



## 3rd EDITION

# DESIGN AND IMPLEMENTATION OF MICROCREDENTIALS WITH INTERNATIONAL QUALITY STANDARDS

---

## BACKGROUND

---

Since 2024, INQAAHE has been developing this initiative in collaboration with REALCUP – the Network of Associations of Latin American and Caribbean Private Universities – within the framework of a cooperation agreement aimed at strengthening institutional capacity across the region. Over 110 professionals representing 75 universities have already completed the programme, reflecting a growing interest in integrating microcredentials into higher education strategies to enhance flexibility and diversify learning pathways.

---

## PROGRAMME OBJECTIVE

---

To strengthen the capacity of higher education institutions to design, implement, and assure the quality of microcredentials that respond to learners' needs and evolving labour market demands.

---

## DIRECTORS OF THE PROGRAMME

---

### Directors



Dr. Susanna Karakhanyan

Is INQAAHE's 7th President (2016–2021) and Director at the Abu Dhabi Department of Education and Knowledge in the United Arab Emirates.



Dr. Anna Prades

Is a member of the INQAAHE Board of Directors and Head of International Relations and Knowledge Development at the Catalan University Quality Assurance Agency (AQU Catalunya, Spain).



Dr. Ariana De Vincenzi

Is a member of the INQAAHE Board of Directors and Academic Vice-Rector at Universidad Abierta Interamericana (Argentina). She also coordinates Capacity Building at the Latin American Network of Private Universities (REALCUP).

The three directors will share teaching and coordination responsibilities, while international experts will be invited to participate in synchronous sessions and contribute to asynchronous learning through readings, audiovisual materials, and case-based resources that enhance participants' understanding and application of the content.

- Professor Module 1: Dr. Anna Prades. Invited professors: Dr. Romita Iucu, Dr. Alexandru Cartis
- Professor Module 2: Dr. Susanna Karakhanyan
- Professor Module 3: Dr. Martí Casadesús



## LEARNING OUTCOMES

### Module 1 – Discovering the Potentials of Microcredentials

- Examine diverse short-learning programs and identify the defining features of microcredentials.
- Evaluate microcredential use cases in education and employment contexts.
- Design a microcredential strategy for a higher education institution that integrates relevance, quality assurance, learner pathways, and stakeholder engagement.

### Module 2 – Designing Robust, Credible, and Portable Microcredentials

- Develop a practical framework enabling flexible learning pathways suited to specific contexts.
- Design a credible microcredential with aligned didactics and assessment strategies to address concrete labour market needs.

### Module 3 – Relevance and Credibility: Internal and External Quality Assurance

- Analyze various QA models that sustain the credibility of microcredentials.
- Design a practical internal QA framework for continuous improvement.
- Apply this framework to prepare a microcredential for external validation.

## TEACHING AND LEARNING METHODOLOGY

The programme adopts a participant-centred, action-based approach, emphasizing reflection, collaboration, and application. Each module combines synchronous interactive sessions and asynchronous work, integrating real-world cases and teamwork guided by the directors. International guest lecturers and recorded contributions from global experts enrich the learning experience.

A virtual tutor will also accompany professors and participants throughout the course to ensure fluid communication and timely interaction across the programme's digital platform. This support aims to enhance engagement, maintain effective feedback processes, and foster high levels of collaboration and productivity in both synchronous and asynchronous activities.



---

## ASSESSMENT AND CERTIFICATION

---

Assessment is continuous and formative, based on the development of an institutional project throughout the modules, culminating in a final portfolio evaluated using transparent rubrics. Upon successful completion, participants will receive a digital microcredential issued by INQAAHE through blockchain (NFT) technology, embedding metadata that guarantees authenticity, traceability, and security.

---

## TARGET AUDIENCE

---

The programme is designed for leaders and decision-makers in higher education institutions who meet the following profile:

1. Hold a postgraduate degree (Master's or Doctorate).
2. Have at least six years of experience in academic management or leadership roles within a university.
3. Possess teaching and curriculum design experience, preferably at the undergraduate or postgraduate level.
4. Currently serve or have served in positions such as rector, vice-rector, dean, academic director, or head of curriculum design, innovation, or non-formal education units.
5. Have the support or authorization of their institution to participate in this programme and to develop a microcredential proposal applicable to their context (an institutional letter should be provided)
6. Show commitment to collaborative learning and willingness to engage in both synchronous and asynchronous activities.

---

## PROGRAMME DETAILS

---

- Start date: Monday, March 23, 2026
- Duration: 6 months (including evaluation and certification)
- End date: Monday, September 21, 2026
- Fee: **USD 700.-**
- Languages: Spanish and English
- Delivery mode: Online (synchronous + asynchronous)



## Schedule

Date: March 23, 2026: Meeting to present program.  
March 23–April 3, 2026: Program introductory readings.

### Module 1 – Discovering the Potentials of Microcredentials

START DATE: APRIL 6, 2026 / END DATE: MAY 17, 2026

WEEK	DATES AND ACTIVITIES
WEEK 1	Mon Apr 6 and Wed Apr 8: Synchronous sessions (3 hours each).
WEEK 2	Thu Apr 16: Optional support session (Q&A, 2 hours). Asynchronous activities continue throughout the week.
WEEK 3	Mon Apr 20 and Wed Apr 22: Synchronous sessions (3 hours each).
WEEK 4	Apr 27–May 1: asynchronous work and project consolidation.
WEEKS 5–6	Integration and completion of project section (May 4–17).
WEEK 7	Feedback from professors (May 18–22)

### Module 2 – Designing Robust, Credible, and Portable Microcredentials

START DATE: MAY 25, 2026 / END DATE: JULY 5, 2026

WEEK	DATES AND ACTIVITIES
WEEK 1	Mon May 25 and Wed May 27: Synchronous sessions (3 hours each).
WEEK 2	Mon Jun 1 and Wed Jun 3: Synchronous sessions (3 hours each).
WEEK 3	Mon Jun 8 and Wed Jun 10: Synchronous sessions (3 hours each).
WEEK 4	Mon Jun 15 and Wed Jun 17: Synchronous sessions (3 hours each).
WEEKS 5–6	Integration and completion of project section (Jun 22 – Jul 5).
WEEK 7	Feedback from professors (Jul 6–10).

### Module 3 – Relevance and Credibility: Internal and External Quality Assurance

START DATE: JULY 13, 2026 / END DATE: AUGUST 23, 2026

WEEK	DATES AND ACTIVITIES
WEEK 1	Mon Jul 13 and Wed Jul 15: Synchronous sessions (3 hours each).
WEEK 2	Thu Jul 23: Optional support session (Q&A, 2 hours). Asynchronous activities continue throughout the week.
WEEK 3	Mon Jul 27 and Wed Jul 29: Synchronous sessions (3 hours each).
WEEK 4	Aug 3–7: asynchronous work and project consolidation.
WEEKS 5–6	Integration and completion of project section (Aug 10–23).
WEEK 7	Feedback from professors (Aug 24–28).

Final portfolio evaluation: 21, September 2026. Digital microcredential issuance: 19, October 2026

[Access to the enrollment form](#)