



Micro-credential postcards from the Nations: practice sharing event with a focus on micro- credential development around the UK

Event summary

Introduction

The Micro-Credentials Special Interest Group (MIC.SIG) hosted a dynamic and insightful webinar on June 3 2025, bringing together educators from across the UK to explore the evolving landscape of micro-credentials. The event was chaired by Steve Osborne, MIC.SIG Chair and Principal Lecturer Professional & Workforce Development, at Cardiff Metropolitan University. The event emphasised the importance of collaboration, innovation, strategic and home nations policy alignment in developing high-quality, flexible learning opportunities that respond to both learner and employer needs.

Presentations

The webinar featured a series of lightning talks from tertiary education providers across the UK, each showcasing unique approaches to micro-credential development and implementation.

Swansea University

Casey Hopkins, Senior Lecturer at Swansea University opened the session with an overview of the Institute of Coding in Wales and its role in enhancing digital skills through micro-credentials. She highlighted the success of three major projects, which collectively engaged over 1,100 learners. Key insights included the importance of industry-informed course design, hybrid delivery models, and the potential of micro-credentials to widen participation - particularly among women and adult learners. Casey also addressed challenges such as course approval processes, learner engagement, and the need for stackability and portability of micro-credentials.

Coleg Cambria

Emma Hurst, Dean of Access and HE at Coleg Cambria shared her college's strategic integration of micro-credentials through Pearson's HN Flex initiative. With a focus on modular learning, Emma emphasised the role of employer partnerships in shaping curriculum and the potential of micro-credentials to support adult learners and widen access to higher education. The College's phased rollout plan includes subject areas such as healthcare, engineering, digital technologies and business, with a strong emphasis on flexibility, personalisation and cost-effectiveness.

Cardiff Metropolitan University

Hannah Amos, Programme Director for the Advanced Practice in Healthcare and Micro-credentials at Cardiff Metropolitan University presented the University's Advanced Practice Micro-Credential Framework for healthcare professionals. Designed to support working practitioners, the programme offers flexible, stackable modules aligned with the four pillars of advanced practice. Hannah underscored the importance of interprofessional learning, learner-centred design, and the role of micro-credentials in enabling immediate workplace impact. She also discussed the positive reception from professional bodies and the need for sustainable, scalable delivery models.

Edinburgh College

Sheila Godfrey, Lecturer, and Nikki Mealyou, Curriculum Leader, Quality from Edinburgh College showcased their innovative work in developing SCQF-accredited micro-credentials focused on creative and critical thinking. Their approach supports both learners and educators, with a strong emphasis on pedagogical development and collaborative learning. The programme has been widely adopted across sectors, including schools, community education and national organisations, and has been recognised for its impact on learner engagement and retention.

Southern Regional College

Libby Shackles from Southern Regional College in Northern Ireland highlighted the role of curriculum hubs and specialist lecturers in driving employer-responsive micro-credential development. With a focus on IT and life sciences, Libby emphasised the importance of agility, co-design, and knowledge transfer in addressing regional skills gaps and supporting economic development.

Bangor University

Lois McGrath of Bangor University concluded the session by reflecting on the University's journey in embedding micro-credentials within its lifelong learning strategy. She discussed the operational challenges, the importance of internal collaboration, and the need for strategic alignment with national policy. Lois also emphasised the role of micro-credentials in enhancing employer engagement and supporting learner progression.

Conclusion

The webinar concluded with a call to action for continued collaboration, strategic investment, and the protection of quality standards in micro-credential provision. The session underscored the transformative potential of micro-credentials in building a more inclusive, responsive, and future-ready tertiary education system.

The webinar formed part of a series of activities facilitated by the Micro-credentials Special Interest Group (MIC.SIG) - a Medr funded, cross Wales, Northern Ireland and Scotland tertiary working group for micro-credentials.

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