INQAAHE
Since 1991
INTERNATIONAL NETWORK FOR QUALITY
ASSURANCE AGENCIES IN HIGHER EDUCATION

REALCUP
Red de Asociaciones Latinoamericanas y
Caribeñas de Universidades Privadas

TRAINING PROGRAMME:
DESIGN, DEVELOPMENT, AND IMPLEMENTATION
OF MICRO-CREDENTIALS IN LATIN AMERICA

SCOPE

This program is developed within the framework of a cooperation agreement between **INQAAHE** and **REALCUP**.

OBJECTIVE

Develop and pilot a training module/set of courses aimed at promoting knowledge, skills, and competencies for the development, implementation, and quality assurance of micro-credentials

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CURRICULUM DESIGN

Module 1:
Discovering the Potentials of Micro-Credentials in Higher Education

Learning outcomes:

1. Analyze the diversity of short-learning programs and identify and define the specifics of credit-bearing and non-credit-bearing micro-credentials
2. Evaluate the uses of MCs in diverse forms (e.g., formal, non-formal) contexts and fields.
3. Comparatively analyze diverse modalities of developing, delivering and issuing micro-credentials
4. Identify the uses of micro-credentials in flexible learning arrangements while linking them with credential recognition mechanisms.

Themes:

- Learning paradigm shift: diversification (horizontal & vertical), shift in learning currency, emergence of new credentialing modalities.
- The value, benefits, and importance of flexible learning opportunities in the new era of learning: global trends & international soft regulations.
- Short learning programs: formal vs. non-formal micro-credentials; credit-bearing vs. non-credit-bearing micro-credentials. Global use cases (paradigms, arrangements, profile of students—traditional and nontraditional).
- Micro-credentials: critical definitions, design elements and diversity in provisions.
- Certification & Recognition (conventional and digital) mechanisms at national, regional, and international levels.

Module 2:
Designing Robust, Credible, and Portable Micro-Credentials

Learning outcomes:

1. Design and validate a framework for flexible learning pathways fit for a specific context.
2. Generate critical elements of policies and procedures that ensure the development and implementation of robust, agile, credible, transferable, portable, stackable, and interoperable micro-credentials
3. Analyze relevant systems for issuing credible micro-credentials

Themes:

- Designing feasible models for Flexible Learning Pathways (FLP) given the context and legal frameworks.
- Establishing regulatory and procedural basis for the development of robust, agile, credible, and portable micro-credentials
- Development of necessary systems for issuing micro-credentials (e.g., digital badges).
- Development of systems that ensure recognition of micro-credentials locally and globally, hence their portability.
- Innovative pedagogies: ensuring relevance in teaching, learning, and assessment methodologies.

Module 3:
Efficient Management of Micro-Credentials: Internal and External QA

Learning outcomes:

1. Design an efficient plan for managing a micro-credentials while ensuring its relevance to market needs and value-added.
2. Design a model for continuously enhancing internal quality assurance mechanisms that comprehensively covers all parties engaged in the development, delivery and revision of a micro-credentials, as well as the issuance of the credential.
3. Prepare the MC provider for an external review.
4. Carry out accreditation for the micro-credentials.

Themes:

- Global trends in quality assurance of micro-credentials: best practices and challenges.
- How to ensure continued relevance and value-added of diverse types of micro-credentials.
- Internal quality assurance of micro-credentials in diverse settings (e.g., formal, non-formal): critical elements, systems, policies, standards, solutions, & best practices.
- External quality assurance of micro-credentials for diverse types of providers (e.g., formal, non-formal).
- Critical success factors for the recognition of micro-credentials.

MODALITY OF DELIVERY

✓ **Language of programme delivery:** Spanish

✓ **Course workload**

For the learning activities: 12 hours for each module, divided into 6 hours for asynchronous learning activities and 6 hours for synchronous learning activities.

For Assessment: There are 10 additional hours allocated to the design of the final project, which will be developed progressively at the end of each module. Participants will have two weeks at the end of each module to develop the project, which will be evaluated by the professors.

✓ **Methodology**

Each module is developed over 4 weeks with a flipped-class methodology.

- **First Week: Asynchronous Learning Activities**

The first week of each module is intended to engage participants in the scope of the module through readings, reviewing audiovisual resources, and collaborative activities such as discussing in a forum or posting experiences and contributions on a digital collaborative wall.

- **Second Week: Synchronous Session**

The second week is intended to link new knowledge gained from reading and analyzing other resources with an interactive session facilitated by a professor. During these sessions, application exercises will be solved in small groups, considering real cases or problems situated in real contexts.

- **Third Week: Asynchronous Activities**

This is a key week in terms of a hands-on collaborative experience, consisting of designing a micro-credential for a specific scenario, conducting a mock review of a micro-credential program, and developing a toolkit to promote best practices in micro-credentials, among other activities.

- **Fourth Week: Synchronous Session**

This session is an interactive debrief summarizing the entire course, focusing on key takeaways and next steps for implementation in participants' institutions.

ASSESSMENT

The assessment will consist of a final project developed progressively at the end of each module. Two weeks after each module, participants will complete a final assessment of the module. The outcomes of the three modules should be reflected in the final deliverable. The summative assessment of the training is a digital portfolio reflecting the following major dimensions for assessment:

- Critical thinking.
- Developmental capacity.
- Self-reflection.
- Nested in the culture within which the learner operates.

PROFILE OF THE PARTICIPANTS

Authorities of universities that make up REALCUP associations of Latin American and Caribbean private universities.

CAPACITY AND SCHEDULE OF THE PROGRAM

The program accommodates 100 participants, divided into three groups.

✓ Group Meetings for Introduction:

- First Group: Monday, August 26th
- Second Group: Wednesday, August 28th
- Third Group: Friday, August 30th

✓ Modules

- First Group: Begins on Monday, September 2nd, and ends on December 16th.
- Second Group: Begins on Wednesday, September 4th, and ends on December 18th.
- Third Group: Begins on Friday, September 6th, and ends on December 20th.

The first and third weeks of each month are asynchronous, and the second and fourth weeks are synchronous, lasting for three hours (from 3 to 6 PM Spain time).

FEE OF THE PROGRAM

USD 650

Payment modalities: transfer or credit card

ACCESS TO ENROLLMENT FORM

https://forms.office.com/e/wXDjgNYCY4

CERTIFICATION

INQAAHE will issue certificates at the end of the program to each participant who completes the final project. The certification will consist of a digital badge with the portfolio embedded in it.