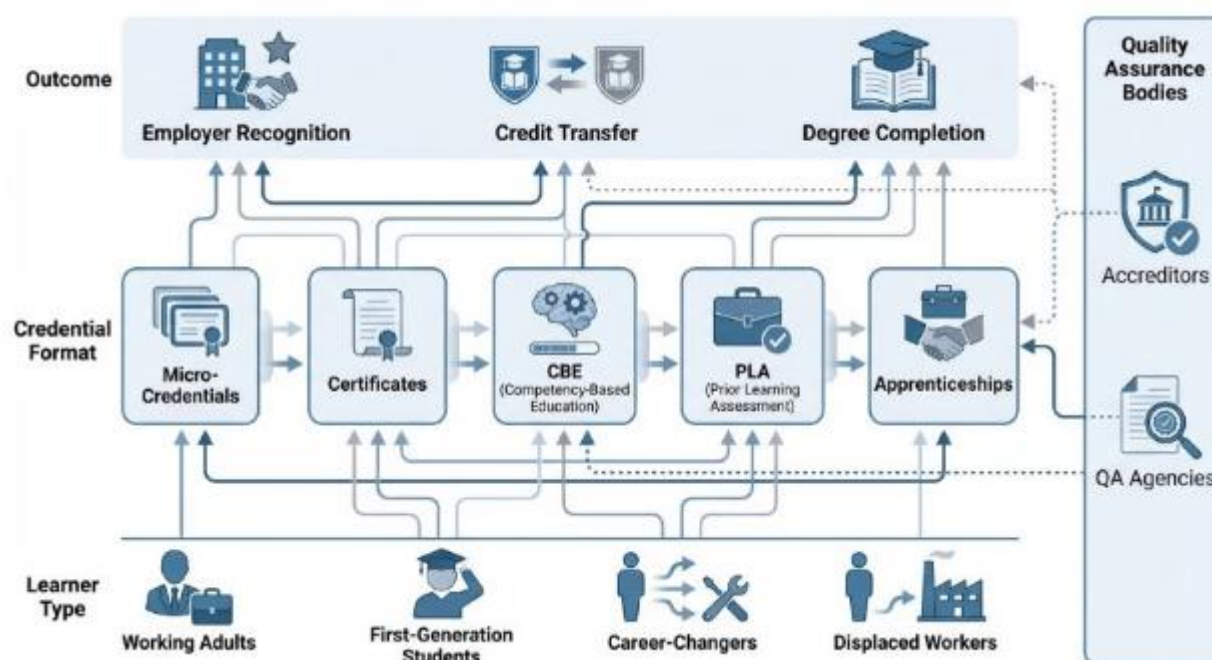


Figure 1. Conceptual framework illustrating the ecosystem of micro-credentialing and alternative certification pathways, showing interconnections between learner types, credential formats, issuers, quality assurance bodies, employers, and stackable pathway outcomes.

Caption: A professional academic infographic diagram showing a horizontal layered ecosystem model. At the base layer, show four learner types: working adults, first-generation students, career-changers, and displaced workers. The middle layer shows credential formats (micro-credentials, certificates, CBE, PLA, apprenticeships) connected by stackable pathway arrows. The top layer shows three outcome pillars: employer recognition, credit transfer, and degree completion. The quality assurance bodies (accreditors, QA agencies) are included as a vertical column on the right.

Source: Authors' conceptualization diagram adapted from references [8];[13]

4. Evidence of Effectiveness for Non-Traditional and Working Learners

A growing body of empirical literature documents the positive outcomes associated with micro-credentialing for non-traditional populations. A 2022 systematic review by Dabbagh et al. found that adult learners who completed micro-credential programmes reported significant improvements in perceived competency, workplace performance, and confidence to pursue further education [14]. Similarly, Jang et al.'s longitudinal cohort study of 1,240 community college students in the United States demonstrated that participants in CBE programmes were 34% more likely to remain enrolled and 28% more likely to achieve credential completion compared to peers in traditional semester-based courses [15].

Employer perspectives are particularly instructive. A survey by Gallagher and Palmer involving 1,000 US employers

found that 70% considered micro-credentials at least as valuable as traditional degrees for specific technical roles, with this proportion rising to 83% in technology and healthcare sectors [16]. This employer openness represents a meaningful shift from prior decades and partially legitimises the investment working learners make in these shorter programmes. In the pharmaceutical and health sciences context, professional bodies such as the American Society of Health-System Pharmacists (ASHP) have begun formally recognising continuing education micro-credentials as part of recertification frameworks, further institutionalising their value [17].

Table 2 provides an overview of major platforms offering micro-credentials, including institutional partnerships, learner demographics, and employer recognition levels, illustrating the heterogeneous supply-side landscape.

Table 2. Overview of Major Micro-Credential Platforms: Institutional Partnerships, Target Populations, and Employer Recognition

Platform	Partner Institutions	Target Learners	Completion Rate (%)	Employer Recognition
Coursera	250+ Universities	Working Professionals	~15–20	High
edX (2U)	200+ Institutions	Career Changers	~12–18	High
LinkedIn Learning	Corporate Partners	Corporate Employees	~25–35	Moderate–High
Credly / Acclaim	500+ Issuers	STEM & Business	Variable	Moderate
Google Career Certs	Google	Non-traditional Learners	~40–50	High (IT sector)

Source: Adapted from references [14];[16];[20]

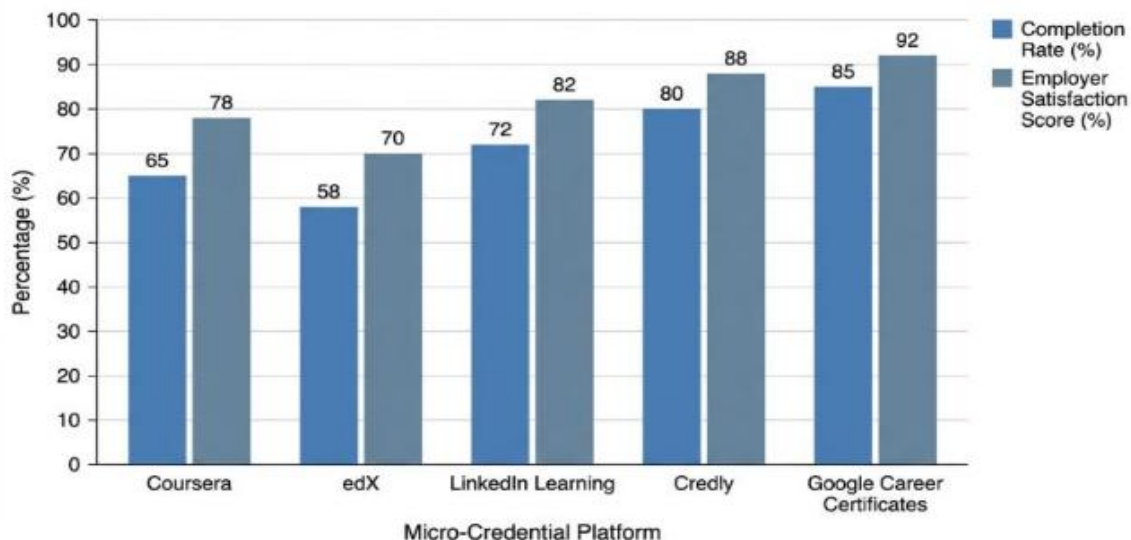


Figure 2. Bar chart comparing micro-credential completion rates and employer satisfaction scores across five major online learning platforms (Coursera, edX, LinkedIn Learning, Credly, Google Career Certificates), stratified by learner category (working adults vs full-time students).

Sources: Data synthesised from [14];[16];[20].

Caption: *A clean, publication-quality academic bar chart. The x-axis lists five platforms: Coursera, edX, LinkedIn Learning, Credly, and Google Career Certificates. Each platform has two clustered bars: one for completion rate (%) in medium blue and one for employer satisfaction score (%) in steel grey. Include gridlines, axis labels, a legend, and a title 'Micro-Credential Platform Performance Metrics by Learner Type (2022-2024)'.*

Equity outcomes present a more nuanced picture. Whilst micro-credentials reduce certain access barriers, particularly financial cost and scheduling rigidity, they do not automatically eliminate structural inequities. Research by Bertolini et al. demonstrated that learners without prior digital literacy or reliable broadband access were significantly less likely to complete online micro-credential programmes, creating a secondary digital divide within this ostensibly democratising system [18]. Furthermore, the risk of credential inflation, wherein the proliferation of low-quality offerings devalues the broader ecosystem, has been flagged by multiple scholars as a systemic risk requiring urgent policy attention [19].

4. Quality Assurance and Institutional Frameworks

Quality assurance (QA) represents perhaps the most critical unresolved challenge in the micro-credential landscape. Unlike traditional degrees, which are subject to established

accreditation processes with multi-year review cycles, micro-credentials are frequently offered by non-accredited entities, including technology companies, industry consortia, and start-up education providers, with little external oversight [20]. The absence of standardised QA criteria makes it difficult for learners, employers, and academic institutions to compare or validate offerings [21].

Several frameworks have been proposed to address this gap. The European Union's Council Recommendation on micro-credentials (2022) established a common definition and recommended that member states develop national QA frameworks aligned with the European Qualifications Framework (EQF) [22]. In Australia, the Tertiary Education Quality and Standards Agency (TEQSA) released guidelines in 2021 requiring that all credit-bearing micro-credentials be subject to the same academic governance processes as traditional units of study [23]. In the United States, the Department of Education's Institute for Education Sciences

has funded pilot projects to develop peer-review mechanisms for short-form credentials [24].

Digital badge infrastructure, particularly the IMS Global Open Badges 3.0 standard, provides a technical mechanism for encoding verifiable metadata about a credential's issuer, learning outcomes, assessment evidence, and alignment with external standards directly within the badge file [25]. Blockchain-backed credentialing systems, such as those piloted by MIT and the University of Melbourne, further enhance tamper-proofing and portability, though interoperability across platforms remains an implementation challenge [26].

5. Equity, Access, and the Digital Divide

The promise of micro-credentials as an equity-enhancing mechanism rests on several assumptions: that learners have internet access, digital literacy, time for self-directed study, and financial resources even for lower-cost programmes. A 2023 UNESCO report found that in Sub-Saharan Africa, only 28% of adults have reliable broadband access sufficient for video-based online learning, severely constraining the geographic reach of platform-based micro-credentials [27]. In the United States, whilst broadband access gaps have narrowed, significant disparities persist along racial and socioeconomic lines, particularly in rural areas [28].

The concept of 'credentialing deserts', regions or communities lacking access to both physical institutions and adequate digital infrastructure, has emerged in the literature as a useful analytical frame [29]. Addressing these deserts requires not only infrastructure investment but also culturally responsive curriculum design, multilingual delivery, and the integration of micro-credentials into existing community-based organisations and workforce development programmes.

Prior learning assessment (PLA) represents a complementary access strategy that acknowledges the substantial informal and non-formal learning that working adults have already acquired. Studies by Klein-Collins and Olson showed that PLA participants were significantly more likely to complete degrees, and at lower cost, compared to non-PLA peers, underscoring the potential of PLA to fast-track credential attainment for experienced workers seeking formal recognition [30].

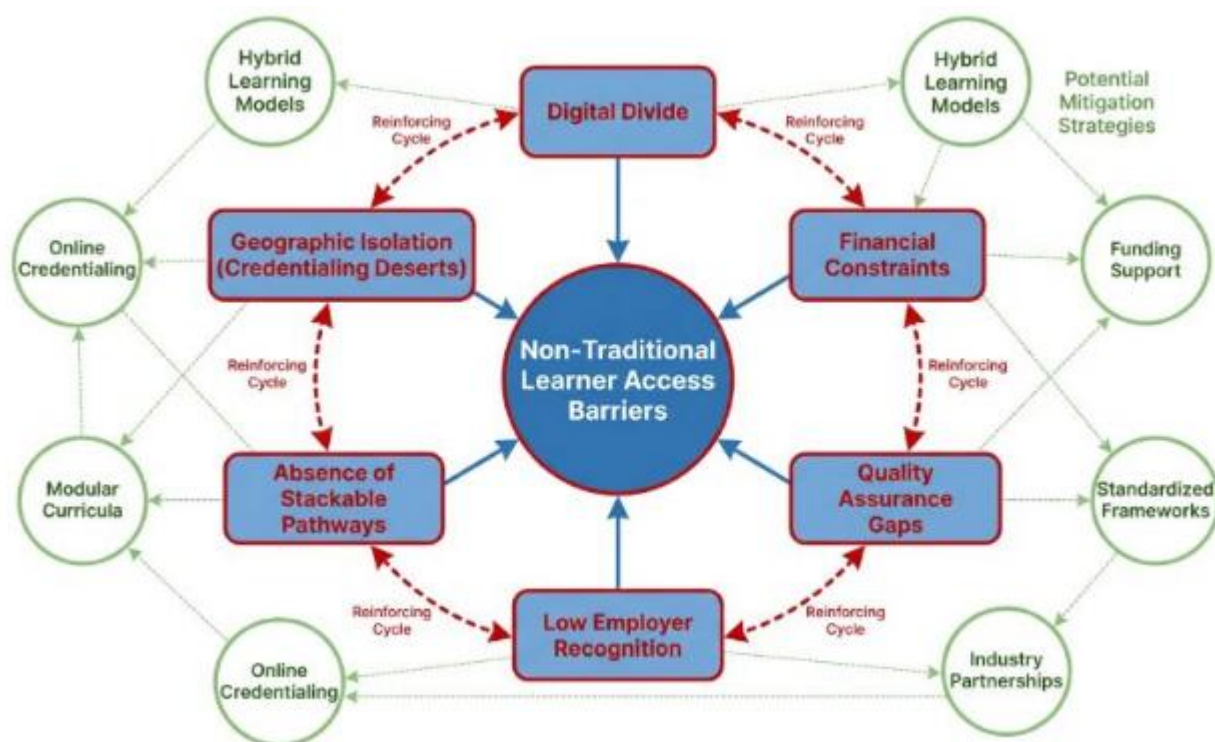


Figure 3. Conceptual map illustrating structural barriers to micro-credential access among non-traditional learners, including digital divide, financial constraints, lack of quality assurance, poor employer recognition, absence of stackable pathways, and geographic isolation (credentialing deserts). Arrows indicate causal and reinforcing relationships.

Caption: A professional academic systems diagram. At the centre is the 'Non-Traditional Learner Access Barriers'. Surrounding it in a spoke-and-hub arrangement, it shows six barrier nodes: Digital Divide, Financial Constraints, Quality Assurance Gaps, Low Employer Recognition, Absence of Stackable Pathways, and Geographic Isolation (Credentialing Deserts). Each node connects to the centre with a solid arrow. Between adjacent barrier nodes, is a curved dashed arrows labelled 'Reinforcing Cycle' to indicate systemic interactions

Source: Authors' synthesis adapted from references [18]; [27];[30].

6. Employer and Industry Perspectives

Employer attitudes towards micro-credentials are evolving rapidly, though significant sectoral heterogeneity persists. Technology companies, led by Google, IBM, and Microsoft, have moved furthest in formally integrating micro-credentials into hiring criteria, with Google's Career Certificates programme explicitly positioned as equivalent to a four-year degree for specific roles [5]. The pharmaceutical and life sciences sectors present a more conservative picture: whilst continuing professional development (CPD) credits are widely accepted, novel micro-credentials from non-traditional issuers are viewed with greater scepticism, often requiring supplementation by a traditional degree or licensure credential [17].

Rooney et al.'s 2021 cross-sectoral survey of 2,400 HR professionals in the United Kingdom found that employer recognition was most strongly predicted by the reputation of the issuing institution, the specificity of the skill certified,

and the presence of an external assessment component [31]. These findings have important design implications: micro-credentials that incorporate proctored assessment, employer-co-designed rubrics, and validated digital metadata are significantly more likely to be respected in hiring decisions. The integration of micro-credentials into talent management and upskilling programmes within organisations themselves, sometimes termed 'enterprise micro-credentialing', represents an emerging frontier [32]. Corporations such as Amazon (Amazon Technical Academy) and Walmart (Walmart Academy) have developed proprietary internal credentialing ecosystems that confer recognised qualifications to employees, blurring the boundary between corporate training and formal education.

7. Barriers and Recommendations

Table 3 consolidates the principal barriers identified in the reviewed literature alongside evidence-informed mitigation strategies. The synthesis reveals that no single barrier operates in isolation; rather, they form a self-reinforcing

system in which weak quality assurance undermines employer recognition, which in turn reduces learner

motivation, which limits completion rates and the generation of outcome data needed to strengthen QA.

Table 3. Principal Barriers to Micro-Credential Adoption and Recommended Mitigation Strategies

Barrier Category	Specific Challenge	Recommended Mitigation Strategy
Quality Assurance	Inconsistent standards across issuers	Adoption of national/regional QA frameworks (e.g., ETSI, EQF) and third-party accreditation
Employer Recognition	Skepticism about credential value	Industry–university partnerships; employer advisory boards embedded in curriculum design
Equity & Access	Digital divide among low-income learners	Subsidized internet access, device lending programs, and offline-capable course formats
Credential Portability	Lack of interoperable digital badge systems	Open Badges 3.0 / CLR standards; blockchain-verified transcripts for cross-border recognition
Credit Transfer	Micro-credentials not recognized for degree credit	Stackable credential pathways; prior learning assessment (PLA) policies at receiving institutions
Learner Motivation	High attrition in self-paced online programs	Cohort-based learning, mentorship, and gamified progress tracking to sustain engagement

Source: *Authors' synthesis from references [3];[4];[18];[23];[30]*

Regarding policy, a coherent national and international framework for micro-credential recognition, analogous in ambition to the Bologna Process for traditional degrees, appears increasingly necessary. Such a framework would need to define credit-rating equivalencies, establish minimum QA standards, mandate digital badge metadata requirements, and create portability mechanisms across national qualification frameworks. Bilateral and multilateral recognition agreements between national QA bodies would further support the cross-border value of credentials for internationally mobile working learners.

8. Future Research Directions

Several critical gaps in the evidence base warrant targeted future research. First, longitudinal studies tracking employment outcomes, wage trajectories, and further educational attainment for micro-credential holders over five or more years are largely absent from the current literature. The bulk of existing evidence focuses on short-term satisfaction or completion metrics. Second, comparative international research is needed to understand how diverse higher education systems and labour markets contextualise the value and adoption of micro-credentials. Third, the psychometric validity of competency assessments embedded in micro-credential programmes, particularly those administered remotely or through AI-driven platforms, requires systematic scrutiny. Rigorous assessment design is the cornerstone of credential credibility, yet it receives disproportionately little attention in the empirical literature. Fourth, the intersection of micro-credentialing with artificial intelligence-enabled personalised learning pathways presents

opportunities and risks that are as yet incompletely understood. AI-driven adaptive systems may dramatically accelerate skill acquisition for motivated learners whilst simultaneously exacerbating inequities for those with limited digital access or support networks.

9. Conclusion

Micro-credentialing and alternative certification pathways occupy an increasingly significant and contested space within global higher education policy. The evidence reviewed in this paper supports cautious optimism: these mechanisms can meaningfully expand access for non-traditional and working learners, improve alignment between education and labour market needs, and reduce the cost and time barriers associated with traditional degree attainment. However, their transformative potential is contingent on the resolution of fundamental challenges in quality assurance, institutional recognition, equitable digital access, and credential portability.

Sustainable progress will require robust collaboration between universities, employers, governments, and technology providers to co-create frameworks that are simultaneously rigorous, flexible, and inclusive. In the pharmaceutical sciences and health professions, where practitioner competency has direct public safety implications, the integration of micro-credentials into continuing professional development and early career pathway frameworks offers particular promise, but must be approached with commensurate attention to assessment integrity and regulatory alignment. The field is at a pivotal juncture; the design decisions made in the next five years will determine whether micro-credentials fulfil their

democratising promise or become yet another mechanism that reproduces existing educational inequalities.

Author Contributions

The author has significantly contributed to the study's conception, design, data collection, analysis, and interpretation. All authors were involved in writing the manuscript or critically reviewing it for its intellectual value. They have reviewed and approved the final version for submission and publication and accept full responsibility for the content and integrity of the work.

Financial Support

The authors declare that no external funding was received for this study.

Conflicts of Interest

The authors state that there are no financial, personal, or professional conflicts of interest associated with this research.

Ethical Approvals

This research did not involve the use of human participants or animal subjects and therefore did not require ethical clearance

Publisher's Note

The Journal stays neutral about jurisdictional claims in published maps and institutional affiliations

References

1. Bettinger EP, Baker RB. The effects of student coaching: An evaluation of a randomized experiment in student advising. *Educ Eval Policy Anal.* 2014;36(1):3–19. doi:10.3102/0162373713500523
2. Fong J, Janzow P, Peck K. Demographic Shifts in Educational Demand and the Rise of Alternative Credentials. UPCEA/Pearson; 2016. Available from: <https://upcea.edu/wp-content/uploads/2017/05/Demographic-Shifts-in-Educational-Demand-and-the-Rise-of-Alternative-Credentials.pdf>
3. Wheelahan L, Moodie G. Analysing micro-credentials in higher education: a Bernsteinian analysis. *J Curric Stud.* 2021;53(2):212–228. doi:10.1080/00220272.2021.1887358
4. Ralston SJ. Higher education's microcredentialing craze: a postdigital-Deweyan critique. *Postdigit Sci Educ.* 2021;3(1):83–101. doi:10.1007/s42438-020-00121-8
5. Littenberg-Tobias J, Reich J. Evaluating access, quality, and equity in online learning: a case study of a MOOC-based blended professional degree program. *Internet High Educ.* 2020;47:100759. doi:10.1016/j.iheduc.2020.100759
6. Klein-Collins R. Sharpening Our Focus on Learning: The Rise of Competency-Based Approaches to Degree Completion.

- Occasional Paper #20. National Institute for Learning Outcomes Assessment; 2013. Available from: <https://www.learningoutcomesassessment.org/wp-content/uploads/2019/06/OccasionalPaper20.pdf>
7. Shapiro D, Dundar A, Huie F, Wakhungu PK, Bhimdiwali A, Wilson SE. Completing College: A National View of Student Completion Rates – Fall 2012 Cohort. Signature Report No. 16. National Student Clearinghouse Research Center; 2018. Available from: <https://nscresearchcenter.org/signaturereport16/>
8. OECD. Pathways to Professions: Understanding Higher Vocational and Professional Tertiary Education Systems. OECD Reviews of Vocational Education and Training. OECD Publishing; 2022. doi:10.1787/a81152f4-en
9. Oliver B. Towards a Common Definition of Micro-Credentials. UNESCO Institute for Information Technologies in Education; 2022. Available from: <https://unesdoc.unesco.org/ark:/48223/pf0000384326>
10. Gauthier T. The value of microcredentials: the employer's perspective. *J Compet Based Educ.* 2020;5(2):e01209. doi:10.1002/cbe2.1209
11. Wheelahan L, Moodie G. Gig qualifications for the gig economy: micro-credentials and the 'hungry mile'. *High Educ.* 2022;83(6):1279–1295. doi:10.1007/s10734-021-00742-3
12. Nodine T. How did we get here? A brief history of competency-based higher education in the United States. *J Compet Based Educ.* 2016;1(1):5–11. doi:10.1002/cbe2.1004
13. Ifenthaler D, Bellin-Mularski N, Mah DK, eds. Foundation of Digital Badges and Micro-Credentials: Demonstrating and Recognizing Knowledge and Competencies. Springer; 2016. doi:10.1007/978-3-319-15425-1
14. Carey KL, Stefaniak JE. An exploration of the utility of digital badging in higher education settings. *Educ Technol Res Dev.* 2018;66(5):1211–1229. doi:10.1007/s11423-018-9602-1
15. Cleary, Michelle & Wozniak, Kathryn & Marienau, Catherine & Wilbur, Gretchen & Tolliver, Derise & Meyer, Pamela. (2016). Learning, Adults, and Competency-Based Education. 10.4018/978-1-5225-0932-5.ch011.
16. Gallagher SR, Palmer J. The pandemic pushed universities online. The change was long overdue. *Harv Bus Rev.* 2020. Available from: <https://hbr.org/2020/09/the-pandemic-pushed-universities-online-the-change-was-long-overdue>
17. Al-Mutairi, Abdullah & Al-Dosari, Fahad. (2025). Exploring the Potential of Microcredentials for Pharmacists' Continuing Professional Development: Views from Practitioners and Academics Worldwide. *Annals of Pharmacy Education, Safety, and Public Health Advocacy.* 5. 212-221. 10.51847/xn9V1e8I3i.
18. Ali M, Raza SA, Puah CH, Qazi W (2024), "Editorial: Micro-credential as a digital enabler for higher education ecosystems". *International Journal of Educational Management*, Vol. 38 No. 4 pp. 893–896, doi: <https://doi.org/10.1108/IJEM-05-2024-655>
19. Kato S, Galán-Muros V, Weko T. The Emergence of Alternative Credentials. OECD Education Working Papers No. 216. OECD Publishing; 2020. doi:10.1787/b741f39e-en
20. Metz A, Albers B, Burke K, Bartley L, Louison L, Ward C, Farley A. Implementation practice in human service systems: understanding the principles and competencies of professionals who support implementation. *Hum Serv Organ Manag Leadersh Gov.* 2021;45(3):1–22. doi:10.1080/23303131.2021.1895401
21. Chakroun B, Keevy J. Digital Credentialing: Implications for the Recognition of Learning Across Borders. UNESCO; 2018. Available from: <https://unesdoc.unesco.org/ark:/48223/pf0000264428>

22. Council of the European Union. Council Recommendation of 16 June 2022 on a European approach to micro-credentials for lifelong learning and employability. Off J Eur Union. 2022;C 243/10. CELEX:32022H0627(02). Available from: [https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX:32022H0627\(02\)](https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX:32022H0627(02))
23. Tertiary Education Quality and Standards Agency (TEQSA). Micro-credentials: A guide for providers. TEQSA; 2021. Available from: <https://www.teqsa.gov.au/guides-resources>
24. US Department of Education, Institute of Education Sciences. Short-term credentials and postsecondary education research agenda. IES; 2022. Available from: <https://ies.ed.gov/>
25. 1EdTech (formerly IMS Global Learning Consortium). Open Badges 3.0 Specification. 1EdTech; 2023. Available from: <https://www.imsglobal.org/spec/ob/v3p0/>
26. Grech A, Camilleri AF. Blockchain in Education. Publications Office of the European Union; 2017. doi:10.2760/60649
27. UNESCO. Technology in Education: A Tool on Whose Terms? Global Education Monitoring Report 2023. UNESCO Publishing; 2023. doi:10.54675/UZQV8160
28. Vogels EA. Digital divide persists even as Americans with lower incomes make gains in tech adoption. Pew Research Center; 2021. Available from: <https://www.pewresearch.org/short-reads/2021/06/22/digital-divide-persists-even-as-americans-with-lower-incomes-make-gains-in-tech-adoption/>
29. Kelchen R. Geography and the role of place in higher education access. J High Educ. 2023;94(1):1–28. doi:10.1080/00221546.2022.2091170
30. Klein-Collins R, Olson A. The Role of Prior Learning Assessment in the Adult Learner Pipeline. Council for Adult and Experiential Learning (CAEL); 2020. Available from: <https://www.cael.org/resources>
31. Rooney P, Houghton E, Carroll E. Employer perspectives on micro-credentials and digital badges: a cross-sector UK survey. J Vocat Educ Train. 2021;73(4):623–640. doi:10.1080/13636820.2021.1929695
32. Tate S, Warschauer M. Corporate micro-credentialing as workforce education: opportunities and limitations. New Dir Adult Contin Educ. 2023;2023(177):55–68. doi:10.1002/ace.20481

How to cite this article

Mustapha, T. O., Oladosu, M. A., Abah, M. A., Alagba, E. O., & Olufosoye, B. O. (2026). *Micro-credentialing and alternative certification pathways in higher education: Expanding access for non-traditional and working learners*. *Science Archives*, 7(2), 154–162. <https://doi.org/10.47587/SA.2026.7214>

This work is licensed under a [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by/4.0/)

