

# Ex-ante accreditation of short learning programmes (micro-credentials)

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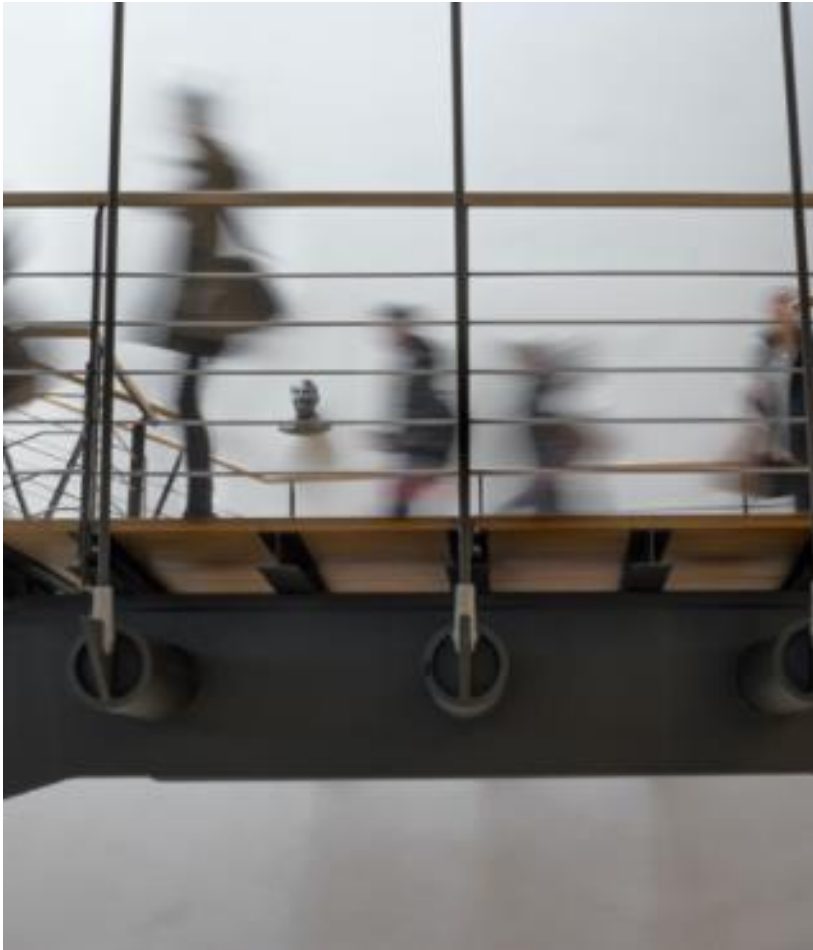
## Summary

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- > Introduction
- > Challenges
- > External quality assurance
- > Results
- > Conclusions

## Introduction

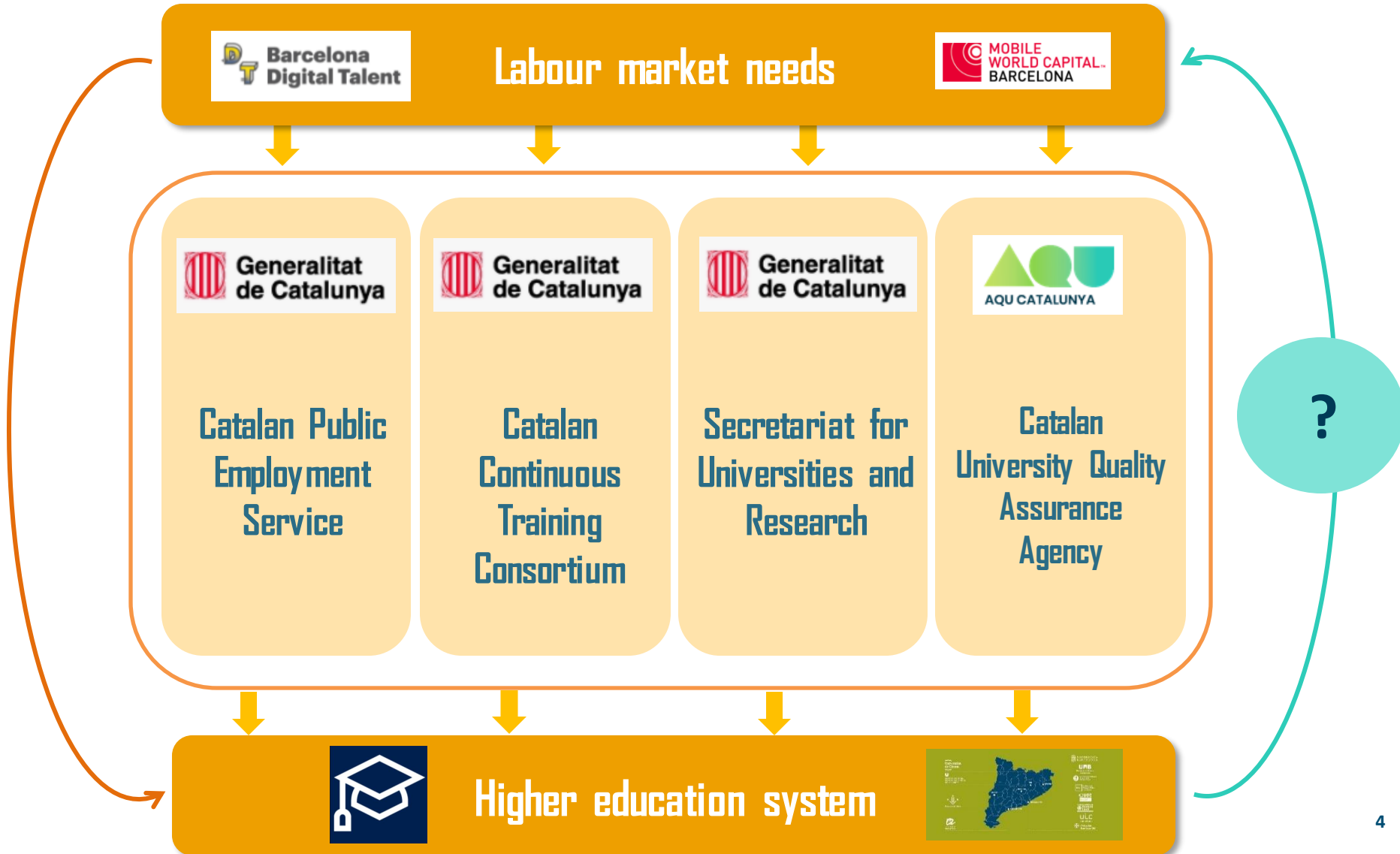
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- > Focused on the needs of labour market.
- > Improve training of workforce (re-skilling and upskilling).
- > Professional training.
- > Level 6 and 7 EQF.

**How can it be organized?**

# Introduction



# Introduction



CONNECTION



Higher education

Professional training system

- Gateway between HE and professional system.
- LLL promotion.



# Introduction



**Micro-credentials**

# Types of education credentials

**Formal  
qualifications**

*Degrees professional  
certifications*

**Non-formal  
qualifications**

*MOOCs*

*Camilleri and Rampelt, 2018*



**Recognition  
of skills**

*Language-proficiency exams  
recognition of non-formal  
learning*

**Records of  
experience**

*Certificates of participation*

## Definitions

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### **Micro-credential (EC, 2020):**

“A micro-credential is a proof of the learning outcomes that a learner has acquired following a short learning experience. These learning outcomes have been assessed against transparent standards”.



### **Short learning programmes (e-SLP project, 2019):**

“A group of courses (units, modules or other learning building blocks) with a common subject focusing on specific needs in society and which are part of larger degrees”.



... *work in progress*....



## Challenges

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- **Coordination** between different stakeholders (public employment system, HE system, HEI, AQU Catalunya).
- **Level 6 and 7 of EQF / level 4 and 5 of National catalogue of professional qualifications (CNCP).**
- Be part of the **occupational training programmes** subsidised by public employment system.
- **Recognition (ECTS) by HEI in Catalunya.**
- **Quality assurance.**

Catálogo Nacional de  
Cualificaciones Profesionales #FP

26 Familias profesionales / 676 Cualificaciones

2.252 Unidades de competencia



## Short learning programmes

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- Response to the needs of the labour market (**strong applied / occupational character**).
- Level 6 and 7 of EQF / level 4 and 5 of CNCP.
- **5 - 60 ECTS.**
- ECTS **recognition** in official degrees.
- Provider: **HEI.**
- Target audience: **“non-traditional” students** (re-skilling / upskilling; employed / unemployed).
- Quality assurance: **ex-ante evaluation.**

# MCQES, MECES, EQF, QF-EHEA and CNCP

NIVELLS MARC CATALÀ	QUALIFICACIONS				NIVELL MECES	NIVELL EQF	NIVELL QF- EHEA	NIVELL CNCP
	Cicles de formació professional	Ensenyaments artístics superiors	Ensenyament universitaris					
4			<b>Títol de Doctor/a</b> Sense volum de crèdits 3 anys		4	8	Tercer cicle	n.a.
3	<b>MÀSTER</b>	<b>Títol de Màster en Ensenyaments Artístics</b> 120 ECTS 2 anys  60-ECTS 1 anys	<b>Títol de Màster Universitari</b> 120 ECTS 2 anys  60-ECTS 1 anys	<b>Títol de Graduat/ada (integrat)</b> 360-ECTS 6 anys	3	7	Segon cicle	5
2B	<b>GRAU</b>	<b>Títol Superior d'Ensenyaments Artístics Superiors</b> 240 ECTS 4 anys	<b>Títol de Graduat/ada (avançat)</b> 240 ECTS 4 anys	300-ECTS 5 anys	2	6	Primer cicle	4
2A								
1	<b>Tècnic/a Superior de Formació Professional, Tècnic/a Superior d'Arts Plàstiques i Disseny Tècnic/a Esportiu/iva Superior</b> 120 ECTS 2 anys		<b>Títol de Graduat/ada</b> 180 ECTS 3 anys		1	5	Cicle curt	3

# Quality assurance



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



## 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 and admission**
5. **Planning of SLP:** structure of the curriculum, coherence between intended learning outcomes, mode of delivery, and teaching and assessment activities.
6. **Teaching and support staff**
7. **Material resources and services**
8. **Expected results:** academic results, student satisfaction, employability



<https://www.aqu.cat/en/universities/titulacions/Short-learning-programmes-Micro-credentials>



## Procedure. Steps

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graph TD; A[SLP design] --> B[HEI]; B --> C[Validation];
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### SLP design

- **Institutional WG** (driving institutions and specialised organisation of SLP field).
- **Academic WG** (experts from different HEI).

### HEI

- **Capacity** of HEI to implement SLP.

### Validation

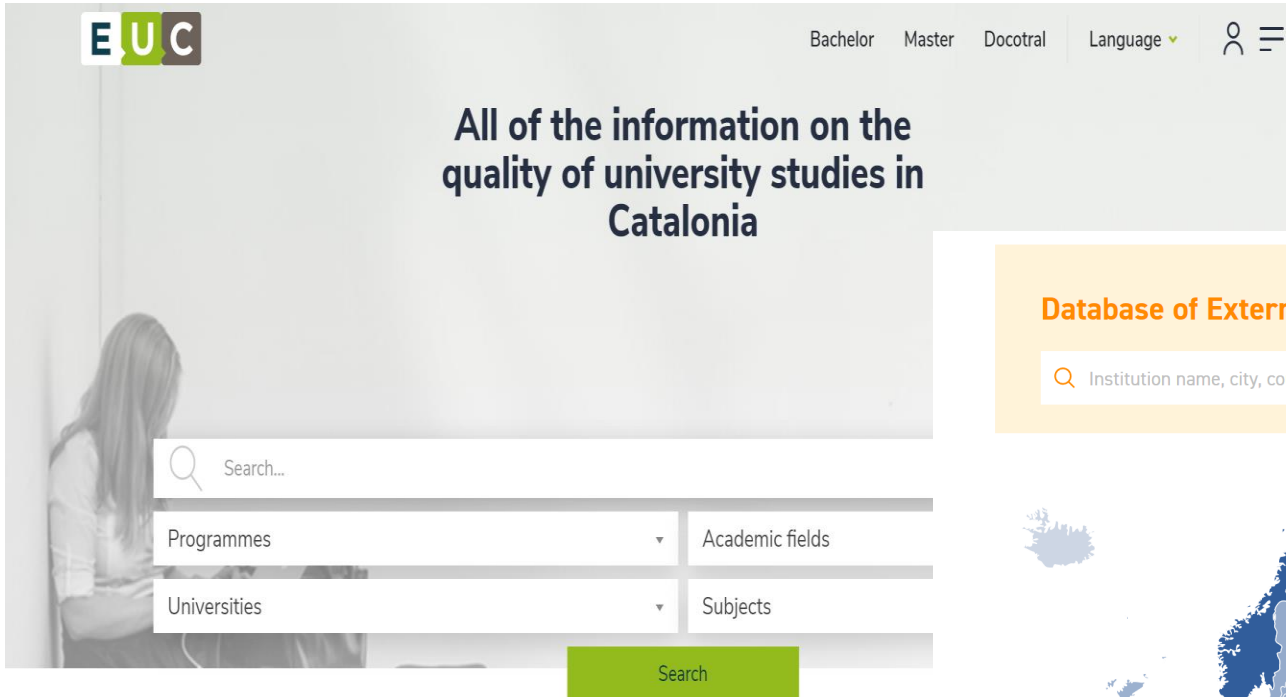
- **AQU Catalunya**
- **Spanish public employment service**

## Pilot - 2020

<i>Short learning programme</i>	Universities								
	UAB	UdG	UdL	UOC	UPC	UPF	URL	URV	UVic
Java Back End Web Developer	●					●	●		
Open Source Back End Web Developer	●						●		●
Front End Developer	●		●	●	●	●	●	●	●
Android Mobile Developer	●		●	●	●		●	●	●
Consultor CRM	●	●			●				
Cloud Deployer	●			●	●	●	●		
Data Scientist	●	●		●		●	●		
<b>TOTAL</b>	<b>7</b>	<b>2</b>	<b>2</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>6</b>	<b>2</b>	<b>3</b>

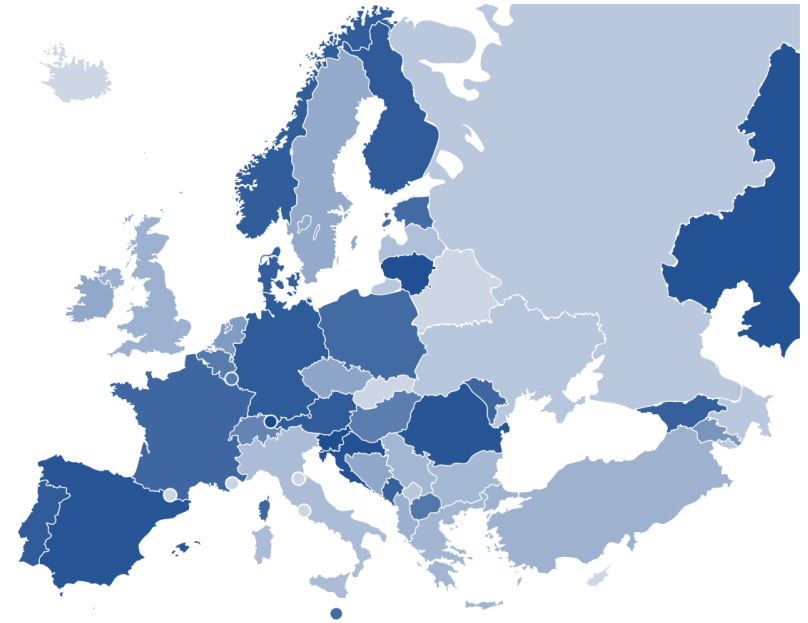
- 7 SLP.
- 33 HEI are going to offer SLP.
- Between 8 – 15 ECTS.
- Level 6 EQF, except data scientist (level 7).
- Mode of delivery: face to face, blended, on line.





The screenshot shows the EUC website interface. At the top left is the EUC logo. To the right are navigation links for 'Bachelor', 'Master', and 'Docotral', along with a 'Language' dropdown menu and a user profile icon. The main heading reads 'All of the information on the quality of university studies in Catalonia'. Below this is a search bar with a magnifying glass icon and the text 'Search...'. Underneath the search bar are two dropdown menus: 'Programmes' with 'Academic fields' selected, and 'Universities' with 'Subjects' selected. A green 'Search' button is positioned at the bottom right of the search area.

## Database of External Quality Assurance Results



# Conclusions



- **Coordination** between different stakeholders (policy makers, labour market, HEI, AQU).
- **Gateway between HE and professional system.**
- **Strengthen connections** and establish a **common language** among the actors involved.
- External assessment **ensures recognition of SLPs and improve trust.**
- **Workload associated to external review** and the short period of time life of SLP, it seems reasonable to **look for another strategy** more **focused on the IQAS.**



# 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**.



[http://www.e-architect.co.uk/images/jpgs/switzerland/rolex\\_learning\\_center\\_b170210\\_hs2.jpg](http://www.e-architect.co.uk/images/jpgs/switzerland/rolex_learning_center_b170210_hs2.jpg)

(A. Teixeira, Barcelona – 2018)

# THANK YOU FOR YOUR ATTENTION!

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