MICROCREDENTIAL EXERCISE

Design microcredential structures on micro, meso and macro levels

MICRO LEVEL - INSTITUTIONAL SCALE

Task	Design the structure of your microcredential (MC) scenario
Instructions Time	Provide your answers using post-it notes Use 20 minutes to complete this exercise
DIMENSIO	N YOUR ANSWERS
Formality Explain whether you MC leads to degree not and is stackable not.	or
Mode of delive <i>Explain whether you</i> <i>MC is online, in pers</i> <i>or hybrid.</i>	ır
Instruction	They can be self-paced, guided or else, depending on the specific MC
Explain whether you MC is self-paced, guided or else.	
Credential for Explain whether you MC is paper-based o digital.	ır
Design Explain how is your designed.	MC The design should contain information on Provider ECTS Learning outcomes and competences acquired Assesment EQF of the MC Accreditation of the provider
Other aspect Explain whether any other characteristics your MC.	ts It is important to explain who will be the instructor, teachers or supervisors of the program

INSTRUCTIONS:

In front of you, you have 3 canvases covering different level used as a lens to explain microcredential implementation. Micro level focuses on an individual microcredential course. Meso level tackles microcredentials on a national level. Macro level looks at how microcredentials are dealth with cross-country or in international context.

Please read each dimension and explanation carefully. Use post-it notes to explain each dimension according to your OWN knowledge of microcredential practices, national contraints and experience. Discuss with your partner and explain your choice of answers.

Use the last dimension to add any other information you deem relevant.

MESO LEVEL - NATIONAL SCALE C) in an ideal Task an ideal scenario **Instructions** Provide your answers using post-it notes Time Use 20 minutes to complete this exercise DIMENSION YOUR ANSWERS Legal frame ensuring its quality Article 37, Lifelong Learning. Explain the changes in d programmes the legal framework to allow for MC implementation. Training centers. New proposal for University Law says: Article 7. University degrees Provider Explain whether MCs established by law. are provided by HEIs, by companies or in any short-term programmes. other way. So, legal framework allows the development of MC Credits Explain what type of offer the same information as HEIs MC credits are given for completing MCs and how long they are. Accreditation Explain how MCs are accredited in your country. The only experience of the pilot project from AQU Catalunya was for levels 6 and 7 of EQF NQF Explain how MCs are embedded in NQF in your country. **Other aspects** Explain whether any other characteristics of MCs in your country.

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Design how microcredentials are conceived of in your country in

Royal Decree 822/2021, of September 28, which establishes the organization of university education and the procedure for

8. Likewise, universities may teach their own courses of less than 15 ECTS that require or not a previous university degree, in the form of micro-credentials or micro-modules, which allow certifying learning outcomes linked to short-term training activities. In no case can these teachings be confused with the qualifications offered by the Intermediate or Higher Level Vocational

1. Universities will teach courses leading to obtaining official university degrees, valid and effective throughout the national territory, and may teach courses leading to obtaining their own degrees, including lifelong training courses, in the terms

Lifelong learning may be developed through different teaching modalities, including micro-credentials, micro-degrees or other

Provider can be HEIs or companies, as far as they follow the same quality assurance criteria as HEIs, are creality assessed and

ECTS should be the basic unit and the definition is well established. 1 ECTS equals between 25 and 30 hours workload

There has been only one pilot experience by AQU Catalunya. They have develop a guide to do it taht might need some adjustments: https://www.aqu.cat/ca/doc/Universitats/Metodologia/Guia-acreditacio-ex-ante-de-programes-de-curta-durada-



PARTNER NAME:

MACRO LEVEL - INTERNATIONAL SCALE

In	nsk De rela structions Pro me Us	a D
	DIMENSION	
	Recognition <i>Explain how MCs are to</i> <i>be recognised cross-</i> <i>country.</i>	
	Mode of delivery Explain how international MCs are to be delivered (online, in person, or hybrid).	
	EQF <i>Explain how MCs are to</i> <i>be fit into EQF.</i>	
	Complementarity <i>Explain potential labour</i> <i>market disparities in 2</i> <i>different countries</i>	
	Other aspects <i>Explain whether any</i> <i>other characteristics of</i> <i>your microcredential</i>	

sign how microcredentials are conceived of in your country in ation to international context, in ideal scenario ovide your answers using post-it notes se 20 minutes to complete this exercise

If all countries agree in the basic content of MC, they must be recognised automatically Provider • ECTS Learning outcomes and competences acquired Assesment EQF of the MC Accreditation of the provider The accreditation can be of the provider and for each program there can be a fast-track accreditation and checks some key points as EQF of the MC Delivery can be any mode. It could be part of the accreditation to verify that the MC is according the EQF level proposed by the MC. So, the provider of the MC should declare a level of the EQF and in the accreditation this is one of the points to be Some professions are regulated in different ways in different countries. In Sapin, some engineering programs are strongly regualted programs