

# MANAGING FOR IMPACT (MFI)

## FREQUENTLY ASKED QUESTIONS



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### **How long does it take to complete a module?**

Each module may be completed in a period of between 4 to 6 weeks.

### **How much time do I need to devote for each module?**

Each module will require a time commitment of 24 hours to complete the module requirements. However, delegates who wish to draw on the many hundreds of hours of extra enrichment material embedded in the programme are welcome to spend additional time as relevant for their interests and growth.

### **Does MFI include coaching for the delegates?**

The MFI has an optional coaching component. Delegates may be assigned an accredited coach that will support them while participating on the programme. This will be in the form of monthly coaching sessions between the delegate and his or her selected coach.

### **What is the NQF level of the programme?**

Given that the MFI is designed as a best-in-class global programme, it does not have formal NQF accreditation in the South African context. However, the programme is pitched and aligned at an NQF 7 Level.

### **How does MFI certification work?**

MFI adopts Open Badges as a form of global digital certification enriched with metadata (e.g., issuing organization, badge description, badge requirements, submitted evidence, standards, endorsements) that allow people to (a) digitally verify that the badge was earned by a particular recipient and (b) gain deep insight into the actual skills the badge earner possesses.

There are two types of Open Badges on the MFI programme. Module badges are issued to delegates who successfully complete each module. On completion of the full programme, delegates will be issued an MFI Programme badge in line with the Open Badges System. Delegates may display their badges on their relevant social media pages such as Facebook and LinkedIn. In addition, they may display their badges in the publicly available Open Badges Backpack that they may sign-up for.

### **What can I do with the MFI once I have completed?**

Delegates who complete the MFI will be able to progress in their careers, take on additional managerial and leadership responsibilities and achieve higher levels of seniority in their organisations. They will also be eligible for entry to the cloox Senior Leadership Programme (SLP).

### **Can the MFI be customised for the specific needs of a given organisation?**

Yes, there are numerous ways to customise the MFI programme for specific organisational needs including customised content across the modules, additional industry and organisation specific modules, bringing in organisational subject matter experts, and co-creation and co-branding possibilities.

## Further information on Open Badges and Credentialling

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Getting Started with Open Badges and Open Microcredentials  
Kyle Clements<sup>1</sup>, Richard E. West<sup>2</sup>, and Enoch Hunsaker<sup>3</sup>

In recent years, alternative credentialing has become an increasingly important method of recognizing learning and achievement that takes place in a wide variety of environments. Alternative credentials have been defined as “competencies, skills, and learning outcomes [that are] derived from assessment-based, non-degree activities and align to specific, timely needs in the workforce” (Fong, Janzow, & Peck, 2016, p. 1).

One form of alternative credentialing that is rapidly gaining traction are open badges. Many corporations, government agencies, institutions of higher education, certification issuing organizations, and others are beginning to adopt open badges as a viable means to recognize learning, accomplishment, and other types of achievement (Devedžić & Jovanović, 2015).

OBI calls for badges to be formatted as images enriched with metadata (e.g., issuing organization, badge description, badge requirements, submitted evidence, standards, endorsements) that allow people to (a) digitally verify that the badge was earned by a particular recipient and (b) gain deep insight into the actual skills the badge earner possesses.

**Competency-Based Education.** According to the U.S. Department of Education (2019), competency-based education is learning that “allows students to progress as they demonstrate mastery of academic content, regardless of time, place, or pace of learning” (para. 1).

**Metadata.** Information embedded within a badge. Under the OBI standard, required metadata for a given badge includes a unique id, recipient information, issuer information, badge name, description, criteria, image and date issued. Optional metadata includes evidence, a narrative explaining evidence, expiration date, educational standards the badge aligns to, tags describing the achievement, and whether the badge has been revoked (IMS Global Learning Consortium, 2018).

There have been over 1,400 institutions who had issued open badges as of 2013 (Mozilla Open Badges, 2018). As the list below indicates, open badges are currently being issued by a wide variety of organizations to an even wider variety of target audiences. Higher education institutions are issuing badges to their students (Gibson, Coleman, & Irving, 2016; Randall, Harrison, & West, 2013

The beauty of flexible and open credentials such as open badges is that they can also be issued by non-traditional learning institutions or experience providers. For example, corporations (e.g., IBM; see <https://www.youracclaim.com/organizations/ibm/badges>) are issuing badges to employees and members of the community, including customers (Young et al., 2019).

**Certification badges.** Badges can be used as certificates that represent culminating achievements in a portable, data-rich way. Davies, Randall, and West (2015) outlined how badges could help certify professional evaluators. Microsoft, Apple, and National Instruments are some companies using open badges to issue certificates.

**Badge scope.** Open badges can represent any number of skills or experiences; however, most badges are designed to represent distinct individual skills or accomplishments. In such settings, tiered systems with multiple badges (i.e., beginner, intermediate, expert) can be used to represent complicated skills.

**Metadata.** Every open badge is embedded with metadata including the badge name, description, criteria, issuer information, evidence, date issued, and other fields. Most badge issuing tools guide the issuer through the badge creation process and will indicate which fields of data need to be completed. Adding as much metadata as possible helps to increase the perceived rigor of each badge and its value to badge earners and consumers.



Figure 3. A visual representation of the kinds of data that can be included in an open badge. Adapted from “Open badges (P.S. there’s data inside…),” by Mathers, 2019 (<https://bryanmmathers.com/open-badges-data-inside/>). Image is licensed CC-BY-ND.