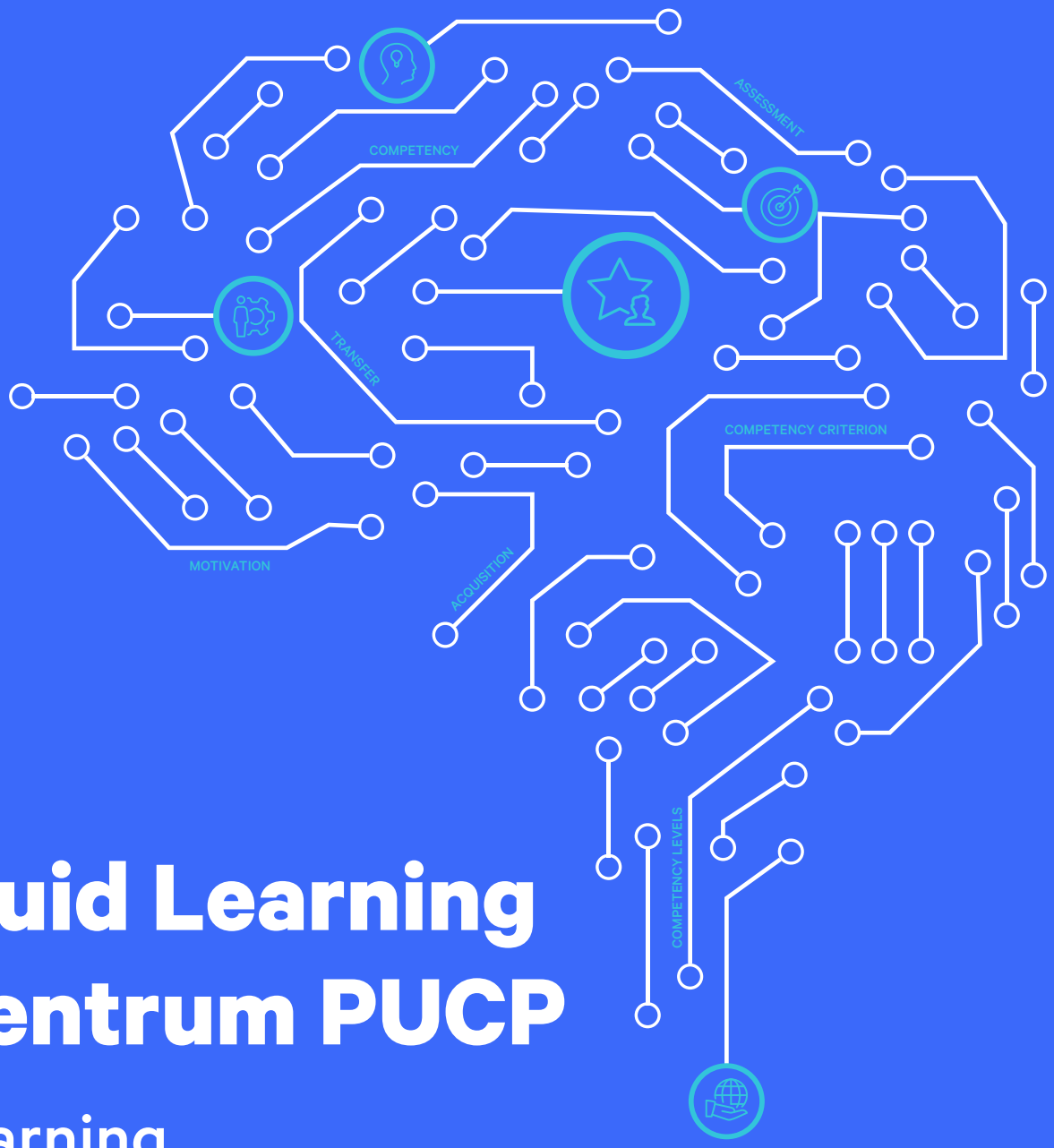

Fluid Learning Centrum PUCP

Learning Management Model

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ESCUELA PARA LOS BUENOS NEGOCIOS

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A publication by CENTRUM PUCP – Business School of the Universidad Pontificia Universidad Católica del Perú

Authors
Manuel Sotomayor
Percy Marquina

Editor
Rocío Vega

Design and Layout
Ciento Uno Estudio Gráfico

Translation
Laura del Aguila

Edited by

Business School of the Universidad Pontificia Universidad Católica del Perú
Jr. Daniel Alomía Robles 125 - 129
Los Álamos de Monterrico
Santiago de Surco, Lima 33 – Peru
Telephone: 0051-1-626-7100
URL address: http://centrum.pucp.edu.pe

@centrumpucp @centrumpucp @centrumpucp @centrumcatolica YouTube

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Acknowledgments

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Introduction

For over one hundred years, Pontificia Universidad Católica del Perú (PUCP) has been committed to promoting high academic performance and to educating individuals who contribute to the development of Peruvian society. As its business school, Centrum PUCP is based on the fundamental ideals of academic rigour, diverse scientific and humanistic approaches, ethical principles, Catholic values, discrepancy culture, and tolerance, as part of a global context characterised by constant change, demands, and needs that require agile and flexible adaptation.

Therefore, the aim of PUCP is to educate students in good business practices, contributing towards building a better world. With this purpose in mind, our mission is to transform individuals into agents of change who have a positive impact on society. Our vision is to continue to be recognised as the leading business school in Peru, ranked in the top 10 of Latin America. To achieve this, we educate conscious leaders who focus on the common good and who are critical thinkers and behave responsibly in accordance with the ethical principles and values of the business field and all other environments in which they interact, both inside and outside the country.

As a result, based on the educational model of Pontificia Universidad Católica del Perú (PUCP), Centrum PUCP has designed a Learning Management Model that not only reflects our definition of learning, but also how we design and manage our educational proposal. It serves as a guide to integrate and implement our competency-based model within the curriculum and methodology, as well as apply it to our assessment and learning certifications.

This is why we have developed ***Fluid Learning* Centrum PUCP**, our learning management model.

In the following section we will explore its foundations and structure, assess its advantages, and examine the characteristics that provide added value to our school and its community.

Manuel Sotomayor
Director of Educational Quality, Centrum PUCP

1

Fluid Learning: PUCP's Learning Management Model

***Fluid Learning* Centrum PUCP** guarantees an educational proposal that promotes leadership skills and the greatest possible autonomy for students. It enables them to take charge and manage their learning process from different locations and at different times, according to their needs, through digital and physical environments.

What does Centrum PUCP's *Fluid Learning* model look like?

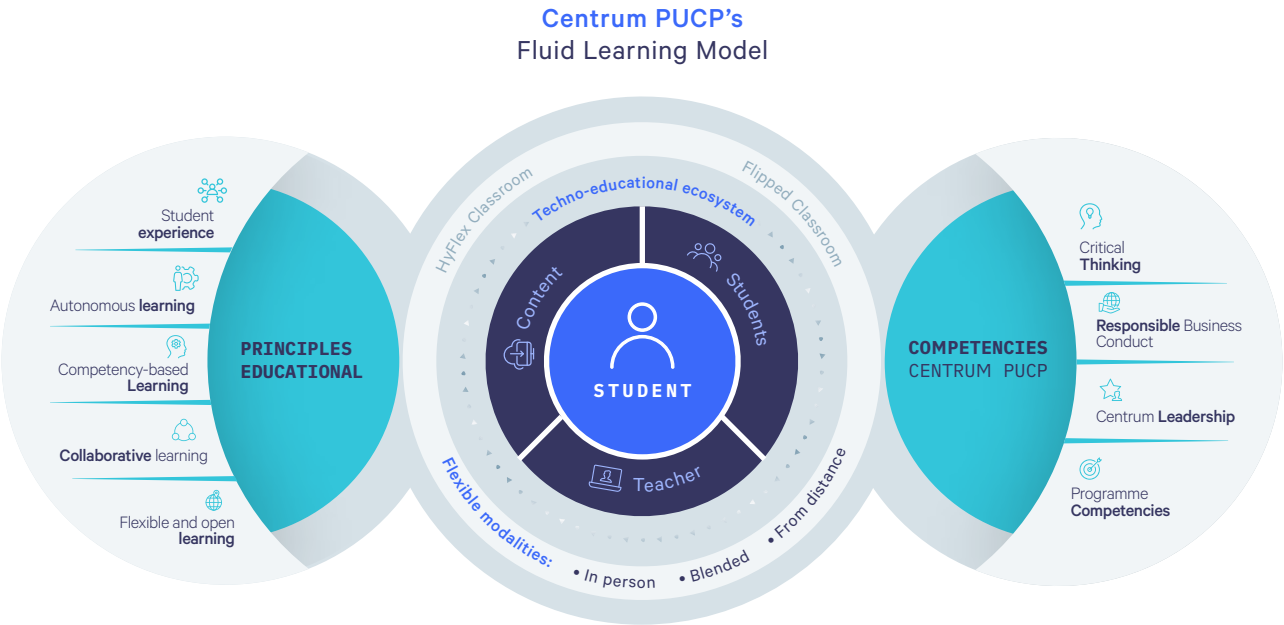

Figure 1. Fluid Learning Centrum PUCP's Management Model.

What are the essential components of our learning management model?

***Fluid Learning* Centrum PUCP** has five basic components:

- The strength of **educational principles** that show how we understand learning and form the basis of our educational objectives, as well as how we develop curricular and methodological strategies to reach the expected learning outcomes.

- The support of **competencies**, both institutional and programmatic for each study programme, and how these are integrated within our curricular proposal.

- The scope of our **methodological approach**, which includes guidelines and models for designing and managing educational strategies that place students at the heart of our teaching-learning process within different technological-educational environments, including the flexible modalities offered by the School.

- The structure of our **programmes and courses**, which include the competencies, as well as a flexible methodological proposal that can be adapted to the particular needs of both our national and international students.

- The constant **assessment and measurement** of our actions to determine whether we are achieving our educational goals through our teaching-learning process. In other words, have our students developed the required competencies? Can we take actions to continue improving?

Let us explore each component and understand why we believe these are essential for our model to be successful.

2

The Strength of Educational Principles

We have based **Fluid Learning Centrum PUCP** on five educational principles that reflect how we understand learning, and which guide the design and implementation of our educational activities.

What are these principles?

- Competency-based learning
- Meaningful student experiences
- Open and flexible learning
- Autonomous learning
- Collaborative learning

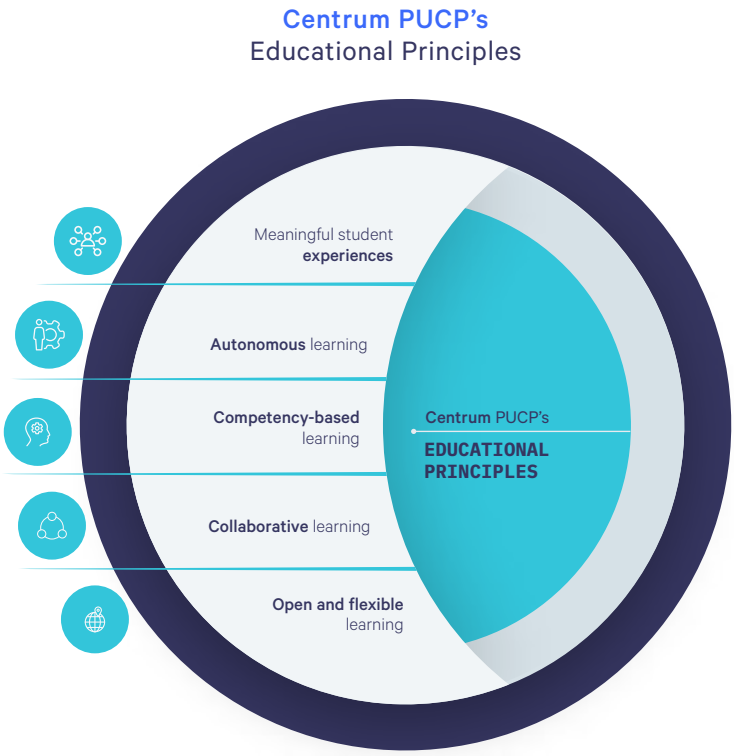

Figure 2. Centrum PUCP's Educational Principles.

Let us explore each principle.

2.1 Competency-based Learning

We offer the necessary conditions for our students to develop competencies. As a result, our teaching-learning process develops **skills and attitudes** that allow students to perform successfully in specific contexts, and these are complemented with information and **knowledge**.

This principle is used as a model for developing the curricular plans and courses, for defining and managing the technological educational environment, as well as informing teacher training, assessment and learning certifications.

In contrast to a model based on the transmission of knowledge, our competency-based model actively guides all educational actions considered within the curricular plan, teaching-learning methodologies, technologies for learning, and assessment.

2.2 Meaningful Student Experience

Our model situates students at the centre of the educational process and is designed around them, with a focus on generating **meaningful experiences *(flow)*.**

Flow experiences allow for better psychological and physical conditions to achieve meaningful learning. Csikszentmihalyi (2000) describes a *flow* experience as being fully immersed in an activity and performing in the best way possible since one is dedicating all their energy and focus to the task. The task can be motivating for various reasons, but mainly because it is considered challenging by the person doing it; it cannot be perceived as too easy or too difficult (unachievable). *Flow* experiences promote better psychological and physical conditions to achieve learning since individuals are essentially motivated by finding themselves in a seemingly challenging position (one that is not considered too easy or too difficult).

Therefore, every design, innovation or educational activity in our School focuses first on understanding and identifying our student's profile and based on this, creating optimal learning experiences that are challenging and appeal to student's intrinsic interests (Dos Santos et al., 2018).

2.3 Open and Flexible Learning

We want to involve students in an **open** learning process that is not limited by the space and time in which lessons take place (Benade, 2019). This style of learning will also be **flexible** because we adapt to our student's needs (including their geographical, professional, psychoeducational and social conditions).

New technologies play an important role since they allow us to transport our learning spaces to different contexts and moments, significantly improving the teaching-learning process. Thus, for students to experience this, Centrum PUCP is committed to offering a world-class technology standard.

This is reflected in the **modalities** offered for the different programmes. Students are not bound by the typical limitations of having to live in a particular city to attend lessons, or having fixed times for sessions that are often incompatible with their professional and personal lives. With these options programmes can be followed face-to-face, in a partially remote manner, or as fully remote. We also offer options that optimise academic time, assigning a percentage of time for students to manage according to their needs, and another percentage which allows them to interact synchronously with classmates and professors.

2.4 Autonomous Learning

With our model and based on resources and activities that are appropriately structured and organised, we aim for students to become the **main administrator** of their learning process. They will consciously guide their learning objectives, which may often go beyond the proposed ones, and seek further resources to achieve them.

The effectiveness of this principle relies on having a student-focused experience in which students take responsibility and control of their learning process. This is also directly tied to the flexible learning principle, since they are the ones who determine the modality that will allow them to have the best educational experience.

According to the self-determination theory (SDT) developed by Deci and Ryan (2000), undermining autonomy, among other psychological needs, can lead to reduced motivation and personal wellbeing (Hu & Zhang, 2017). Therefore, **promoting autonomous learning** in students enables them to develop their **intrinsic motivation** while engaging with the course content, and to manage their own processes while learning, thus attributing personal value to the topics developed in class.

2.5 Collaborative Learning

By confronting students with the need to respond to stimuli from their peers, share opinions, debate, discuss, argue, and reach agreements, we aim to build knowledge in a social manner, and generate cognitive conflicts that promote reflection, enrich experiences, and generate recognition when evaluating contributions.

Moreover, we value the importance of scaffolding (Bruner, 1977), which incorporates collaborative learning into the learning process, by ensuring that the learning methodology includes activities in which students collaborate. This allows students to positively experience that they can perform better and go beyond what they considered possible without relying solely on the professor's support.

Spaces used for collaborative learning allow students to engage both cognitively and emotionally with one or various objectives, either personal or collective. These collaborative interactions address students' basic psychological needs, resulting in feelings of satisfaction and competence as they share knowledge; moreover, better ties with team members are forged (Reeve & Lee, 2019).

The **course dynamics** are based on discussions and the exchange of opinions among participants, as well as presenting challenges and team tasks that consider the final product as well as student participation and involvement. These activities are further strengthened through the virtual learning tools accessible to students. In this way, we encourage collaboration through synchronous, asynchronous, face-to-face, and remote learning. These dynamics align with our principles of flexibility, openness, engagement and involvement, which significantly enhance our students' learning experience.

The guiding principles of our model are therefore competency-based learning and meaningful experiences developed through an open, flexible, autonomous, and collaborative learning process. The next section will explore the competencies our students develop.

3

Centrum PUCP's Competencies

As a part of Pontificia Universidad Católica del Perú, our business school is based around the same educational model competencies. This is why this principle is used as the basis of our educational proposal.

A competency-based approach involves, among other things, defining the competencies we aim to develop in our students. Centrum PUCP's competency model is based on the University's competency model and focuses on three competencies that, in line with the University, support the objective of our School, which is to educate leaders capable of developing a critical approach and ethically responsible behaviour in all the spaces where they interact.

In this way, our three institutional competencies align with the generic competencies of the University's model.

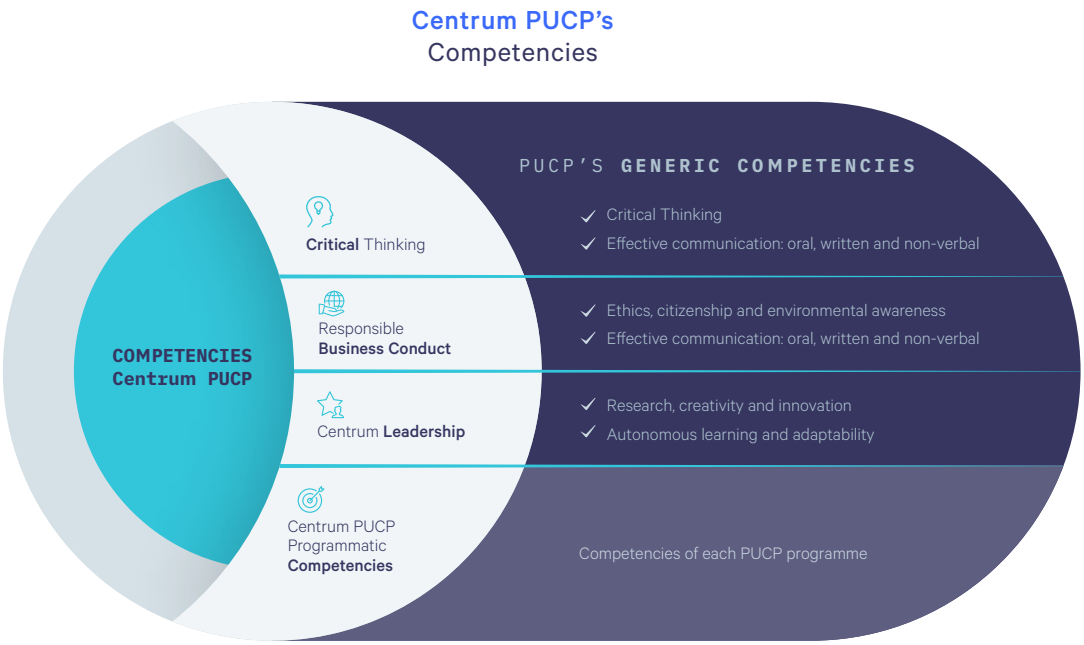

Figure 3. Centrum PUCP's Competencies.

What competencies do we aim to develop?

- We look for institutional competencies that stem from the University's competencies and that directly contribute to the purpose of Centrum PUCP. Therefore, our commitment is to ensure our graduates develop these in all our programmes.

These competencies are: Centrum PUCP Leadership (LC), Responsible Business Conduct (CER) and Critical Thinking (PC).

- We also consider specific competencies within each programme. These are aimed at developing skills, knowledge and attitudes related to each programme, and generally include technical aspects.

The process for establishing these competencies is key for us; it first involves a process of deep institutional reflection based around the University's competency approach. This is followed by a careful elaboration in the wording of each competency's components and of the levels of achievement we are committed to reaching in the programmes. This defining process includes the co-creation and participation of various key actors at Centrum PUCP, including management, former students (Alumni) and stakeholders of the School, as well as faculty, technical advisory committees and even students.

A similar process is implemented for the programmatic competencies, the difference being that the definition and co-creation stages are carefully carried out alongside experts from the professional fields our graduates will work in, according to the trends of local and international labour markets. This is a continuous process, as we are always looking to integrate the new environmental demands and challenges to update our model. Once these competencies are defined, we design the curricular plans, methodologies, educational technologies, learning modalities, and the assessment and certification of our graduates.

In the following section we will examine how the competencies in the model are classified, their elements, definitions, and how the competency model is then integrated into the curricular and extracurricular proposal.

3.1 Competency Elements[1]

The methodology for defining and managing the competencies in our model is based on the following premises:

(a) Each competency has a set **definition** based on three components: knowledge, skills, and attitudes. This definition prioritises doing (skill), which sets it apart from other approaches that prioritise the transmission of knowledge (according to the model, this knowledge will be valued and used, as long it contributes to developing certain skills in our students). The content for each competency is then described and, finally, attitudes are determined.

[1] This methodology for defining integrative competencies may vary according to the programmes we offer and it is not often the same for short courses in Executive Education.

We believe people act based on their ability to do something, on the knowledge they possess, and on their emotional reactions (this emotional aspect refers to the attitude someone will have when performing).

(b) Each competency has a specific level of **dimensions or aspects**, referred to as the **competency criteria**. This facilitates management and the full understanding of what each competency involves.

(c) Each competency criterion has **the same number of achievement levels and competency levels** that determine the evolution of each criterion, and these are worded descriptively as a competency; at this stage they are articulated into the programmes and courses.

Figure 4 shows how the different elements of the competencies are articulated.

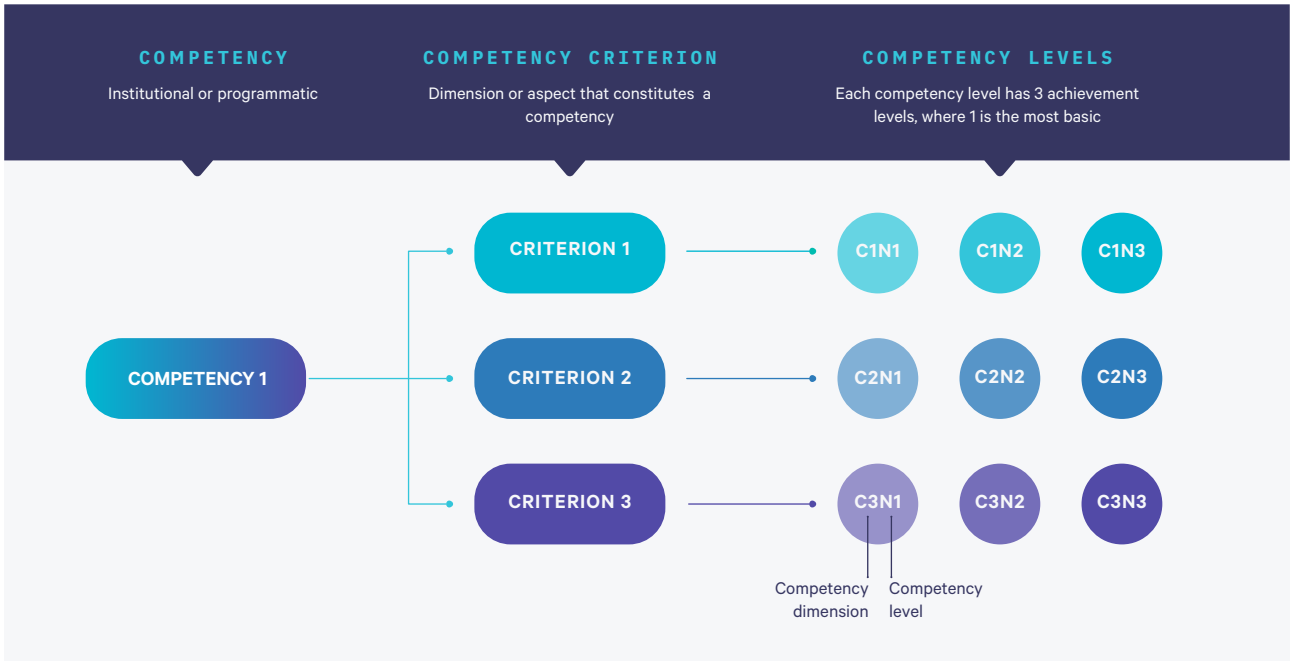

Figure 4. Competency Elements.

3.2 Institutional Competencies

Our institutional competencies reflect our institutional purpose, mission, and vision. We aim to continue to be one of the best business schools in the region, educating leaders that possess critical and responsible mindsets, and who can generate positive changes that make an impact on society. This is why we focus on three institutional competencies: **Centrum Leadership, Responsible Business Conduct, and Critical Thinking.**

The process for defining these competencies has involved all of the Centrum PUCP community, with the collaboration of management, faculty members, students, Alumni, as well as stakeholders and strategic partners.

The following section presents the definition, competency criteria, and competency levels for each institutional competency criterion.

3.2.1 Centrum PUCP Leadership: Our Defining Competency

This involves the conscious exercise of authority as a service with transcendent purposes, inspired by Christian principles and the Social Doctrine of the Church. Thus, the priority for these competencies is human dignity, which means contributing to satisfy the needs of others, promote personal growth, and ensure the sustainability of the organisation through innovation and the exponential transformation of its local or international environment.

The following are the criteria for this competency, with the associated competency levels:

- **Competency criterion 1: Awareness (CN)** Implies the recognition of dignity in persons as the goal of their actions, identifying their own strengths and weaknesses, values, purpose, personality, and fundamental links. It means to always observe reality in depth and develop the ability to discern the common good from their own sense of mission and personal vocation.

  Competency level 3 (CN3): From their vocation as a business leader, is capable of discerning with honesty and integrity, and making decisions by carrying out an in-depth analysis of their context.
  Competency level 2 (CN2): Reflects on their own self and takes concrete actions to change and align their life with their deepest identity; physically, psychoemotionally, and spiritually.
  Competency level 1 (CN1): Reflects on their own self and is aware of their purpose, values, strengths, attachments, and personality.

- **Competency criterion 2: Cooperation (CO)**. Refers to the construction of a cohesive and transformative unit within the organisation, based on dialogue and on a shared mission and values. It promotes honesty, trust, participation, collaboration and delegating between team members, contributing to personal growth and empowerment for all involved.

Competency level 3 (CO3): Develops a sense of community in the organisation and takes actions that reflect good and productive work based around transcendental motives, seeking the personal growth of collaborators.
Competency level 2 (CO2): Generates a spirit of co-creation and co-responsibility within the organisation, based around honesty, collaboration in solidarity, and centred around human dignity.
Competency level 1 (CO1): Generates bonds of trust in their environment through persuasive oral and written communications.

- **Competency criteria 3: Commitment to Change (CC).** Aims to act consciously based on the needs of collaborators, clients, their community, and their country (identified primarily within the Social Progress and Competitiveness Indexes, the SDGs, and the principles of human rights and business), offering exponential solutions that transform their environment.

Competency level 3 (CC3): Carries out an in-depth analysis of the context (considering SDGs, human rights and social progress and competitiveness indexes); makes judgements based on transcendental principles that promote overall human growth, sustainable creation, and fair distribution of wealth, and takes action by proposing an exponential transformation of society aimed at the common good.
Competency level 2 (CC2): Analyses the context, makes decisions, and acts in a spirit of service (as opposed to the authoritarian use of power), and incorporates ethical and social values into the organisational dynamic, seeking to promote the common good for people, the organisation, and society.
Competency level 1 (CC1): Analyses the context, makes decisions and acts based on ethical and practical principles, seeking results that take into consideration the medium- and long-term effects.

3.2.2 Responsible Business Conduct: In Search of the Common Good

Our graduates make decisions and propose ethical and socially responsible actions in search of the common good; this includes company's compliance with human rights, and sustainability considerations in situations that impact or may impact the social, environmental, and corporate governance of their organisation and stakeholders.

The criteria for this competency, with its associated competency levels, are:

- **Competency criterion 1: Implication Analysis (IA).** Integrate the different perspectives of stakeholders through valid dialogue and international regulations (OCDE ISO 26000[2], Global Compact[3], and the SDGs[4]).

  Competency level 3 (AI3): Analyses their actions and those of their organisation according to their ethical implications, considering human rights and the impact on the wellbeing of others, resources, and the environment. Integrates different perspectives into their analysis by including stakeholders through meaningful dialogue and international regulations (OCDE ISO 260002, Global Compact and the SDGs), which lead to good diligence for responsible business conduct.
  Competency level 2 (AI2): Analyses their actions and those of their organisation according to their ethical implications, in compliance with human rights and the impact on the wellbeing of others, resources, and the environment. Integrates different perspectives into their analysis by including stakeholders through meaningful dialogue.
  Competency level 1 (AI1): Analyses their actions and those of their organisation according to their ethical implications, in compliance with human rights and the impact on the wellbeing of others, resources, and the environment.

- **Argumentation for Decision-making (AD)**. Support decisions and proposals based on ethical and responsible principles regarding the environment, society, and organisational governance; considers sustainable development, human rights, and the common good.

  Competency level 3 (AD3): Argues decisions and proposals based on ethical and responsible principles regarding the environment, society, and organisational governance; considers sustainable development, human rights, and the common good.
  Competency level 2 (AD2): Argues decisions and proposals for action regarding real or potential ethical issues, based on ethical and responsible principles regarding the environment and human dignity.
  Competency level 1 (AD1): Argues decisions and proposals for action regarding ethical issues, considering the effects of the benefits or losses, at a personal level and in their immediate environment.

[2] https://www.iso.org/files/live/sites/isoorg/files/store/en/PUB100418.pdf
[3] https://www.pactomundial.org/
[4] https://www.un.org/sustainabledevelopment/es/

- **Competency criterion 3: Socially Responsible Decision-making (SD).** Resolution of conflicts and situations by anticipating potential ethical, social, environmental, financial or corporate governance issues; considers responsible business conduct.

  Competency level 3 (TD3): Is involved in decision-making or proposals for socially responsible policies and practices to resolve conflicts and situations by anticipating potential ethical, social, environmental, financial or corporate governance issues; considers responsible business conduct.
  Competency level 2 (TD2): Is involved in decision-making or proposals for socially responsible policies and practices to resolve conflicts and situations by anticipating potential ethical issues, in both their personal and their organisational environment.
  Competency level 1 (TD1): Is involved in decision-making or proposals for socially responsible policies and practices to resolve conflicts and situations.

3.2.3 Critical Thinking: Interpreting, Analysing, Arguing and Evaluating

The aim is to confidently and securely argue for and against judgments and appraisals, using reasoning and self-monitoring one's own thinking. This involves interpreting different meanings and perspectives, as well as analysing and evaluating information, theories and data that is available or that is being sought out as a result of one's interest and commitment to being well-informed.

The criteria for this competency include:

- **Competency criterion 1: Interpretation (IN)** Express the sense or meaning of different experiences, situations, or information in general by identifying key information and relating it to different sources of knowledge that help to provide a better understanding of the issue at hand.

  Competency level 3 (IN3): Express the sense or meaning of different experiences, events, solutions, judgements, problems, ideas, expressions, etc., identifying within these the relevant information related to in-depth knowledge obtained from different sources, and that helps to explain the issue more accurately.
  Competency level 2 (IN2): Recognises the meaning of different experiences, events, solutions, judgements, problems, ideas, expressions, etc., based on indicators that are not commonly recognisable, avoiding cognitive biases or prejudices.

Competency level 1 (IN1): Identifies the meaning of different experiences, events, solutions, judgements, problems, ideas, expressions, etc., based on clear indicators that are commonly recognisable, actively avoiding cognitive biases.

- **Competency criterion 2: Analysis (AN)** Identifies connections between all kinds of information, clearly identifying the crucial aspect of a given problem or situation.

  Competency level 3 (AN3): Identifies the different connections between experiences, events, solutions, judgements, ideas, expressions, etc., clearly identifying the critical element of a given problem or situation, aiming to avoid or identify any biases that may distort their understanding.
  Competency level 2 (AN2): Identifies the connection between experiences, events, solutions, judgements, ideas, expressions, etc., relating it to possible causes and consequences, all the while considering biases (emotional and cognitive) within these relationships.
  Competency level 1 (AN1): Identifies the connection between experiences, events, solutions, judgements, ideas, expressions, etc., and other ideas or experiences; however, does not yet clearly distinguish existing relationships, and still considers biases (emotional and cognitive) within these relationships.

- **Competency criterion 3: Argumentation (AG)** is the dimension of the competency related to defending ideas, proposals, judgements, or conclusions through solid arguments, avoiding fallacies or cognitive biases.

  Competency level 3 (AG3): Defends their ideas, proposals, judgements or conclusions through solid and well-supported arguments and premises, avoiding fallacies.
  Competency level 2 (AG2): Defends their ideas, proposals, judgements or conclusions through coherent arguments and premises, avoiding fallacies or cognitive biases.
  Competency level 1 (AG1): Transmits proposals, judgements or conclusions based primarily on logical reasoning, but still uses some cognitive biases or fallacies.

- **Competency criterion 4: Evaluation (EV)** relates to assessing the credibility of statements or other formulations that describe perceptions, judgements, ideas and experiences; does so by evaluating the logical connections and the quality of arguments and conclusions and showing willingness to change positions if necessary.

Competency level 3 (EV3): Assesses the credibility of statements or other formulations that describe perceptions, judgements, ideas, and experiences; does so by evaluating the logical connections and the quality of the arguments and conclusions and showing willingness to change positions if necessary.
Competency level 2 (EV2): Assesses the credibility of statements or other formulations that describe perceptions, judgements, ideas, and experiences; does so by evaluating the logical connections and the quality of the arguments and conclusions, identifying biases and prejudices that may influence that evaluation.
Competency level 1 (EV1): Assesses the credibility of statements or other formulations that describe perceptions, judgements, ideas, and experiences; generally, if supported by a reliable source, trying to find support for their position, but showing difficulty to change it.

3.3 Programmatic Competencies

These are the competencies that are closely related to the subject or the specific technical knowledge of each programme. They are directly related to graduates' specific performance on the programmes. Contrary to the institutional competencies, programmatic competencies are specific to each programme; each one is made up of a group of no more than four programmatic competencies, which means that each programme has seven competencies at most. This document does not detail every programmatic competency, as these differ for each programme.

So far, we have defined the competencies we want our students to develop, but a methodological approach that indicates how to achieve these competencies is also needed.

4

Our Methodological Approach

To develop this approach, we took advantage of the best practices gathered through the experience of teaching business executives at Centrum PUCP, and combined these with new didactic, pedagogical, and neuroscientific approaches.

Our methodological proposal is therefore based on understanding learning as the result of a **teaching-learning process** that allows students to develop **competencies.** This is a process whereby students take on an **autonomous** role for building their learning. Moreover, professors facilitate **collaborative** interactions between the students and the content in **open and flexible environments** that create **student-centred experiences,** considering the manner (how, and in what space) in which these interactions take place.

In addition, our proposal considers how to configure the educational principles so the teaching-learning process can be adapted to the different needs and demands of a changing context, so they may be translated into the different **modalities** of our educational offering.

4.1 The Teaching-Learning Process as a Virtuous Cycle

The success of our teaching-learning process can be seen as the interaction of five key elements. First, the **student** is placed at the centre of the process, and around each student there are **professors, contents**, and other **students** that form a peer learning community. The **technological-educational ecosystem** is also represented as surrounding the student; as an essential element for Centrum PUCP, it is made up of the student, the professor, the content, and the learning technologies.

The following section provides a visual representation of the interaction between the factors of our virtuous cycle:

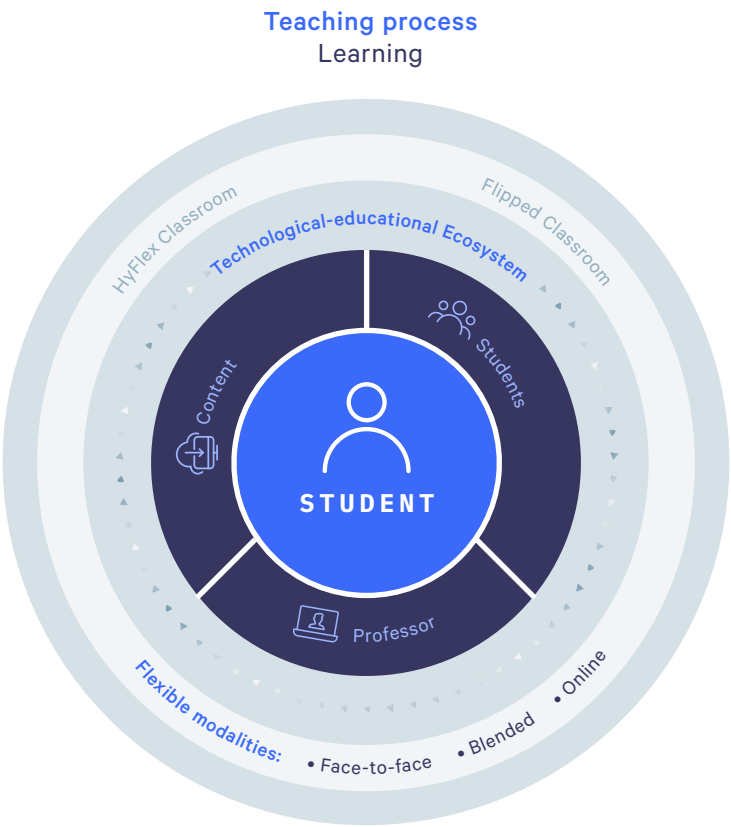

Figure 5. Fluid Learning Centrum PUCP Teaching-Learning Process.

Professors, students, and the content of the **technological-educational ecosystem** create the ensemble of strategic actions that develop the competencies of our model. Each element is contained within another element; therefore, all elements relate and interact.

4.1.1 Students as the Focus

As a business school, we cater to adult students who have finished their undergraduate university studies and have valuable professional experience and a cosmovision that is respected, valued, and integrated into their teaching-learning process.

As soon as they embark on the experience of our **Fluid Learning Centrum PUCP** model, students are placed at the centre of the model as this is the best way to channel our academic, technological, and educational resources, and to create a meaningful learning experience for students. Hence the importance of knowing our students.

Our students go through an assessment process that forms the baseline of competencies on which both the methodological proposal and the curricular proposal are based. From there, and throughout the educational process, we aim to ensure students' **autonomy**, for them to become the protagonists of their own learning process. At the same time, we develop their ability to generate synergies and encourage **collaboration** with each other, without disregarding personal responsibilities, as well as take advantage of the resources and the **open and flexible spaces** we offer for interaction and knowledge management.

4.1.2 Contents as Competency Generators

By content we understand the knowledge, activities and resources that are valuable in the teaching-learning process and which, when mediated by the professor, enable students to develop the desired competencies.

This content is managed through student collaboration in open environments and is based on technology that responds to the demands and needs of our students and their contexts.

Our model therefore aims to manage content, including microlearning, classes, books, articles, and other sources, through digital platforms that enable flexible and open learning that can be consumed in the place, time and device that best suits the student.

4.1.3 Professors as Facilitators of Meaningful Experiences

Our professors are a transcendental element for our educational model because they generate and activate educational strategies and actions to develop **competencies**.

Our model transcends the traditional professor role, which involves giving lectures while students listen and take notes. The role of professors in our model calls for them to engage and take responsibility for providing guidance in the learning path.

To achieve this, our professors use a range of competencies that allow them to design **meaningful experiences (*flow*)**, become **inspirational** facilitators, and be **close** supervisors for these experiences, taking into consideration student complexities, assessing and offering feedback during the learning process, and reporting on students who achieve the expected competencies.

At Centrum PUCP we guarantee the high quality of our faculty by recruiting professors that are distinguished in their fields (both nationally and internationally), from business management and research backgrounds, and who inspire students through their own experiences by sharing stories and similar visions. They are committed to our institutional competencies of leadership, socially responsible conduct, and critical thinking.

At Centrum PUCP we are therefore committed to the hiring processes, to assigning appropriate professors (qualification and programming), and to offering continuous training in the institutional and programmatic competencies.

4.1.4 Students as Part of a Learning Community

Although the student is at the centre of our model, the rest of the student community that is formed during the teaching-learning process generates a social and collaborative interaction that leads to knowledge, skills development, and the shaping of attitudes. That is why it is essential for our model to provide spaces and challenges that promote collaborative interaction.

This collaboration does not only take place within each course, but throughout the education process at the school, outside of it, and once the programmes have ended. To achieve collaboration, we create strategies and activities that encourage integration. An example of this is the discussion forums, where points of view are exchanged and positions argued in the form of debates, or in group work during and outside the sessions. It also takes place during the final thesis projects, which are carried out collaboratively. These activities reinforce interpersonal bonds in the community and result in establishing personal and professional relationships after finishing the programme, which are then complemented by the Alumni services that help maintain relationships between students and the school.

4.1.5 An Open and Flexible Technological-educational Environment

Technological-educational refers to the ensemble of technological applications that provide a space in which students can manage their learning process at different levels.

This environment is formed according to our educational principles and is, above all, an environment that enables and encourages **open and flexible learning** so that learning can happen not only within a classroom, but from anywhere and at any time. What is more, the technological-educational environment provides the flexibility to design **meaningful experiences** that take into consideration learning styles, digital consumption habits, interests, **collaboration** between students and other important variables to design these experiences.

Although technology helps us to swiftly adapt to the demands of our environment, we not only see the valuable role of technology in providing these benefits, but we also value the importance it has to significantly change aspects of students' psychological functioning through elements that promote interactivity, dynamism, multimedia and connectivity (Huang, Spector & Yang, 2019).

In this way, the elements of technology for education that are part of the digital ecosystem at Centrum PUCP are chosen and continuously improved to the extent that they can be considered **mediators for learning**, and for this, they need to be well-suited to the needs of students and faculty.

What learning technologies do we have?

- The **equipment in the physical classrooms**, which include interactive whiteboards, projection systems, cameras, digital audio, screens, and wireless Internet connection. These tools generate spaces for interaction between the professor, the content, and students (both face-to-face and remotely).
- **Learning management systems** (LMS)[5], serve to store and share different digital educational resources; social interaction spaces are created for activities, assessment activities are managed, and evidence of learning is created at an institutional level and for each course, making it easier to organise and communicate all educational activities.
- **Videoconferencing platforms** allow to create synchronous learning sessions or academic counselling between remote or face-to-face participants. Work groups (breakout rooms) can also be created during the sessions to get together and interact simultaneously with collaborative tools; sessions are recorded so students can review them later.
- **Digital simulators** can be used to recreate situations and contexts in which students can practice decision-making and assess their impact within the different programmed environments.
- Diverse **didactic applications** can be integrated into the sessions and strengthened with the use of virtual environments through LMS or videoconferencing platforms to facilitate activities, whether synchronously or asynchronously (surveys, evaluations, collaborative work such as creating diagrams, spreadsheets, using word processors or presentations). They also allow for gamification of activities during sessions by generating rankings, leaderboards, and managing scores, thus promoting fun dynamics, and contributing towards student engagement.

[5] LMS por sus siglas en inglés Learning Management System

4.2 Our Methodological References

Fluid Learning uses two methodological strategies as a reference, both of which articulate the dynamics of the teaching-learning process in technological-educational environments in an innovative way. These strategies are **HyFlex Class** and **Flipped Classroom**. They both respond to students' needs, are based on practices that align with our educational principles and allow us to articulate the elements of our process with variables of space (face-to-face/remote) and time (synchronous/asynchronous), which are a necessary complement for our educational offerings.

4.2.1 *Flipped Classroom* is Not a Traditional Model

In a traditional face-to-face class model, the professor presents and develops topics and content to students within a classroom, and students sometimes ask or are asked questions by the professor to verify they are paying attention. Moreover, professors assign different activities for students to practice or review topics outside class time. This way of working constructed an image of traditional education was being more focused on "theory" rather than "practice".

With **Flipped Classroom** we invert the learning activities so that the explanation portion of the course content happens outside class, and the practical component happens during the session. It is up to students to autonomously consume the content in advance in order to participate in the in-class activities.

This practice can be adapted to both face-to-face and remote learning because of its components:

Table 1
Characteristics of Flipped Classroom at Centrum PUCP.

Flipped Classroom at Centrum PUCP	
Asynchronous component	**Synchronous component**
• Activities led by the professor for students to complete where it is most convenient for them within a determined time period. • The activities include consuming content by engaging in short activities (microlearning). • These activities are pre-assigned in synchronous sessions.	• Activities and dynamics that happen face-to-face or remotely and synchronously. • Synchronous sessions include practical activities that develop skills and attitudes based around previously taught content. • These sessions greatly value feedback from professors on student's learning process • Interaction and exchanges between students is also valued.

Flipped classroom is consistent with our educational principles as it allows students to create a **learning experience** that can be adapted to their learning styles, as well as their professional, personal, or geographical circumstances. In this way, students organise their time and the conditions to consume the assigned content at their own pace and experience **flexible and open learning**. Flipped classroom also promotes **autonomous learning**, since students are responsible for organising the time and place for the consumption of content. Finally, it also relates to **collaborative learning** in synchronous sessions, as individual contributions allow the whole class to acquire knowledge.

4.2.2 HyFlexClass Adds Flexibility to the Experience

Within the blended modality, students take one face-to-face session and one virtual session (usually asynchronous). Conversely, **HyFlexClass** allows them to attend a session face-to-face or remotely in a synchronous manner (Beatty, 2019). Therefore, one group can participate in the class face-to-face while the other group is elsewhere, and they all follow the same class simultaneously. To this way of working, we add the **Flipped Classroom** scheme, adding more flexibility to the proposal.

Fluid Learning Centrum PUCP incorporates **HyFlexClass** because it coincides with its principles to generate the best **learning experience** by offering a broad methodological **flexibility** that matches the needs and possibilities of the student to reach the expected learning outcomes.

However, how can we ask students to pick whether they attend a face-to-face session or follow it in a synchronous but remote manner?

The experience of students who connect remotely is similar to that of students who are physically in the classroom. To ensure this, we have implemented special equipment in the classrooms that enables the professor to hear and see students remotely while they interact with the professor and their classmates.

A scheme of work, equipment and educational design has also been defined and involves four elements in the HyFlex class management: the professor, an assistant facilitator, the students who are physically present in class and the students who connect remotely.

Table 2.
Characteristics of Flexible Hybrid Classroom at Centrum PUCP.

HyFlexClass at Centrum PUCP	
Professor	Facilitates the sessions in a physical classroom equipped for a specific number of students and at the same time tends to students who follow and participate remotely. Is responsible for ensuring a fluid and equitable student experience.
Assistant facilitator	Supports the professor in the physical classroom helping them to navigate between virtual and face-to-face spaces with students that connect remotely and face-to-face. Provides support for technical aspects as well as the learning experience since at times the professor alone might not notice the participation attempts of students who are connected remotely via audio, video or text. Supports in changing between screens or platforms for both teachers and students.
Students connected remotely	They have the same quality experience as those students who are in the classroom (face-to-face). For this, they must be provided with options to build a virtual presence in class. They will be seen in the physical classroom by the professors and their remote classmates (as well as those who are present in the classroom) through the videoconferencing platform. They participate in the plenary sessions via audio and video at any time, in the same way as those present in the classroom. Additionally, they may participate via the videoconferencing platform chat. They participate in teams that will include students who are physically present and those who are present remotely; these will therefore be mixed groups. The interactions will take place via the videoconferencing platform. In this way, we do not create two differentiated experience groups and we strengthen the use of platforms as a means of interaction.
Students present in the physical classroom	They will have the same experience as in the face-to-face model since they can participate in plenary sessions, as well as work in groups in the same classroom. They will have a laptop at all times to interact with the LMS and the videoconferencing platform, with the groups and with the activities proposed by the professor.

At Centrum PUCP we value the importance of moving between virtual and face-to-face spaces, as we aim to find **open spaces** supported by a technological-educational environment that promotes **collaborative learning** between face-to-face and remote students. This also requires a strong component of **learning autonomy** that allows self-guidance through self-knowledge, reflection, and discipline, all necessary to achieve participation stemming from intrinsic motivation.

4.3 Offered Modalities[6]

As a complement to our educational principles with the methodological strategies of HyFlex Class and Flipped Classroom, we have designed **three educational modalities: face-to-face, blended and online or non-face-to-face**. These are all supported by Fluid Learning and are considered within the regulations of the National Superintendency of University Education (SUNEDU) in Peru.

These modalities help to improve the **educational experience** since they are offered in programmes and courses where students can participate face-to-face or remotely. They also allow students to attend sessions offered in real time (synchronous) or students may also opt to participate in sessions at a time that suits them (asynchronous).

In this way, students can choose the modality that best fits their situation and style, since they all guarantee a teaching-learning process of the highest quality. The percentage of face-to-face and virtual attendees can be seen for the programme.

The following section will examine the characteristics of each modality.

4.3.1 A Far from Traditional Face-to-face Modality

A programme or course is considered face-to-face when at least 80% of the time is spent on face-to-face synchronous sessions and the rest is spent on asynchronous virtual academic work. In these face-to-face sessions, professors present new content, facilitate practical and active learning activities, reinforce previous topics, and provide feedback on student performance.

But, how are these sessions taught?

[6] "IMPORTANT: The modalities and course types will be implemented progressively in accordance with the guidelines of the National Superintendency of Education in Peru and the governmental norms regarding COVID-19, and the School shall not be liable for any future modifications that might be made to the academic sector."

Both synchronous and face-to-face sessions take place under the Flipped Classroom strategy which, as previously mentioned, means that, on the one side, students spend time on asynchronous virtual work that involves consuming content and activities assigned by the professor. They then have face-to-face sessions following a dynamic that enables students to take an active role in the teaching-learning process. The format and production of content in asynchronous sessions should be essentially the same as the content covered in regular face-to-face sessions.

Face-to-face programmes mostly consist of courses that offer a large percentage of face-to-face sessions but also offer a lower percentage of asynchronous virtual sessions. Blended face-to-face courses are shown in the following section.

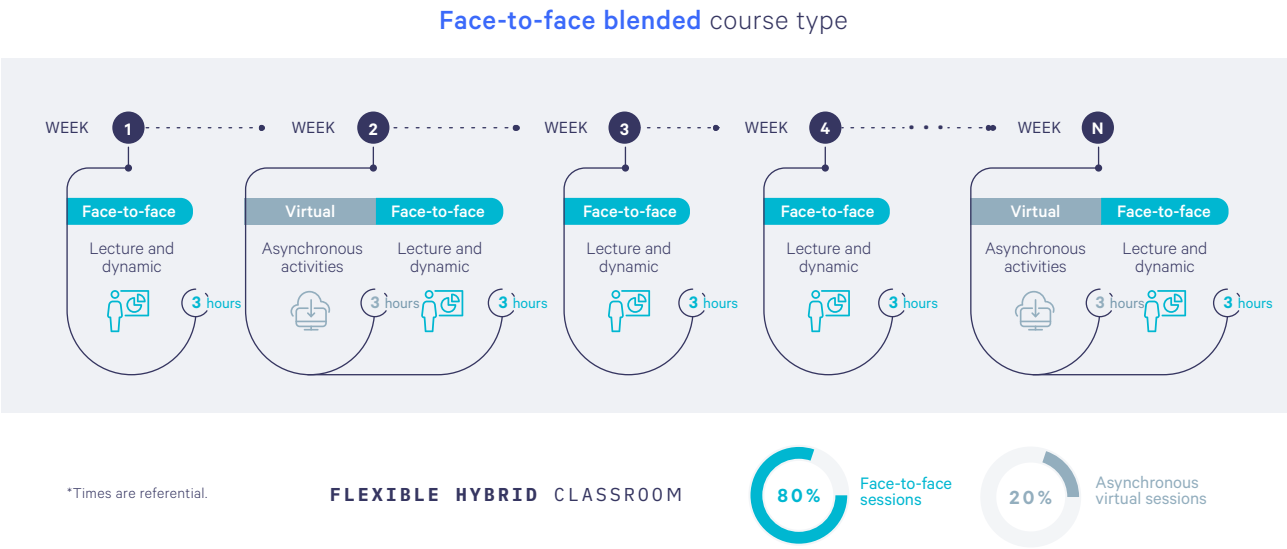

Figure 6. Face-to-face Blended Course Example.

It should be noted that our face-to-face modality offers students the option to have interactive learning experiences most of the time in a shared physical environment with the professor and other students. This experience of physical proximity with their academic environment allows some students, according to their learning styles, to generate social bonds that facilitate learning.

4.3.2 Blended Modality as a Synonym for Flexibility

Our blended modality offers a balanced pedagogical approach that integrates the best elements of our educational principles and methodological references. Courses are completely structured under the Flipped Classroom strategy having, for instance, 50% of **asynchronous virtual work** that is assigned, on the one hand, for the consumption of content and, on the

other hand, for activities that may require asynchronous feedback from the professors. The other 50% are **synchronous face-to-face sessions**.

Let us examine the **methodological scheme** of a course under this modality in a week-by-week schedule (this varies according to each programme).

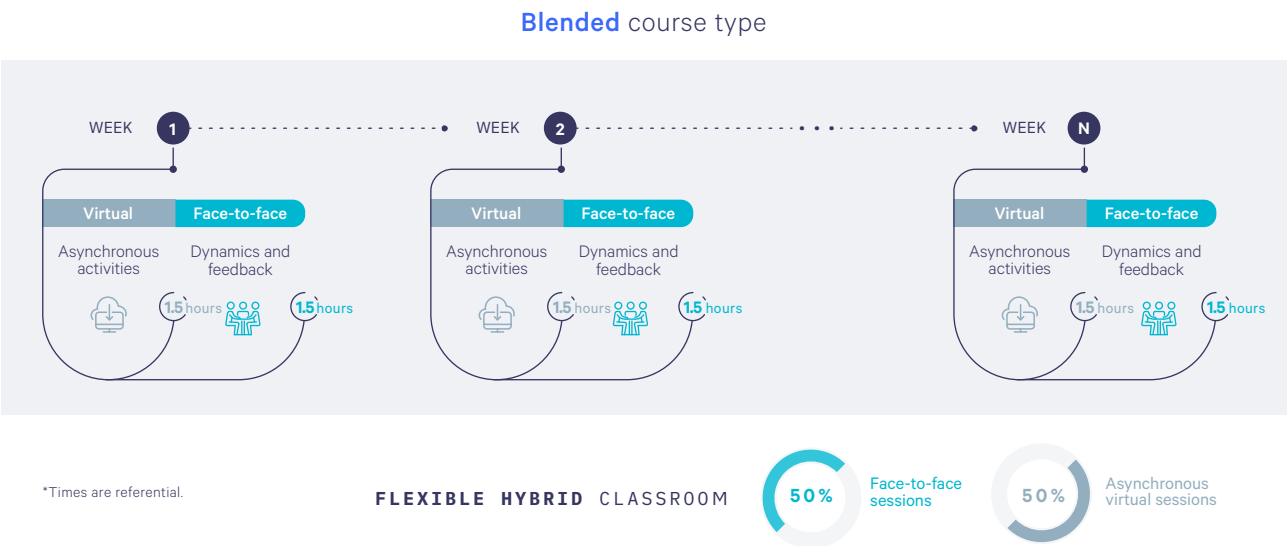

Figure 7. Blended Course Example.

As shown, each week includes a combination of asynchronous virtual remote work for content consumption, and a face-to-face synchronous session that can also be taken remotely[7].

This is the modality that best represents our educational principle of **flexibility**, since students consume course content at the time that best suits their needs. Moreover, as the educational resources (e-learning, videos, infographics, readings, etc.) are designed and produced as microlearning, students can interact with the content from anywhere and at any time without going against the ideal consumption methodology. Thus, students reserve the synchronous sessions (face-to-face or remote) to partake in enriching experiences with their peers and receive feedback from professors.

The flexibility of our modality makes it possible for students to achieve the best experience according to their needs, preferences, learning and thinking styles.

[7] Moreover, a face-to-face programme could also be mostly formed by face-to-face or virtual courses, as long as the defined minimum percentage of virtual lessons is met.

4.3.3 Online Learning: More Current than Ever

Programmes under the remote or non-face-to-face modality offer students the possibility to take at least 90%[8] of their courses in a completely virtual manner. Although the structure is similar to the blended modality, the difference is that courses do not include elements of face-to-face or hybrid sessions, since everything is virtual and remote. However, it does vary between synchronous and asynchronous sessions within a completely remote Flipped Classroom version.

As we will see, this modality offers students the possibility of completing an entire programme without having to attend face-to-face lessons.

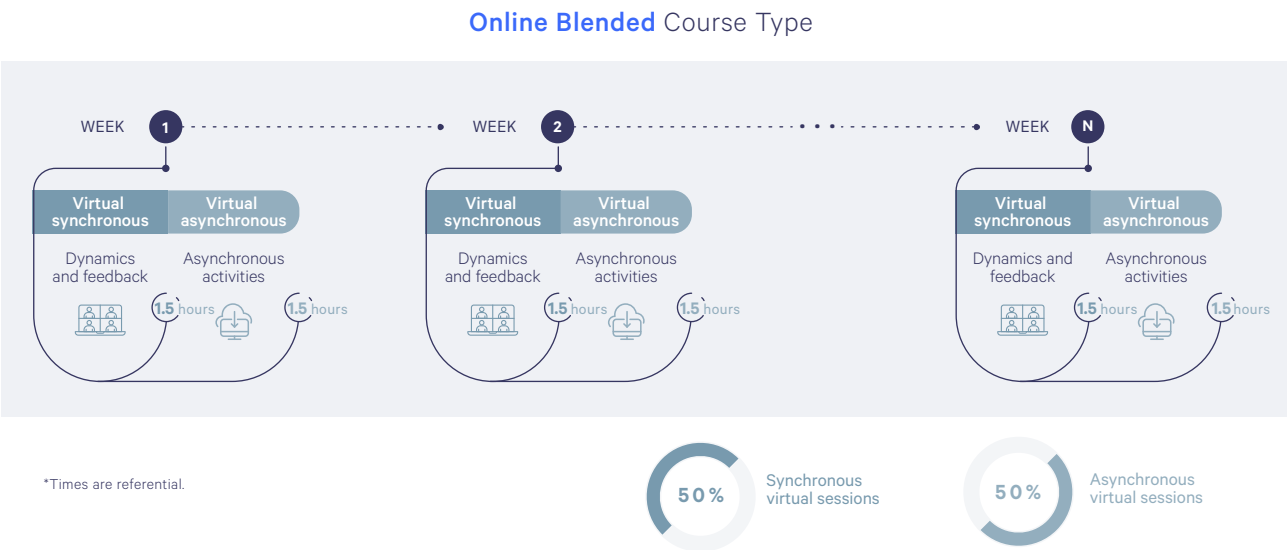

Figure 8. Online blended Course Example.

In this way, a student may partake in a programme from anywhere in the world without needing to plan trips to attend face-to-face lessons. As professionals who work across various companies, our students are often required to travel constantly or even stay in other cities for prolonged periods of time. In these cases, for instance, this modality is ideal.

We have examined how our methodological approach is based on a virtuous teaching-learning cycle. Students are the focal point, and at the same time they interact with their peers in flexible collaborative environments to have meaningful experiences, complemented with cutting-edge methodological approaches and modalities that adapt to each individual's reality. But what can be said about how we implement our training?

[8] Moreover, a face-to-face programme could also be mostly formed by face-to-face or virtual courses, as long as the defined minimum percentage of virtual lessons is met.

Even More Flexible but with Constant Dedication

The online modality also offers the possibility of following programmes in a completely asynchronous manner, allowing students to plan their effort and dedication however they want, but in a consistent manner each week. This strengthens autonomous learning and flexible and open learning, which are characteristics of our model.

Asynchronous programmes, by not offering synchronous sessions, allow students to advance and process the content at their own pace, moving faster or in a more measured way. Each student will be able to choose the best time of day for them, or dedicate more time on some days than others. However, courses require a constant weekly dedication of time and effort. This programme modality is ideal for those who have a very diverse and irregular schedule, and who want to strengthen their learning autonomy.

Self-directed Course Example

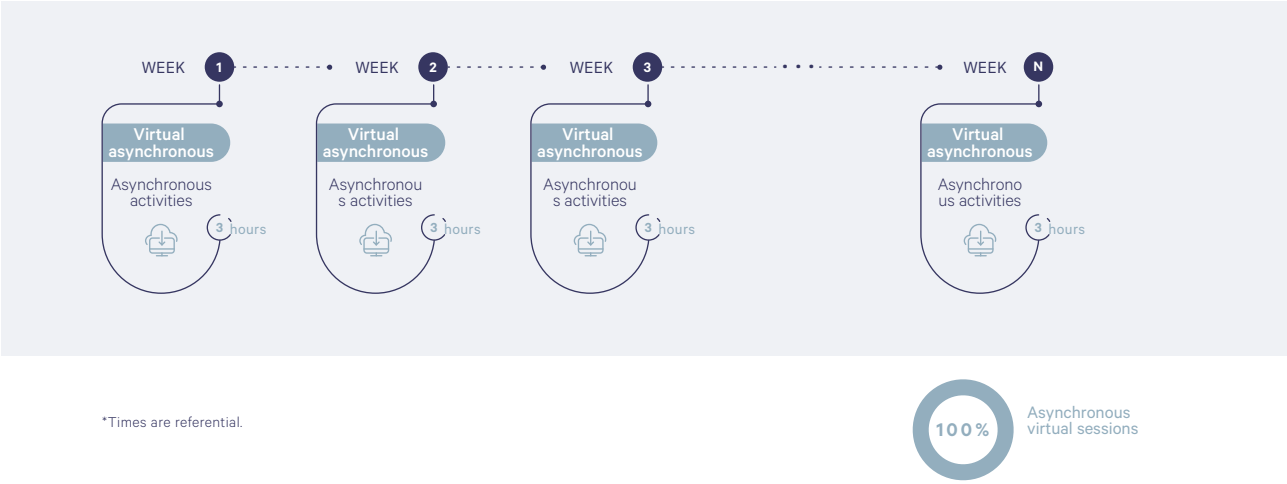

Figure 9. Self-directed Course Example.

Asynchronous courses also allow students to take full advantage of learning technologies by integrating the best of each conceptual representation format, as well as applications that provide immediate feedback. Although these courses have a high self-instructional component, they also feature monitoring and feedback from managers in charge of learning, the tutors or professors, who will finally be the ones to certify whether students have reached the expected competencies.

5

Our Academic Programmes and their Courses

The way in which the competencies of the educational model are articulated with the programmes and the courses is key as through these connections we can verify and ensure our programmes develop the student profile competencies.

5.1 Academic Programmes

Our programmes are a set of courses organised into semesters or modules in a structured, orderly and articulated manner; their purpose is to educate well-rounded and competent professionals in line with the mission of the institution.

5.1.1 The Articulation of Competencies in the Programmes

Competencies are the framework that provides the guidelines for all levels of educational design, including assessment. After defining the competencies, we develop the curricular design for each programme[9]. The methodology for articulating competencies at this level is based on two guidelines of our educational model.

(a) Competency Distribution. This process is part of the curricular design that guarantees competencies will be developed in the programmes. For this, we identify what courses are going to be included in each study plan (or syllabus). Courses are defined based on competencies, and not the other way around (unlike traditional models, where courses are defined according to the criteria of a group of experts and the opportunity to develop competencies within each course is identified later). Therefore, our model requires a clear idea from the beginning about our graduate student profile for each programme, which essentially means having defined competencies for that programme. The figure below shows how competencies and the courses in each programme are articulated.

[9] It should be noted that although the model competencies guide the structure of all the School's programmes, there may be differences in how they are articulated in each programme. In this regard, executive education programmes have greater flexibility in how they articulate the competencies.

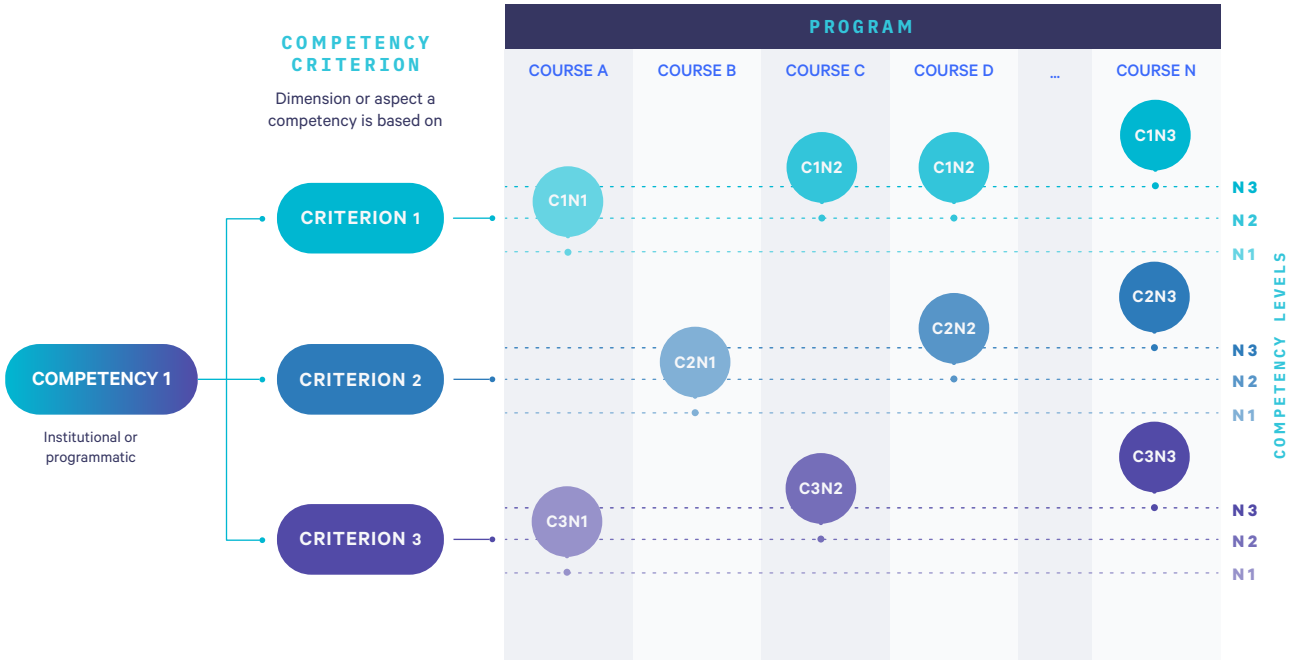

Figure 10. Articulation of Competencies in a Programme.

Due to their complexity, each competency is composed by competency dimensions or criteria. Each criterion is, in turn, broken down into three competency levels that represent how each criterion is developed, from the most basic level, level 1, to the last level, level **3. Competency levels are assigned to courses** under the guideline of developing the first levels during the first semesters of the programmes, and the last levels in the last semesters.

This procedure is applied to all competencies, meaning that one course could combine more than one competency. In this way, each course is included in the study plan (or syllabus) according to whether it develops some level of the competency (if this is not the case, the course is withdrawn, or the competencies are reassessed).

(b) Identification of Integrative Courses (milestones). Once the courses have been assigned to the competency levels, ensuring each competency will be developed in an evolutionary manner throughout the study plan, we also identify which courses integrate the criteria that make up a competency in such a way that we can gather evidence of how each competency is developing at the expected level.

The following table shows the integrative courses for each level:

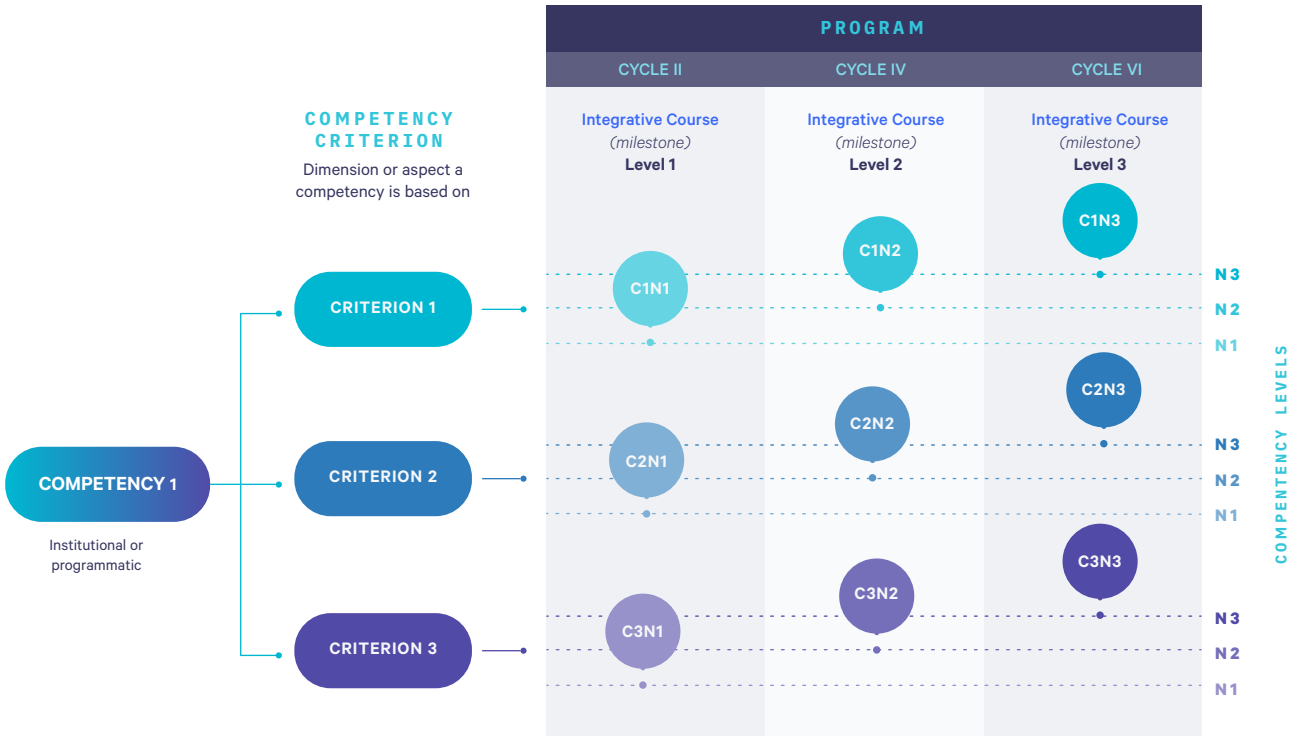

Figure 11. Example of the Identification of Integrative Courses (Milestones).

The example shows that course C could take place in semester II, being the course that integrates level 1 of the competency. The same occurs with course G (in semester IV) and course N (in semester IV), for levels 2 and 3 of the competency, respectively. For an adequate balance and management, courses should not be milestone courses for more than two competencies.

5.1.2 The Case of Co-curricular Activities

Certain programmes include a series of activities that aim to develop and strengthen the institutional competencies of Centrum PUCP; these are offered to students, who may choose which courses to follow to strengthen and continue to develop these competencies.

These activities do not only offer experiential, collaborative, and reflective learning spaces, but also present new opportunities to reinforce the development of institutional competencies. methodological opportunities and a greater freedom to explore different contexts and situations to apply these skills. These spaces constitute the performance and life of our students.

5.2 Courses in Each Programme

Our educational model defines an instructional structure for all courses, which seeks to ensure the development of the competencies of each programme (institutional and programmatic).

The structure is divided into levels. The first level connects the model competencies with the **course achievement**. The second shows how that achievement is broken down into learning units that serve as necessary milestones on the **learning path** to finally reach the course achievement. Finally, in the third level, the **learning sessions** make up each learning unit.

As the minimum level of organisation of the syllabus, the courses are where the teaching-learning process is directly managed and where much of the learning we seek occurs, so the following section will examine how they are structured.

5.2.1 Competency-based Objectives Focused on the Present

The **course achievement** integrates the different assigned competency levels and is worded in the same way as a competency, integrating the elements of conceptual, procedural and behavioural knowledge developed during the course. It is worded in the present tense and avoids the use of structures such as "the student will be able to" since competency-based learning is not a future promise, but rather something that can be evidenced in the present.

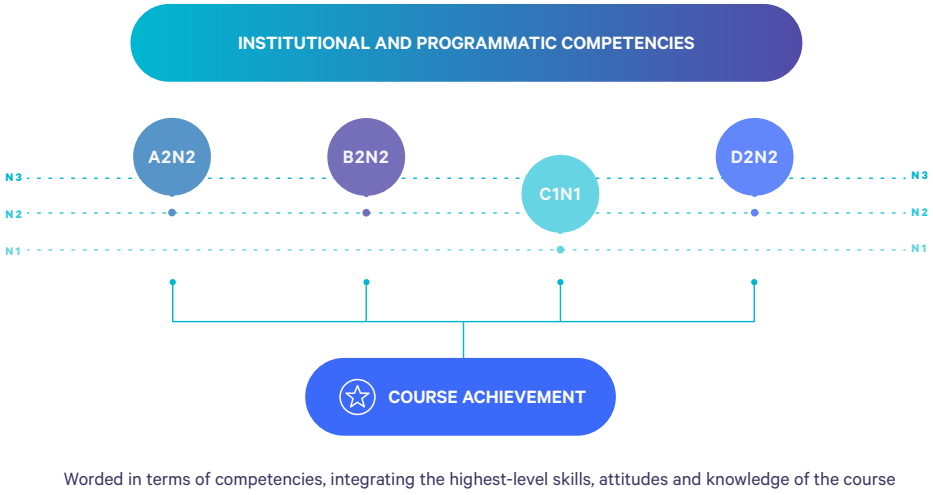

Figure 12. Competencies - Course Achievement.

In this way, when students reach the achievement of each course, they move towards achieving the programme competencies.

5.2.2 The Learning Path as a Journey Towards Achievement

Once the course achievement has been defined, we will design the learning path we expect students to follow. The path design starts with the definition of what learning milestones students must achieve, in other words, the **learning units**.

In contrast to an objective-based approach, the competency-based approach does not structure courses around contents or topics, or even by class sessions. Learning units are learning achievements that need to be reached ahead of the final objective. As learning achievements, they are also worded (and understood) as competencies; therefore, they will be strongly based on skills. This means that designing a learning path will require professors to be competent in identifying the necessary skills and attitudes, and what order these should follow, for students to achieve the final learning objectives. For this design, we usually follow Bloom's taxonomy (Jeffry, 2018).

The learning units will trace the path towards the course achievement. This sequence is very important for our competency approach since, as opposed to an objective-based course, the course achievement is not based on delivering a set number of topics, but rather on the evolution of the learning process, which starts with the more basic skills and builds to the higher ones.

The following figure shows the structure of a course and articulates the various relevant elements; the **Course Achievement** is the final learning goal that is reached once the objectives of each **Learning Unit** are achieved as part of the **Learning Sessions**.

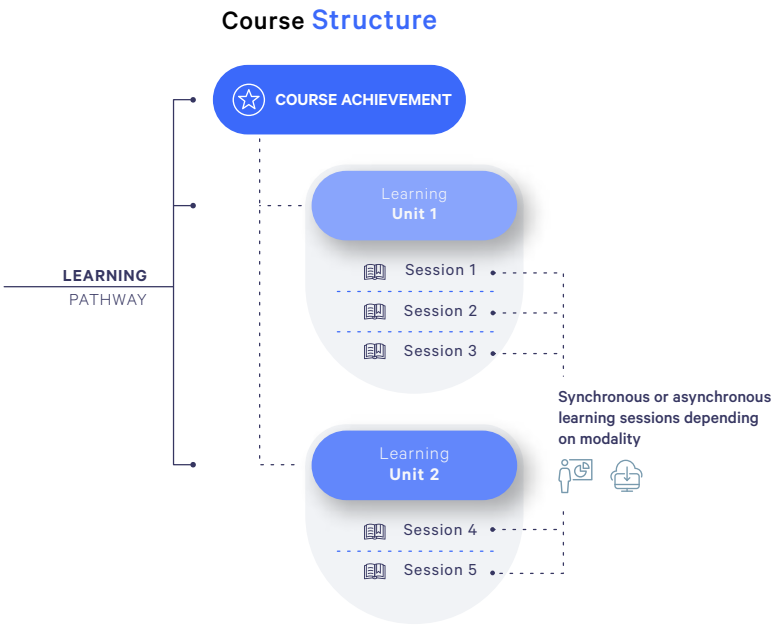

Figure 13. Structure of a Course

This structure is reflected in detail in the syllabus of each course, which also contains other additional sections.[10]

5.2.3 Sessions, Activities, Resources

Once the learning path has been drawn, each professor designs their synchronous or asynchronous class sessions and defines their educational activities and resources. The design of these learning experiences is based on the educational or instructional design professors elaborate under our educational principles.

What about the experience design?

- It seeks to **develop competencies**, not focus on the transmission of knowledge. In this way, we configure constructivist environments where students construct knowledge and develop the expected competencies through active interaction with the course contents, which will be subsequently assessed following the same guidelines (Ortiz, 2015).

- It must be **centred around the experience of each student**, giving them an active role and recognising their prior learning; engaging with content (less theory-based presentations and more work dynamics during the session) in the context of a professional environment. This will create an interaction with class content that is meaningful for the participants.

[10] For more detailed information on how syllabi are designed, refer to the Guide for How to Elaborate a competency-based syllabus (Centrum PUCP 2020).

- It is designed to be managed and optimised in o**pen and flexible spaces** offered by the modalities in which they are taught and their technological-educational environments.

- It promotes **collaborative learning** by recognising students' experiences, and their professional and cultural backgrounds within a group exchange and interaction; but also by setting team challenges without forgetting individual responsibilities.

- It allows for **autonomous learning** by giving the option of personalising activities in some way, whether by choosing different fields of application, or choosing different cases or resources. This choice is essential to captivate and motivate students by recognising them as autonomous agents of their own learning (Hu & Zhang, 2017).

What about the structure of our sessions?

We do not recommend specific structures because we understand there may be different methodologies and approaches that respond to the different types of learning developed within certain learning units. Nevertheless, we encourage the use of certain aspects when designing class sessions, particularly synchronous ones. These aspects are derived from the phased learning process approach, already defined during the planning of learning stage, as well as our educational principles that are updated with more contemporary theories and findings.

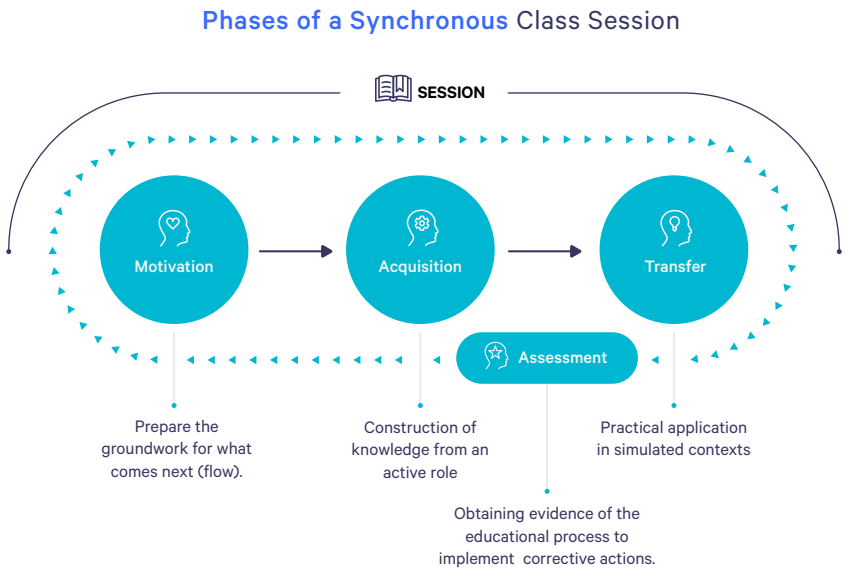

Figure 14. Phases of a Synchronous Class Session.

(a) The **motivation** phase aims to bring the students closer to a state of optimal experience (*flow*) so they may become involved (*engagement*) with what is developed in the session, both cognitively and emotionally. In this initial stage, we lay the groundwork so students can better connect with what they learn. We work with techniques that awaken students' interest and cause cognitive dissonance between ideas and emotions.

(b) During **acquisition**, students build knowledge from an active role and for this, the instructional design of the session must define activities that make it easy for students to code, categorise, analyse, calculate, interpret, among other skills. It involves the use of techniques that improve presentations, such as mental or concept maps, presenting timelines and infographics, as well as tutorials or instructional videos.

(c) During **transfer**, students apply what they have learned in the session to controlled situations, with certain autonomy. This moment is used for offering feedback to students, since it is when they start putting the set skills and attitudes into practice.

(d) **Assessment** aims to gather evidence of the process, as well as the final learning product. This phase should be implemented throughout the process to allow for timely corrective actions to adjust or facilitate the learning path, and thus reach the expected objectives.

We have seen how our academic programmes are articulated along with their component courses, their activities and resources. The only remaining aspect is how competencies are assessed.

6

Assessment Strategies for the Curricular Plan Competencies

Fluid Learning Centrum PUCP bases its assessment strategies on two levels. On the one hand, we assess learning by observing how students achieve learning and, on the other hand, the way in which the conditions for learning occur.

6.1 Assessment of Learning

The teaching-learning process requires constant feedback so students can regulate their efforts and focus during the process. Assessment therefore plays a strategic role in achieving learning; however, it also plays a role in verifying whether students have achieved the expected learning. In this sense, and in line with our educational principles, our approach to assessment is also based on competencies.

To identify the level of progress in the competencies, we consider the educational process used to achieve them. We revise and adapt our pedagogical actions, which tells us if we are providing the expected student experience. This means focusing on the actual educational process and not necessarily on whether a time frame has been met or to what extent the relevant resources have been used. There are situations that require spending longer developing particular skills or attitudes that are necessary to achieve the expected competency level, and this may result in the use of different resources or a change in didactic activities.

The process of learning assessment is concluded by conducting a verification of the desired objectives and competencies. This process includes gathering evidence regularly and frequently during student-teacher interactions to analyse the state of the learning process and identify whether it is on the right track, or whether changes are needed.

For this reason, the assessment process does not only remain within the space of the course. It also aims to assess learning through assessment plans that can collectively show whether students have achieved the expected learning outcomes for each programme. We apply a combination of direct or indirect assessment techniques that reliably demonstrate learning, including samplings, documentation, observations, among other techniques that allow us to gather systematic evidence (AACSB, 2020).

In this process we identify the competency level (institutional or programmatic) students are achieving collectively, and based on these findings, we adjust the curricular design or to the instructional design of each course.

This is also a reference mechanism to measure ourselves against the standards of business schools around the world and, based on the results, make the necessary changes to maintain our academic prestige in the country and in the region.

Additionally, ensuring learning allows us to improve the yearly assessment processes for each programme, and it contributes to the accreditation process for external accreditation organisations[11].

6.2 Assessing the Conditions for Good Learning

One of the principles of our educational model is to provide our students with meaningful experiences. As part of our assessment strategy, we therefore aim to identify how students value their experience in the teaching-learning process over time.

For this reason, our assessment strategy also takes into consideration the perception and value given by students to the elements of the teaching-learning process: the professors and the course content. This enables us to take supportive actions to improve their perception and, consequently, the student experience.

[11] We are currently certified by AACSB, EQUIS, AMBA and Business Graduates Association (BGA).

7

Educational Offer

7.1 Internationalisation as a Key Aspect of the Model

We live in a globalised world with increasingly interdependent economies and interrelationships between people from different countries. With Centrum PUCP's institutional competencies as the starting point, combined with each programme's competencies, we can identify an important need for knowing our environment and how we affect, interact and manage these spaces.

To address this need, it is essential to develop skills and attitudes that are aligned with our competencies and make it possible to interpret different contexts, realities, understand new meanings, and assess the possible social and environmental impacts of our management. We are also required to manage and inspire multicultural teams and negotiate with people from different places and varied cultural backgrounds, among other skills that constitute the day-to-day activities of a modern business professional.

This is why from the start **Fluid Learning Centrum PUCP** has integrated the key element of internationalisation into the programme design, relating it directly to our mission and purpose of educating leaders that interact in different settings.

Internationalisation thus becomes the cross-disciplinary core that guides all actions including academic programmes, curricular design, professors and students, and even administrative processes.

The following section will identify the main lines of action that have been implemented to integrate the element of internationalisation within our educational proposal:

(a) Through **agreements with strategic partners** we establish alliances with international universities and business schools. This is the basis for developing the international aspect of many of our operations since it significantly contributes to the development of a global business and leadership vision for our students. Through these alliances we can offer International Academic programmes that grant double degrees, simultaneous or consecutive certificates, international internships, and exchanges where students from our partner schools can also attend our classes.

(b) Thanks to our **curricular design**, our programmes have a strong international dimension integrated within their competencies. This is ultimately evidenced in a variety of courses that cover regional, international, and global topics. Each course analyses the predominant leadership styles that are culturally accepted as standard managerial practice in certain groups and countries around the world. We also analyse relevant business cases, take trips abroad to access opportunities based on

experiencing and understanding different approaches to intercultural management, and we develop managerial skills oriented to international environments.

(c) As part of our **faculty recruitment and training**, we implement a proactive international recruitment method to identify qualified international professors who are proficient in languages or who have studies or experience abroad. We also encourage our faculty to participate in international academic environments, as visiting professors and speakers, as well as in conferences, seminars and international activities to add to their qualifications.

(d) We prioritise the **internationalisation of research**, and are committed to encouraging its production at an international level with the support of international affiliated professors and through partnerships with international schools. We always aim to have a significant percentage of international researchers, as well as peer-reviewed articles published in indexed journals and books published by international publishers. In addition, leading scholars regularly visit the school to share updated research methodologies with the core faculty.

(e) During the **admissions** process, we recognise that international students have different cultural backgrounds, needs and expectations; therefore, they follow a specialised admission and registration process to help them adapt seamlessly to our country and its different customs, as well as to our School. We also offer guidance to local students who participate in international exchanges, working alongside them to identify the best options for them, establishing contact with their chosen institution, and offering our support during the transition.

(f) Through the **Alumni services**, we offer graduates access to platforms with work and internship placement offers from numerous head-hunters, multinational companies and international corporations. We also offer opportunities to participate in job fairs, as well as seminars and workshops for personal marketing and digital profiling, in order to enhance their employability locally and internationally.

7.2 Research as Self-Identity

The high quality of our research defines our identity and motivates our commitment to generate new knowledge in the business and administration field, contributing positively to educating business leaders who manage change through critical thinking and responsible business conduct.

The objective of Centrum PUCP is to generate high-quality, interdisciplinary and relevant research within the current contexts, adding value to the academic community and to the country's institutions.

How do we connect research from a perspective that considers social progress, innovation, business development and economic growth?

Publications in indexed journals are indicators of our researcher's academic rigour. As a business school, the focus is on applying and integrating new knowledge and developments for advisory or consulting services, conducting specialised studies, and participating in academic dissemination or the transfer of knowledge; our professors and students actively participate in these activities.

We also encourage permanent intellectual contribution through our research centres (we currently have six) directed at addressing topics such as: Competitiveness, Corporate Finance and Public Policy, Business Studies, Innovation Value Chain, Socially Responsible Leadership, Women and Equity, Business Education, and Sustainability and Social Innovation.

7.3 Centrum Prosperity Lab - ProLab: Our Innovation and Social Entrepreneurship Laboratory

Prosperity means being successful in one's undertakings. It represents a positive outcome for everyone involved in a project, including the environment and society. That is why we have launched **Centrum Prosperity Lab (ProLab)**, an innovation and entrepreneurship lab aimed at making social impact and which maintains a humanistic vision that aligns with our mission to "transform individuals into agents of change who have a positive impact on society".

ProLab applies agile methodologies to generate business models with social impact and thus develop entrepreneurship plans that contribute to the Sustainable Development Goals (SDG[12]), to the dimensions of Social Progress, and to the Competitiveness of our country. And how is our progress at **ProLab** reflected in tangible outcomes?

Through our thesis projects.

To achieve an academic degree, at Centrum PUCP we aim for students to integrate the competencies they develop in each programme into their theses, in a way that allows us to certify they have been achieved. For us, a thesis does not simply involve carrying out traditional

[12] https://www.un.org/sustainabledevelopment/es/

academic research on theoretical or practical components; rather, we encourage practical proposals that require research, but that take into consideration agile methodologies. The objective should be to design innovative solutions that are attractive, feasible and viable, but that also demonstrate a positive social impact by responding to a relevant social problem. In this way, thesis projects are not limited to demonstrating whether a proposed solution generates economic and financial profitability, but it also, and most importantly, evaluates to what extent the solution has a social impact within the programme's field of specialisation.

In line with our principle of collaborative learning, theses are elaborated in groups under an approach that fosters collaboration among team members over a period of approximately six months. **ProLab** serves as a platform to carry out the research and it is included within the curriculum through a set of courses that aim to structure the design and research process.

In this stage of the research process, we use agile methodologies such as **Lean StartUp and Design Thinking** to create viable business solutions to solve relevant social problems that include aspects such as innovation, disruption, impact, and sustainability. The following stage is the development of the **Entrepreneurship Business Plan**, where the business model is validated with a focus on the environment, society, economy and financial impact. In the last stage, the business proposal is validated (it must be attractive, feasible, viable and sustainable), value metrics are determined and students are required to present their thesis project defence.

We have reached the end of our journey through the pillars of **Fluid Learning Centrum PUCP**. We have learned about the educational principles that prioritise meaningful student experiences. We have navigated the **Centrum PUCP competencies** that are based on leadership, responsible business conduct and critical thinking, and which are complemented by competencies that vary according to each programme. We have observed how the **student is at the centre of our proposal**, and how our professors, the contents and the technological-educational environment is enhanced through innovative learning strategies such as **HyFlex Class and Flipped Classroom**, which in turn are complemented by the cross-disciplinary core of research at ProLab. We also learned about the **flexibility of our modalities** for sharing knowledge, skills and attitudes for a modern student who can positively impact and transcend in today's society, both nationally and internationally, as our ultimate aim is to do good and improve as a country.

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The Fluid Learning Centrum PUCP model has been developed to articulate the essential ideas and guidelines that underscore the educational value proposition of our courses and programmes. This model reflects the philosophical and methodological guidelines of our educational offer.

The model presents the general educational principles that guide our understanding of educational activities. It also presents our competency approach by analysing the School's institutional competencies and how these are articulated within the disciplinary competencies of our programmes.

The Fluid Learning model proposes guidelines and methodological references for designing and creating learning experiences in different environments and at different paces, adapting to different current contexts. Thus, different academic environments such as individual courses, diploma courses and wider programmes aim to generate meaningful and memorable learning experiences. The role of assessment in our educational design process is also presented.

The model considers the essential characteristics of how the entire process is implemented through an emphasis on internationalisation, research and contribution to society.

Fluid Learning Centrum PUCP is a model in constant evolution since at its core it aims to intelligently adapt to the different demands and opportunities presented by technology and current social dynamics. More importantly, we always consider the foundations and educational principles that guide our University.

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