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Office of the Vice Chancellor for Academic Affairs

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Title: Equipping Filipino Professionals through Lifelong Learning: Roadmap for UPOU Microcredentials

RATIONALE

The University of the Philippines Open University (UPOU) has pioneered online teaching and learning and continues to play a leading role in the study and practice of open learning and distance education in the Philippines. Over the years, UPOU has instituted several initiatives aimed at making quality education accessible to a wider and more diverse set of learners. It has done so through innovative methods of teaching and learning and support for open knowledge (i.e, MOOC, OER, etc.). Due to recent developments in work requirements, there is an increasing need across the world for training and certification of specialized workplace competencies. UPOU envisions taking part in the transformation in the global education landscape by embarking on microcredentials as part of its system.

Microcredentials, being "one of the six important technologies and practices that will have a substantial impact on the postsecondary teaching and learning" in the 2022 Educause Horizon Report, assist instructors and students in bridging the gap between the academic goals of the students and the abilities they require to succeed in their chosen fields. The increasing demand for shorter, more adaptable learner-centered education and learning methods resulted in the emphasis on acquiring skills linked to artificial intelligence, cloud computing, big data analytics, and blockchain.

Microcredentials are also dubbed as authenticated records that show that learning objectives were met during shorter, less time-consuming educational or training sessions. It focuses on validating competency-based knowledge, outputs, and/or skills using trustworthy assessments and open standards to improve graduates' employability prospects. An institution or organization may accept a micro-credential for credit or as an attestation for potential employers. Moreover, microcredentials also confirm the attainment of specific knowledge or skill competencies with clear learning objectives, which may or may not be stacked towards bigger units of accreditation (Brown et al., 2021; Cirlan, & Loukkola, 2020; COL, 2019; Debiais-Sainton, 2020; Fong et al., 2016; Kato et al., 2020).

Addressing such demands, the global education landscape aims to transform higher education through microcredentials that:

- are dynamic and agile;
- support lifelong learning;
- refresh the curricula; and
- engage the stakeholder.

Additionally, there are a number of reasons that heighten interest in microcredentials, including:

- The need for fast and flexible solutions to upskill and reskill various sectors;
- New economic challenges around the globe;
- Employers are more concerned about skills and competencies;
- The lack of job opportunities for traditional job openings;



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- The need for industry-aligned skills and competencies; and
- Employee advancements and mobility in career paths.

Given the foregoing, it is imperative that the institution take the proper steps to develop microcredential courses to support lifelong learning and foster professionals who are more competitive across a range of industries as well as socially responsible.

II. Definition

A microcredential is a proof that attests to a person's knowledge and skills in a particular subject or area. The evaluation of a person's competencies is usually (but not necessarily) undertaken after successful completion of a particular, focused, and brief learning experience. It comes in the form of a certificate or badge and is usually concentrated on a single skill or body of information.

Specifically, a microcredential is characterized by the following features:

Relevant. The learning outcomes are based on existing qualifications framework(s) and/or competencies recognized by/practiced in a professional sector/industry.

Focused. A microcredential is designed to evaluate and acknowledge a particular skill or area of expertise. This strategy allows for training that is closely related to learners' professional aspirations and offers employers a trustworthy gauge of a candidate's skills in a given field.

Assessment-based. A microcredential is awarded based on authentic assessment of learning outcomes attained. Part of the assessment is verifying the identity of the learner.

Portable. Microcredentials are owned by the student and are shareable by the learner with other academic institutions or employers.

Flexible structure. Microcredentials can be a one-time learning experience or assessment or can be credited in other programs, or aggregated into larger certificates or macrocredentials (i.e., formal courses or degree programs).

QA-based. Microcredentials are supported by a quality assurance that adheres to UPOU's established standards.



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III. Types of Microcredentials

A. Scope of Learner's Participation

1. Taught and Assessed

Microcredentials that are both "taught and assessed" are learning programs that combine instruction and evaluation. In this microcredential, students learn specific knowledge or abilities in a particular subject area by completing a number of modules. After completing these components, learners are graded based on their performance. If they pass the evaluation, the learner is awarded a microcredential.

2. Assessed only

"Assessed-only" microcredentials only emphasize evaluation. Learners' competencies are evaluated based on a series of assessments, such as tests, exams, or projects. Based on their performance, they are then given a microcredential certification.

The primary distinction between the two kinds of microcredentials is that "taught and assessed" microcredentials provide students the chance to gain new information or skills, whereas "assessed-only" microcredentials depend on students' prior knowledge or abilities.

B. Stackability and Creditability

1. One-off

"One-off" microcredentials are typically completed in a single session or short period and do not have credit units that can be credited towards another microcredential or macrocredential (i.e., formal course)

2. Stackable

These microcredentials can be "stacked" to create a longer, more comprehensive credential. These microcredentials can be put together to either form a larger non-formal certification or be credited to a formal course in a UPOU degree program, thus creating a pathway to a higher level of certification or degree (see Appendix A). Either way, both pathways should be anchored on a relevant qualifications framework (i.e., PQF).



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C. Purpose

Microcredentials can be classified according to the purpose for which they are offered:

1. Professional Development

Designed to address the professional development needs of industry or the professions, these microcredentials are co-developed with industry associations or recognized representatives from the industry or professional sectors. These microcredentials may or may not have credit units that can be credited toward a formal course. They may be offered as one-off or stackable.

2. Sampling of Existing Courses

Packaged as samples of existing courses, these microcredentials are unbundled from existing courses or macrocredentials. These courses are designed for learners who want to upgrade their knowledge or skills in a specific discipline and may be interested in pursuing formal learning at some point. Representatives from the target sector or professions are still consulted to ensure the relevance of the course from which the microcredentials will be unbundled. These microcredentials may or may not have credit units that can be credited toward a formal course. They may be offered as one-off or stackable.

3. Lifelong Learning

These microcredentials are designed to enhance the lifelong learning skills of students in the University and other learners and may not involve credit.

Please note that a microcredential may focus on a single purpose or combine any of them.

D. Delivery Format

Microcredentials that are taught can be classified based on their mode of delivery, which includes:

1. On-demand

This type of microcredential allows learners to enroll and begin the course component at any time. The course material and automated formative assessments are open and available to all. Once learners complete the course, they apply for an assessment, which includes paying the assessment fees, and taking the assessment at a predetermined schedule.



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2. Cohort-based

In this type of microcredential, learners take the course component of a microcredential on a set schedule and under the guidance of a teacher or facilitator. At the end of the course, students apply for and take the assessment.

E. Level of Qualification and Flexible Pathway for Crediting

Microcredentials can be classified based on their level of knowledge, skills, and values, as well as the means by which learners acquire them, as outlined in the [Philippine Qualifications Framework \(PQF\)](#). The level of qualification associated with a microcredential determines the level of qualification that it can be credited towards in the future.

Microcredentials qualification		Next level of qualification for crediting towards		
Level	Type	Pre-baccalaureate	Baccalaureate	Post-baccalaureate
III	National Certificate III	National Certificate IV		
IV	National Certificate IV	Diploma		
V	Diploma		100-level baccalaureate course (VI)	
VI	Baccalaureate		100-level baccalaureate course (VI)	
VII	Post-baccalaureate			200-level graduate course (VII)



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IV. Relationship between Microcredentials and Massive Open Online Courses

The UPOU has offered massive open online courses (MOOCs) since 2015 as part of widening access to quality education. MOOCs are offered for free and are generally designed to cater to a large number of students.

Microcredentials, on the other hand, are about the process of attesting a person's knowledge and skills in a particular area. If accompanied by a taught course, microcredentials are more focused compared to a MOOC in terms of coverage.

UPOU, an advocate of lifelong learning, believes in establishing flexible pathways between microcredentials, MOOCs, CEP (non-formal courses), and macrocredentials (including formal courses and degree programs) (see Appendix A). As such, MOOCs are one of the avenues for learners' successful acquisition of microcredentials. Here are some ways by which this can be achieved:

1. Unbundling of MOOCs developed with industry, profession, or sector and offering them as microcredentials.
2. Tapping a MOOC as a recommended learning resource for learners to brush up on their knowledge on a particular subject before taking the test in "assessed-only" microcredentials.
3. The instruction part can be delivered as a MOOC for learners in economically disadvantaged sectors/ professions, with the assessment part administered for a small fee.

V. Institution of Microcredentials

A. Development of Proposals

In the development of proposals for the institution of microcredentials, the following guiding principles need to be considered:

Relevance. A microcredential should be responsive to its target learners' needs, requirements, and/or career goals.

Focus. Microcredentials must address a single ability or specific field of knowledge. This makes it possible for students to swiftly and effectively acquire specific knowledge and abilities and apply them to their work or career.



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Partnerships. Microcredentials are more effective when they draw upon expertise from the profession, industry, or sector being served. Partnerships also contribute to relevant microcredentials and allow for resource sharing.

Effective Design. The microcredential must provide a conducive learning environment to acquire the needed knowledge and skills. It should effectively assess the performance of the competencies for which the microcredential is awarded.

Transportability. The microcredential, once awarded, should be recognized and valued by the industry, profession or sector it targets. The awarded microcredential must be easily shared with other institutions (i.e., employers, other educational institutions).

Flexibility. A successful microcredential should provide learners with flexible learning alternatives that let them combine their work and personal commitments while finishing the program. It should be embedded in a larger microcredential program or have flexible pathways to macrocredentials whenever possible and relevant.

Sustainability. A sustainable microcredential is one that continues to meet the goals and expectations of learners, professionals, businesses, and educational institutions while also being able to be built upon over time. It should also have the potential to contribute to sustainable development goals. Aside from developing the required competencies of professionals, UPOU microcredentials must also promote the value of social responsibility.

B. Evaluation Criteria

Proposals for the institution of microcredentials will be evaluated based on the following:

Principle	Guide questions
Relevance	<p>How aligned is the proposed microcredential with the needs of the target learners? Of the industry?</p> <p>Has the microcredential's compatibility with its target learners' goals been demonstrated?</p> <p>Are there any social or development goals being addressed by the microcredentials?</p> <p>Will the microcredential be recognized by the industry, profession, or sector the target learners belong to?</p>



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Focus	<p>What gaps in knowledge and skills are being addressed by the microcredential? Are they focused enough to address a recognizable competency gap?</p> <p>If the microcredential is taught and assessed, how long will the learner take to complete the module(s)? Do modules provide enough foundational knowledge to support the discussion of skills? Or are the skills too focused?</p> <p>How long before the learners are able to apply what they have learned to their actual jobs? Is this enough?</p>
Partnerships	<p>Are there duly recognized professional or industry associations in the target sector? If yes, how were they involved? What were their contributions? If none, were industry practitioners or professional experts involved? How were they selected, and what were their contributions? Are their contributions enough?</p> <p>Does a memorandum of agreement formally support the partnership?</p> <p>Are there any potential conflicts of interest in the partnership?</p>
Transportability	<p>Has the potential for recognition of the microcredential by the target industry, profession or sector been demonstrated?</p> <p>Does the microcredential cover knowledge, skills, standardized practices or processes recognized across the industry or profession?</p> <p>If the target profession is regulated, is the microcredential aligned with the relevant requirements of professional regulatory bodies (ie., PRC)?</p> <p>Is the microcredential aligned with the existing professional qualifications framework?</p> <p>Is the microcredential portable (i.e., can be shared easily through digital technology)?</p>
Effective Design	<p>Are the learning objectives clearly stated?</p> <p>Are the assessments aligned with the learning objectives or the target competencies?</p> <p>If the microcredential is “taught and assessed,” is the course design engaging? Does it promote active learning? Is the course accessible and flexible to different learners? How does it ensure that quality feedback is provided throughout the course? What are the qualifications of the course developers and/or teachers?</p> <p>If the microcredential is “assessed only,” are the guidelines provided to the student before, during, and after the assessment adequate, appropriate, and sufficient?</p>



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	<p>Is the course designed part of a larger microdental or macro credential program? If yes, how effectively aligned is it with the larger program?</p> <p>What learner support systems are to be provided to learners and examinees? Are these appropriate for the target learners or examinees?</p>
Flexibility	<p>If the microcourse is “taught and assessed,” does it provide an opportunity for self-paced learning?</p> <p>Are the learning resources in multiple formats?</p> <p>If the microcredential is “assessed only,” does the assessment tool/system have a bias against examinees of a certain background?</p> <p>Can the microcredential be stacked? If so, what is the maximum level of certification or qualification that can be achieved? If not, why, and what are the plans to make it so?</p>
Sustainability	<p>Has the potential demand for the course in the next few years been demonstrated?</p> <p>What are the projected net revenues for the microcredentials?</p> <p>Is the microcredential affordable to the target learners?</p> <p>Can the microcredential provide tangible benefits for the target learners?</p> <p>Is there a system for gathering feedback on learner satisfaction?</p> <p>Is the microcredential aligned with broader sustainable development goals? Does it promote social, environmental, and economic responsibility?</p> <p>Does it promote social responsibility?</p> <p>What is the sustainability plan for the partnership?</p>

C. Review and Approval Process

All microcredentials for the institution will undergo a review process prior to approval. There are two channels for approval depending on the stackability of the microcredentials with macrocredentials.

- 1. Review process for microcredentials that can be credited towards formal courses.**



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To ensure the alignment between the proposed microcredential and existing macrocredential as well as compliance with existing University policies, the institution of creditable microcredentials has to be approved by the University Council.

- Proponent submits the proposal to the relevant Program Chair who in turn endorses it to the Dean.
- The Dean endorses the proposal for review by the Faculty Curriculum and Instruction Committee (FCIC)
- Upon endorsement of the FCIC, the proponent presents the proposal at the Faculty Council.
- Upon endorsement by the Faculty Council, the proposal is presented at the University Curriculum and Instruction Committee (UCIC) and endorsed to the Executive Committee of the University Council
- Upon endorsement by the Executive Committee, the proposal is presented to the University Council for its approval.
- The Chancellor submits a report of the approval to the UP President

See Appendix B for the process flow.

2. Review process for courses not creditable towards formal courses

- The proponent submits the proposal to the Program Chair, who endorses it to the Dean. If the proposed microcredential cannot be categorized under any of the existing programs but still falls within the discipline and/or thrusts of the Faculty of Study, it shall be submitted directly to the Dean.
- The Dean transmits the proposal to the Committee on Microcredentials (CoM) to be established in each Faculty of Study.
- Upon endorsement by the CoM, the Dean presents the proposal to the Chancellor's Advisory Committee (CAC).
- The Chancellor approves the proposal and then sends a notification of approval to the Dean. A copy of the notification will also be sent to the Office of the Vice Chancellor for Academic Affairs and the University Registrar.

Non-academic units can propose microcredentials in partnership with a relevant Faculty of Study.

See Appendix C for the process flow.

The Proposal Template for the Institution of Microcredential is in Appendix D.



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D. Partnerships

In developing partnerships with the industry or professional sector, the following principles are to be considered:

Sectoral. To ensure that microcredentials can address the needs of as many people as possible, proponents of microcredentials are expected to work with industry associations or professional societies instead of individual companies. In the absence of a duly recognized industry or professional association, proponents are encouraged to involve several industry practitioners/experts that reflect the diversity of the sector being served.

Compliance and ethics. The partnership must abide by all applicable national and local laws, University policies, and other regulatory requirements. The agreement or contract for the partnership needs to conform with UPOU's legal requirements, including those on intellectual property rights and confidentiality, dispute resolution, and termination of contracts. The partner organization must be a legal entity and the representatives engaged in the collaboration must be formally authorized by their organizations. The partnership must be ethically implemented and mitigate, if not avoid, conflicts of interest.

Academic freedom. The collaboration must not affect academic freedom or integrity, particularly the faculty members' rights to research and publish their findings.

Alignment with University's mandate and values. The partnership's goals must contribute to the attainment of UPOU's mandate as an open and distance e-learning institution. Proponents are encouraged to work with partners that support UP's institutional mission as reflected in RA 9500 (i.e., Sections 3, 5 to 9) and UP's values as embodied in the UP Philosophy of Education and Graduate Attributes.

VI. Implementation of Microcredentials

A. Development

The development of course packages for officially approved "taught and assessed" microcredentials and assessment tools for "assessed only" microcredentials will follow existing University policies and quality assurance procedures. The Center for Open and Digital Teaching and Learning (CODTL) shall provide technical and administrative assistance in contracting course development team members, learning design, and educational media production.



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B. Delivery

The delivery of microcredentials will be the primary responsibility of the Faculties of Study.

Each “taught and assessed” microcredential course will have a teacher (course coordinator) responsible for facilitating learning to ensure that the students can attain the target learning outcomes. The teacher or another assessor may perform the task of assessing the learner’s competencies.

An assessor will be appointed for “Assessed only” microcredentials.

C. Administration

Each Faculty of Study shall appoint a coordinator or lead person for microcredentials who will be responsible for but not limited to the following tasks:

- Preparing the schedule of microcredential offerings (courses and/or assessments);
- Facilitating the appointment of teachers (course coordinators) and assessors;
- Coordinating with the Office of Public Affairs (OPA) the promotion of microcredentials;
- Coordinating with CODTL the development of materials for microcredential courses;
- Coordinating the setting up of course sites for “taught” microcredentials and administration of assessments with relevant units in the University;
- Monitoring and evaluation of the delivery of microcredentials; and
- Regularly submit the list of microcredential awardees (i.e., names and credentials, etc.) to the Office of the University Registrar through the Secretary to the Faculty.
- Coordinating with the concerned programs and relevant units and committees the review of proposals for the institution of microcredentials

D. Assessment

Assessments play a critical role in microcredential programs as they serve as a means to evaluate and validate learners’ knowledge, skills, and competencies. Through assessments, employers and other parties can see proof that a person has a certain set of skills or knowledge.



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1. Guiding Principles

The following are some principles when developing and administering assessment in microcredentials:

Validity and reliability. Assessments should be valid and reliable. An assessment should be able to measure the knowledge and skills it is intended to measure and has the ability to yield consistent results.

Clarity of instructions. Examinees or the persons who will undergo assessment need to be provided with clear instructions on the schedule and, if applicable, the assessment venue, how the assessment will be done and evaluated, and when and how the results will be released.

Inclusion. The evaluation needs to be inclusive and impartial, which means that every student, regardless of background or aptitude, should have access to the assessment. Also, it should be planned to reduce bias and guarantee that every learner has an equal chance to demonstrate their abilities.

Integrity. Ensure the assessment's integrity, from the preparation of the assessment tools to the release of the results. Before a learner is assessed, the academic unit should have appropriately verified the learner's identity. Whenever applicable, assessment must be properly invigilated.

2. Administration

There are two possible modalities for implementing assessments:

a. Scheduled

Assessments can be scheduled and publicly announced in advance. It may be applied to "taught and assessed" or "assessed only" microcredentials.

b. On Demand

In this scenario, individuals can apply for assessment anytime at their preferred time. This is more applicable to "assessed only" microcredentials.

The Faculty of Study shall coordinate with the Examination Section of the Office of Student Affairs (OSA) in the administration of assessments.



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E. Delivery Platform

The Information and Communication Technology Development Office (ICTDO) shall set up and maintain the learning platform for delivering “taught” microcredentials.

ICTDO is also tasked to set up a suitable online examination platform for examination types of assessments for microcredentials.

F. Awarding of Microcredential

Upon successful completion of an assessed learning outcome or standard, the learner is awarded a digital certificate or badge that includes the following: the identity of the holder, the learning outcomes attained, the assessment strategy, the name and seal of the University, and, if applicable, the qualifications framework level and the credit unit earned.

The Office of the University Registrar shall keep physical and digital records of the learners awarded with microcredentials.

The University shall work towards a system for digital badges (i.e., blockchain)

G. Monitoring and evaluation

The UPOU Quality Assurance office, in consultation with the Office of the Vice Chancellor for Academic Affairs (OVCAA), shall develop the required quality evaluation framework and tools for microcredentials. The coordinator for microcredentials at the Faculty of Study shall oversee the conduct of evaluation of microcredentials at the end of each offering and shall regularly report the results to the Dean.



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VII. Crediting of Microcredentials to Formal Courses

A. Credit Unit of Microcredentials

Proposed credit/microcredential: 0.5 unit

Rationale:

Creating flexible pathways between microcredentials and macrocredentials means establishing alignment between the two in terms of learning outcomes and credit units, which indicates the amount of time a learner needs to accomplish these learning outcomes. A regular formal course -- the most basic macrocredential in the University -- has a 3-unit credit, which basically sets the cap for the credit unit of any course offering beneath it, qualification-wise. Since microcredentials are part of the larger lifelong learning opportunities offered by the University, the credit unit of microcredentials also has to be gauged in the light of MOOCs and other non-formal course offerings in UPOU.

In the “UPOU Massive Open Online Course (MOOC) Policies, Principles, and Guidelines (2017)”, it has been established that the credit load of a course coordinator in UPOU MOOC is equivalent to 1.0 credit units of extension work for a 1 credit unit MOOC. Since the credit system for most formal courses in UP is based on instruction hours, parity has been established between the credit units of a course that a student takes and the credit load of a teacher. Based on this institutional practice and considering that a microcredential’s coverage is more focused than a MOOC, a microcredential’s credit unit shall be 0.5 (a sixth of that of a formal course and half of a MOOC’s).

B. Crediting of Microcredentials taken in/awarded by UPOU

Proposed policy framework: **UP Policy on Crediting Non-degree Courses**
 UP Policy Advanced Credit
 UPOU General Academic Rules and Implementing Guidelines

Proposed guiding principles:

A UPOU student may apply for crediting of UPOU-awarded microcredentials to formal courses in a UPOU program provided that:



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1. The microcredentials have been approved by UPOU as creditable to formal courses
2. The total credit units of the microcredentials, when stacked up, is equivalent to the credit unit of the formal course to which they are being credited
3. The micro credentials have been awarded within the last five years from the time of application
4. Maximum of 9 units of microcredentials can be credited towards a formal course in a graduate degree program and a maximum of 50% units of the total credit units in an undergraduate program.

C. Crediting of Microcredentials Converted from Non-creditable to Creditable

Proposed policy framework: **UP Policy on Crediting Non-degree Courses**
UP Policy on Advanced Credit
UP Academic Credit Transfer Guide (2023)

Proposed guiding principles:

Microcredentials initially offered as one-off and non-creditable but are later formally converted into and approved by the University as stackable and creditable to formal courses may be applied by a student for crediting towards a formal course provided that:

1. The difference between the learning competencies covered by the awarded microcredentials and those by the formal course is not more than 20%
2. The combined learning outcomes of the stacked microcredentials must align with the competency level of the qualification or degree to which the formal course belongs, as defined in the Philippine Qualifications Framework.
3. The total credit units of the microcredentials, when stacked up, is equivalent to the credit unit of the formal course to which they are being credited
4. Microcredentials have been awarded in the last five years from the time of application

D. Crediting of Microcredentials taken in/awarded by other Universities

Proposed policy frameworks: **UP Policy on Crediting of Non-degree Courses**
UP Policy on Advanced Credit
UP Academic Transfer System (2020)
UPD Transfer Admission Policy
UPOU Revised Academic and Administrative Policies

Proposed guiding principles:



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A UPOU student may apply for crediting of microcredentials awarded by other recognized universities to formal courses in a UPOU program provided that:

1. The microcredentials have been awarded by a duly recognized university or higher education institution.
2. The applicant has successfully completed the “revalida” for the academic units applied for crediting, or has been awarded by a university with an academic agreement with UPOU/UP.
3. When stacked up, the total credit units of the microcredentials are equivalent to the credit unit of the formal course to which they are being credited and/or as provided for in the UP Academic Transfer System.
4. The combined learning outcomes of the stacked microcredentials must align with the competency level of the qualification or degree to which the formal course belongs, as defined in the Philippine Qualifications Framework.
5. The microcredentials have been awarded within the last five years from the time of application
6. Maximum of 9 units of microcredentials can be credited towards a formal course in a graduate degree program and a maximum of 50% units of the total credit units in an undergraduate program.

VIII. Transportability Across Educational Institutions

The University shall work towards establishing mutual recognition of microcredentials across the higher education sector under a common qualifications framework.

The University shall seek to have the microcredential courses accredited by relevant accreditation bodies (e.g., PRC) whenever possible.

IX. Registration and Assessment Fees

Registration and assessment fee rates will be proposed by the Office of the Vice Chancellor for Academic Affairs (OVCAA).



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X. Entitlements of Microcredential Developers, Course Coordinators, and Assessors

A. Microcredential Development

1. UPOU Full-time Faculty Members

UPOU full-time faculty members who are appointed as part of the development of microcredentials are proposed to receive the following credit load for extension work or honorarium:

Role	Credit load or honorarium/ microcredential	Remarks
Course author	1.0 unit	To arrive at these proposed credit loads, the following memoranda and University policies/practices have been adopted as bases:
Instructional designer	0.5 unit	"Credit Load Equivalents for UPOU Full Time Faculty (2001)", which indicates the credit load for formal course development team members
Multimedia specialist	0.5 unit	"UPOU Massive Open Online Course (MOOC) Policies, Principles, and Guidelines (2017)", which sets the credit load for course authors at 2 units, which is a third of a formal course in terms of teacher's workload.
Reader	0.5 unit	"UPOU Academic Calendar" sets the teaching and learning period for a formal 3-unit course at 12-14 weeks. Since microcredentials are more focused on coverage than MOOC and formal courses, the work it takes to develop a microcredential is, at most, a sixth of its formal course counterpart and half of a MOOC. The credit load is, therefore, a prorated value based on the estimated workload and duration of the microcredential relative to those of a formal course and MOOC.



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Test developer	P3000/exam	Adopted from GAT rate
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2. Non-UPOU Full-time Faculty Members

The OVCAA will propose course development fee rates for non-UPOU full-time faculty members.

B. Delivery

1. Course Coordinator

UPOU full-time faculty members appointed as course coordinators in “taught and assessed” only microcredentials are entitled to a credit load of not more than 0.5 units per offering as part of their extension work (which is half of that for a MOOC).

UPOU full-time faculty members appointed as assessors in “assessed only” microcredentials will receive a credit load of 0.25/section (which is $\frac{1}{6}$ of the tutorial load in a 3-unit course) under extension.

The OVCAA shall propose fee rates for non-UPOU full-time faculty members who serve as course coordinators and/or assessors.

2. Assessors

OVCAA will propose fees for assessors.



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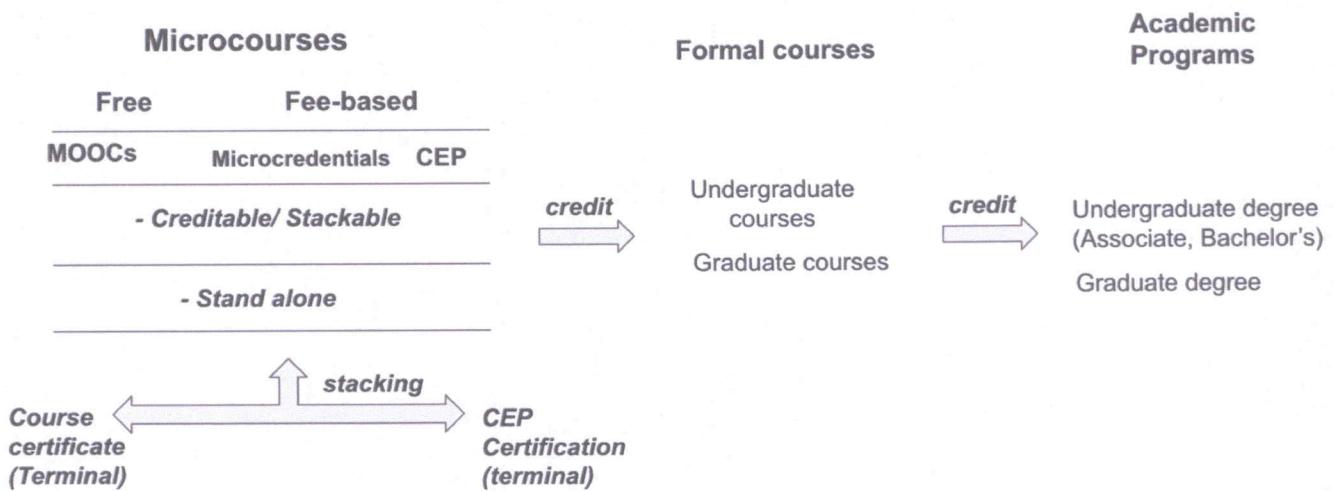
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Appendix A

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Relationship between microcredentials (MC) and other course offerings in UPOU





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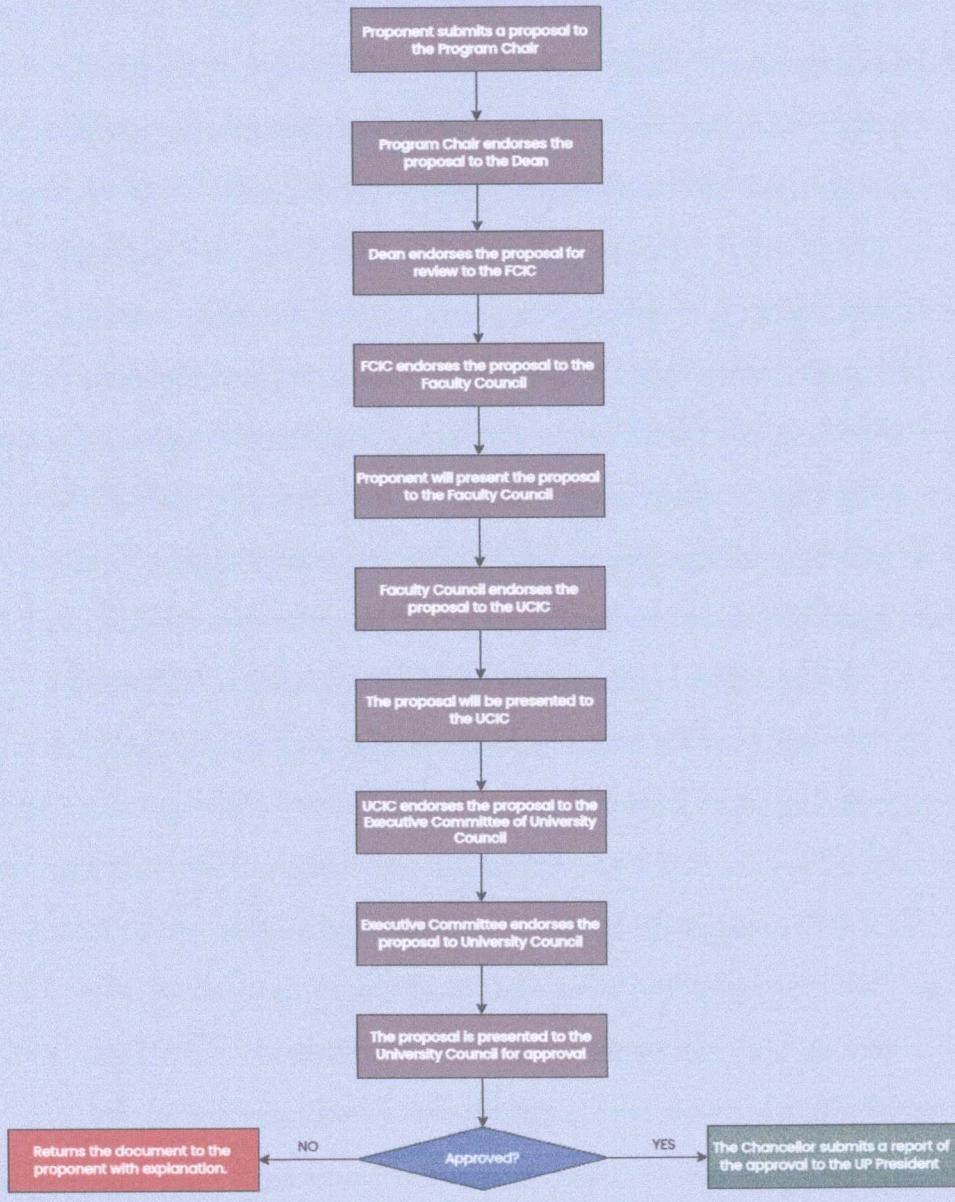
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Appendix B University of the Philippines Open University Process Flow for the Institution of Microcredential that can be Credited towards Formal Courses

A. Review process for microcredentials that can be credited towards formal courses.





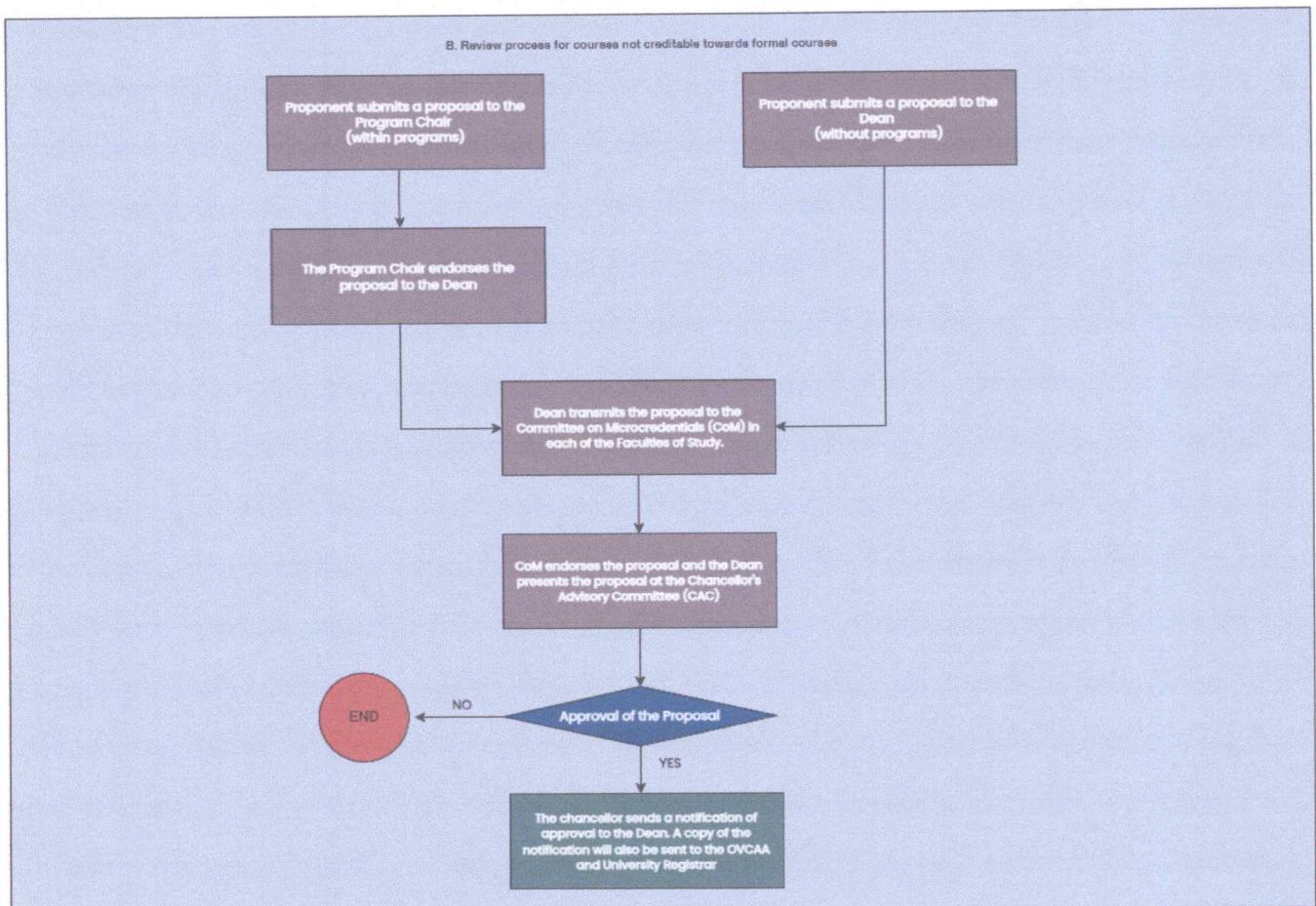
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Appendix C University of the Philippines Open University Process Flow for the Institution of Microcredential not Credited towards Formal Courses





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Appendix D

**University of the Philippines Open University
Template for the Proposal for the Institution of Microcredential**

Title of Microcredential:

Course code:

Proponent:

Faculty of Study:

Type of Microcredential: [] One-off [] Stackable [] Creditable

Scope: [] Taught and assessed [] Assessed only

Purpose: [] Professional development [] Sampling of existing course
[] Lifelong learning

Delivery Format: [] On-demand [] Cohort-based

Qualifications Level: [] Pre-baccalaureate [] Baccalaureate [] Post-baccalaureate

1.0 Rationale

1.1 Industry/Profession to be served

1.1.2 Description of target learners

1.1.3 Relevance of competencies to be addressed

1.1.4 Explanation of benchmarking done



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1.1.5 Alignment with professional standards

1.2 Alignment with University/Faculty thrusts

2.0 Description of Partner(s) and Involvement

3.0. Description of Microcredential

3.1 Learning outcomes

3.2 Course topics

3.3 Microcredential requirements

3.3.1 Admission

3.3.2 Completion

3.4 Credit transfer policy (if applicable)

3.5 List of potential faculty



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3.6 Microcredential course syllabus (if applicable)
See template [here](#).

3.7 Required assessment

4. Demand/Needs Assessment

4.1 Target learners

4.2 Current/Potential employers

5.0 Financial Assessment (over the next 3 years)

5.1 Budget allocation

5.2 Projected income

6.0 Sustainability Plan

7.0 References



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Appendix E

University of the Philippines Open University Template for the Proposal for the Institution of Taught Microcredential

COURSE PROPOSAL FOR THE INSTITUTION OF TAUGHT MICROCREDENTIAL

A. Description

1. Title:
2. Course code:
3. Description
4. Prerequisite:
5. Term Offered:
6. Credit (if applicable):
7. Number of hours/week:
8. Course Goals:

B. Rationale

C. Course Outline

1. Course Outcomes (CO)

1.1. Course Outcomes and Relationship to Program Learning Outcomes

Course topics	Course Learning Outcomes			
	A	B	C	N

I – Introduced; D - Demonstrate; R – Reinforced

2. Sustainable Development Goals (SDG) Addressed by Course Outcomes



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Course topics	SDG addressed

3. Course Content

Topics	Number of hours for in-class work

4. Course Coverage

Week	Learning Outcome/s	Course Topic	Essential or Key Questions	Suggested Teaching and Learning Activities	Suggested Assessment Tools/Activities

5. Type(s) and Description of Assessment

6. Alignment between Microcredential and Macrocredential (if applicable)



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7. Faculty and/or Assessors

D. References