



ACTT

**The Accreditation Council
of Trinidad and Tobago**

Established by Chapter 39:06

Quality is the Key

Regulation of Micro-Credentials in Trinidad and Tobago:

A Proposal

QUALITY ASSURANCE OF MICRO-CREDENTIALS

Standard 1 Micro-credentials have been developed and approved in conformance with the institution’s approved policies and procedures, including market research	
Rationale: All programmes must be responsive to market needs and reflect accepted programme design principles. Micro-credentials should be offered in response to demands from industry and employers or from learners. These stakeholders must be engaged to ensure that micro-credentials maintain relevance and currency within the field(s) of practice. Value must be affirmed through endorsement by relevant professional, regulatory or other stakeholder groups.	
Key Measures	<ul style="list-style-type: none"> a. The offering of micro-credentials is based on nationally and/or internationally identified needs b. The institution has engaged in stakeholder consultation and has obtained documentary evidence that ensure that the micro-credential programmes meet the competency requirements of the field(s) c. The micro-credential has been developed and approved in accordance with the institution’s internal policies and processes d. Reviews are conducted to ensure continued relevance to the field(s)
Guiding Questions	<p>Are the micro-credential programmes based on nationally and/or internationally identified stakeholder and industry needs? What are these needs? What data do you have to support the identified needs?</p> <p>Have you engaged in stakeholder consultation to ensure that the micro-credential(s) meets/meet the competency requirements of the field(s) of practice? What stakeholder activities you have conducted to acquire this information?</p> <p>What system is in place to ensure that the micro-credential(s) remains/remains relevant to the field(s) of practice? Has this system been formally approved by the relevant authority within the institution?</p> <p>Were reviews conducted to ensure continued relevance of the micro-credential(s) to the field(s)? What were the results of the reviews?</p> <p>Do the instructional and learning activities support achievement of the learning outcomes? Do these activities take different learning styles and learner demographics into consideration? Are there formal arrangements with industry for attachment of learners? Is there a system/mechanism for acquiring feedback from students and other</p>

	stakeholders on the effectiveness of instructional and learning activities?
Sample Documentation	<p><u>Highly Recommended</u></p> <ul style="list-style-type: none"> • Reports from consultations with industry or analysis of existing documentation on current and/or projected labour needs demonstrating a need for the micro-credential programmes • Documents that provide details on stakeholder activities to identify the required competencies¹ • Documented approval/endorsement of the micro-credential(s) from industry players and key agencies • Approved policy and process for the development and approval of micro-credentials • Documentation demonstrating approval of micro-credentials in accordance with the approved policy and process • Approved policy and process for review of micro-credential programmes • Reports from reviews of micro-credentials (for programmes already being offered)
	<p><u>Recommended (where applicable)</u></p> <ul style="list-style-type: none"> • Instrument used to identify required competencies through stakeholder engagement (where relevant) • 2 year projected enrolment figure • Evidence of amendments to micro-credentials based on reviews (for programmes already being offered)
Standard 2	Micro-credentials have been designed to ensure that learners achieve identified competencies
<p>Rationale: All aspects relating to the delivery of micro-credentials must be designed so that learners acquire the competencies identified by employers and industry. There has to be alignment between the learning outcomes and the required skills, knowledge and attitudes to ensure a competent and efficient employee. Teaching, learning and assessment must facilitate application and practice in the development and verification of the competencies.</p>	
Key Measures	<ul style="list-style-type: none"> a. The learning outcomes are consistent with the identified competencies for the field(s) b. Learning outcomes are stated at defined levels of the NQF-TT or CQF c. The institution ensures that the mode(s) of delivery is (are) effective in achieving the learning outcomes d. Teaching strategies and learning activities support practice and demonstration in development of the competencies

¹ Competencies include the skills, knowledge and attitudes required in the performance of a job

Guiding Questions	<p>Are the learning outcomes consistent with the identified competencies for the field(s) of practice? Has the content of the micro-credential(s) been endorsed/approved by relevant professional bodies/stakeholders? Are the learning outcomes documented and available to learners and other stakeholders?</p> <p>How will the programme(s) be delivered/accessed? To what extent are the modes of delivery effective for achieving the desired learning outcomes of each component of the micro-credential(s)? Where support to learners is provided by a third party, how does the institution ensure that the supporting entity has the required resources?</p>
Sample Documentation	<p><u>Highly Recommended</u></p> <ul style="list-style-type: none"> • Map of documented learning outcomes against competencies identified by stakeholders • Curriculum documents/specifications • Map of learning outcomes against the mode(s) of delivery • Documented system for analysing the effectiveness of the mode(s) of delivery • Policy for the approval of delivery centres where micro-credentials are to be offered through partnership arrangements (where applicable) <p><u>Recommended (where applicable)</u></p>
Standard 3	Certification of learners is governed by clearly-defined guidelines
<p>Rationale: Micro-credentials are issued in various forms that should reflect the level of learning that has taken place and been guided by institutionally or nationally defined standards. There should also be standards that govern the award of a credential so that there is a clear understanding of its value.</p>	
Key Measures	<ol style="list-style-type: none"> a. The title of the micro-credential is in keeping with the credential type b. Criteria for the award of the credential have been established c. Micro-credentials may be stacked towards the award of a macro qualification d. Micro-credentials awarded to individuals are verifiable through technologies such as Blockchain
Guiding Questions	<p>Have clear guidelines been established for the award of the micro-credential(s)?</p> <p>Does the award of a series of micro-credentials lead to award of a larger or macro-credential? Are there agreements with other institutions to facilitate articulation of graduates of your micro-credential programme(s) into programmes at those institutions?</p>

	Is information on the award of the micro-credentials readily available to stakeholders?
Sample Documents	<u>Highly Recommended</u> <ul style="list-style-type: none"> Criteria for the award of micro-credentials Documentation provided to learners and other stakeholders on the criteria for award of micro-credentials
	<u>Recommended (where applicable)</u> <ul style="list-style-type: none"> Articulation agreements with other institutions Records on graduates available to employers and other stakeholders
Standard 4	Physical, technological², financial and human resources for delivery of micro-credentials are suitable and adequate
Rationale: Delivery of micro-credentials can only be effective if supported by appropriate resources and institutional policies. Providers must identify the types and quantity of resources that are required to ensure sustainable delivery.	
Key Measures	<ul style="list-style-type: none"> a. The physical and technological resources are appropriate and sufficient to support delivery b. The institution possesses the financial resources to sustain the programmes c. The staff are appropriately qualified and/or possess relevant experience in their area of responsibility d. The institution has a support system for learners that includes technological support e. There is clear ownership for relevant Intellectual properties
Guiding Questions	<p>Have the physical and/or technological resources associated with offering of the micro-credential(s) been identified? What are they? What system exists for ensuring that physical resources are maintained and replaced, as required?</p> <p>How are learner records stored? What are the measures for ensuring security of learner records?</p> <p>Have the financial resources that are required for sustaining the micro-credential(s) been identified? What are they?</p> <p>What human resources are necessary for offering the micro-credential(s)? Do they possess relevant qualifications and/or experience to administer, support and deliver (if relevant) the micro-credential(s)? What system exists to identify skill gaps and to ensure that staff maintains currency in the respective areas of responsibility/field(s) of practice?</p>

² Technological resources include machines, tools, people and intangibles resources, e.g. skills and experience of staff and software licences

	<p>How will learners be supported throughout the period of engagement? What systems are in place for provision of technical support? Will mentoring and counselling services be provided for learners?</p> <p>Does intellectual property ownership/copyright apply to any of the inputs for the micro-credential(s)? Have the necessary permissions been acquired?</p>
Sample Documents	<p><u>Highly recommended</u></p> <ul style="list-style-type: none"> • List and quantity of physical resources, including technology, available for the micro-credential programmes • Approved policy for maintaining and replacing physical resources, including technology • Approvals from relevant regulatory and health and safety agencies • Listing of staff³ with qualifications and relevant experience • Résumés for all staff • Approved policy for assessing the performance of instructional staff • Approved policy for development of staff involved in the programmes • Documentation provided to learners detailing the types of and access to support
	<p><u>Recommended (where applicable)</u></p> <ul style="list-style-type: none"> • Documents demonstrating ownership of content and materials related to the micro-credential(s) • Most recent financial statements⁴
Standard 5	Assessments leading to the award of micro-credentials are valid and reliable
<p>Rationale: Providers of micro-credentials must ensure that assessments are reliable and appropriate so as to determine the extent to which learners acquire the desired competences of the field of practice. Further, they must ensure that measures are in place to pre-empt potential fraudulent practices by learners and others involved in the assessment process.</p>	
Key Measures	<ol style="list-style-type: none"> a. Clearly defined criteria for assessment of artefacts have been developed b. Assessment methods are appropriate for the level of the micro-credential(s), mode(s) of delivery and the learning outcomes c. Assessments are valid and reliable measurements of achievement of required competencies d. Assessors are competent in terms of qualifications, professional experience and assessment experience to evaluate artefacts submitted by candidates e. Assessment procedures minimise the possibility of fraud

³ Categories of staff include administrative, instructional, content design, assessment and support

⁴ Financial Statements include balance sheets, profit and loss statements and approved budgets for the micro-credentials

Guiding Questions	<p>What are the assessment methods? Are they appropriate for the level of the programme(s), mode(s) of delivery and the learning outcomes?</p> <p>Are the assessments valid and reliable measures of the learners' having achieved the required competencies? What mechanisms exist for ensuring the validity and reliability of assessments?</p> <p>What measures have been established to prevent fraudulent practices in the assessment process? How will the authenticity of learner work be determined? Is there a mechanism for ensuring the identity of the learner at the time of assessment?</p>
Sample Documents	<p><u>Highly Recommended</u></p> <ul style="list-style-type: none"> • Map of assessment strategies against learning outcomes • Samples of assessments • Approved policy for mitigating academic fraud in the assessment process • Approved procedure for administering assessments • Verification process to confirm the authenticity of the individual taking the assessment. <p><u>Recommended</u></p> <ul style="list-style-type: none"> • System of external quality assurance for assessments such as external examiners.