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Roadmap to Enabling Quality in Tertiary Education 2030

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SHORT LEARNING PROGRAMMES. A FLEXIBLE PATHWAY TO ACCESS TERTIARY EDUCATION

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What are micro-credentials?

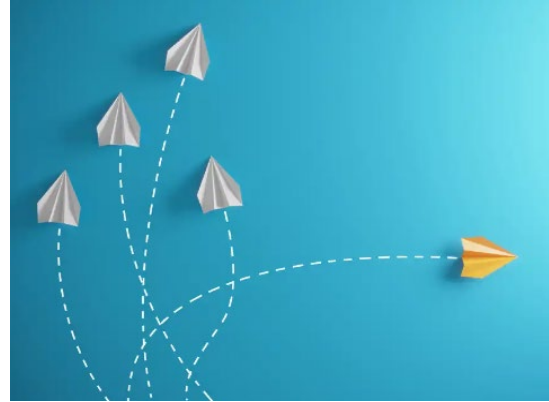


Main characteristics



Focus

- Professional qualifications in the occupation.
- Response to labour market needs.
(Transition towards digitalization and green economy)
- Improvement of skills (workforce).



Lever for change

- Government's willingness.
- HEI collaboration.
- Flexibility.



Principles

- Micro-credentials.
- EHEA principles.
- Quality and transparency (ESG).
- Gateway between HE and professional system.
- LLL.

Short learning programmes



ICT

- 7 SLP
- 33 SLP x 9 HEI.
- 8 – 15 ECTS
- Level 6 EQF, except: “Data scientist” (level 7 EQF)



Renewables energies

- 8 SLP
- 6 SLP x 1 HEI.
- 6 – 13 ECTS
- Level 6 EQF, except: “Storage technologies” + “Business planning in energy transition” (level 7 EQF)



Automotive and sustainable mobility

- 8 SLP
- 0 SLP x HEI.
- 7 – 9 ECTS
- Level 6 EQF, except: “Advanced driver assistance systems (ADAS)” (level 7 EQF)

Short learning programmes



- **Strong applicability** (occupational character).
- **Level 6 and 7 of EQF / level 4 and 5 of CNCP.**
- **4 – 30 ECTS.**
- **ECTS recognition** in official degrees.
- Provider: **HEI.**
- Target audience: **“non-traditional” students** (re-skilling / upskilling; employed / unemployed).
- Quality assurance: **ex-ante evaluation.**

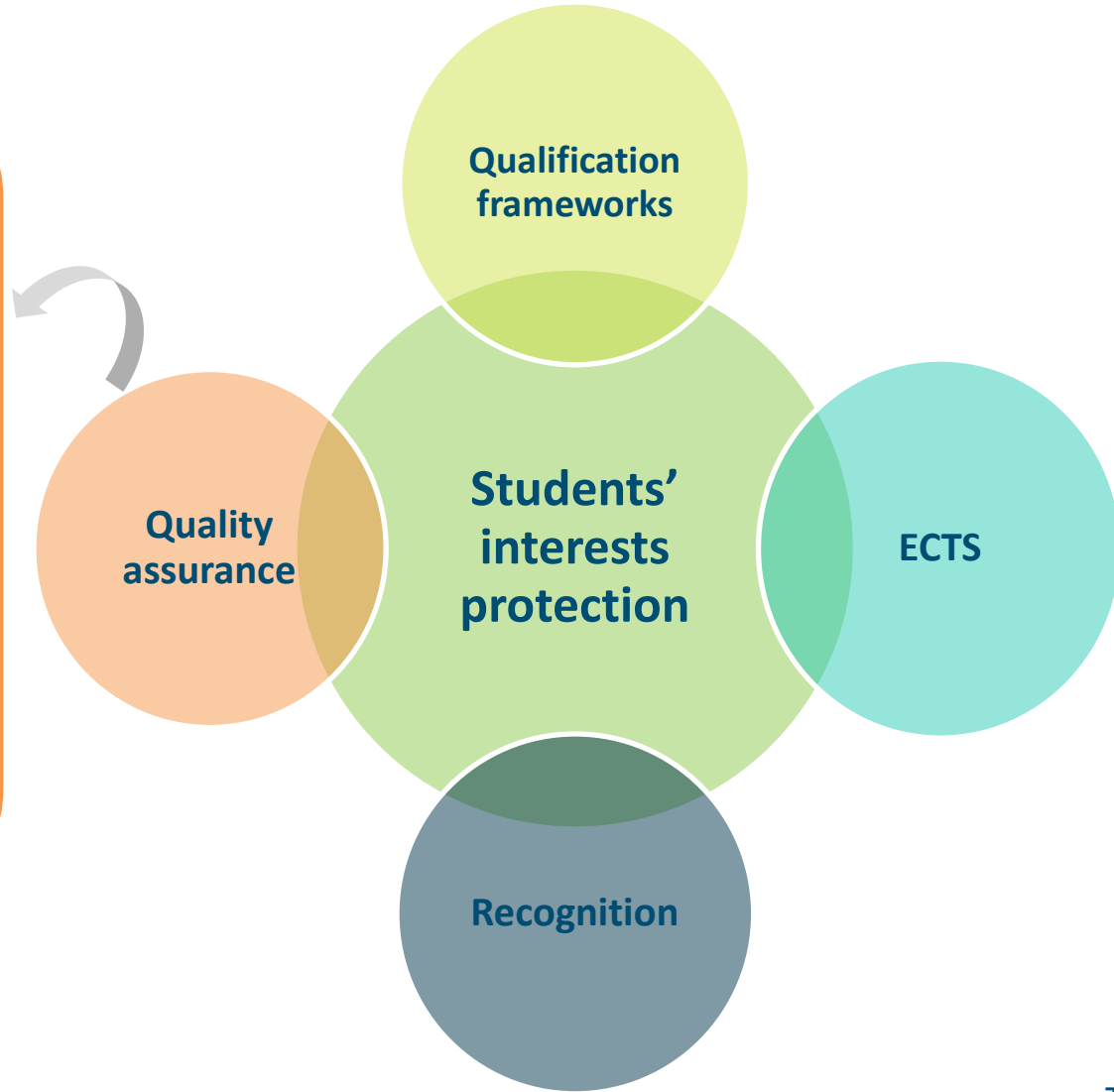


Quality and transparency



*“ESG [...] provide **guidance**, covering the areas which are vital for **successful quality provision and learning environments** in higher education”.*

*[...] The term “programme” in these standards refers to higher education provision in its broadest sense, including provision that is **not part of a programme leading to a formal degree.**”*



Quality assurance - SLP

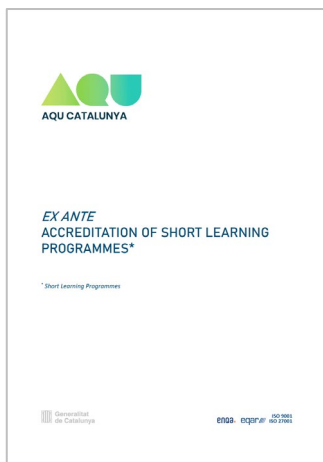


SLP

- Programme evaluation.
- Ex-ante evaluation.
- ESG
 - **ESG 1.2** – design & approval of programmes
 - **ESG 1.3** – SCL, teaching & assessment
 - **ESG 1.5** – Teaching staff

Assessment dimensions - Pilot

1. **Description of SLP:** university, name of SLP, EQF level, relationship with the professional family, ECTS, mode of delivery, offer
2. **Rationale:** relevance of the program to labour market, and potential of the institution to deliver the programme
3. **Aims and learning outcomes**
4. **Student access, admission & student support**
5. **Planning of SLP:** structure of the curriculum, modules, LO.
6. **Teaching and support staff**
7. **Material resources and services**
8. **IQAS**



<https://www.aqu.cat/es/doc/Universitats/Metodologia/Guia-acreditacion-ex-ante-de-programas-de-corta-duracion-PCD>

Implementation



- **High complexity** in the management of requests (duplication of information; high bureaucracy).
- Lack of attention to the **uniqueness** of universities
- Problems in **recruiting** and **completing** students.
- Special attention to guarantee the EQF level.
- **Workload associated to external review** and the short period of time life of SLP, another strategy more focused on the **IQAS**.

Conclusions

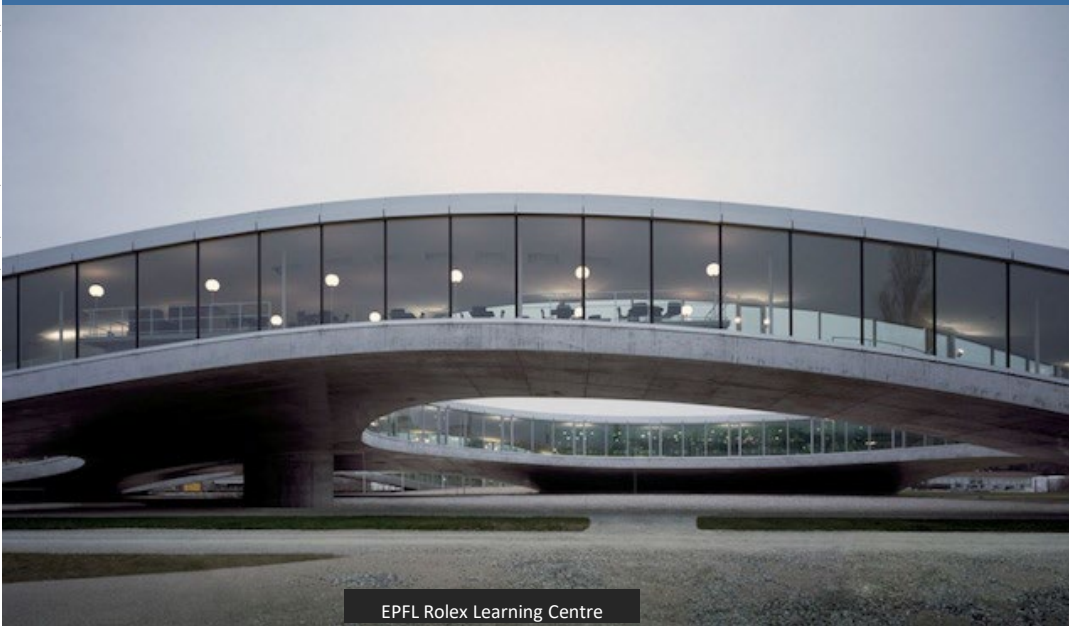
- ✓ High commitment from universities.
- ✓ Gateway between HE and professional system.
- ✓ Be part of the vocational training programs subsidized by the public employment service.

But...

- Adjust and align the way of working between universities and employment services, making processes more flexible and recognizing the way of working of universities.
- Establish a common language.
- Simplify external review procedures.

The future....

The Universities of the future will be more **open, transparent and flexible** institutions. They will be better adapted to a **constantly changing landscape**.



(A. Teixeira, Barcelona – 2018)

Thank you!

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