

CERTIFICATION

Project Number: 25/035
Education Institution: Coursera Inc.
Courses: Microsoft Business Analyst Professional Certificate
Microsoft Program Management Professional Certificate
Microsoft Project Management Professional Certificate
Microsoft Azure Data Scientist Associate Professional Certificate
Microsoft Cloud Support Associate Professional Certificate
Microsoft IT Support Specialist Professional Certificate

To whom it may concern

All information in this report was provided by Coursera and assessed by the FIBAA expert panel. However, some of the information had to be redacted for one of the following reasons

- Material/information prohibited from disclosing as a public company under U.S. securities laws
- Proprietary information about internal processes not publicly known
- Level of detail that Coursera generally does not share with the public (e.g. expressly naming internal tools to support compliance processes). Please see <https://www.coursera.org/about/privacy> for relevant public information
- Confidential personal information

For information about redactions, please contact: PR@coursera.org

Decision of the FIBAA Accreditation and Certification Committee



20th Meeting on November 26, 2025

CERTIFICATION

Project Number:	25/035
Platform provider:	Coursera Inc.
Education Provider:	Microsoft
Courses:	<ol style="list-style-type: none">1. Microsoft Business Analyst Professional Certificate2. Microsoft Program Management Professional Certificate3. Microsoft Project Management Professional Certificate4. Microsoft Azure Data Scientist Associate Professional Certificate5. Microsoft Cloud Support Associate Professional Certificate6. Microsoft IT Support Specialist Professional Certificate

The FIBAA Accreditation and Certification Committee has taken the following decision:

According to § 7 (2) in conjunction with § 10 (1) in conjunction with § 10 (2) of the “Special Conditions for awarding the FIBAA Quality Seal for Continuing Education Courses”, the continuing education courses are certified with one condition.

Condition 1: For all courses, Coursera and Microsoft

- a) provide “Certificate Supplements” for each course that document at least: the learning outcomes of the respective course, the country of the issuer, the workload needed to achieve the learning outcomes (in ECTS credits), the EQF-level of the learning experience leading to the certificate, the type of assessment required to obtain the certificate and the mode of study in a transparent and coherent manner.
- b) additionally provide correct documentation in the Certificate Supplement regarding the HEI’s obligations and scope for decision-making when recognizing prior learning (RPL) and awarding ECTS credits for RPL.

➤ Proof of meeting this condition is requested until August 25, 2026

Period of Certification: November 26, 2025 – November 25, 2030

The FIBAA Quality Seal is awarded.

Assessment Report

Institution:

Coursera Inc.

Content partner: Microsoft

Continuing Education Courses:

1. Microsoft Business Analyst Professional Certificate
 2. Microsoft Program Management Professional Certificate
 3. Microsoft Project Management Professional Certificate
 4. Microsoft Azure Data Scientist Associate Professional Certificate
 5. Microsoft Cloud Support Associate Professional Certificate
 6. Microsoft IT Support Specialist Professional Certificate
-

Brief description of the continuing education courses:

Coursera Inc.¹ hosts a portfolio of “Professional Certificates” from Microsoft, Google, IBM, Intuit, Meta, Salesforce, and other industry leaders as MOOCs (Massive open online courses). The Professional Certificates are issued after completing the respective online course which are designed to help develop the skills needed to land entry-level jobs in business, IT, data science, and design.

Microsoft Entry-Level Professional Certificate courses² belong to this portfolio of Professional Certificates and are offered to individuals worldwide who seek to reskill to move into emerging digital careers.

The Microsoft Professional Certificate courses of this certification process comprise a workload of approximately 80 hours (Azure Data Scientist Associate) to 160 hours (Program Management; Project Management; Cloud Support Associate), thus also representing “micro-credentials” as small learning entities. With FIBAA certification, Coursera proposes ECTS crediting recommendation following the “Recognition of prior learning” as outlined in the ECTS Users’ Guide 2015.³

All Microsoft Professional Certificate courses are based on a methodological approach provided by Coursera and a content conceived, produced, and instructed by Microsoft.

Date of opening of the procedure:

March 21, 2025

Date of filing the self-assessment report:

May 13, 2025

Date of online assessment conference:

August 5-7, 2025

Type of certification:

Initial certification

Mode of study:

Online, Part-time

Initial start of the courses:

- Microsoft Business Analyst Professional Certificate: [REDACTED]
- Microsoft Program Management Professional Certificate: [REDACTED]
- Microsoft Project Management Professional Certificate: [REDACTED]
- Microsoft Azure Data Scientist Associate Professional Certificate: [REDACTED]
- Microsoft Cloud Support Associate Professional Certificate: [REDACTED]
- Microsoft IT Support Specialist Professional Certificate: [REDACTED]

Start of course cycle: continuous

Capacity load: not limited

¹ Referred to as “Coursera” in this report (except for summary chapter)

² Referred to as “programs” by Coursera, for terminology see glossary at the end of this report.

³ [ECTS Users’ guide 2015](#), page 46

Learner intake by April 2025⁴:

- Microsoft Business Analyst Professional Certificate: [REDACTED]
- Microsoft Program Management Professional Certificate: [REDACTED]
- Microsoft Project Management Professional Certificate: [REDACTED]
- Microsoft Azure Data Scientist Associate Professional Certificate: [REDACTED]
- Microsoft Cloud Support Associate Professional Certificate: [REDACTED]
- Microsoft IT Support Specialist Professional Certificate: [REDACTED]

No. of ECTS credit equivalents assigned to the courses:

- Microsoft Business Analyst Professional Certificate: equivalent of 5 ECTS
- Microsoft Program Management Professional Certificate: equivalent of 4 ECTS
- Microsoft Project Management Professional Certificate: equivalent of 5 ECTS
- Microsoft Azure Data Scientist Associate Professional Certificate: equivalent of 3 ECTS
- Microsoft Cloud Support Associate Professional Certificate: equivalent of 9 ECTS
- Microsoft IT Support Specialist: equivalent of 4 ECTS

Hours (workload) per credit equivalent:

25

Intended level according to European Qualification Framework (EQF)

- Microsoft Business Analyst Professional Certificate: 6
- Microsoft Program Management Professional Certificate: 6-7
- Microsoft Project Management Professional Certificate: 5-6
- Microsoft Azure Data Scientist Associate Professional Certificate: 6
- Microsoft Cloud Support Associate Professional Certificate: 5-6
- Microsoft IT Support Specialist: 5

FIBAA Project Manager:

Michael Stephan

Panel Members⁵:**Prof. Dr. Harald Dobernig**

University of Applied Sciences, Upper Austria, Wels, Austria
Professor for Digital Process Management

Simon Eppig

Nanyang Technological University, Singapore
Student: MSc Business Analytics
Completed: BA International Marketing Management

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Siemens AG, Digital Industries, Munich, Germany
Principal Key Expert for Predictive Analytics

Prof. Dr. Wolfgang Renninger

East Bavarian Technical University Amberg-Weiden, Germany

⁴ Enrolment numbers are material nonpublic information that are prohibited from disclosing as a public company under U.S. securities laws

⁵ In alphabetical order

Professor of Organization and Information Systems

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Summary

The panel's assessment takes into account the self-assessment and the results of the online visit as well as the statement of Coursera to the assessment report dated November 4, 2025.

Microsoft Business Analyst Professional Certificate; Microsoft Program Management Professional Certificate; Microsoft Project Management Professional Certificate; Microsoft Azure Data Scientist Associate Professional Certificate; Microsoft Cloud Support Associate Professional Certificate; and Microsoft IT Support Specialist Professional Certificate of Coursera Inc. fulfil (with few exceptions) the FIBAA quality requirements for certified continuing education courses and can be certified by the Foundation for International Business Administration Accreditation (FIBAA) under one condition. They may be recognized as modules within further educational programs and provide an ECTS credit recommendation.

The panel members identify need for action regarding the following aspect:

- Certificate and Certificate Supplement (see chapter 3.1).

Therefore, they recommend the certification on condition of meeting the following requirements:

For all courses, Coursera and Microsoft

- a) provide "Certificate Supplements" for each course that document at least: the learning outcomes of the respective course, the country of the issuer, the workload needed to achieve the learning outcomes (in ECTS credits), the EQF-level of the learning experience leading to the certificate, the type of assessment required to obtain the certificate and the mode of study in a transparent and coherent manner.
- b) additionally provide correct documentation in the Certificate Supplement regarding the HEI's obligations and scope for decision-making when recognizing prior learning (RPL) and awarding ECTS credits for RPL.

Proof of meeting this condition is to be documented by August 25, 2026.

Furthermore, the quality requirement that has not been fulfilled – External evaluation by course completers, employers, and others (see chapter 5) – is not an asterisk criterion and therefore does not lead to a further condition. The measures the course provider takes to solve the identified problem are to be considered during the re-certification.

The panel members also identified several areas where the courses could be further developed:

- Specifying the organizational embedding and responsibility for the process of EQF determination by improving documentation of the process including who is involved and in charge and at which step of the designing stage (or redesign or further development) of a course the EQF level is deduced (or in case of a redesign: checked, evaluated, and adjusted). The respective benchmarks – university courses used as comparison for EQF level determination – should also be further explained as to why they were chosen as a comparison (see chapter 1.1),
- Defining a course framework for developing skills levels (e.g. Associate, Professional, Expert Level, see chapter 1.2),
- Promoting the courses more actively, not only as job-entry qualifications, but also as upskilling opportunities (see chapter 2),

- Raising awareness that the courses can also be useful if students decide to pursue further academic education at a later date(see chapter 2),
- Putting an emphasis on analyzing actual workload (see chapter 3.1),
- Aligning the wording of the module descriptions with the corresponding wording of EQF level requirements with regards to methodological competencies (see chapter 3.2),
- Aligning the practical examples more explicitly with the qualification objectives (see chapter 3.2),
- Implementing a consistency of practical projects throughout the courses, allowing learners to draw upon the same database throughout the courses (see chapter 3.2),
- Incorporating elements for learners' support into the courses (see chapter 4.1),
- Developing a well-thought-out concept for the use of AI tools in learner support (see chapter 4.1),
- Increasing promotion of the Career Support Center (see chapter 4.2),
- Communicating current Learner Outcome Reports on the website (see chapter 5),
- Developing ideas to generate valuable course-specific data from alumni and employers to be able to assign results to corresponding courses (see chapter 5.).

The measures the course provider eventually takes in order to implement the recommendations of the panel members are to be considered in the context of the re-certification.

Furthermore, there is a set of criteria which exceed the quality requirements:

- Logic and conceptual coherence of the curriculum (see chapter 3.1),
- Course materials, required and recommended literature (see chapter 3.3),
- Professional experience of teaching staff (see chapter 4.1),
- Internal cooperation (see chapter 4.1),
- Cooperation with enterprises or other professional organizations (see chapter 4.3),
- Data analysis system (see chapter 4.4),

There is also a criterion which the panel team rates as "exceptional":

- Logic and conceptual coherence of the curriculum (see chapter 3.1).

Further positive aspects the panel would like to highlight although they do not lead to a formal "exceed" or "exceptional" rating within the corresponding chapter:

- Appropriate assessment structure with weekly, module-level, and course-level quizzes as well as a variety of ungraded assessment types including project work and peer reviews (see chapter 3.1),
- [REDACTED]
[REDACTED]
[REDACTED] (see chapter 3.2),
- The Program Management and Project Management courses further prepare students for certification by the Project Management Institute (PMI), which offers opportunities beyond the boundaries of the Microsoft ecosystem (see chapter 3.2),

- Coursera's longstanding experience with strong industry partnership (see chapter 4.3),
- The learning infrastructure in the form of the platform, mobile accessibility and AI support (see chapter 4.4).

For the overall assessment please refer to the quality profile at the end of this report.

Details on the institution

Launched in 2012 by two Stanford professors, Andrew Ng, and Daphne Koller, Coursera's mission is to provide universal access to world-class learning. Coursera is now one of the largest online learning platforms, with 118 million registered learners, partnering with over 300 university and industry partners to offer a broad catalog of content and credentials, including courses, Specializations, Professional Certificates, Guided Projects, and bachelor's and master's degrees. Institutions worldwide use Coursera to upskill and reskill their employees, citizens, and students in data science, technology, and business. Coursera became a B Corp⁶ in February 2021.

Coursera operates in five essential business units within two models:

- 1) Business to Business (Coursera for Individual learners)
 - a. Degrees
 - b. Open Content (Professional Certificates, Specializations & Courses by university and Industry Partners)
- 2) Business to Business (Coursera for Enterprise)
 - a. Coursera for Business
 - b. Coursera for Campus
 - c. Coursera for Government

Learners coming to Coursera are presented with a broad range of learning offerings, from a two-hour Guided Project on how to build a website to full study programs. As technology automates more repetitive, predictable, lower-skilled job tasks, individuals worldwide seek to reskill with Professional Certificates and college degrees to move into emerging digital careers. Coursera offers a portfolio of entry-level Professional Certificates from Microsoft, Google, IBM, Intuit, Meta, Salesforce, and other industry leaders that help develop the skills needed to land entry-level digital jobs in business, IT, cybersecurity, data science, marketing, sales, design, and finance without requiring a college degree or any experience in the field. Coursera also has online degrees in data science, computer science, engineering, business, social science, and public health. The full Coursera catalog includes:⁷

- 1,600+ Guided Projects: Gain a job-relevant skill in less than two hours
- 11,400+ Courses: Learn something new in four to six weeks
- 1400+ Specializations: Gain a job-relevant skill in three to six months
- 190+ Certificates
- 45+ Entry-level Professional Certificates⁸: Earn a certification of job readiness for an in-demand career in three to nine months
- 20+ MasterTrack Certificates: In three to twelve months, earn a university-issued certificate from a module of a university degree and credit that can be applied to that degree in the future.
- 50+ Degrees: Earn a bachelor's or master's degree or earn a postgraduate

⁶ <https://www.bcorporation.net/en-us/> (certification for sustainability)

⁷ As of December 31, 2024. The periods noted are intended completion timeframes; actual time to completion varies by learner.

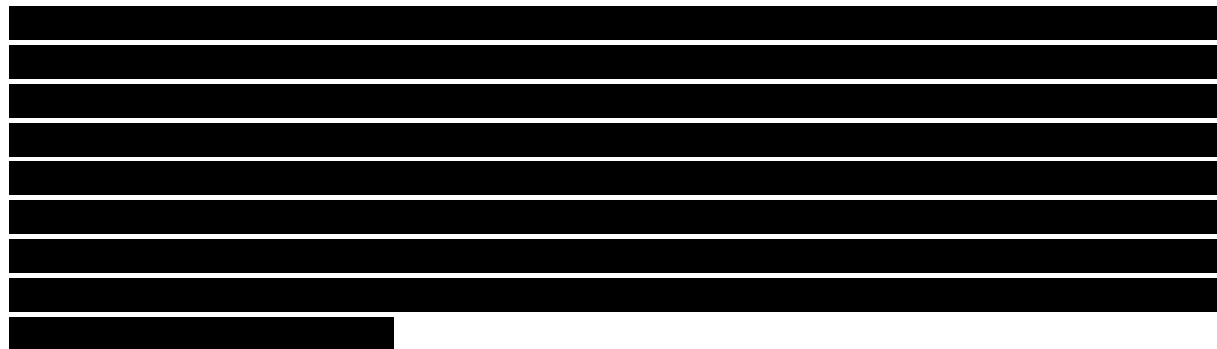
⁸ In this report referred to as "courses", for terminology see glossary at the end of this report.

diploma

The Coursera platform is designed to enable learners to discover the right content and credentials by domain (e.g., Business, Technology, Health), by skills (e.g., Python, Statistics, Data Visualization), and by job role (e.g., Data Analyst, Marketer, Engineer). Once learners enroll in a course, the unified technology platform is designed to enable them to learn effectively to advance their careers and earn credentials to signal their learning to prospective employers.

As part of Coursera's strategy and focus on supporting individuals with job readiness certificates in their career planning, certificate offerings have increasing importance in Coursera's product catalog. After the first positive experiences with this training offer, Coursera has been able to expand the number of available Entry-Level certificates to over 45 (see Table 1). Coursera systematically derives the needs from a thorough analysis of data as well as the latest conference and research results. Coursera partners with companies to integrate subject matter expertise from professional practice and to train the skills that are needed on the job for the respective tasks. A separate corporate division has dedicated itself to this topic of industry partnerships.

For Coursera's Professional Certificates in the areas of business intelligence and cybersecurity, Coursera has been able to win Microsoft as a content partner (see chapter 4.3).



An increasing number of universities worldwide recognize Professional Certificates towards their degrees, thus making these learning units stackable into full-degree programs. To ease recognition in Europe and in accordance with the ECTS Users' Guide's intention of Recognition of Prior Learning,⁹ Coursera also aims at ECTS credit recommendation with FIBAA certification. On the other hand, in many cases, entry-level certificates lead to career pathways for the learners. Coursera has a network of more than 150+ hiring partners who are continuously searching for talents to hire them directly into companies. Completing a set of certificates creates more chances for learners to start their careers in various new job opportunities.

Further development of the courses, statistical data and evaluation results

Although this is the first time the courses in this bundle will be certified according to the ESG, ECTS, and EQF standards, many learners have already completed the courses. Other similar courses from this partner have already been successfully evaluated and have secured ECTS recommendations: Microsoft Cybersecurity Analyst, Microsoft Power BI Developer, Microsoft 365 Fundamentals. In addition to these external quality assurance measures, Coursera continuously and systematically collects, processes, and makes available data [REDACTED]

⁹ [ECTS Users' guide 2015](#), page 46, last access on July 1, 2024

[REDACTED]

[REDACTED] dashboards that are analyzed at least once a year in a detailed feedback and evaluation meeting between all parties. In this meeting, areas for improvement are identified, measures derived, and implementation timetables recorded. It is also reviewed whether changes or updates to the learning content are necessary (see also chapter 5).

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

Appraisal:

The six Professional Certificates of Coursera and Microsoft have been recently introduced onto the market. Nevertheless, the number of learners exhibits that they are well-received. The star rating of the courses is very good; two of the courses received 4.8, two 4.6 and one 4.5 out of 5 stars. This fits Coursera's benchmark of at least 4.5 stars for the courses. However, one course (Microsoft Azure Data Scientist Associate Professional Certificate) has an average rating of 4, however, the second highest completion rate of the six courses [REDACTED]

Completion rates are what may be expected considering that they are massive open online courses with a one-week free trial period. [REDACTED]

The average passing score and the average time to completion are not particularly relevant benchmarks for Coursera. The minimum passing score for the courses is set to 80%. (Mastery learning, see chapter 3.3) That means reaching the 80% is the benchmark although learners might reach even higher scores.

Coursera did not set a benchmark for the average time of completion as this is very individual for the learners. Some might go through the entire course in a week; some might take four months to complete a course juggling other responsibilities on the side. This leads to huge differences in completion times and makes tracking an average number insignificant. Moreover, in this case, longer "study times" give no indication that the content or the quality of the course needs to be adjusted. Coursera has set different warning signs and KPIs to track the quality of its courses (see chapter 5).

As learners have not flagged bigger issues within the contents, no significant improvements have followed since the initial launch of the courses (for evaluation and feedback see chapter 5).

Description and appraisal in Detail

1 STRATEGY AND OBJECTIVES

1.1 Logic and transparency of course objectives (Asterisk Criterion)

Coursera's general objectives for "Professional Certificates" offer an accessible learning experience from top companies and universities. Learners can get started immediately, study at their own pace, anytime and anywhere. They can create work samples through the course to demonstrate their skills and earn a career credential.

"Entry-level Professional Certificates" are designed to provide a comprehensive and high-quality approach to preparing learners for an in-demand career. They are offered to learners with little prerequisites and no or little previous knowledge. Learners gain practical skills and knowledge through hands-on projects and, upon completion, can demonstrate job readiness to potential employers with a Professional Certificate credential.

The Microsoft Professional Certificates are designed to provide learners with a holistic qualification concept that aims to impart subject-specific, methodological, and social competencies. Across the various Microsoft Professional Certificates, the application orientation is represented in the practical implementation of projects and application of Data Analytics, Business Intelligence, and Cybersecurity procedures in the respective method courses and labs. Theoretical foundations and explanations always accompany the expertise of practitioners and subject matter experts.

The Professional Certificates adhere to the best practices and standards developed by the Teaching and Learning team at Coursera (see chapter 4.1). They utilize Bloom's Taxonomy to plan, create, and articulate the learning objectives for each course, module, and learning week. Furthermore, it can be seen from the descriptions of the individual certificate and their respective courses in the course syllabus that the specifications from the European Qualifications Framework (EQF) have been taken into account in the design of the learning objectives of the modules and courses.

The EQF definition primarily includes the assumption of responsibility and autonomy. Skills are defined as "the ability to apply knowledge and use know-how to carry out tasks and solve problems." In the EQF, skills are also described as "cognitive skills (logical, intuitive and creative thinking) and practical skills (dexterity and use of methods, materials, tools, and instruments)" (see below). The corresponding descriptors representing the different levels were applied to the modules and courses. These are broadly the following levels:

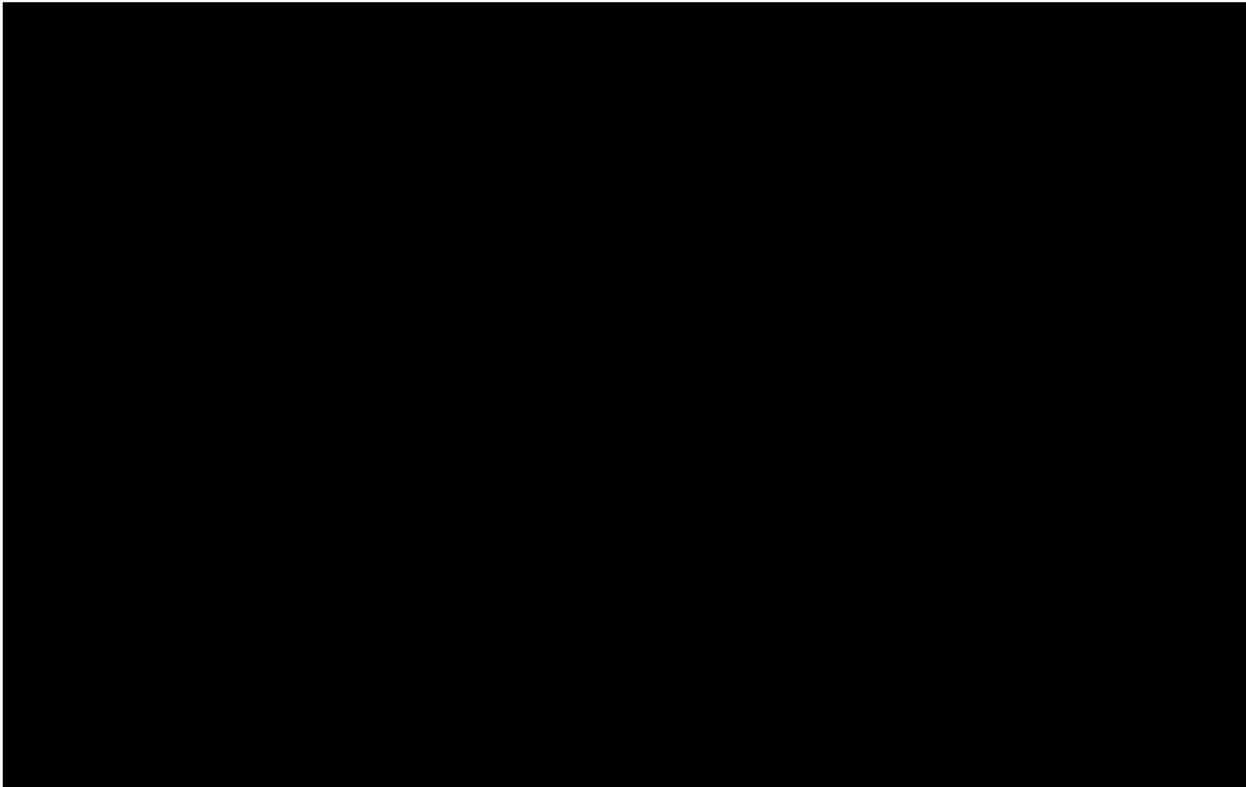


Figure 7: EQF level descriptor relevant to the Professional Certificates

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Appraisal:

The qualification objectives of the courses are convincingly defined and correspond with the intended level of the European Qualification Framework. The qualification objectives are presented in relation to the target group and the target group members' professional development.

The panel team acknowledges that the course provider reveals a decent understanding of the EQF levels. However, a few details within the EQF level deduction process remained unclear to the panel, e.g. who exactly is responsible for the process of EQF level deduction and when exactly the EQF level deduction takes place during the development process and how the benchmarks (university modules) were chosen. Therefore, the panel **recommends** specifying the organizational embedding and responsibility for the process of EQF determination by improving documentation of the process including who is involved and in charge and at which step of the designing stage (or redesign or further development) of a course the EQF level is deduced (or in case of a redesign: checked, evaluated, and adjusted). The respective benchmarks – university courses used as comparison for EQF level determination – should also be further explained as to why they were chosen as a comparison.

The qualification objectives embrace appropriate training of knowledge, skills and/or competence. They are based on subject-specific and generic learning outcomes that align with the level of the qualification to be awarded upon completion.

When refining the learning objectives, the course provider and content partner (Microsoft) also take into account the findings of course completers tracking studies that show the career development of course completers. However, the panel could not verify that there are course-specific completer data (see chapter 5).

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1.	Strategy and Objectives					
1.1*	Logic and transparency of course objectives			X		

1.2 Positioning of the course

Over the past five years, online learning provided educators, businesses, and governments with the means to respond to a global crisis that fundamentally changed how people learn and work. The combined forces of online learning and remote work assist to the vision of a world, where anyone, anywhere, has access to education. By working directly with universities and enterprises and powering institutional collaboration across the platform, Coursera provides access to global and affordable education while paving the way for talent to rise from anywhere with remote, digital jobs.

With the rise of online learning and the increasing demand for skills and qualifications, online Professional Certificates have become increasingly popular. They offer a way for individuals to gain new skills, qualifications, and credentials without attending traditional classrooms.

According to Coursera, Professional Certificates hosted on Coursera's platform are industry-recognized and can provide a competitive edge on the job market. In addition, they are becoming a much sought-after asset for both candidates (job seekers and employees) and employers, as they demonstrate that an individual has the skills and knowledge necessary to excel in a certain field. They provide individuals with a convenient and accessible way to gain the necessary skills and qualifications to pursue a career. As employers and educational institutions become more rigorous in their requirements, Professional Certificates become an asset in helping individuals meet their career goals and objectives.¹⁰

The development of the Professional Certificates was strongly oriented toward the specifications and recommendations of business and industry representatives to prepare completers appropriately for labor market requirements. Concerning the range of qualifications, care was taken to include the facets and characteristics of the intended occupational fields and to anchor them in the syllabus (see description [REDACTED] chapter 3.2).

Coursera is aware of other platforms that support the delivery of similar online educational content. One of the nuanced aspects about evaluating Coursera is that it is a multi-sided market – formed by learners, content partners, and enterprises. And it is not just universities who come on the platform as educators, there are leading companies joining the platform to train and skill people around the world. The Coursera platform enables content production, delivery, learning experience, and analytics to serve a global audience, across a range of needs and contexts. Coursera has a transparent co-branding approach with content providing partners, whereby the Coursera brand and role is readily known by learners.

[REDACTED]

Coursera considers lifelong and lifecycle learning in positioning courses on the Coursera platform. It aims to reach learners early in their careers and offer them affordable, job-relevant content, skills learning, and credentials to help them start or advance their careers. Coursera's lifelong learning ecosystem (see figure 1) shows the three pillars of the company's strategy:

¹⁰ see self-report p. 14

the connections made between learners and educators, industry, or university partners, the one between learners and institutions, and the one between educators and institutions.

In this context, Coursera's partnership with Microsoft connects learners and educators to solve a particular learner problem: learning new skills to either land their first professional job or switch to different roles.



Coursera's lifelong learning ecosystem

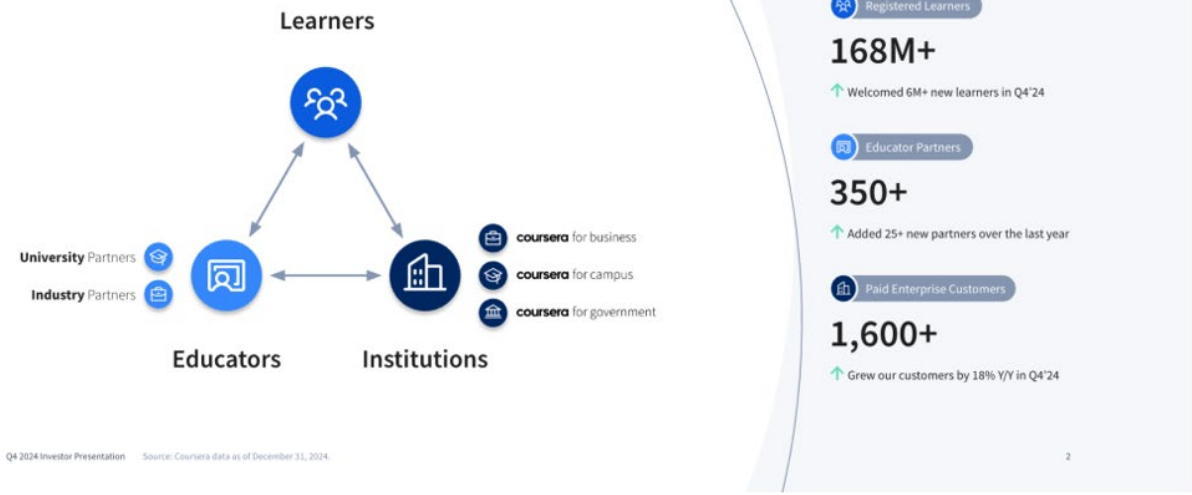
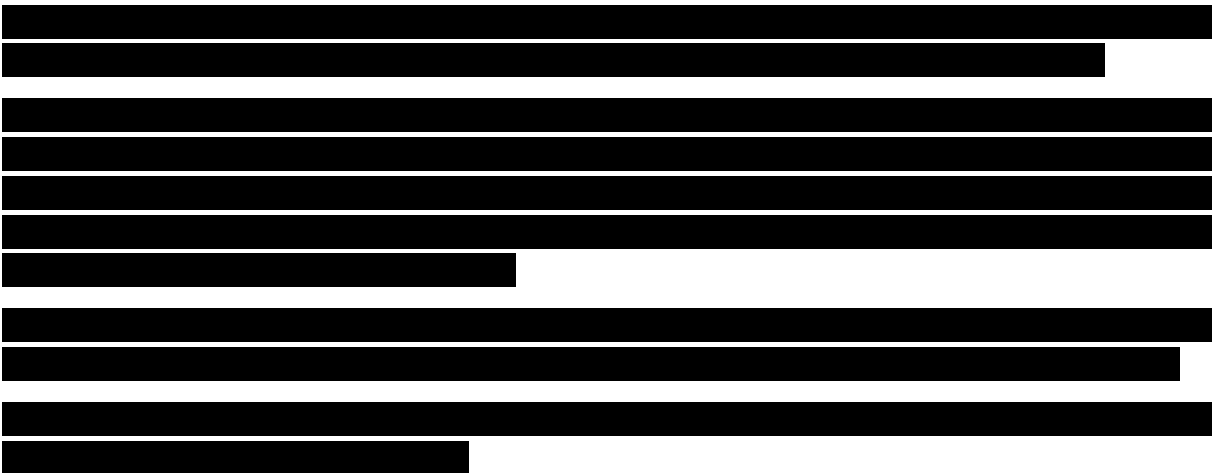


Figure 8: Coursera's lifelong learning ecosystem



¹¹ see self-report p. 16



Appraisal:

The reasons given for the positioning of the courses on the educational market and on the job market are based on a strategic analysis and plausibly linked to the described qualification objectives and the course graduates' profiles.

The courses are convincingly integrated into the course provider's overall strategy relating to the other offers of the course provider. The course's qualification objectives are in line with the course provider's mission and strategic planning. To further exploit the chances in the professional fields and increase learner retention, the panel team recommends defining a course framework for developing skills levels (e.g. Associate, Professional, Expert Level).

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1.	Strategy and Objectives					
1.2	Positioning of the course					
1.2.1	Positioning of the course on the educational market			X		
1.2.2	Positioning of the course on the job market			X		
1.2.3	Positioning of the course within the institution's overall strategy			X		

2 ADMISSION

Entry-Level Professional Certificates are targeted at beginner-level learners who want to develop job-ready skills, tools, and a portfolio for entry-level positions. These programs do not require any prior experience. There are no formal admission requirements or prerequisites to enrolling.

Microsoft Business Analyst Professional Certificate

This Professional Certificate is designed for individuals aspiring to become business analysts or professionals looking to strengthen their analytical and strategic decision-making skills. Ideal for early-career professionals, career switchers, or those working in business operations, the program focuses on developing a strong foundation in business analysis techniques, requirements gathering, and stakeholder communication.

Microsoft Program Manager Professional Certificate

This Professional Certificate is designed for individuals pursuing careers in program management, including new graduates, aspiring program managers, and professionals transitioning from other industries. It provides foundational knowledge in managing complex, multi-project environments, with a focus on coordination, resource management, and stakeholder alignment.

Microsoft Project Manager Professional Certificate

This Professional Certificate is designed for individuals pursuing careers in project management, including new graduates, aspiring project managers, and professionals transitioning from other industries. It provides foundational knowledge in managing projects across various industries, focusing on planning, execution, and delivery within scope, time, and budget constraints.

Microsoft Azure Data Scientist Associate Professional Certificate

This certificate is designed for aspiring data scientists and experienced professionals looking to expand their capabilities in the Azure ecosystem. This program is ideal for those with a background in data analysis, statistics, or machine learning who want to implement scalable data science solutions in the cloud. To participate in the course, learners will need a Microsoft account which they can create for free. The Learn Sandbox allows free, fixed-time access to a cloud subscription with no credit card required. Learners can safely explore, create, and manage resources without the fear of incurring costs or "breaking production".

Microsoft Cloud Support Associate Professional Certificate

This Professional Certificate is designed for entry-level IT professionals or individuals transitioning into cloud-based roles and introduces learners to the fundamentals of Microsoft Azure and cloud computing. No prior technical background is required, making it suitable for students, early-career professionals, and those switching careers into the tech industry.

Microsoft IT Support Specialist Professional Certificate

This Professional Certificate is designed for those starting a career in IT support, including students, job seekers, and professionals seeking entry-level roles in IT services. The program builds foundational knowledge in IT infrastructure, device management, productivity tools, and Microsoft 365 services.

To participate in each of the Microsoft Professional Certificates, learners must subscribe to the Coursera platform and enroll in their preferred course from the course description page on the

Coursera website. To enroll, learners must 1) open the page for the course they want to enroll in, 2) click enroll and 3) choose the preferred payment option. After enrolling, learners must agree that they will be required to provide a government-issued ID to earn a certificate for completing learning content, after which learners can navigate to the beginning of the course through the platform and begin learning asynchronously. Learners must have access to a computer or mobile device and internet connection. According to Coursera learners who enroll in the courses should be proficient in English. Although translations and video subtitles are available, Coursera points out at the starting page of each course that the course is taught in English, and the interpretations, provided by a machine-aided translation service, may contain mistakes.

Legal Relationship between Coursera and Microsoft

[Redacted text block]

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[Redacted text block]

Legal relationship between Coursera and Learners

[Redacted text block]

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¹² <https://www.coursera.org/about/terms> (last call July 18, 2025)

[Redacted]

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[Redacted]

[Redacted]

[Redacted]

Coursera and Teaching staff (Instructors)

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

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Appraisal:

[Redacted]

[Redacted]

[Redacted] All Coursera offers are open to everyone (they are Massive Open Online Courses, or MOOC's). During the assessment conference, the panel team learned that many learners do already have an (academic) education and use the courses for upskilling within their specific job. The panel team therefore **recommends** promoting the courses more actively, not only as job-entry qualifications, but also as upskilling opportunities. The panel team also **recommends** raising awareness that the courses can also be useful if students decide to pursue further academic education at a later date.

The courses aim at specific target groups, which are defined on the basis of previous knowledge, experience, and educational level. The choice of the specific target group is based on the strategic objectives of the course. However, for the Microsoft Azure Data Scientist Associate Professional Certificate, the panel points out that the course's starting page reads "Knowledge of basic mathematical concepts is important, and some experience with Python is also beneficial" whereas the self-report reads "This Professional Certificate intends to leverage learners' existing knowledge of Python and machine learning"¹³. The panel therefore **recommends** checking and clarifying the Microsoft Azure Data Scientist Associate Professional Certificate's starting page in terms of recommended or necessary prior knowledge.

¹³ See self-report p.75, Appendix B

The contractual relationship between Coursera and its industry and content partners on the one hand and the learners on the other hand, as well as between content partner and teaching staff is set down and documented. Rights and obligations of contractual parties have been established and are known to all relevant parties. Transparency and legal certainty exist.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
2.	Admission					
2.1*	Focus on the target group			X		
2.2*	Admission conditions			X		
2.3*	Legal relationship			X		

3 IMPLEMENTATION

3.1 Structure and Content

Structure of the courses

Each Microsoft Professional Certificate program contains “courses”, which contain weekly “modules”¹⁴ (four to six lessons) that progressively build on concepts taught previously. Each module contains weekly learning objectives. By completing the weekly content for each module in order, learners can achieve the learning outcomes required to progress to the subsequent module.

The Microsoft Entry-Level Professional Certificates require no degree or experience in the area to take the program or obtain a specified entry-level job role. For example, a learner with a high school diploma and no degree or work experience can take an Entry-Level Professional Certificate and be considered for related roles upon completion. Like all content on Coursera, Professional Certificates include Coursera’s Pedagogy Principles (see chapter 3.3).

Entry-Level Professional Certificates on Coursera:

- Include a minimum of four courses designed to be completed in less than twelve months.
- Include career-relevant, hands-on projects to showcase to potential employers on the learner’s resume and in interviews.
- Include a partner-branded Professional Certificate, which Coursera issues and the partner delivers, from the partner dashboard to learners who successfully complete the program.
- Provide career-readiness resources, so the learner knows how to prepare for the job role.

Application of the “European Credit Transfer and Accumulation System” (ECTS) and modularization

Coursera employs several critical strategies to enable the transferability of courses between and within education and training sectors, on the labor market and across countries:

- **Adhering to International Standards:** Implementation of certification and accreditation processes that adhere to internationally recognized standards such as the European Qualification Framework (EQF) and the European Credit Transfer and Accumulation System (ECTS). This ensures the courses are comparable and transferable across different educational systems and countries.
- **Clear Definition of Learning Outcomes:** Define transparent and clearly articulated learning outcomes based on international standards. This includes subject-specific, methodological, and social competencies. The detailed description of the qualifications

¹⁴ “Course” in Coursera terminology is a learning unit within the certificate program covering a certain content topic. A course (topic) is split into “modules” (in Coursera terminology) which is a weekly learning unit, thus “module” being Coursera’s terminology for the smallest learning unit within the “course” and the “program” (as a whole), see glossary.

helps institutions and employers to understand and recognize the value of the coursework.

- **Modularization and Stackable Credits:** Design courses that allow modular learning and stackable credits. Micro-credentials, for example, should be structured to not exceed one or two modules of a full academic program, allowing for easier integration into larger degree programs. This makes it convenient for learners to accumulate credits over time that can be applied towards a larger qualification.
- **Partnering with Academic and Professional Bodies:** Build partnerships with universities, industry leaders, and professional organizations globally. This can include cooperation agreements that facilitate mutual recognition of credits and qualifications, thereby aiding in the transferability of courses.
- **Quality Assurance Mechanisms:** Put in place robust quality assurance processes, including regular evaluation and feedback loops involving graduates, academic institutions, and employers. Certifications like those provided by FIBAA and endorsements from organizations like the American Council on Education (ACE) assure stakeholders of the course quality.
- **Transparent Certification Process:** Maintain a transparent certification process using high-quality standards approved by international agencies. This process should assess courses based on criteria such as teaching methodologies, course content, integration of practical skills, and employability outcomes.
- **Global Employability Focus:** Design courses with a focus on employability by training relevant skills needed in the global labor market. This includes practical projects, interdisciplinary skills, and soft skills development. Partnering with hiring consortia helps position graduates for global job opportunities.
- **Ongoing Evaluation and Adaptation:** Continuously review and adapt course offerings based on market changes, learner feedback, and stakeholder recommendations to remain aligned with global education and employment trends.

The following elements of the “European Credit Transfer and Accumulation System” (ECTS) have been implemented:

Learning Outcomes: Derived from the job role alignment exercise (see below, **Logic and conceptual coherence of the curriculum**), a basic idea of the learning objectives has been developed by [REDACTED] instructional designers and a team of subject matter experts. Each Professional Certificate has therefore defined learning objectives to be achieved at the top level, whereby both the EQF recommendations on competence acquisition have been applied, and the descriptions of the respective learning objectives have been formulated based on the recommendations of Bloom's taxonomy.

In addition, the overarching learning objectives for the respective certificate are broken down further toward individual learning outcomes for each “course” and for each weekly “module”. The quizzes and assessments are aligned with the learning objectives at the weekly “module”, “course”, and certificate levels.

- **Workload:** To determine the workload, each sub-element is analyzed within the pre-structured weekly learning plans, and the length (e.g., videos or reading) is determined. The learning and processing times determined in this way are finally summarized at the level of the Professional Certificate. In this way, learners know the total workload in the respective certificate and the weekly learning times for each element. It is possible

to set individual learning time targets and days on which Coursera reminds the user of their learning goals in the app or the browser, thus continuously motivating learners to participate. The workload at all levels is documented and systematically displayed before and during learning.

- Recommendations for ECTS credit allocation: Referencing the methodology and principles from the ECTS User's Guide 2015 and utilizing the application of the workload calculation, Coursera and Microsoft aim to show a defined ECTS credit recommendation that corresponds appropriately to the workload and learning objectives for the individual certificates. One ECTS credit should correspond to 25-30 hours of workload. The individual workload per module may vary depending on the task and exceed the initially determined reference time. The workload analyses provide a regular check, but in case of doubt, a slightly higher effort for a task should be assumed rather than less learning time. Coursera and Microsoft assign 25 hours per ECTS credit point and a corresponding ECTS credit recommendation value for each course.
- Non-Allocation for single educational components (on module/course level): Although the Professional Certificate comprises smaller units, the respective "courses" and "modules", Coursera and Microsoft refrain from distributing ECTS credits at this level. This approach follows the application in higher education institutions. For example, a module in the field of tertiary education, similar to an entire certificate, extends over four to six months. The ECTS credit allocation assigned to one module at higher education institutions should, according to many national recommendations,¹⁵ not be less than five ECTS credits as a rule. A different allocation than full ECTS credits should be avoided unless the general program design can compensate for the sensible full ECTS credits per semester. In addition, the corresponding course unit should conclude with an examination performance, which justifies the acquisition of the ECTS credits. In the case of the Professional Certificate, this is the Final Project or "Capstone Project". For the Specialization that is the successful completion of the graded assessment at the end of each module.
- 60 ECTS credits allocation per year: The Professional Certificates and Specializations are part-time continuing education programs intended to enable the acquisition of competencies and skills part-time. The weekly learning performance is geared towards this circumstance, with a maximum workload of approximately ten hours per week for six months.
- ECTS credit documentation: The use of ECTS credits is facilitated and quality enhanced by supporting documents like the course catalog and the certificate supplement via Credly. Via Credly learners can permanently store their achieved digital credits in a secure place. In addition, Credly provides prospective employers with the ability to verify that the individual earned the Professional Certificate, thus enabling a certificate authenticity check. In addition to badges, Credly provides learners with a transcript that Registration Offices a HEIs can utilize.
- Certificate supplements: A Certificate supplement documents the courses and the associated qualifications. The acquired skills, the earning criteria for the certificate, the learner, the content, the issuer, the course description, and the certificate details (when

¹⁵ As an example, they refer to the recommendations for action of the University Rectors' Conference in Germany (HRK), such as the recommendation on "Designing modularization" from February 2016.

and where obtained) are documented transparently and through Credly in a safe space that still allows for authenticity checks for external parties.

Microsoft Power BI Data Analyst Professional Certificate

Issued by [Coursera](#)

Business Intelligence analysts are highly sought after as more organizations rely on data-driven decision-making. Microsoft Power BI is the leading data analytics, business intelligence, and reporting tool in the field, used by 97% of Fortune 500 companies to make decisions based on data-driven insights and analytics. Prepare for a new career in this high-growth field with professional training from Microsoft — an industry-recognized leader in data analytics and business intelligence.

[Learn more](#)

Certification Intermediate Months Paid

Skills

Business Intelligence Business Intelligence (BI) Data Analysis Data Analytics

Data-Driven Decision-Making Power BI

Earning Criteria

- The methods of assessment include quizzes, with a minimum passing score of 70%.
- Instructional strategies include: audio visual materials, discussion, project-based instruction, practical exercises, lectures, work-based learning.

Standards

[ECTS Endorsement Level, Credit Hours & Workload](#)

The learning outcomes and skills acquired can be recognized as modules in subsequent educational courses, with a recommendation for recognition at EQF levels 5 to 6 for 8 ECTS credits. This certificate includes a workload of approximately 190 learning hours, providing a comprehensive learning experience.

[European Higher Education Requirements](#)

Higher Education Institutions within the European Higher Education Area are obligated to recognize prior learning and non-formal learning experience, accepting up to a certain amount from non-university modules, provided there are no major differences in learning outcomes. Specific acceptance and applicability may vary by institution.

Endorsements

[American Council on Education](#)

This credential has been successfully evaluated by the American Council on Education for college credit. It is recommended for a total of 5 college credits. For more information about ACE Learning Evaluations, visit www.acenet.edu.

[FIBAA](#)

This credential has been successfully certified by the Foundation for International Business Administration Accreditation with a recommendation for recognition at EQF levels 5 to 6 for 8 ECTS credits. This certificate includes

Figure 9: Certificate supplement sample

Logic and conceptual coherence of the curriculum

The conceptual coherence and logic of the curriculum can be evidenced through the alignment of the qualification objectives and the structure of the course:

- **Qualification Objectives and Learning Outcomes:** Each Professional Certificate on Coursera is designed based on job role alignment exercises conducted by Coursera and teams of Subject Matter Experts (SMEs). This involves defining overarching learning objectives for each certificate and further breaking them down for each module. Detailed descriptions of the qualifications include subject-specific, methodological, and social competencies that align with academic principles (where

applicable) and the desired level of the European Qualifications Framework (EQF). The job role alignment precedes the Job Task Analysis (see Chapter 3.2).

- **Module Structure:** The courses typically consist of multiple modules or smaller educational components. Each module has clearly defined individual learning objectives that align with the overall qualification objectives of the course. For example, the quizzes and assessments within the modules are aligned to ensure the best possible achievement of the learning outcomes, which helps to maintain the coherence and logic of the curriculum.
- **Course Design and Continuous Review:** Courses are intended to be up-to-date with the requirements of a dynamic job market. This involves regular and proactive reviews, including feedback from relevant stakeholders and an analysis of subject-specific research and knowledge developments. This systematic approach ensures that the curriculum remains relevant and effectively helps learners achieve their qualification and competency objectives.

The curriculum for the Microsoft Business Analyst is as follows:

Module Number	Module Title	Learning Hours
1	Business Analysis Fundamentals	18
2	Data for Business Analysts Using Microsoft Excel	23
3	Data and Business Process Modeling with Microsoft Visio	15
4	Requirements Gathering in Business Analysis	19
5	Power Platform in Business Analysis	24
6	Project Delivery in Business Analysis and Capstone Project	18
Total		117

The curriculum for the Microsoft Program Management is as follows:

Module Number	Module Title	Learning Hours
1	Program Management Fundamentals	15
2	Team Building and Leadership in Program Management	14
3	Communication with Stakeholders	12
4	Performance Domains in Project Management	14
5	Agile and Hybrid Approaches	13
6	Program Finance and Investment	16
7	High Performing PMOs	18

Total		102
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The curriculum for the Microsoft Project Management is as follows:

Module Number	Module Title	Learning Hours
1	Project Management Fundamentals	16
2	Team Building and Leadership in Project Management	14
3	Project Manager Engagement with Stakeholders	12
4	Process Groups and Processes in Project Management	15
5	PMP Formulas	16
6	Project Management Principles	14
7	Project Management Performance Domains	14
8	Agile and Hybrid Approaches in a Project Environment	13
9	PMP Application Process and Practice Exam	8
Total		122

The curriculum for the Microsoft Azure Data Scientist Associate (DP-100) Exam Prep is as follows:

Module Number	Module Title	Learning Hours
1	Create Machine Learning Models in Microsoft Azure	10
2	Microsoft Azure Machine Learning for Data Scientists	10
3	Build and Operate Machine Learning Solutions with Azure	31
4	Perform data science with Azure Databricks	25
5	Prepare for DP-100: Data Science on Microsoft Azure Exam	9
Total		85

The curriculum for the Microsoft Cloud Support Associate is as follows:

Module Number	Module Title	Learning Hours
1	Introduction to Computers	17
2	Introduction to Secure Networking	25

3	Essential Aspects of Software, Hardware, and Data Backup	16
4	Cybersecurity and Privacy	17
5	The Microsoft 365 Ecosystem	17
6	Technical Diagnostics and Troubleshooting Techniques	20
7	Cloud Computing Essentials with Azure Management	18
8	Azure Cloud Services	18
9	Azure Identity and Networking Essentials	21
10	Azure Network Configuration	17
11	Azure Monitoring and Analytics Fundamentals	16
12	Azure Backup, Security, and Compliance Administration	24
Total		226

The curriculum for the Microsoft IT Support Specialist is as follows:

Module Number	Module Title	Learning Hours
1	Introduction to Computers	17
2	Introduction to Secure Networking	25
3	Essential Aspects of Software, Hardware, and Data Backup	16
4	Cybersecurity and Privacy	17
5	The Microsoft 365 Ecosystem	17
6	Technical Diagnostics and Troubleshooting Techniques	20
Total		112

Regulations for participation and assessment

After enrolment, learners must agree that they will be required to provide a government-issued ID to earn a certificate for completing learning content, after which learners can navigate to the beginning of the course through the platform and begin learning asynchronously.

Learners attend the course by viewing lectures, completing readings and quizzes, responding to discussion prompts, and completing hands-on labs and programming assignments (see below “Types of assessment”). Each Microsoft Professional certificate has a minimum passing score of 80% that learners must meet in order to pass graded quizzes and complete the qualification for the Professional Certificate. All learners must adhere to the Coursera Code of Conduct, Honor Code, and Terms of Use which also include the use of AI. Detailed conditions of participation and assessment regulations, such as quiz attempt rates, passing grades, and

identity verification, are described to learners within each program at the start of each assignment as they navigate throughout the course content. In addition, learners are informed where they can go in case of doubt about discrepancies and how the grading appeal procedure would look like in these cases.

Types of assessment

Examinations are designed to adhere to best practices using frameworks such as Bloom's Taxonomy for creating, planning, and articulating learning objectives. The requirements and methods differ significantly based on the type of learning program, but they all aim to ensure learners master required skills and knowledge effectively, demonstrated through systematic assessments. The following types of assessments and examinations are included in the courses to assess learning outcomes:

- Auto-Graded quizzes (summative): Auto-Graded quizzes are used to monitor educational outcomes. They answer the question: Has this learner demonstrated that he or she can complete this task? Weeks always end with an auto-graded quiz.
 - Each module-level auto-graded quiz consists of ten core questions, with two variations per question (30 items in total), from which learners receive a randomized set on each attempt. Learners are allowed up to three attempts every 24 hours to support mastery through practice. If a learner selects an incorrect response, they are automatically redirected to the relevant course content for review. This reinforces understanding and supports continued learning.
 - Question formats are varied to assess knowledge from multiple angles and include:
 - Single-option selection
 - Multiple-answer selection
 - Scenario-based questions
 - Fill-in-the-blank
 - True/false
- Peer-review (formative): The peer review activities allow learners to put the course concepts they are learning into practice by doing an activity or solving a problem. In a peer review, learners complete an artifact, review, and grade each other's work, and receive qualitative and quantitative feedback from other learners. Peer review is a two-sided process: In a peer review all learners receive feedback from three other learners and are obliged to give feedback to at least three peers. The quality of the feedback received from others is also evaluated by the learners.
- Self-Review (formative): The self-review activities allow learners to put the course concepts they are learning into practice by doing an activity or solving a problem. Learners can check their own work using an Exemplar (an expert-created version of the activity introduced in the self-review); this helps learners develop insights and check their own understanding.
- Practice Quizzes (formative): Ungraded quizzes, or practice quizzes, are used to help learners monitor their own learning. They answer the question: Is this learner successfully learning what he or she is expected to learn? When a new concept is

introduced, it is typically tested in an ungraded quiz. Most lessons include an ungraded quiz.

- In-video Quizzes (IVQ, formative): In-video quizzes are ungraded quiz questions that appear while learners watch a video. IVQs reinforce key concepts, serve as a check-in with the learner, and review video content with a question that is not difficult or surprising. IVQs typically appear close to the content they reference and are not grouped at the end of a video.
- Plugins (formative): Plugins are interactive, hands-on activities that encourage learners to practice specific tasks and help them apply knowledge they have gained in the course. The ungraded plugin option is used to plug in an interactive exemplar after the course project so that learners have more engagement with the solution that they use to check their project

There are no assessments that are manually reviewed or graded by course staff or subject matter experts (SMEs). All assessments are either auto-graded by the platform or peer-reviewed assignments.

Learners are given transparent information about established plagiarism standards and regulations regarding the conduct of digital assessments on the Coursera platform (Coursera Honor Code).

Appraisal

The courses consist of smaller educational components which provide detailed descriptions of intended learning outcomes. The course descriptions provide the information defined in the ECTS Users' Guide. Due to the small scale of these educational components in many cases, a separate assignment of ECTS credit recommendations does not seem necessary or sensible.

The course structure allows for finishing the course within the projected study time (see also workload evaluation chapter 5). During the assessment conference, a considerable number of learners revealed that the workload in fact seemed less than calculated. Most courses have started in 2024, so the panel team **recommends** putting an emphasis on analyzing actual workload.

The course's structural elements are convincingly described and activated. The course structure serves to promote the objectives and the learner's acquisition of knowledge and competences in line with the given objectives.

A certificate documents the respective course and the associated qualifications in a transparent and coherent manner. However, some information is missing to comply with the ECTS standards: Most importantly, the learning outcomes of the respective course, the country of the issuer, the workload needed to achieve the learning outcomes (in ECTS credits), the EQF-level of the learning experience leading to the certificate, the type of assessment required to obtain the certificate and the mode of study (e.g. full time, part time, online).

Therefore, the panel recommends the following **condition**:

Coursera and Microsoft provide "Certificate Supplements" for each course that document at least: the learning outcomes of the respective course, the country of the issuer, the workload needed to achieve the learning outcomes (in ECTS

credits), the EQF-level of the learning experience leading to the certificate, the type of assessment required to obtain the certificate and the mode of study in a transparent and coherent manner.

The panel would like to clarify that Coursera and Microsoft may hand in a Certificate supplement as an annex to the Certificate that was already handed in to comply with this condition.

Moreover, the Certificate Supplement states: “[HEIs] are obligated to recognize prior learning and non-formal learning experience [...] up to a certain amount [...] provided there are no major differences in learning outcomes”. Both statements do not correctly convey the idea of the ECTS Users’ Guide. For the credit recognition for learning outcomes acquired outside the formal learning context, the ECTS User’s Guide p. 47 states:

“Higher education institutions should be competent to award credits for learning outcomes acquired outside the formal learning context through work experience, voluntary work, student participation, independent study, provided that these learning outcomes satisfy the requirements of their qualifications or components. The recognition of the learning outcomes gained through non-formal and informal learning should be automatically followed by the award of the same number of ECTS credits attached to the corresponding part of the formal program.”

The panel would like to especially underline that Higher Education Institutions are not obliged to recognize prior learning. Furthermore, the recognition of prior learning by the HEI is based on equivalence of content and learning outcomes – not sameness.

The panel recommends the following **condition**:

Coursera and Microsoft additionally provide correct documentation in the Certificate Supplement regarding the HEI’s obligations and scope for decision-making when recognizing prior learning (RPL) and awarding ECTS credits for RPL.

The curricula adequately reflect the qualification objectives of the respective course. The contents of the modules are well-balanced, valid, up to date, logically connected (insofar as the course consists of multiple-related modules).

The content of the course is systematically oriented towards the requirements of a dynamic job market. The content is regularly and pro-actively reviewed for its adequacy and up-to-dateness involving relevant stakeholders and analyzing subject-specific research and knowledge developments.

The panel highlights curriculum coherence using Bloom’s Taxonomy and job-role alignment. The panel also highlights that generative AI as a topic, including ethical implications and usage guidelines, is well incorporated into the courses (see also chapter 3.2),

There are legally binding regulations for participation and assessment. Contractual regulations clearly define the conditions for how to conduct the course successfully and receive the certificate. The panel team highlights an appropriate assessment structure with weekly, module-level, and course-level quizzes as well as a variety of ungraded assessment types including project work and peer reviews. The course provider has established plagiarism rules and regulations regarding the conduct of assessments including the use of AI. The course provider ensures the identity of the examinees by appropriate measures. Learners are given transparent information about these regulations.

All assessments, as they are defined for the modules/educational components and at the end of the course, are suited in format and content to ascertain the intended learning outcomes. The requirements are in accordance with the intended qualification level (EQF, see chapter 1.1) and follow the course's characteristic structural features.

The panel team acknowledges the variety of assessment designs (formative and summative, including peer/self-review). During the assessment conference, the panel team intensively discussed the concept of peer review. Learners stated that they appreciate AI generated grading but claim that working on the peer reviews or receiving peer reviews can cause delays, because learners have to wait until they have received three reviews from three different peers. The discussions with Coursera and the content provider revealed that the peer review concept is being monitored closely. The panel team suggests that Coursera looks into further possible alternatives or adjustments to the peer review concept.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.	Implementation					
3.1	Structure and content					
3.1.1*	Structure of the course, application of the "European Credit Transfer and Accumulation System (ECTS)"and modularization			X		
3.1.2*	Certificate and Certificate Supplement				Condition	
3.1.3*	Logic and conceptual coherence of the curriculum	X				
3.1.4*	Regulations for participation and assessment			X		
3.1.5*	Types of assessment			X		

3.2 Training of Competences and Skills

Methodological competence and academic work (academic work if applicable)

The professional certificates are designed to equip participants with critical knowledge and skills necessary for exemplary performance in their respective fields. This preparation includes mastery of relevant software, programming languages, tools, and systems, coupled with a deep understanding of prevailing industry trends. Through engaging, hands-on exercises, learners in these programs are guided to develop their methodological competence, gaining practical experience with various business tools and adhering to industry best practices.

The instructional design of the certificate courses adopts a structured methodological approach, facilitating the acquisition of practical skills through targeted exercises and project-based learning. This structure ensures that participants can apply their skills in practical scenarios, crucial for those entering the workforce with Professional Certificates. The programs also focus on developing the ability to efficiently gather, structure, evaluate, reuse, and present information, interpret processing results accurately, and present them effectively.

Additionally, the professional certificates cover guidelines for collecting, presenting, analyzing, and interpreting data using appropriate methods, which is essential for those preparing for entry-level positions in the workforce through Professional Certificates. The in-depth methods

will build on the basic knowledge acquired in earlier courses and enable the planning and use of complex methods for evaluation and assessment. Learners will deepen their knowledge through projects and practical exercises, including the final capstone projects.

Academic work is not applicable. The Professional Certificates are designed to deliver practical, job-ready skills tailored for immediate application in professional contexts. While the curriculum reflects current industry trends and incorporates insights from scientific developments, the certificates are not academic programs and do not aim to develop formal academic work skills such as conducting independent research or scholarly writing.

Due to the concise format and applied focus of these certificates, embedding extensive training in academic methodologies would exceed the scope and time constraints of the programs. However, elements such as critical thinking, evidence-based reasoning, and structured argumentation are naturally woven into the learning activities and can enhance learners' broader competencies, even if not explicitly framed as academic work.

Integration of theory and practice

Microsoft's Professional Certificates adhere to Coursera's best practice guidelines for Quality in Online Learning and other manuals on online teaching pedagogy and course structures. Each week is comprised of individual content units that incorporate both theoretical and practical components. The theoretical components include readings and videos, while the practical elements are always aligned with the previously covered knowledge. This approach enables learners to assess their progress not only through small quizzes throughout the learning process but also through practical exercises that allow them to apply what they have learned. For example, learners in the Project Management Certificate will progress through the full lifecycle of project management, including: defining project objectives and scope; planning schedules, budgets and resources; executing and coordinating team tasks; monitoring performance and managing risks; and closing out projects with stakeholder review and lessons learned. Alongside that core process, learners will work with tools such as Microsoft Excel for data analysis and visualization, and explore various methodologies including predictive, agile and hybrid approaches. Throughout each course they'll complete hands-on activities and case-studies, share and discuss their strategies in the forum, and apply their knowledge in a final capstone simulating a real-world project scenario. As a result, theoretical concepts and practical application are continuously interwoven — ensuring that what learners study is immediately applied and reinforced.

Interdisciplinary skills/Transdisciplinary skills

Professional Certificates are specifically designed to provide highly focused, skills-based training within a clearly defined professional niche. Each certificate program targets precise competencies that are immediately applicable in the learner's specific field of practice.

Coursera emphasizes the value of interdisciplinary and transdisciplinary qualifications, particularly in broader academic or cross-sectoral education and while the nature of the Professional Certificates inherently limits such outcomes the following applies to all Certificates:¹⁶

¹⁶ see self-report p. 33

- **Narrow Specialization with a Defined Scope:** The primary aim of the programs is to impart targeted expertise within a specific domain over a relatively short period. Given this precise focus, expanding the curriculum to include interdisciplinary/transdisciplinary competencies would dilute the core purpose and extend beyond the intended scope of the learning outcomes.
- **Integration of Practical and Theoretical Content:** Although the certificates do not explicitly set interdisciplinary skills as learning objectives, the methodological design is inherently mindful of diverse learner backgrounds. The instructional materials encourage learners to apply new skills across varied real-world contexts, which offers a broad applicability of the acquired expertise, without venturing into formal interdisciplinary training.
- **Built-In Diversity of Perspectives:** The programs are developed with the understanding that participants bring varied professional and educational experiences. While not explicitly labeled as interdisciplinary, the practical examples, case studies, and problem-solving exercises expose learners to different sectoral challenges, ensuring the training is flexible and broadly relevant.
- **Efficiency and Focus on Micro-Credentials:** Micro-credentials are short, focused programs aimed at developing specific competencies. According to Coursera, it is pedagogically sound to prioritize depth over breadth. The programs are designed to maximize impact within limited timeframes, making the deliberate choice not to incorporate broader interdisciplinary skill sets.¹⁷

International and intercultural contents

According to Coursera, the Professional Certificates are systematically designed to provide focused, practice-oriented training with clearly defined learning outcomes. These outcomes aim to build core professional competencies that are broadly applicable across various settings, but they do not specifically target an international or intercultural perspective.

Although individual sessions may occasionally highlight differences across jurisdictions – for instance, regarding data protection or consumer rights – this is intended to support understanding of the subject matter rather than to develop formal international or intercultural competencies. Given the compact nature and applied focus of the certificates, placing emphasis on international contents is not considered relevant for achieving the primary qualification objectives.¹⁸

Employability/Acquisition of future and/or soft skills

Microsoft Professional Certificates have been developed from the ground up to ensure employability for a specific target occupation and to build skills, abilities, and competencies to be job-ready.

To ensure course instruction aligns with job market demands and promotes course completers' employability in the professional field, Coursera and Microsoft align on job role requirements to create learning outcomes in a subject area that leverages Microsoft's areas of expertise as

¹⁷ see self-report p. 33

¹⁸ see self-report p. 31

- **Summative Assessment:** In the final course, a graded quiz (summative assessment) concludes the Generative AI lesson. This quiz includes at least one question on ethical or societal considerations, as part of assessing knowledge across all topics.
- **Supplementary Resources for Self-Study:** To encourage deeper exploration, learners are provided with links to Microsoft’s Responsible AI Principles, Transparency Notes, and other supporting materials, particularly in the final course.
- **Professional Relevance:** While the final lesson invites learners to consider Generative AI in the context of their field, the ethical implications are not explicitly tied to each specific professional role. Instead, learners are encouraged to make these connections independently through provided resources.

The programs Microsoft Business Analyst Professional Certificate, Microsoft Program Management Professional Certificate, Microsoft Project Management Professional Certificate, and Microsoft IT Support Specialist Professional Certificate include two dedicated lessons on Generative AI—one in the first course and one in the final course of the program. Within these lessons, ethical considerations form one of several key topics.

In the First Lesson on Generative AI:

- Learners are introduced to Microsoft’s core ethical standards, including its Responsible AI Standard and governance of technologies like Generative AI.
- They are prompted to consider risks such as systemic bias, misinformation, and the ethical use of AI in sensitive fields.
- A formative knowledge check is included, covering all topics from the lesson—ethics is one component of this quiz.
- Supplementary Microsoft resources invite learners to connect ethical principles with broader societal discussions around AI and technology.

In the Final Lesson on Generative AI:

- Learners explore Generative AI in relation to their professional role, considering its potential applications, limitations, and responsibilities.
- A graded quiz concludes the lesson, assessing understanding across all topics presented—including at least one question focused on ethical or societal issues.
- Learners are also provided with additional resources, such as links to Microsoft’s Responsible AI Principles and guidance on responsible innovation, to support optional self-directed exploration.

While Generative AI is not covered in the Microsoft Azure Data Scientist Associate program, learners are introduced to ethical considerations through linked resources such as Microsoft’s Azure OpenAI Transparency Note and Responsible AI FAQs. These support independent exploration of ethical and operational dimensions related to AI in cloud environments.

The Microsoft Cloud Support Associate also includes two dedicated lessons on Generative AI—one in the first course and one in the final course of the program.

In the First Lesson on Generative AI:

- Learners are introduced to Microsoft’s core ethical standards, including its Responsible AI Standard and governance of technologies like Generative AI.

- They are prompted to consider risks such as systemic bias, misinformation, and the ethical use of AI in sensitive fields.
- A formative knowledge check is included, covering all topics from the lesson—ethics is one component of this quiz.
- Supplementary Microsoft resources invite learners to connect ethical principles with broader societal discussions around AI and technology.

In the Final Lesson on Generative AI:

- Supplementary Microsoft resources invite learners to connect ethical principles with broader societal discussions around AI and technology.
- Learners are introduced to ethical considerations through linked resources such as Microsoft’s Azure OpenAI Transparency Note and Responsible AI FAQs. These support independent exploration of ethical and operational dimensions related to AI in cloud environments.

Appraisal:

The acquisition of methodological competences on the intended level of the [European Qualifications Framework](#) is ensured. It is set down as a learning objective in the respective module descriptions. To strengthen EQF level alignment, the panel team also **recommends** aligning the wording of the module descriptions with the corresponding wording of EQF level requirements with regards to methodological competencies.

Theory and practice are systematically interrelated throughout the curricula, thereby promoting the learners’ ability to transfer theoretical knowledge to solve problems in practice (e.g., via capstone projects). Knowledge delivery and practical exercises complement each other to develop competences.

To further improve the practical applicability, the panel team therefore **recommends** aligning the practical examples more explicitly with the qualification objectives. The panel team also **recommends** implementing a consistency of practical projects throughout the courses, allowing learners to draw upon the same data throughout the courses.

Specific international aspects and intercultural content are not relevant within the scope of the courses.

Employability in the respective occupational field is promoted in accordance with the qualification objectives (see chapter 1.1) and the defined learning outcomes. The panel team highlights the deduction from Job Task Analysis to competences and skills and its implementation in the corresponding courses – underlining effectively the focus on employability. The panel team also highlights that the Program Management and Project Management courses further prepare students for certification by the Project Management Institute (PMI), which offers opportunities beyond the Microsoft ecosystem.

Ethical implications and/or current societal issues are appropriately integrated in the course. The panel also highlights that Generative AI as a topic, including ethical implications and usage guidelines, is well incorporated into almost all of the courses (except Microsoft Azure Data Scientist Associate).

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.	Implementation					
3.2	Training of Competences and Skills					
3.2.1	Methodological competence and academic work (academic work if applicable)			X		
3.2.2	Integration of theory and practice			X		
3.2.3	Interdisciplinary skills/Transdisciplinary skills (if applicable)			X		
3.2.4	International and intercultural contents (if applicable)					X
3.2.5*	Employability/Acquisition of future and/or soft skills (Asterisk Criterion)			X		
3.2.6	Professional ethics and/or societal issues			X		

3.3 Teaching and Learning Methodology

Coursera’s platform is built for Mastery Learning, a pedagogical model that allows and requires learners to demonstrate mastery of learning objectives before moving forward to learn subsequent information. The platform organizes content into modules, setting scheduled milestones for their completion, which requires learners to demonstrate mastery of the learning objectives over time. According to Coursera, Data analysis from thousands of courses shows that well-designed, high-quality content includes both formative and summative assessments with elaborative feedback to support learners as they work toward mastery of the defined learning objectives.¹⁹

Coursera’s platform structures content to facilitate Mastery Learning by requiring instructors to set key learning objectives at the program level, course level, and modular levels. Formative and summative assessments with feedback-corrective features are used to measure progression towards those objectives. Instructors can embed practice and feedback directly in the learning path using various proprietary tools, including in-video questions, quizzes, technical labs, and other exercises. Providing frequent opportunities for feedback and active learning helps the learner track their progress towards mastery. Feedback is also used for summative graded assessments, which are available to learners at the end of each course module. Whereas practice assessments are low-stakes formative opportunities that provide feedback explaining why a response is correct or incorrect, learners demonstrate mastery of the learning objectives by passing each week’s summative assessment. Mastery learning embraces “failure as feedback” to the learning process; therefore, the platform allows multiple attempts on graded assessments. A learner cannot earn a completion certificate until they demonstrate mastery of the learning objectives by passing all graded assessments in a course or program.

¹⁹ see self-report, p.38

The practical application of Coursera’s “learners first” strategy begins with effective content and program development. Coursera strives to partner with leading content providers to help learners succeed by completing individual courses or certificate programs. Its real time monitoring of learner progress is an essential element to support all content providers and learners enrolled in hosted content of all its courses and programs. As defined by Coursera Professional Certificate Content Specifications (see chapter 3.1), the Microsoft Professional Certificates include Applied Learning Projects that help learners hone and apply the concepts learned throughout each course in the asynchronous video lectures, readings, discussion posts, and quizzes.

For example, in the Microsoft Business Analyst Professional Certificate, learners are instructed through various teaching methods, including discussion prompts, lectures, practice and graded quizzes, readings, and hands-on projects. Learners are encouraged to actively participate in the learning process and engage with other learners through discussion prompts and applied learning projects. In the final capstone course of the Certificate, learners will apply the skills and knowledge gained throughout the program completing an advanced capstone. The project will involve

- Creating a basic project plan
- Identifying, analyzing and monitoring risks through a RAID log
- Identifying different SDLC models including Waterfall, V-model and Agile
- Explaining the SCRUM framework in the context of Agile methodology
- Creating a traceability matrix, mapping business requirements to test cases
- Explaining the importance of quality management in business project
- Identifying techniques for technical support using Bing Copilot
- Enhancing problem-solving skills by effectively utilizing Bing Copilot to troubleshoot and resolve daily BA tasks and challenges
- Describing best practices for problem solving BA tasks
- Reflecting on this course's content and on the learning path that lies ahead.
- Demonstrating proficiency in crafting clear and concise prompts for troubleshooting daily tasks
- Discovering hands-on experience in crafting document templates and spreadsheets
- Synthesizing the skills from this course by completing a graded assessment
- Identifying the concept of Bing Copilot and its role in enhancing Business Analyst

By the end of this module, learners are able to consolidate what they have learned by completing a capstone project that simulates real-world business analysis scenarios.

Learners should be expected to complete the Entry-Level Professional Certificate in 85 to 226 hours of total engagement time. Each course in the Entry-Level Professional Certificate must include approximately ten hours of total learner engagement time per week (e.g., watching videos, reading materials, completing assessments).

To help learners prepare for an entry-level job, Coursera and Microsoft emphasize that they should get ample practice and hands-on learning time to learn the skills they need for the role.

Each course should also include a job-relevant project at the end of each course to help learners demonstrate their skills and build their resumes for potential employers.

Course materials, required and recommended literature

All course materials for Microsoft Professional Certificates are included within the course content on the Coursera Platform. Learners do not need access to supplementary literature to be purchased that the course provider has not produced itself, therefore, no external content is integrated in the course structure. Datasets for hands-on labs are provided in the “Resources” section of the Learning Management System (LMS) in CSV format for learners to export to their desktops for use for analysis in practical exercises. Welcome, and learning/lecture videos for each week are hosted under the “Course Material” section with transcriptions. Under “Course Materials”, learners will also find readings, practice quizzes, and graded assignments in the order they should be reviewed. Within the LMS, there is a section for learner notes and discussion forums.

Each week of course material begins with a module description and a clear outline of learning objectives that should be met throughout the week of study. The lectures, readings, hands-on projects, and quizzes in each week help learners meet the weekly learning objectives.

In order to enable learning outside the homepage, i.e. with constant access to the internet, learners have the possibility to download all videos, the corresponding transcripts and toolboxes to their own computers and to read and edit the materials there.

In addition, Coursera offers learning apps for download via all common app stores. Learners can keep track of their current learning status, view and download the relevant elements of the current week or the entire course, and watch videos directly in the app. The apps also offer the possibility to receive learning reminders as a notification and to be reminded of learning at self-determined times. Only the software-supported labs require learning on a computer.

Another feature was made available with the last update. With the new "audio only" mode, participants can now listen to only the audio track of selected videos wherever they are.

Appraisal:

The methodical-didactical design of each course is plausible and oriented towards the course-specific learning objectives, towards the target group, and the teaching and learning format. A mix of different teaching and learning methods is applied (e.g.: gamification elements, readings, practical projects), depending on the contents and curricular requirements. Proof of science-based teaching within the course has been provided. Learners are encouraged to take an active role in the learning process (e.g. through peer-reviews, self-paced learning format, project work).

During the assessment conference, the panel team learned that Coursera and the content provider are preparing to further develop the educational model by integrating supplemental bots and avatars, audio-streaming and podcasts. The panel team would like to emphasize that it supports and encourages these ideas to further develop the educational model. In the panel team's opinion, these tools will help to strengthen communication and relation to learners, e.g. to be able to respond to different learning behaviors.

Course and learning materials are oriented towards the intended learning outcomes and correspond to the required qualification level. They are up to date and easily accessible for

the learners. Course materials are user-friendly and appropriately encourage learners to engage in further independent studies. General standards for materials lead the teaching staff and support the lecture quality. Existing course materials and literature recommendations are regularly and pro-actively reviewed for their adequacy.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.	Implementation					
3.3	Teaching and Learning Methodology					
3.3.1*	Logic and transparency of teaching and learning methodology			X		
3.3.2*	Course materials, required and recommended literature		X			

4 RESOURCES AND SERVICES

4.1 Teaching Staff of the course

Structure and quantity of teaching staff

Each Microsoft Professional Certificate is developed by a team of subject matter experts, teaching experts, content creation experts and instructional designers. They work collaboratively within the framework of the general project management to operationalize the predefined learning objectives, divide them into units and logically sequenced learning elements, and collect and prepare the corresponding materials through internal cooperation. They prepare these materials in the form of videos, reading units, quizzes, and activities as outlined by the Coursera Pedagogy Principles. Instructors and subject matter experts involved in the course creation are carefully selected based on their professional working experience and academic expertise.

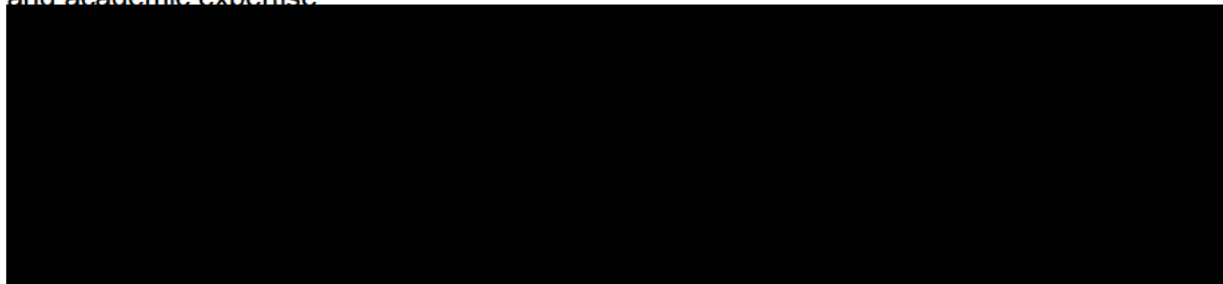


Figure 10: Microsoft Professional Certificates instructors' qualifications

Professional qualification of teaching staff

According to Coursera and Microsoft,²⁰ the teaching staff members' and subject matter expertise, practical experience, and pedagogical and didactic qualifications have undergone thorough assessment and documentation, thus supporting the certificate's quality profile and practical orientation. Emphasis is placed on the practical experience of the teaching staff, the instructors have mostly accumulated decades of professional experience. As a provider of application-oriented education, Coursera and Microsoft recognize the value of practical experience in teaching the required practice-oriented knowledge. Therefore, instructors are continuously assessed through feedback mechanisms (see chapter 5).

Pedagogical qualification of teaching staff



²⁰ see self-report p. 41

[REDACTED]

Internal cooperation

[REDACTED]

Learner support and coaching

Coursera collaborates closely with partners to execute on a number of items related to learner services. These services include but are not limited to:

- monitoring all course forums and Slack channels on a regular basis to answer learner technical questions,
- reviewing learner progress in certificate progression,
- identifying at-risk learners, or learners that may demonstrate behaviors that indicate they may not be on a path to being successful in pursuit of their program, and
- generating automated and personalized communications to support successful engagement and completion (such as motivation help, pain-point help, and dropout intervention). These include
 - in-course pop-ups,
 - learning reminder and nudge emails, and
 - app notifications.

Coursera can ensure that learner inquiries will be dealt with within one business day.

In addition to automated in-product retention support, Coursera provides staff support via:

- Program Support Dashboards, which are created using learner behavior data (e.g., assignments attempted/passed, activity in course, and platform behavior) and by highlighting learners at risk of not progressing successfully through a course, term, or program, and
- Learner Support Dashboards, which enable course staff to track learner progress within a specific course.

Learners are also supported and coached by instructors and teaching staff through a variety of proprietary tools in the learning path, including in-video questions, quizzes, technical labs, and other exercises. Providing frequent opportunities for feedback and active learning helps the learner track their progress towards mastery. Feedback is also used for summative graded assessments, which are available to learners at the end of each module of a course. Whereas practice assessments are low-stakes formative opportunities that provide feedback explaining why a response is correct or incorrect, learners demonstrate mastery of the learning objectives by passing each week's summative assessment. Outside of feedback related to formative and summative assessments, instructors can create engagement opportunities with learners through custom forums where learners can engage with instructors by asking questions and answering discussion prompts. Learners and instructors can also engage via email messaging in the "Messages" section of the platform.

Appraisal:

The qualification structure, tasks and number of teaching staff correspond with the requirements of the courses. Coursera's selection of new teaching staff follows non-discriminatory processes.

The academic and pedagogical qualifications of the teaching staff correspond to the requirements and objectives of the course. The teaching staff is able to cater to the needs of the target group (e.g., in this case in the form of making sure their appearance and presentation on video stimulates engagement of the learners with the content).

A key element of the course concept is that instructors contribute their practical professional experience to improve the learning experience. Teaching staff use their professional experience in a valuable way in pedagogical activities.

It is systematically ensured that teaching staff cooperate internally for the purpose of tuning the components of the course towards the overall qualification objectives. Meetings of all those teaching in the course take place regularly at appropriate intervals. Learning entities are conceived cooperatively to add on to the learning experience.

The fully asynchronous concept does not include support of the learners by the instructors or subject matter experts. The panel team acknowledges that elements to measure learning progress are incorporated as early as from the beginning of the course and throughout the development process. However, the panel team **recommends** incorporating elements for learners' support into the courses. In the panel's opinion, this would reduce drop-out rate and could operationally be done by utilizing the discussions forums. The panel acknowledges that it would be a strategic realignment moving away from being purely a learning content deliverer to becoming a learning facilitator who enables active learning experiences and connects learners more closely to the learning process. In this context, the panel recommends developing a well-thought-out concept for the use of AI tools in learner support in order to

counteract the frequently cited problem that the ratio of teachers to learners makes it impossible for teaching staff to provide direct support to learners. From the panel's perspective, AI cannot and should not completely replace support from teachers but should instead ensure that teachers only deal with cases that actually require their attention.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.	Resources and Services					
4.1	Teaching Staff of the course					
4.1.1*	Structure and quantity of teaching staff			X		
4.1.2*	Academic qualification of teaching staff			X		
4.1.3*	Pedagogical qualification of teaching staff			X		
4.1.4	Professional experience of teaching staff		X			
4.1.5	Internal cooperation		X			
4.1.6*	Learners' support by teaching staff					X

4.2 Course Management and overall organization

[Redacted content]

Key responsibilities Head of Curriculum Management

- Curriculum Leadership**
 Leads a multidisciplinary team of Technical Architects and Subject Matter experts (SMEs) to design a curriculum that meets clearly defined learning outcomes and reflects current tools, tasks, and trends within industry. Coordination with

Coursera's Teaching and Learning team (see chapter 4.1).

- **Program Design & Development**

Designs and develops a wide range of programs, including Master's degrees in Data Analytics, Applied Software Development, and International Business, as well as Bachelor's and Diploma-level offerings across various technology disciplines.

- **Quality Assurance**

Oversees validation and accreditation processes to ensure all programs meet rigorous academic and industry standards. Maintains a consistent focus on quality across all course materials and assessments.

Key responsibilities Learning Architect

- **Curriculum & Syllabus Design**

designs and develops curriculum frameworks and detailed syllabi that align with the practical skills and knowledge required in today's workforce, in collaboration with a team.

- **Instructional Methodology**

Applies evidence-based instructional design principles to develop learner-centered experiences that foster engagement and enhance knowledge retention.

- **Quality Assurance**

Oversees the quality assurance process for course content and assessments to ensure alignment with Coursera's educational standards. This includes iterative design cycles, peer reviews, beta testing, and ongoing updates informed by learner feedback, ensuring all materials remain accurate, consistent, and relevant.

Process organization and administrative support for learners and teaching staff

Coursera offers learner and educator support designed to empower learners, educators, and administrators to do what they need to do on the Coursera platform. The Learner Help Center aims to help learners with questions they have on the Coursera platform from finding courses to take, to participating in their chosen course, to troubleshooting technical issues as needed. The Learner Help Center is exclusively for Coursera learners before, during, and after their course participation and completion. Learners can reach the Learner Help

and get assistance in the following areas:

- **Account settings, login issues, and notification preferences.** Here, learners can get help with setting up their Coursera account, changing account settings and password troubleshooting, changing email notifications, and using the Coursera mobile app.
- **Payments and subscriptions.** Here, learners can receive help with payments for their courses, apply for financial aid or scholarships, learn about their subscription details, and receive information about promotions and free trials.
- **Enrollment options.** Learners can receive help enrolling or un-enrolling in a course and finding courses to take.
- **Grades, peer reviews, assignments, and labs.** Learners can receive help with troubleshooting the submission of peer-reviewed assignments, taking quizzes and

assignments, checking grade details, understanding how to complete programming assignments, in-browser coding, and common issues with Coursera Labs.

- **Sharing and verifying Course Certificates.** Learners can access guides on how to download and share course certificates, verify their identity, and solve problems with course certificates.
- **Coursera Policies and Program Terms.** Learners can access accessibility statements,²¹ accommodations for learners with disabilities, third-party policies, code of conduct, honor code, age restrictions, General Data Protection Regulations, and more.
- **Course content, including videos, discussion forums, and common course issues.** Learners can receive help troubleshooting problems with the Coursera platform, learn about recommended browsers and devices, receive assistance with video settings and subtitles, report problems within a course, and receive help with course content in discussion forums. Learners can also report abuse in forums here.



The Coursera Educator Resource Center, exclusive to Coursera instructors, is a place for both self-service and on-demand support to ensure the success of the digital classroom. Instructors can reach the Educator Resource Center 24/7 and get support in the following areas:

- **Platform onboarding & best practices.** View articles, instructional videos, and frequently asked questions on Coursera terminology, production milestones, partner communication channels, recommended browsers, and Coursera Pedagogy Principles.
- **Creating course content.** View resources on creating and organizing instructional material in lessons and modules through course authoring tools, digital course content management, templates for importing and exporting course outlines, video recording, and formatting guidelines, importing, and exporting content assistance, reading item management, and more.
- **Developing effective assessments and managing learner submissions.** Learn how assessments on Coursera work, how to set and adjust grading formulas, how to add new assessment items, auto-graded questions, and question variations, peer review assignments, how to manage quizzes, staff graded assignments, and discussion prompt management. This section also includes information on programming assignments, team assignments, high-touch grading features, question banks, proctored assignments, and academic integrity.
- **Building custom learning content and programming assignments.** Instructors can learn about how to create custom programming assignments, lab activities, and coding labs. Learn about developing, managing, and adding plugins, in-browser coding, and managing and configuring code blocks.
- **Viewing tips for launching, branding, and marketing content.** Through this

²¹ https://www.coursera.support/s/article/360050668591-Accessibility-Statement?language=en_US (last call July 1, 2024)

resource, instructors can learn how to launch a new course, set a target launch date, marketing recommendations, improve search engine optimization, how to beta test, and how to reach new learners in the Coursera community.

- **Managing their course staff, landing pages, and other settings.** Instructors can learn how to manage staff roles and permissions, how to copy a course, how to invite group members, manage landing pages and brand assets, update and manage course certificates, and how to create and manage private sessions.
- **Interacting with learners through discussion forums and announcements.** Here, instructors can learn how to leverage Coursera discussion forums, send course announcements and messages, recruit mentors to help support learners, and schedule live events.
- **Tracking content performance with data dashboards and exports.** Instructors can learn how to leverage course dashboards, download grade books, manage organization dashboards, and export data.
- **Finding content and accessibility policies.** Here, instructors can review content policies, platform changes, sharing and research policies, data privacy information, and copyright guidelines.

All Coursera employees have access to all learning opportunities on the platform, and partners, like employees, have additional access to Coursera Classroom Resources and Coursera Administrator Training.

Information and transparency

The Microsoft Professional Certificates are documented and publicized through the Coursera platform. Learners can access the entirety of the course description and learning objectives before enrolling in the course through the course description pages. Learners can access all course data and content by enrolling in Professional Certificates and Specializations at the following points of registration (landing pages):

- Microsoft Business Analyst Professional Certificate:
<https://www.coursera.org/professional-certificates/microsoft-business-analyst>
- Microsoft Program Management Professional Certificate:
<https://www.coursera.org/professional-certificates/microsoft-program-management>
- Microsoft Project Management Professional Certificate:
<https://www.coursera.org/professional-certificates/microsoft-project-management>
- Microsoft Azure Data Scientist Associate Professional Certificate:
<https://www.coursera.org/professional-certificates/azure-data-scientist>
- Microsoft Cloud Support Associate Professional Certificate:
<https://www.coursera.org/professional-certificates/microsoft-cloud-support-associate>
- Microsoft IT Support Specialist Professional Certificate:

<https://www.coursera.org/professional-certificates/microsoft-it-support-specialist>²²

All course content, including lectures, projects, readings, assessments, and assignments are accessible for interested parties within the Coursera platform. The courses' content, curricula, and assessment schemes are documented on the course and module description pages accessible by the stated web address.

In addition to course documentation through the Coursera platform, Coursera's academic policies and procedures related to accommodations for learners with disabilities, age restrictions, accessibility, honor code, general data protection regulations, international restrictions, and third-party tools are constantly updated and made publicly available.²³

Inclusive and equitable education

Coursera's mission is to provide universal access to world-class learning so that anyone, anywhere has the power to transform their life through learning. It is what inspires Coursera's team members, attracts educator partners, and enables their customers to make high-quality education a growing reality for millions of learners around the world.

The platform's impact on the millions of learners it serves is the foundation of Coursera's sustainability strategy and the focus of the company's impact initiatives. At Coursera, their mission and values are deeply integrated into their operations, processes, and culture. They are focused on creating long-term growth and stakeholder value, while demonstrating Coursera's impact on the individuals, institutions, and communities they serve.

Coursera's 2025 impact report (part of Coursera's documentation for this audit) is designed to illustrate how they bring their mission to life through. It is a continuation of their commitment to creating a positive impact on society, focusing on the activities determined to be of significant importance based on the greatest relevance to their business and key stakeholders. Coursera is a public benefit corporation and certified B Corp®.

Additionally, a dedicated accessibility policy is published and addresses accommodations for learners with disabilities.²⁴ Coursera is committed to maintain access to the website and mobile applications to all learners, including those with disabilities via the following:

- Coursera strives to comply with the Web Content Accessibility Guidelines ("WCAG") 2.1 AA published by World Wide Web Consortium.
- All course lecture videos offer closed captioning. Learners may flag issues while watching lecture videos and are encouraged to submit support tickets for content that is not captioned appropriately. Coursera is committed to addressing the matter promptly.
- Coursera's videos are available to learners at any time which allows learners to get a head start on the course.
- An independent accessibility consultant periodically reviews the platform. Potential accessibility issues are identified so that Coursera can address such issues and take

²² Last access on August 29, 2025

²³ https://www.coursera.support/s/learner-help-center-coursera-policies?language=en_US, last access on August 29, 2025

²⁴ See https://www.coursera.support/s/article/learner-000001351?language=en_US, last access on August 29, 2025

any remedial actions deemed necessary.

- Coursera developers engage in training and projects relating to accessibility that both educate and improve the accessibility of their products as they are being developed.
- Coursera has published accessibility guidelines for content providers and contractually requires that content providers comply with their independent obligations under applicable accessibility laws.
- Coursera manages an email alias where incoming accessibility support tickets from learners are addressed.

Networking and Career Counselling

Learners are supported in creating and maintaining networks through discussion forums. In discussion forums, learners receive support from one another on course-related topics and create and maintain networking opportunities. Discussion forums benefit learners by providing a space for interaction with classmates, sharing resources, and help to answer questions about course materials or assessments. They are used for asking questions, debating ideas, and identifying other classmates who share the same goals so they can pursue networking opportunities and conversations. Discussion forums are available online for learners to access at any time.

In addition, all Professional Certificate completers receive access to the Professional Certificate Community, which not only provides further peer support, but also offers a range of career services. Coursera Career Certificates also include content that teaches learners how to set up a professional network and maintain connections that will be helpful to their career, such as professional social media profiles, elevator pitches, and personal portfolios and websites.

Professional Certificate Career Resources

All Professional Certificate completers will have access to a number of career support resources to help them reach their career objectives.

- **Job Search Guide:** The job search process is complex, especially when switching to a new career field. Our 5 step guide helps learners navigate the job search process.
- **Resume support:** Learners get free access to an AI-powered checker to score their resume and LinkedIn profile with actionable feedback for improvements, a resume builder, and a library of resume templates and guides to help them build a standout resume.
- **Hands-on interview practice:** Learners can practice mock interviews tailored to their specific industry, job, and experience level with free access to Big Interview.
- **Professional Certificate community:** Learners get access to the Professional Certificate community where they can get peer support and network with alumni who have successfully made a career change.

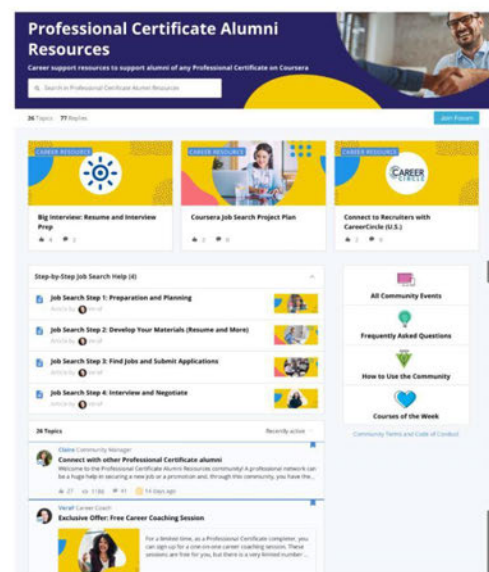


Figure 11: Coursera Professional Certificate Career Resources

Appraisal:

The course management in charge of the overall quality of the course (content, methodology and development) have clearly defined responsibilities. The qualifications and experience of the course management correspond with the requirements of the course.

Teaching staff and learners are supported by a sufficient number of administration staff that is clearly qualified to provide the described services. All processes described are implemented appropriately and the courses run smoothly. Decision-making processes, authority, and responsibilities are clearly defined. Instructors are included in the decision-making processes where their areas of expertise/activity are involved.

A main point of service for the learners has been appointed. Learners are informed on all relevant matters in advance and in a comprehensive way. The information is distributed in an understandable and user-friendly manner. User-friendly access to administrative support and services is ensured. The reachability of service staff is clearly determined. Requests are dealt with in a timely manner.

The course title, issuer of the Certificate Supplement (see chapter 3.1.2), awarding body, qualification objectives, content, workload, type of assessment, and teaching and learning format have been suitably documented, published, and are easily accessible for the learner before enrolment.

For the planned documentation of the ECTS credit recommendation on the Coursera website the panel emphasizes the following issues to observe:

1. Documentation of ECTS crediting recommendation has to be included on the respective course descriptions and include: number of credits recommended, requirements for awarding credits and workload assigned to the course (see chapter 3.1). (It is also highly recommendable to include the respected EQF levels.)
2. Documentation of ECTS crediting recommendation also has to be included on the respective certificate issued by Coursera. Documentation has to include the respected EQF level, number of credits recommended and workload assigned to the course (see chapter 3.2).
3. When course completers apply for recognition of ECTS credit points at a HEI, the HEI is not obliged to recognize prior learning (RPL) and awarding ECTS credits for RPL. Documentation on the Coursera Homepage therefore must not evoke the impression that HEIs are obliged to give (full) recognition (see condition in chapter 3.1).

The panel also points out that as there are no formal enrolment requirements for the Professional Certificates, course completers may also be required to catch up on formal enrolment requirements of the HEI (e.g., school-leaving certificate level).

The course provider ensures inclusion and equality to cater to special needs of learners²⁵.

Analogous to the concept of courses as MOOCs and the target group, through the possibilities offered by the platform, there is support for learners in special circumstances.

Measures to create and maintain a professional network to facilitate the graduates' career development have been provided. The course provider offers support in career counselling. However, during the assessment conference, the panel team learned that the offers of the

²⁵ e.g.: with learning/mobility/economic/social issues etc, and also those who are exceptionally able.

[REDACTED]

Quality Assurance in Implementation:

During implementation, either the key account manager (program responsibility) or a dedicated implementation success manager ensures that all work streams according to Coursera's blueprint for high-quality courses, are being well informed, kicked off, have their relevant action items and keep their deadlines in order to complete the production process of the course to a level where the beta testing can start (see also chapter 5).

Initial launch and further cooperation:

[REDACTED]

Feedback loop:

After the content is launched, Coursera starts receiving feedback from learners and from the content partner (Microsoft) itself. Therefore, both the quantitative performance data as well as the qualitative information received is taken into consideration for future content mapping by Coursera's content strategy team making sure that they can collaboratively learn from their mistakes and celebrate their successes (see also chapter 5).

Appraisal:

There are cooperations with HEIs in that there are links to universities that recognize the courses.

The panel highlights Coursera's longstanding experience with strong industry partnerships and follows Coursera's deliberations how these partnerships with well-established brands enhance the course offering to the advantage of learners.

Cooperation with enterprises is aligned with the strategy of the course and actively promoted. Such cooperation has a formative impact on the contents of the course and on the profile of the graduates. By means of specific measures, they significantly contribute to the development of learners' qualifications and skills.

The agreements forming the basis of the cooperation are documented. Coursera is responsible for the execution of quality assurance as described in chapter 5.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4. Resources and Services					
4.3 Cooperations					
4.3.1(*) Cooperations with academic institutions (if applicable)			X		
4.3.2(*) Cooperation with enterprises or other professional organizations (if applicable, Asterisk Criterion for cooperation courses)		X			

4.4 Facilities

Teaching and learning platform

Coursera is a 100% online platform. The platform is designed to enable learners to discover the right content and credentials by domain (e.g., business, technology, health), by skill (e.g., Python, statistics, data visualization), and by job role (e.g., data analyst, marketer, engineer). Once learners enroll in a course, the unified technology platform is designed to enable them to learn more effectively to advance in their careers and earn credentials to signal their learning to prospective employers.

The learning experience includes:

- Courses with video-based lectures, in-video quizzes, notes and highlights, readings, assessments, peer reviews, and group projects,
- AI-driven learning features to help learners stay motivated and making progress,
- Coursera Labs with hands-on projects that teach practical skills using real-world tools such as Python, Jupyter Notebooks, VS Code, R-Studio, and many other desktop and cloud-based applications fully in-browser with no software or data downloads,
- A mobile app that is designed to enable course downloads for offline learning, regarded to be especially important for learners with limited or intermittent internet connectivity or power, and
- Localized learning experiences including localized homepage, payment options, local partnership, and content discovery.

Learners enroll in their preferred course by clicking “Enroll” and subscribing to Coursera through the course description page. After enrolling, learners can view all course²⁶ content by module and week, continue to the course and begin navigating the Coursera platform. Within the platform, there is a navigation bar that contains sections including Course Material, Grades, Notes, Discussion Forums, Messages, and Course Information. All tools and multimedia files are integrated into the Coursera platform, and the entirety of teaching and learning activities in Coursera courses occurs within the Coursera platform.

²⁶ For Coursera terminology program/course/module, see chapter 3.1 and glossary.

- **Course Material:** In this section, learners can navigate throughout the weekly learning material. Each week begins with a summary overview, introductory videos, an overview of the learning objectives, video lecture, readings, and assignments, and ends with a summary of the week.
- **Grades:** In this section, learners can view the quiz or assessment item, their completion status, the due date, the weight of the quiz or assessment item, and their grades.
- **Notes:** Learners can utilize the Notes section as a digital notebook, where notes are collected throughout the duration of their study.
- **Discussion Forums:** Instructors can create custom forums to provide a space for learners to interact with one another. Learners can share resources and help answer questions about course materials or assessments. This section holds all discussion forums for the course by week, where learners can discuss the week's modules or respond to assigned prompts. Discussion forums can also be used to ask questions, debate ideas, and find classmates who share their goals. Forum guidelines are available for reference in the Discussion Forums section.



- **Course Information:** In the Course Information section, learners can view a course description and course details, view instructor information, and review the syllabus.

In addition to the above features, learners can access the Learner Help Center, and Instructors are able to access the Educator Resource Center, directly through their respective instance.

Coursera provides several technologies to support offline and mobile learning: learners can download videos, transcripts, and toolboxes for offline access on their computers. The Coursera mobile app, available on major app stores, allows users to track progress, download course materials, watch videos, and receive customizable learning reminders. Additionally, the app now includes an “audio only” mode for selected videos, and software-supported labs require a computer for full functionality (see also chapter 3.3).

Data Protection

Data is collected by Coursera from the platform in a variety of ways for learning analytics and course performance. Coursera has also contracted with third-party vendors to perform certain specialized tasks, including processing personal data, for example:

- **Hosting.** The Coursera platform is hosted on third-party servers.
- **Analytics/Marketing.** To improve Coursera and the content offered, Coursera uses various third-party analytics and marketing tools to refine offerings, understand learner habits, optimize the platform, and tailor marketing efforts (with learner consent, where necessary).
- **Customer Support/Communication.** To provide customer support, Coursera uses third-party tools and services to communicate and respond to questions promptly.

Coursera has implemented policies establishing when and how personal data may be shared with such third parties, including steps that must be followed to facilitate compliance with data protection requirements (for example, security due diligence, contracting and international transfer processes).

Coursera provides learners with access to on-platform resources and functionality to facilitate compliance with data protection requirements, for example: :

- Coursera’s Terms of Use²⁷, Privacy Policies²⁸, and Cookies Policy²⁹ provide detailed information to learners about how and why Coursera uses learner data, to comply with transparency obligations.
- Coursera has built product features that give learners the ability to exercise legal data protection rights on a self-service basis, including access and account deletion.
- Coursera offers learners in relevant markets the ability to opt-in to marketing communications and non-essential cookies (or equivalent technologies), and offers all learners the ability to opt-out of such personal data uses.

Technical unit

For the work of the technical organizational unit to enable and support the implementation of digital teaching see description of the Coursera Educator Resource Center (see chapter 4.2). Coursera regularly maintains and updates the Educator Resource Center and the Coursera platform with guides on various innovative technologies and tools for teaching, digital classroom management, assessment management, and learner management so that instructors can create a seamless digital learning experience for learners.

Data Analysis System

[Redacted content]

²⁷ <https://www.coursera.org/about/terms>, last access September 19, 2025
²⁸ <https://www.coursera.org/about/privacy>, last access September 19, 2025
²⁹ <https://www.coursera.org/about/cookies>, last access September 19, 2025

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Technical support for learners

Apart from the administrative support that learners receive from the Coursera Learner Help Center (see chapter 4.2) learners can also reach the same hotline for technical support³⁰. The Learner Help Center includes 24-hour, live chat support supported by AI for immediate issues. Learners can email clientsupport@coursera.org or submit a form through the Learner Help Center “Contact Customer Support” portal to receive help over email. Coursera technical

³⁰ https://www.coursera.support/s/learner-help-center-contact-us?language=en_US (last call July 1, 2024)

support usually responds to requests by email within 24 hours and responds to chat support immediately.

Coursera supports learners in using technologies and tools to enable digital learning and increase digital skills through the various articles, tutorials, videos, and help resources available in the Learner Help Center. The Learner Help Center aims to help learners with questions they have on the Coursera platform from finding courses to take, to participating in their chosen course, to troubleshooting technical issues as needed.

Appraisal:

The teaching platform is clearly structured and designed to be user-friendly. It is stable and scalable and there are no disruptive impulses during use. It offers sufficient possibilities for embedding text, audio, images, graphics, animation, multimedia files and social media. The panel highlights the tools and functionalities of the learning platform, mobile accessibility and AI support. The panel points out that this must be seen against the backdrop that it is exclusively asynchronous learning, which excludes interactive learning methods and interaction between instructors and learners (see chapter 4.1).

The course provider enables and supports the implementation of digital teaching. Teachers have sufficient technical advisory and support services available.

The course provider has a data analysis system and other tools that enable a variety of learning analytics with a high degree of integration, so that they can be used profitably in advanced teaching methods.

Learners can reach the technical support of the course provider via a range of channels (e.g.: by chat, or by email). Questions regarding technical issues and the teaching platform are answered and solved in a timely manner. The course provider ensures appropriate training for the learners to handle the technologies and tools.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.	Resources and Services					
4.4	Facilities					
4.4.1*	Infrastructure of onsite teaching environment (if applicable)					X
4.4.2*	Teaching and learning platform			X		
4.4.3	Technical unit (for online courses)			X		
4.4.4	Data analysis system		X			
4.4.5*	Technical support for learners			X		

5 Quality Assurance

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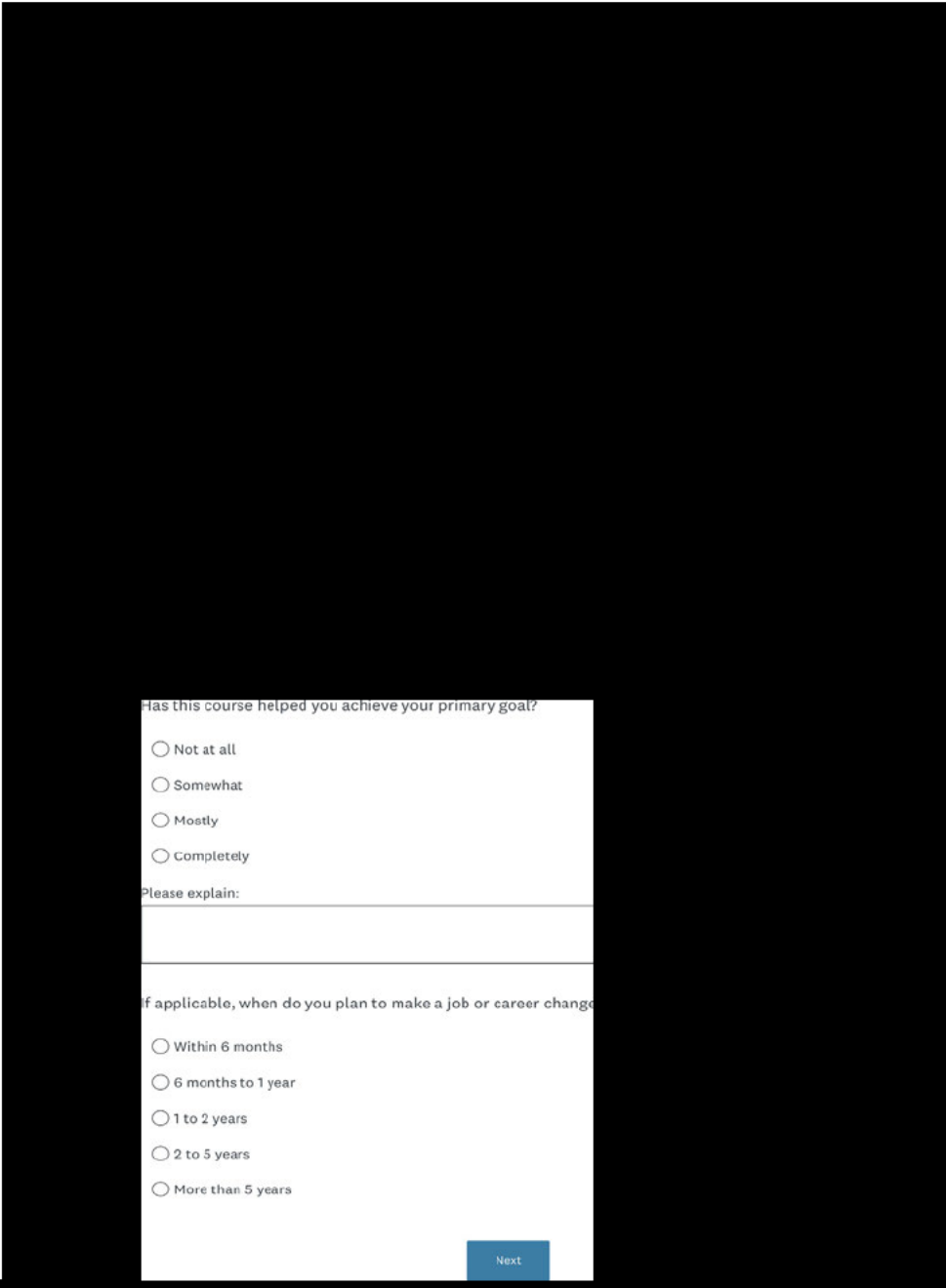
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Has this course helped you achieve your primary goal?

- Not at all
- Somewhat
- Mostly
- Completely

Please explain:

If applicable, when do you plan to make a job or career change?

- Within 6 months
- 6 months to 1 year
- 1 to 2 years
- 2 to 5 years
- More than 5 years

[Next](#)



³¹ See glossary at the end of this report

[Redacted]

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Appraisal

There is a quality-assurance and development procedure, which systematically and continuously monitors and develops the quality of each course with respect to its contents, processes, and outcomes following a PDCA cycle. Sufficient staff resources are available, and the responsibilities are clearly defined. Teaching staff and learners' contribution to quality-assurance and development procedures is ensured.

When reviewing the workload, the institution has instruments in place to consider evaluation findings, including feedback from learners (For the current workload, see condition and recommendation in chapter 3.1.).

Evaluation by learners is carried out regularly at appropriate intervals and in accordance with a prescribed procedure; the outcomes provide input for the quality development process.

In the setting of a fully asynchronous course, where teaching instructors develop, design, and evaluate the course, but do not perform active teaching, quality control by the teaching staff is carried out regularly at appropriate intervals and in accordance with a prescribed procedure; the outcomes are communicated to the teaching staff and course management. Outcomes provide input for the quality development process.

³² Alumni evaluate the course after a certain time after completion of the course in terms of impact on professional career.

An external evaluation is carried out regularly at appropriate intervals and in accordance with a prescribed procedure; the outcomes are communicated to the respondents and respective teacher/learner groups and provide input for the quality development process.

Evaluation by learners is carried out on a regular basis and in accordance with a prescribed procedure. Coursera additionally collects data from course completers approximately six months after finalizing the course and processes this into the “Learner Outcomes Report”. However, it has not become clear to the panel whether and how information of the Learner Outcome Report is provided to the learners and completers. The panel therefore **recommends** communicating current Learner Outcome Reports on the website. Furthermore, Coursera does not analyze course-specific completer-data, but tracks completers of all Professional Certificates. In order to provide input for the quality development process of a specific course, a course-specific alumni survey would have to be introduced. The panel therefore **recommends** developing ideas to generate valuable course-specific data from alumni and employers to be able to assign results to corresponding courses.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
5.	Quality Assurance					
5.1*	Quality assurance and development of course content, processes and outcomes			X		
5.2	Instruments of quality assurance					
5.2.1	Evaluation by learners and course graduates			X		
5.2.2	Quality assurance by teaching staff			X		
5.2.3	External evaluation by alumni, employers and/or other third parties				X	

Quality Profile

Institution: Coursera Inc.

Content partner: Microsoft

Continuing Education Courses:

- Microsoft Business Analyst Professional Certificate
- Microsoft Program Management Professional Certificate
- Microsoft Project Management Professional Certificate
- Microsoft Azure Data Scientist Associate Professional Certificate
- Microsoft Cloud Support Associate Professional Certificate
- Microsoft IT Support Specialist Professional Certificate

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1.	Strategy and Objectives					
1.1*	Logic and transparency of course objectives			X		
1.2	Positioning of the course					
1.2.1	Positioning of the course on the educational market			X		
1.2.2	Positioning of the course on the job market			X		
1.2.3	Positioning of the course within the institution's overall strategy			X		
2.	Admission					
2.1*	Focus on the target group			X		
2.2*	Admission conditions			X		
2.3*	Legal relationship			X		
3.	Implementation					
3.1	Structure and content					
3.1.1*	Structure of the course, application of the "European Credit Transfer and Accumulation System" (ECTS) and modularization			X		
3.1.2*	Certificate and Certificate Supplement				Condition	
3.1.3*	Logic and conceptual coherence of the curriculum	X				
3.1.4*	Regulations for participation and assessment			X		
3.1.5*	Types of assessment			X		
3.2	Training of Competences and Skills					
3.2.1	Methodological competence and academic work (academic work if applicable)			X		
3.2.2	Integration of theory and practice			X		
3.2.3	Interdisciplinary skills/Transdisciplinary skills (if applicable)			X		

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.2.4	International and intercultural contents (if applicable)					X
3.2.5*	Employability/Acquisition of future and/or soft skills			X		
3.2.6	Professional ethics and/or societal issues			X		
3.3	Teaching and learning methodology					
3.3.1*	Logic and plausibility of teaching and learning methodology			X		
3.3.2*	Course materials, required and recommended literature		X			
4.	Resources and Services					
4.1	Teaching staff of the course					
4.1.1*	Structure and quantity of teaching staff			X		
4.1.2*	Academic qualification of teaching staff			X		
4.1.3*	Pedagogical qualification of teaching staff			X		
4.1.4*	Professional experience of teaching staff		X			
4.1.5	Internal cooperation		X			
4.1.6*	Learners' support by teaching staff					X
4.2	Course management and overall organization					
4.2.1*	Course management (content and methodology)			X		
4.2.2*	Process organization and administrative support for learners and teaching staff			X		
4.2.3*	Information and transparency			X		
4.2.4*	Inclusive and equitable education			X		
4.2.5	Networking and Career Counselling (if applicable)			X		
4.3	Cooperations					
4.3.1(*)	Cooperation with academic institutions (if applicable, Asterisk Criterion for cooperation courses)			X		
4.3.2(*)	Cooperation with enterprises or other professional organizations (if applicable, Asterisk Criterion for cooperation courses)		X			
4.4	Facilities					
4.4.1*	Infrastructure of onsite teaching environment (if applicable)					X
4.4.2	Teaching and learning platform			X		
4.4.3	Technical unit (for online courses)			X		
4.4.4	Data analysis system		X			
4.4.5*	Technical support for learners			X		
5.	Quality Assurance					
5.1*	Quality assurance and development of course content, processes and outcomes			X		
5.2	Instruments of quality assurance					

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
5.2.1 Evaluation by learners and course graduates			X		
5.2.2 Quality assurance by teaching staff			X		
5.2.3 External evaluation by alumni, employers and/or other third parties				X	

Glossary

Coursera and report terminology	Description
Professional Certificate, certificate, program, course (are all used as synonyms)	Course (entity that is subject to certification)
Course	Sometimes indicates a content entity covering one topic within the program/certificate which is then clearly differentiated from the overall course/certificate/program
Module	Weekly learning entity, smallest learning entity
Subject Matter Expert	Employee of Coursera content partner (IBM) or third party assigned by Coursera content partner (IBM), who is qualified for content development
Instructor	Teaching staff that is part of the team that conceives, designs, and produces the course