Lifelong Learning @SETU – 7,000 learners

Access

Upskilling

Knowledge Economy

Ageing Population

CONNECTING FOR IMPACT

South East Technological University

Strategic Plan 2023-2028

setu.ie

- Innovation Region
- Entrepreneurial Region
- UNESCO Learning Region
- Reverse Brain Drain
- Skills Enhancement of Labour Force
- c.34,000 Graduates 2023-28

REGIONAL IMPACT 2028

Green & Digital

Micro credentials

RPL

Micro–credentials for Lifelong Learning

What did we have before Micro-credentials?

2004/5 Introduction of modularisation and semsterisation in the IOT sector in Ireland (part of the Bologna Process)

2005 Minor and special purpose awards at NFQ 6 to 9 (WIT and ITC)

2011 mozilla OpenBadges

FINAL REPORT
A EUROPEAN APPROACH TO MICRO-CREDENTIALS
OUTPUT OF THE MICRO-CREDENTIALS HIGHER EDUCATION CONSULTATION GROUP
December 2020

2015 – Concept of micro-credentials gains interest in HE

2020 – A European Approach to Micro-Credentials

QQI early exploration into Micro-credentials in Higher Education, 2014–2020

2022 – EC Memo on Micro-credentials for Lifelong Learning and Employability

2023 – European Post Bologna Working Group on Micro-credentials

European Perspectives on Micro-credentials

2020

2017

EUROPEAN SKILLS AGENDA FOR SUSTAINABLE COMPETITIVENESS, SOCIAL FAIRNESS AND RESILIENCE
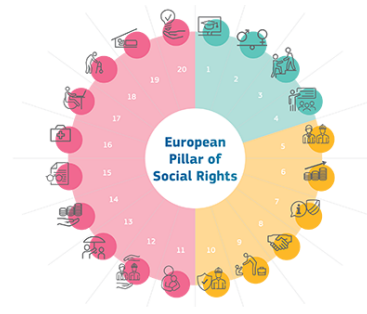
The 20 principles of the European Pillar of Social Rights are the beacon guiding us towards a strong social Europe that is **fair, inclusive and full of opportunity.**

The Commission has already presented several actions based on each principle of the Pillar, with additional actions planned to further strengthen social rights in the EU.

With the European Pillar of Social Rights Action Plan, the Commission has set out concrete initiatives to deliver on the European Pillar of Social Rights. The delivery on the Pillar is a joint effort by EU institutions, national, regional and local authorities, social partners and civil society.

European Pillar of Social Rights

PAGE CONTENTS

Chapter I: Equal opportunities and access to the labour market

Chapter II: Fair working conditions

Chapter III: Social protection and inclusion

Chapter I: Equal opportunities and access to the labour market

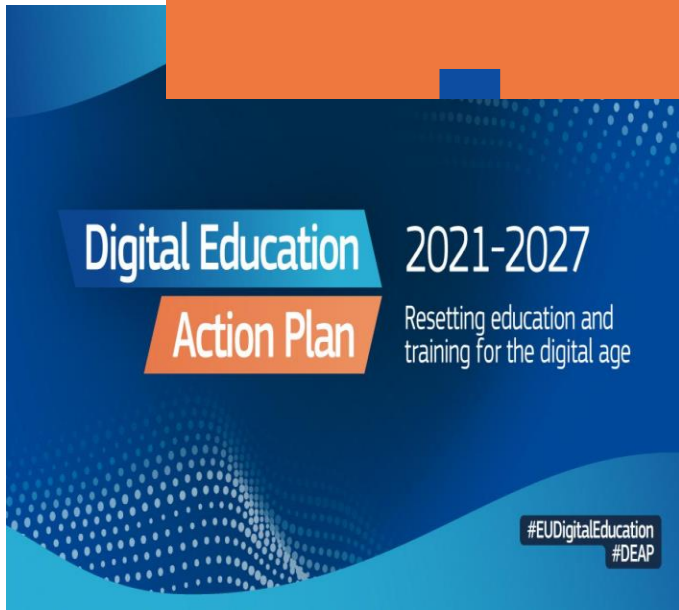### 1. Education, training and life-long learning

Everyone has the right to quality and inclusive education, training and life-long learning in order to maintain and acquire skills that enable them to participate fully in society and manage successfully transitions in the labour market.

Related Commission action: European Skills Agenda

The benefits of the European Green Deal

The European Green Deal will improve the well-being and health of citizens and future generations by providing:

fresh air, clean water, healthy soil and biodiversity

renovated, energy efficient buildings

healthy and affordable food

more public transport

cleaner energy and cutting-edge clean technological innovation

longer lasting products that can be repaired, recycled and re-used

future-proof jobs and skills training for the transition

globally competitive and resilient industry

SUSTAINABLE DEVELOPMENT GOALS

Digital Education Action Plan 2021-2027 Resetting education and training for the digital age

#EUDigitalEducation #DEAP

European Commission's Recommended Definition 2022

> A micro-credential is the record of the learning outcomes that a learner has acquired following a small volume of learning. These learning outcomes have been assessed against transparent and clearly defined standards.
>
> Courses leading to micro-credentials are designed to provide the learner with specific knowledge, skills and competences that respond to societal, personal, cultural or labour market needs.
>
> Micro-credentials are owned by the learner, can be shared and are portable. They may be standalone or combined into larger credentials. They are underpinned by quality assurance following agreed standards in the relevant sector or area of activity.

National picture Ireland 2021

QQI's understanding of micro-credentials accords with the EC definition7 : micro-credentials are similar to minor, special purpose or supplemental award-types but can be significantly smaller in volume and, in contrast with minor awards, don't necessarily need to be part of a larger volume qualification though they can be aggregated and potentially used in RPL processes to gain exemptions from parts of, and advanced entry to, programmes leading to NFQ qualifications. They are especially useful to record the acquisition of specific skills needed by individuals, e.g. for work'

No micro-credential less than 5 ECTS
Intentionally designed as MC's?

Table 2.2 ECTS value of HE micro-credentials contai

Credit	Number of Qualifications	% of Total
5 ECTS	37	3%
10 ECTS	616	51%
12 ECTS	1	0%
15 ECTS	102	9%
18 ECTS	1	0%
20 ECTS	163	14%
24 ECTS	2	0%
25 ECTS	12	1%
30 ECTS	264	22%

QQI
2021

National and EU initiatives and projects

Micro HE

MicrocredX

Microbol

MicroCreds (IUA)

Considerations for HE Lifelong Learning for Micro-credentials

Context (SETU Framework for Micro-credentials approved in May 2022 at Academic Council)

PORTABLE/STACKABLE/VERIFIABLE………

- **Why introduce a framework for micro-credentials? Who is the target learner?**

- **What is the rationale (national and EU policy, learner needs etc) Is the MC for Access, Upskilling, Progression, Employability?**

- **How much learning is required? Ie how long is a micro-credential? How does it differ from a minor or special purpose award?**

- **What quality assurance processes need to be put in place? High degree of flexibility and accelerated approval process**

- **What system/infrastructure needs to be put in place? Student Information System**

- **How much will they cost? What resources will be required?**

- **WILL MICRO-CREDENTIALS ASSIST US IN MEETING NEW EU TARGETS FOR LIFELONG LEARNING PARTICIPATION?**

SETU Framework – considered

Design principles for micro-credentials (EC 2022)

- Identification of the learner
- Title of the micro-credential
- Country/Region of the issuer
- Awarding body
- Date of issuing
- Learning outcomes
- Notional workload needed to achieve the learning outcomes (in ECTS credits, wherever possible) Level (and cycle, if applicable) of the learning experience leading to the micro-credential (EQF, QF-EHEA),
- If applicable: Type of assessment& Form of participation in the learning activity
- Type of quality assurance used to underpin the micro-credential

SETU Micro-credential roll-out plan 2022

Pilot to consider

Recognition

- pilot phase oversight by AC Quality Committee
- Digitary Core to facilitate on-line access for students to their European Diploma Supplement

6 pilots – 1 ECTS

- Based on 20-27 effort hours
- Online/blended delivery
- Contact hours to be determined by nature of MC and cohort

Review and roll out AY 23/24

SETU Micro-credential projects

EBSN – Erasmus+
EU-CONEXUS – European University alliance
DDS/MAP – **EU4Health**

ERASMUS+ 2020
6 MOOCS & OERS – MICRO-CREDENTIALS

Waterford Institute *of* Technology
INSTITIÚID TEICNEOLAÍOCHTA PHORT LÁIRGE

Basic Literacy

Facilitating the Learning Process

Empowering Adult Learners of Basic Skills

Approaching Digital Teaching & Learning

Digital Basic Skills Programs for Adults

Diversity & Interculturalism

Each course

25 hours

8 weeks

EBSN Microcredentials

1 ECTS

Choosing Instructional Design Framework

Carpe Diem

+Collaborative approach

+Suited EU Development

+Fluid

+Blueprint for persona building

+In house experience

Use Cases

TU Delft/ Gilly Salmon Handbook

Collaborative Online Course Design

1 BLUEPRINT
Work with your team to lay out the mission statement for your course and work out what you want to achieve.

CARPE DIEM
6 steps towards future-orientated, student-centered LEARNING.

2 STORYBOARD
Make a visual representation of your learning, teaching and assessments. Use it to work out your schedule and how things fit together. Use the five stage model as a scaffold.

3 BUILD YOUR PROTOTYPE
Build your design in the online environment. Develop your e-tivities and test them in a real and practical way.

4 REALITY CHECK
Have your colleagues test your design and collect the feedback. Test out other participants designs.

5 REVIEW ADJUST+
Use the feedback to refine the design. Indicate where more work needs to be done and who might do the work.

6 PLAN YOUR NEXT STEPS
Assess the risks involved with being able to complete the course. Ask yourself what resources you are going to need and set clear deadlines.

1. **Carpe Diem Process**

Learning objectives

By the end of
this course
students will
be able to…

Learning activities

What actions will students perform to meet the objectives?

Discussion, case-study, exercises, group work, quiz, peer-review, etc.

Assessment

How will students be Assessed?
MCQ
Creative portfolio

2. **Constructive Alignment**

3. **Storyboarding**

Storyboard Q1 Training Course - "Online Teaching for Campus Instructors"

| Assimilating e.g. read, watch, listen, think about, observe, review… | Finding & handling information e.g. find, list, use, analyse, classify… | Communicating e.g. discuss, debate, share, collaborate, question… | Producing e.g. create, build, complete, refine, contribute, write, draw, design… | Experiencing e.g. practice, apply, mimic, explore, investigate, engage with, perform… | Adapting e.g. experiment, trial, improve, build on, simulate, model… | Assessment |

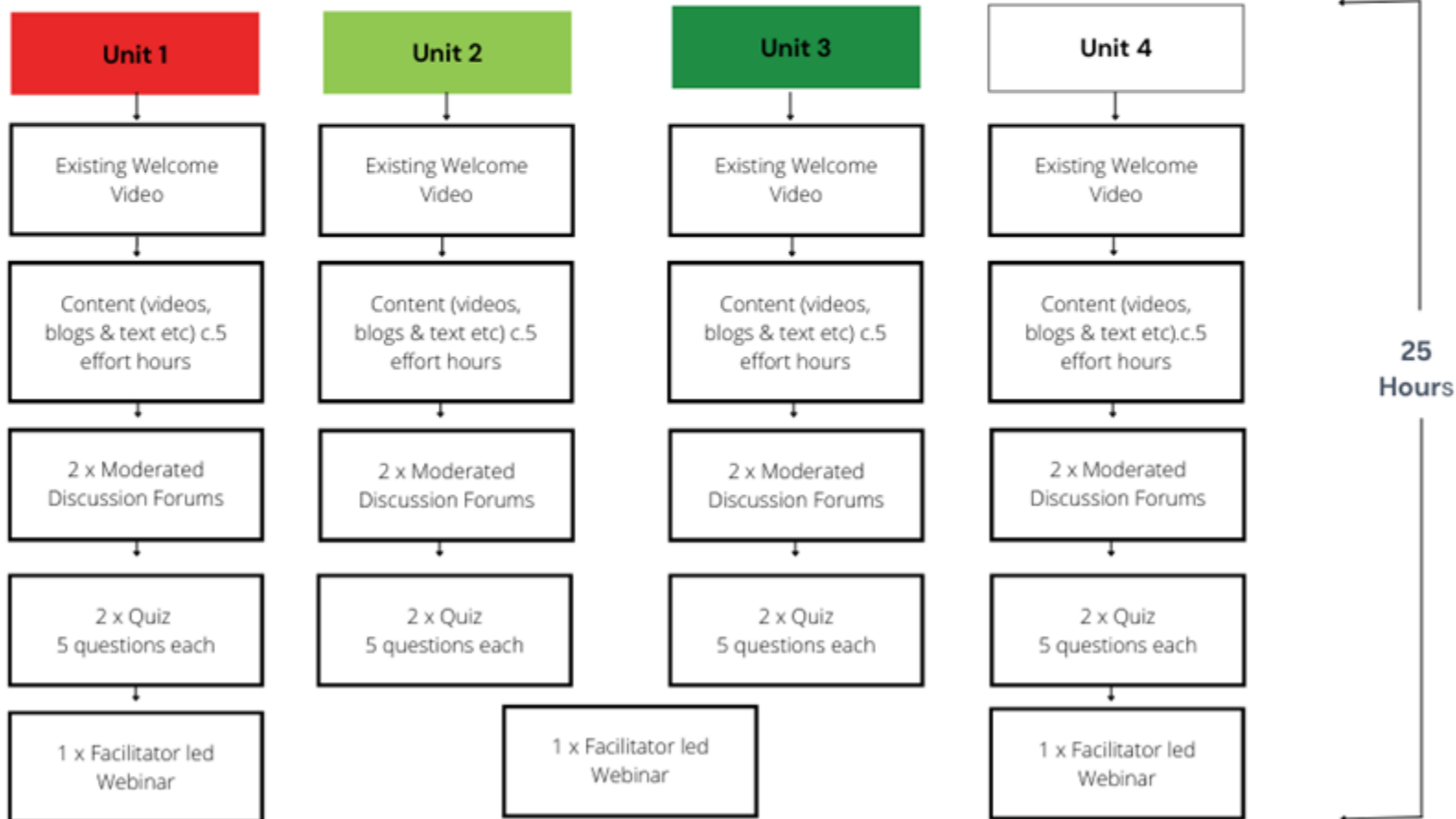| CONTENT	TIME	RESOURCES	STATUS
0. Getting started			
Activity 1 Text: introduction about this new phase in teaching, why this course, etc.	5	Context	Éloïse
Activity 2 Video: agenda and instructions on how to use this course, tour of platform.	5	Student guide to Brightspace Create video screen capture	Naomi (&Neill)
Activity 3 Discussion board activity: Participants share their name, course, their biggest achievement, their biggest concern regarding giving their course online, and a picture of their workspace.	10	Icebreaker ideas: https://www.mindtools.com/pages/article/virtual-ice-breakers.htm	Naomi (&Neill)
Activity 4 Video: What is online learning, differences with f2f learning. Short theoretical background, interview of teachers (2-3 from different faculties) in which they share their experiences.	10	Possible video: Changing role of instructor Possible video: Designing online learning with Richard Culatta	Naomi

Micro–Credential Blueprint

MCs 4 Units 8 Weeks 1 ECTS

**MC Induction Welcome Video and Infographic:
Hours, Effort, Expectations Assessment, Quizzes**

2 weeks	2 weeks	2 weeks	2 weeks
Unit 1	**Unit 2**	**Unit 3**	**Unit 4**
Existing Welcome Video	Existing Welcome Video	Existing Welcome Video	Existing Welcome Video
Content (videos, blogs & text etc) c.5 effort hours	Content (videos, blogs & text etc) c.5 effort hours	Content (videos, blogs & text etc) c.5 effort hours	Content (videos, blogs & text etc).c.5 effort hours
2 x Moderated Discussion Forums	2 x Moderated Discussion Forums	2 x Moderated Discussion Forums	2 x Moderated Discussion Forums
2 x Quiz 5 questions each	2 x Quiz 5 questions each	2 x Quiz 5 questions each	2 x Quiz 5 questions each
1 x Facilitator led Webinar	1 x Facilitator led Webinar		1 x Facilitator led Webinar

25 Hours

15

Adopting a UDL approach to Micro-credentials

Multiple Means of Engagement

Stimulate motivation and sustained enthusiasm for learning by promoting various ways of engaging with material.

1. Interactive activities included
2. Group discussions via synchronous facilitated webinars
3. Online discussion board
4. Blogs and external resources
5. Videos with accompanying text
6. Tangible takeaways

Practical Applications in Micro-credentials

Multiple Means of Action/Expression

Offer options for students to demonstrate their learning in various ways (e.g. allow choice of assessment type).

1. Allowed submission via discussion fora
2. Padlet integrated for activities
3. Enabled choice in assignment format (video, audio, text)
4. Allowed autonomy in assignment approach

Practical Applications in Micro-credentials

Multiple Means of Representation

Present information and content in a variety of ways to support understanding by students with different learning styles/abilities.

1. Captioned all videos in course - language accessibility
2. Created 'Download Spots' in every component of course
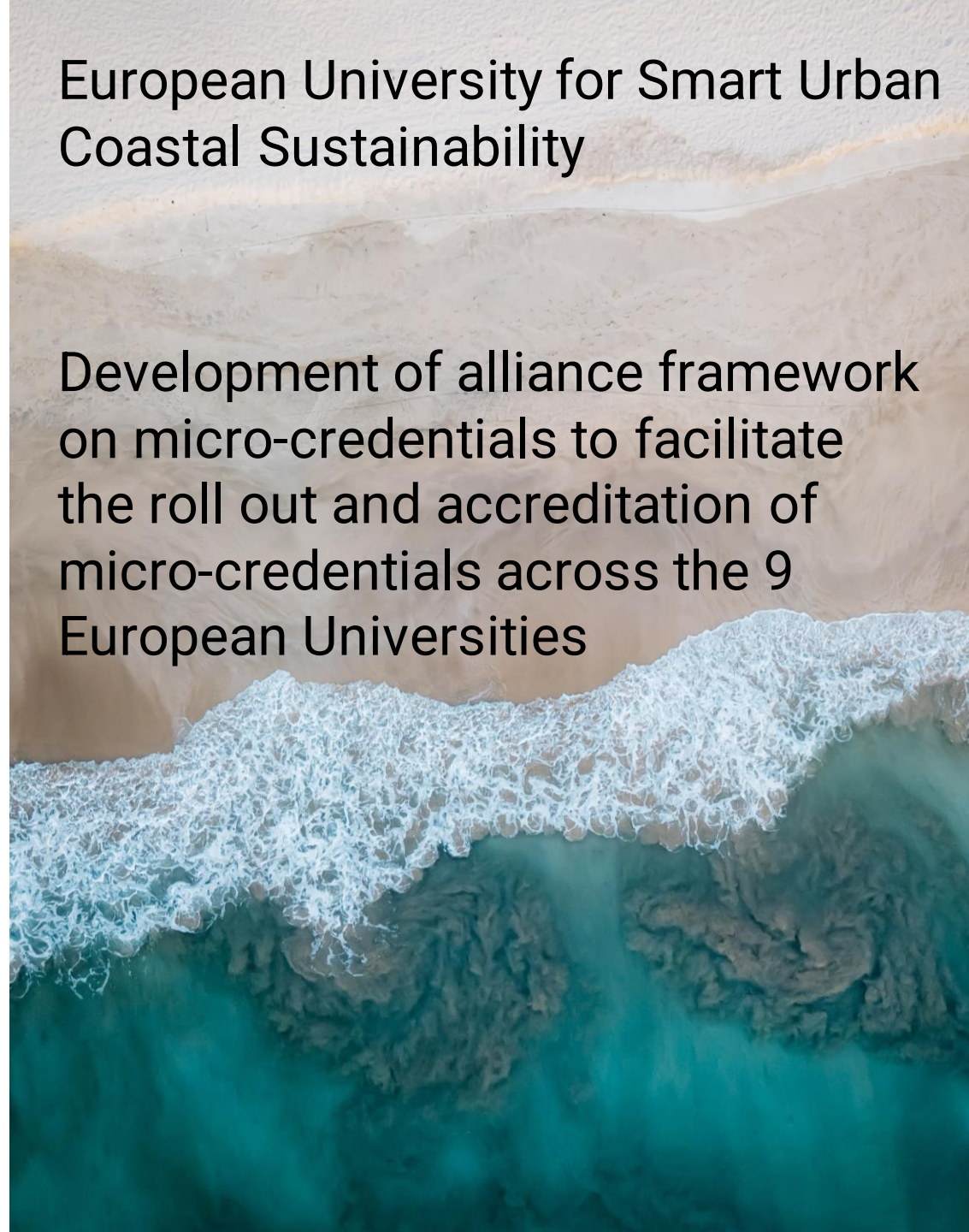3. Created PDF & editable MS Word doc for all content: reuse, repurpose

A strong partnership covering European coasts

European University for Smart Urban Coastal Sustainability

Development of alliance framework on micro-credentials to facilitate the roll out and accreditation of micro-credentials across the 9 European Universities

EU-CONEXUS
4 Year Project
2022-2026
EU Funded
9 EU
Universities

33 Micro-credentials
for Bachelor (UG)
students

20 Micro-credentials
for Lifelong Learners

Micro-credential Descriptor			
Proposed Name	Facilitating the	**Learning Outcome(s) / Achievement(s)**	On su… able t… 1. 2.
Micro-credential contact in SETU	Dr Helen Murp… Ms Laura Widg…		
SETU School or Department	Department o…	**Description of the Learning Process**	There… effort… • • • • The le… values cultur… This m… develo setting
Micro-credential contact(s) Email	helen.murphy…		
Delivery Method	This micro-cre… learning cont… Management … expected to i… webinars and… learning resou… engage with th… (live) sessions		
Target learners	The target lea… adult and furt… education tea… in upskilling te…	**ECTS credit amount**	1 ECTS
		EQF Level	This m… Frame… and d… Centre Techn (NALA
Micro-credential Description (rationale and target learners)	The provision… digital skills) a… inclusive soci… economic and…		

Entry Requirements (Ireland)	Leaving Certificate or equivalent. Applicants with 3 years work experience in the sector may use the SETU Recognition of Prior Learning process to apply to this micro-credential.		
Assessment / Evaluation	Assessment method	%	Outcomes assessed
	Continuous Assessment	100	1, 2
Assessment Evidence	Learners will be required to evidence their achievement of the learning outcomes by contributing to discussion forums, completing knowledge checks, engaging with the resources and utilizing the tools, technologies and techniques introduced during the micro-credential.		
Micro-credential Tags * (Keywords (skill, context, etc.))	Empowering learners, adult literacy, motivating learners, innovative pedagogies, further education training, adult learners		
Stakeholders involved	This micro-credential has been developed by the School of Education and Lifelong Learning in SETU, and the University of Pecs, Hungary as part of Erasmus+ funded project "European Basic Skills Network Professional Development series" in partnership with the Directorate for Research, Innovation, Lifelong Learning and Employability (DRILLE), Malta, Folkesuniversetet, Norway, the National Adult Literacy Agency (NALA) and Progress Consult, Hungary. Lead contributors in the development of this micro-credential were Mr Neill Wylie, (SETU) Dr Balazs Nemeth, Ms Edina Kovacs and Dr Krisztina Toth (University of Pecs).		
Head of School or Academic Unit in SETU	Dr Helen Murphy		

Next steps

- **Review the SETU Framework for Micro-credentials**
- **Harness learning from EU and national projects**
- **Assess how micro-credentials can be used in a meaningful way for Lifelong Learners**

Consider:
- **Accessibility**
- **Portability**
- **Stackability**
- **Verifiability**

Finally – we need to review if they are meeting needs – from a learner and employer perspective in the context of Lifelong Learning

Thank you

Questions?

setu.ie
INSPIRING FUTURES

SETU — Ollscoil Teicneolaíochta an Oirdheiscirt — South East Technological University