Argentina – Instituto Universitario en Ciencias de la Salud (Fundación H. A. Barceló)

In 1991, the Héctor Alejandro Barceló foundation for the development of Biomedical Sciences in Argentina was created. In 1992, the Argentine Department of Culture and Education granted the H. A. Barceló foundation an interim authorization for the operation of the Healthcare Sciences University Institute in the city of Buenos Aires, where the Medical Education Program was initially organized. Having opened sits also in other parts of the country, the institution gives students from different provinces and countries the opportunity of access to a High Education Institute of excellence.

Student numbers

More than 100 thousand students	20-100 thousand students	1-20 thousand students	No data

Core Funding

Private ————————————◆———— Public

Qualifications offered

Vocational qualification (ISCED 3-4)	Master's degree or equivalent (ISCED 7)
Associate degree or equivalent (ISCED 5)	Doctoral degree or equivalent (ISCED 8)
Undergraduate degree or equivalent (ISCED 6)	Informal recognition (e.g. badges)
No formal/non-formal credits or qualifications / independent study	Other

Subjects offered

Generic programmes and qualifications	Information and communication technologies
Education	Engineering
Arts and humanities	Agriculture & veterinary
Social sciences, journalism and information	Health and welfare
Business, administration and law	Security, transport, hygiene and public health services
Natural sciences, mathematics and statistics	Other

Business Model

Service-provider model

Defender-related characteristics *versus* Prospector-related characteristics

Business Model: Additional Information

The business model focuses on using digital technologies to reach existing markets via non-traditional channels using new or innovative products and services.
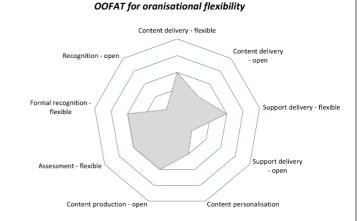
Organisation of learning provision

Primarily campus provision	Primarily distance learning provision (correspondence)	Primarily online provision

Technology-enhanced learning elements

Massive Open Online Course (MOOC)	Virtual Learning Environment (VLE)
Open Educational Resources (OER)	Wikis
Digital Badging	Videoconference
Learning Analytics	Teleconference
Artificial Intelligence	Learning Management System (LMS)
E-Portfolios	Mobile Learning
Blogging and micro-blogging	Bring Your Own Device (BYOD)
Social Media	Online Assessment
Other: Webinars	

TEL Strategy

[data not provided]

OOFAT Model

Interpretation: The closer the line moves towards the centre, the more fixed and institution-specific the approach taken by the institution. The further from the centre, the more flexible and open the approach.

OOFAT for oranisational flexibility

OOFAT Model: Additional Information

Content
Basic contents are common, access of additional contents possible through different activities via different sources (e.g. bibliographic searches), complementary and in-depth content provided by the teacher-tutor and by the peers themselves, e.g. by sharing the search results.

Delivery
Access to degree courses depends on successful completion of the previous level. In the case of postgraduate courses, the requirement is the final degree. Student support through tutoring, monitoring and peer support.

Recognition
The student can take exams of different types. In the context of degree programs, some are compulsory and others optional.