Micro-credential Planning

Micro-credentials Sport Managers & Health Project

Steven Osborne – Principal Lecturer
Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

- UNESCO Sustainable Development Goals (SD4)
- UNESCO Marrakesh Framework for Action June 2022
- OECD/ European Union / National Governments
88% see alternative and micro-credentialing as an important strategy for the institution's future; sentiment moderating slightly vs 2021

Our institution/organization sees alternative and micro-credentialing as an important strategy for our future.

Recognition and quality assurance constraints the top barrier, although less so in 2023, and now more concern regarding basic understanding.

The top barrier to the adoption of micro-credentials at scale is:

<table>
<thead>
<tr>
<th>Reason</th>
<th>2021 Survey</th>
<th>2023 Survey</th>
</tr>
</thead>
<tbody>
<tr>
<td>Constraints in the recognition and quality assurance of micro-credentials</td>
<td>57%</td>
<td>44%</td>
</tr>
<tr>
<td>Lack of understanding of what micro-credentials are</td>
<td>22%</td>
<td>33%</td>
</tr>
<tr>
<td>Complexity of micro-credential offerings</td>
<td>10%</td>
<td>14%</td>
</tr>
<tr>
<td>Lack of trust in some micro-credentials</td>
<td>11%</td>
<td>6%</td>
</tr>
</tbody>
</table>

Developing Sports Managers and Leaders Across Europe

Micro-Credentials

Higher Education
- Cardiff University
- Brunel University London
- University of Strasbourg
- KU Leuven
- Université de Strasbourg
- Lithuanian Sports University

National & International Bodies
- EASM
- CIMSPA
- eose

Advisory
- Global Sports
- National & International Bodies

Workforce Planning

Workforce Development
PCET/ Higher Education Policy
Landscape in Wales

- Hazelkorn Review 2016
- PCET Vision for Wales
- Tertiary Education & Research Bill June 2022 – Sep 2022
- TER 11 Strategic Duties

Commission for Tertiary Education and Research

- Launch in April 2024
- Higher and further education, local authority-maintained school sixth forms, apprenticeships, adult community learning, research and innovation.
- Est Annual £800 million Budget
- 160 staff
Cardiff Metropolitan University secured £360,000 to develop a Micro-credential pilot project November 2021 - August 2022

To assist Higher Education Council for Wales (HEFCW) in undertaking research into the areas where micro-credentials are most needed to support economic recovery in Wales.

The project has progressed the understanding of the systemic issues that will impact the development of micro-credential provision in higher education.
Credentials

Verify, validate, confirm, or corroborate a person’s learning achievements, knowledge and preparedness for performing tasks. Credentials are diverse with regard to their scope, status and purpose.
Macro-Credentials
Formally Accredited Degrees

Micro-Credentials
Formal Accredited & Stackable

Non-FORMAL AWARDs
Non Accredited Formal Training

Nano-Credentials
Informal & Non-Formal Digital Badges

Credit Bearing

Bundled

Non-Credit Bearing

Unbundled

Brown et al 2020
To strengthen lifelong learning, the European Council (June 2022) has recommended to all member states to adopt a European approach to micro-credentials.

In particular to apply a common EU definition, EU standards and key principles for the design and issuance of micro-credentials.
For the purposes of this Characteristics Statement and UK higher education, a micro-credential is:

- credit-bearing against a recognised level of the Qualifications Frameworks
- subject to standard quality assurance mechanisms
- not normally an award in its own right on the Qualifications Frameworks, although there are no upper or lower limits on the amount of credit that a micro-credential carries.
Micro-Credential

These are typically focused on a specific set of learning outcomes in a narrow field of learning and achieved over a short period of time.

- Is a record of focused learning achievement verifying what the learner knows, understands or can do;
- Includes assessment based on clearly defined standards and is awarded by a trusted provider;
- Has stand-alone value
- Can contribute to or complement other micro-credentials or macro-credentials, including through APL
- Meets the standards required by relevant quality assurance.

UNESCO Current Proposals (QAA Input -2021)
**Micro-credentials**

These are typically focused on a specific set of learning outcomes in a narrow field of learning and achieved over a short period of time.
Micro-Credentials Pilot Focus

MSc Advanced Practice

- Advanced Clinical Practice
- Clinical Governance
- Clinical Assessment
- Compassionate Management
- Final Project
- National Micred Pool

Masters
Micro-Credentials Pilot Focus

MSc Advanced Practice

Advanced Clinical Practice
Clinical Governance
Clinical Assessment
Compassionate Management
Clinical Skills
Final Project
Masters
## Extended

### Advance Practice

- Micro-credentials
- Framework

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### Core Curriculum

<table>
<thead>
<tr>
<th>Management &amp; Leadership</th>
<th>Strategic Healthcare Management</th>
<th>Strategic Change</th>
<th>Strategic Leadership</th>
<th>Service Development</th>
<th>Strategic HRM</th>
<th>Final Project</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Education</th>
<th>Adult Learning</th>
<th>Assessing for Learning</th>
<th>Literacies for Learning</th>
<th>Planning for Learning</th>
<th>Professional Practice</th>
<th>Digital Education</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Research</th>
<th>Health Research</th>
<th>Qualitative Research</th>
<th>Quantitative Research</th>
<th>Audit &amp; Evaluation</th>
<th>Research in Practice</th>
<th>Final Project</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Advanced Clinical Practice</th>
<th>Clinical Practice</th>
<th>Clinical Governance</th>
<th>Clinical Assessment</th>
<th>Clinical Judgement</th>
<th>Professional Practice</th>
<th>Final Project</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Professional Practice</th>
<th>Work-based Learning</th>
<th>Professional Practice</th>
<th>Advanced Practice</th>
</tr>
</thead>
</table>

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### Optional Curriculum Menu and Pathways

- MBA
- PGCE PCET
- MRES
- PhD
- MASTERS
- DPROF
The University has Developed and Approved a Stackable Certificate of Higher Education Sport Management Micro-credential Pathway

- Learners can complete one or all the pathway courses over time.
- Enrolments will be twice per year – no more than four courses in 12 months.
- Payment for a course one at a time not entire pathway – Part-time fees.
- Half of the pathway can be provided by other HEI’s promoting coalition models,
- Experienced learners can apply for Recognised Prior Experiential Learning.
- Self-regulated and self paced learning over 18 weeks.
- Industry and context sensitivity to keep learners engaged.
- Asynchronous Online learning environment
- Academic support & Personal Tutoring.
- Access to full university library resources and databases.
Development Principles

A series of publications highlighting the key principles and issues in developing micro-credentials. These documents do not identify a procedural approach to designing and developing micro-credentials.

### European principles for the design and issuance of micro-credentials (2022)
- Quality
- Transparency
- Relevance
- Valid assessment
- Learning pathways
- Recognition
- Portability
- Learner centred
- Authenticity
- Information

### UK Quality Assurance Agency (QAA) Micro-credential Characteristic Statement (2022)
- Context and purpose
- Characteristics of the learner
- Admissions and access
- Recognition of Prior Learning
- Course design
- Learning and teaching, and assessment
- Certification
- Quality management

### Models and guidelines for the design and development of a joint micro-credential programme in higher Education (Henderikx et al., 2022)
- Alignment
- Define the objectives of the programme
- Build the partnership
- Compose the joint programme team
- Professional support
- Educational vision
- Design the micro-credential programme
- Agree on the joint qualification
- Educational and technological ecosystem
- Install a language policy
- Establish an admission framework
- Examination regulations
- Quality assurance
- Develop a joint business plan
- Develop a student recruitment plan
- Conclude a consortium agreement
- Develop a sustainability framework
Stackable Micro-Credential Procedural Design Framework

Scoping & Planning

- Identifying Need
- Stakeholder Engagement

Design & Approval

- Design & Alignment
- Quality Assurance & Validation

Production Stage

- Production

Delivery & Evaluation

- Delivery
- Evaluation

There is a need to undertake detailed and shared strategic workforce planning and development reviews to inform the development of micro-credential provision.

Co-design coherent micro-credential pathways with industry and employer Stakeholders. Ensure provision is sustainable & scalable cognisant of existing quality assurance, academic credit transfer and recognition of prior learning mechanisms.

Flexible high quality stackable provision that meets the needs of a variety of learner groups. Evaluation to inform practice and build a robust national research base.
Recommendations

• Develop a deep and critical understanding of workforce planning and development issues.
• Robust Hard, Soft and Individualistic Labour Market information in needed into inform development
• Promoting transdisciplinary and multi-disciplinary approaches to developing provision.
• Developing HEI coalition and alliance based models
• Initiate Institutional reviews and harmonisation exercises of key university regulations
• Embed the principles of the QAA Micro-credential Characteristic Statement.
• Building provision around non-subject specialist learning developers is not sustainable or scalable.
• Capacity Building, flexible systems and specialist support for academic staff
• Shifting the mindset regarding the role of the academic in micro-credential provision
There is a need to undertake detailed and shared strategic workforce planning and development reviews to inform the development of micro-credential provision.

Co-design coherent micro-credential pathways with industry and employer Stakeholders. Ensure provision is sustainable & scalable cognisant of existing quality assurance, academic credit transfer and recognition of prior learning mechanisms.

All micro-credentials are 'subject to standard quality assurance mechanisms'. As they carry academic credit, providers should ensure that requirements of their regulatory or funding bodies are met in terms of quality management - there should be an effective quality management approach that meets the sector-agreed standards.
BALANCED SCORECARD OF LABOUR MARKET INTELLIGENCE

**Hard LMI**

- Quantitative and statistical data collected from various sources including labour force surveys, employer surveys, and econometric or statistical modelling.
- Big data analysis can provide a real-time view of labour demand, while skills anticipation and mismatch analysis help to identify potential gaps and challenges in the labour market.

**Soft LMI**

- Gathered from a variety of sources including employers, educators, experts, and professionals to provide qualitative information on career pathways, job descriptions, skills requirements, and trends.
- Qualitative LMI help identify gaps and trends in the labour market.

**Individualistic LMI**

- Understanding individual decisions and unique circumstances
- Tailoring information for various LMI user groups and needs
- Considering the changing nature of work and sports management students' and sport managers' readiness for career transitions
(Adapted - Li, Goering, Montany, and Su, 2020)
SOC Anticipated Typical Entry Routes and Associated Qualifications

Both graduate and non-graduate entry is possible. Off- and on the job training is provided. NVQs/SVQs in relevant areas are available at Levels 3 and 4. Professional qualifications may also be required for some posts.

ONS 2019 Highest Level of Qualification

Estimates of number of workers in detailed 4-digit occupation codes (SOC) against their age group, highest level of qualification

- 5% of Sport & Leisure Managers (n= 3,338) reported that they had no or did not know their highest level qualification.
- 7% of Sport & Leisure Managers (n= 4,255) reported highest qualifications that cannot be attributed to formal qualifications and credit framework levels.
- 41% of Sport & Leisure Managers (n=24,128) reported their highest qualifications being equivalent to level 2/3 in formal qualification and credit framework levels.
- 47% of Sport & Leisure Managers (n=27569) report their higher qualifications being equivalent to level 4+ with 22,338 (38%) of managers reporting that this was at level 6+ on the qualifications and credit frameworks.

Figure 12: ONS 2019  Sport & Leisure Managers Highest Reported Qualification
Sport & Leisure Manager Unique Job Postings 2012-2022
Geographical Spread UK (including top 10 cities)

<table>
<thead>
<tr>
<th>Region</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scotland</td>
<td>1,370</td>
</tr>
<tr>
<td>Edinburgh</td>
<td>352</td>
</tr>
<tr>
<td>Glasgow</td>
<td>267</td>
</tr>
<tr>
<td>England</td>
<td>20,911</td>
</tr>
<tr>
<td>London</td>
<td>5407</td>
</tr>
<tr>
<td>Bath</td>
<td>602</td>
</tr>
<tr>
<td>Bristol</td>
<td>566</td>
</tr>
<tr>
<td>Manchester</td>
<td>523</td>
</tr>
<tr>
<td>Birmingham</td>
<td>465</td>
</tr>
<tr>
<td>Leeds</td>
<td>312</td>
</tr>
<tr>
<td>Leamington Spa</td>
<td>265</td>
</tr>
<tr>
<td>Liverpool</td>
<td>234</td>
</tr>
<tr>
<td>Northern Ireland</td>
<td>236</td>
</tr>
<tr>
<td>Wales</td>
<td>575</td>
</tr>
</tbody>
</table>
I am Highly Self Directed in my Career Management

I am Committed to Training and highly likely to invest in my own training.

I will have a level 4+ qualification likely to be in management

I am Very Satisfied with my Career.

I will consider my employers needs when directing my career.

Most Important Perceived Competencies for Role

- Communication
- Making Decisions
- Planning
- Leading
- Team Work

Need Training

- Legal
- Sport Policy
- Technology
- Marketing
- Facility

Training & Development Preferences

- Formal Training
- Non-Formal Training
- Informal Training
- Incidental Training

Career Adaptability

I am Not Ready for Career Transitions

I am Ready for Career Transitions
Develop provision for professional development and lifelong learning in sport management, considering the specific career mindsets, skills, knowledge and experience at each stage to inform an effective learning ecosystem at each stage of the workforce development system.

At each stage of the workforce development system fostering a culture of continuous professional development and lifelong learning in sport management, equipping learners with the necessary skills by providing high quality and coordinated mixed modes of learning including formal, non-formal and informal learning that are sensitively designed to minimise the barriers to learning.

Developing a holistic approach to teaching and assessment interventions that develops employability across the learning ecosystem. Consider the stage of and mode of learning when drawing from the menu of options.
Expert Engagement

The Quality Code requires providers to seek external, impartial and independent academic and/or professional expertise ensuring that the standards and quality of a providers’ formal credit bearing courses cohere with the relevant national qualifications' framework, subject benchmark statements, and any professional or statutory requirements.
Expectations for Standards

Micro-Credential

Expectations for Quality

Provision
The provider ensures that the threshold standards for its qualifications are consistent with the relevant national qualifications' frameworks.

The provider ensures that students who are awarded qualifications have the opportunity to achieve standards beyond the threshold level that are reasonably comparable with those achieved in other UK providers.

Where a provider works in partnership with other organisations, it has in place effective arrangements to ensure that the standards of its awards are credible and secure irrespective of where or how courses are delivered or who delivers them.

The provider uses external expertise, assessment and classification processes that are reliable, fair and transparent.

The provider reviews its core practices for standards regularly and uses the outcomes to drive improvement and enhancement.