



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

### SCOPE

This programme is developed within the framework of a cooperation agreement between **INQAAHE** and **REALCUP** (the network of associations of Latin American and Caribbean private universities).

### OBJECTIVE

Develop a training module aimed at enhancing Latin American Higher Education community capacity in 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: by completing module one, the learner will be able to:**

1. Analyze 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 micro-credentials 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.

### Module 2:

#### Designing Robust, Credible, and Portable Micro-Credentials

**Learning outcomes: by completing module one, the learner will be able to:**

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 development and implementation of robust, agile, credible, transferable, portable, stackable, and interoperable micro-credentials.
3. Analyze relevant systems for issuing credible micro-credentials.

### Module 3:

#### Efficient Management of Micro-Credentials: Internal and External QA

**Learning outcomes: by completing module one, the learner will be able to:**

1. Design an efficient plan for managing micro-credentials while ensuring continuous relevance to market needs and value-added.
2. Design a model for continuously enhancing internal quality assurance mechanisms that comprehensively cover all parties engaged in the development, delivery and revision of a micro-credential, as well as the issuance of the credential.
3. In line with INQAAHE International Standards (ISGs) develop plans for:
  - Preparing a micro-credential provider for an external review.
  - Carrying out (self)-accreditation of a micro-credential.



## 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 (the network of 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://www.inqaahe.org/professional-development/projects/>

## **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.