Cardiff Metropolitan University | Prifysgol Metropolitan Caerdydd

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

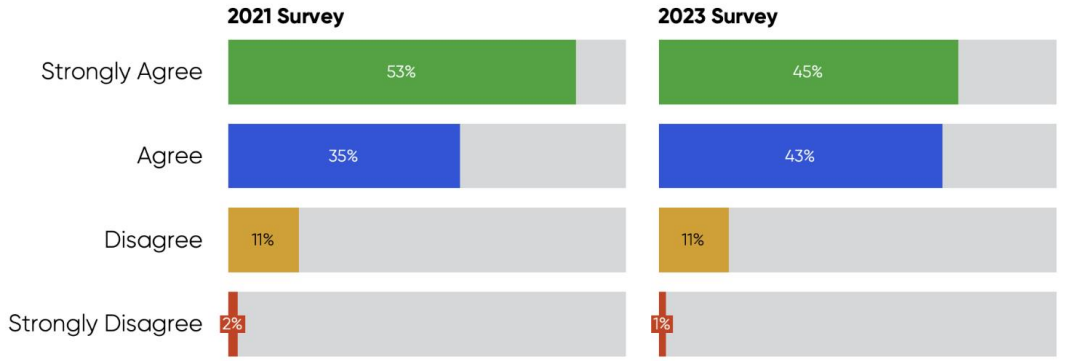
- UNESCO Sustainable Development Goals (SD4)
- UNESCO Marrakesh Framework for Action June 2022
- OECD/ European Union / National Governments

HolonIQ – Global Impact Intelligence

HOLONIQ. GLOBAL IMPACT INTELLIGENCE

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.

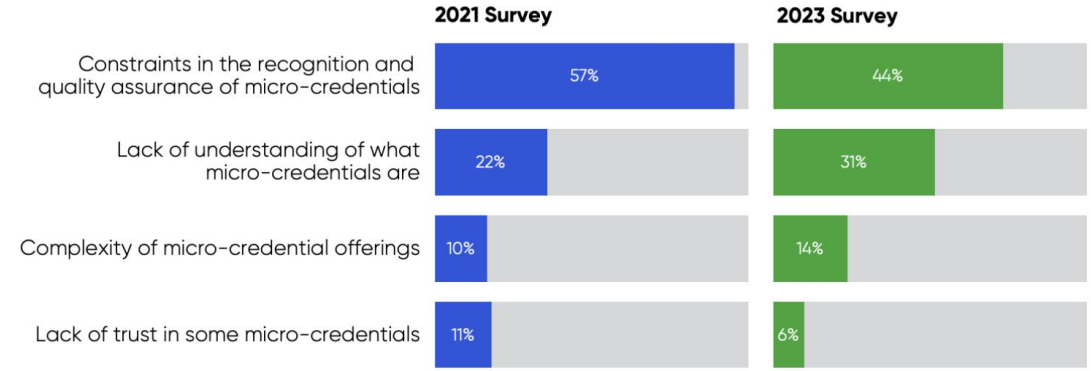


Source: HolonIQ, March 2023. n = 389 across 2021 and 2023 surveys.

HOLONIQ. GLOBAL IMPACT INTELLIGENCE

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:



Source: HolonIQ, March 2023. n = 389 across 2021 and 2023 surveys.

Workforce Planning → Workforce Development

Developing Sports Managers and Leaders Across Europe

Co-funded by the Erasmus+ Programme of the European Union

Higher Education

Cardiff Metropolitan University | Prifysgol Metropolitan Caerdydd
University of Strasbourg
Brunel University London
Lithuanian Sports University
KU LEUVEN
Hanzehogeschool Groningen University of Applied Sciences

National & International Bodies

EASM
CIMSPA
eose European Observatoire of Sport and Employment

Advisory

GLOBAL SPORTS

Micro-Credentials

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Swansea University Prifysgol Abertawe
Cardiff University Prifysgol Caerdydd
Wrexham Glyndŵr University

CIMSPA
sportwales chwaraeoncymru

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

Llywodraeth Cymru
Welsh Government

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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,.

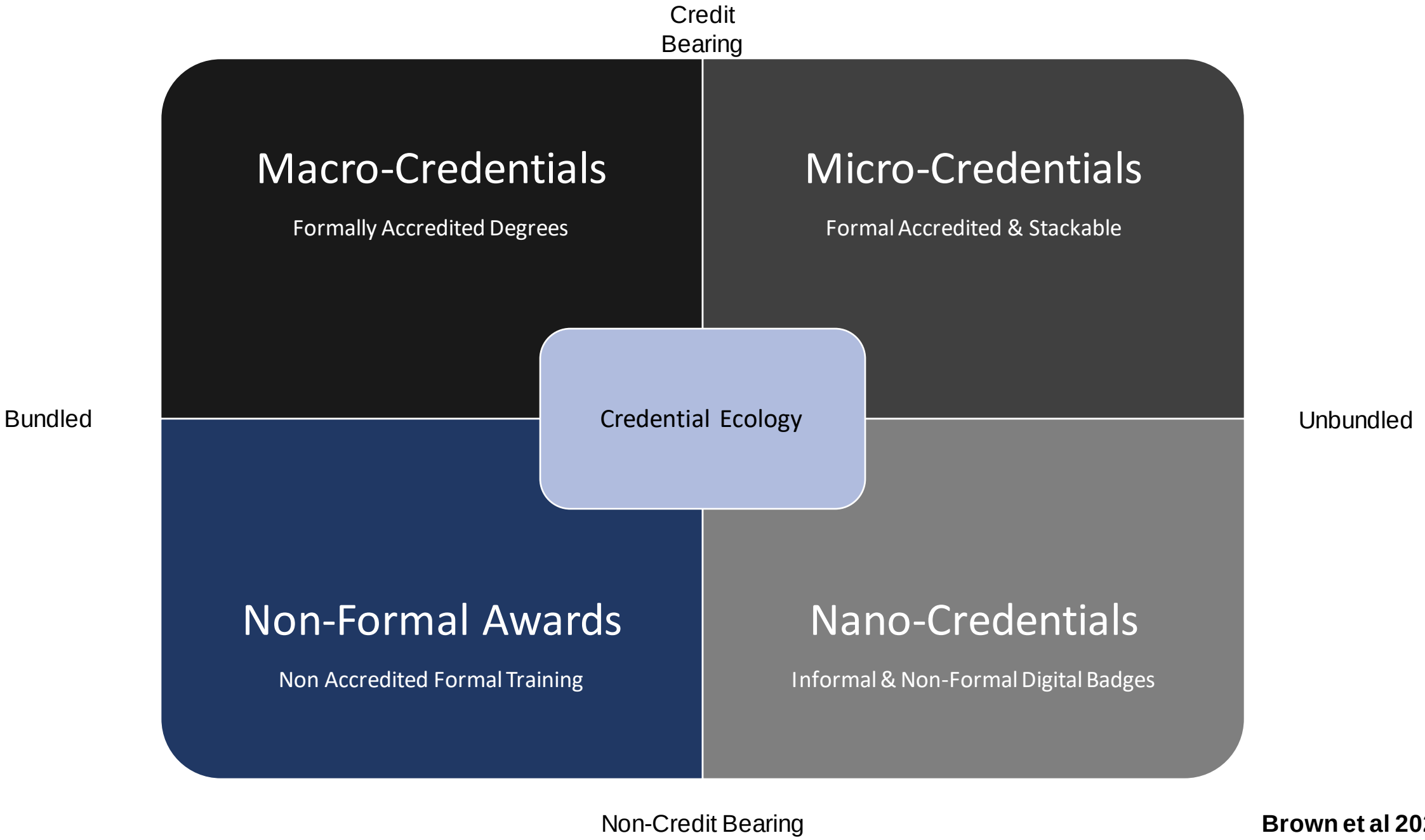
The project has progressed the understanding of the systemic issues that will impact the development of micro-credential provision in higher education.

Cyngor Cyllido Addysg Uwch Cymru
Higher Education Funding Council for Wales
hefcw

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.

Micro-credentials Pilot



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.

Characteristics Statement

Micro-credentials

May 2022

QAA

Micro-Credential

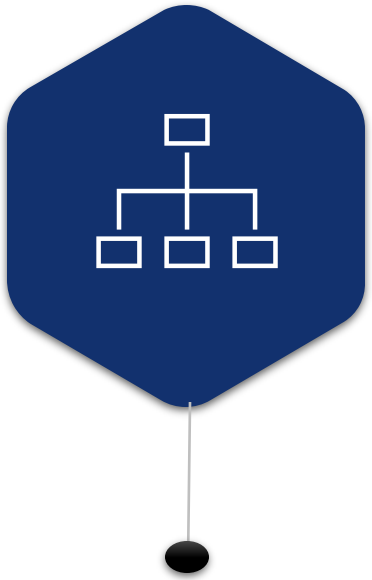
These are typically focused on a specific set of learning outcomes in a narrow field of learning and achieved over a short period of time.

- 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.



Internal and external quality assurance and external standards
Transparency, including workload and qualifications framework

Relevance to the learner and labour market

Valid assessment against transparent standards &
Recognition for academic or employment purposes

Authentic, Trusted Providers and Portability which enables the learner to own, store and share easily their credentials

Learner-centred, requiring the involvement of learners in internal and external quality assurance of the micro-credentials

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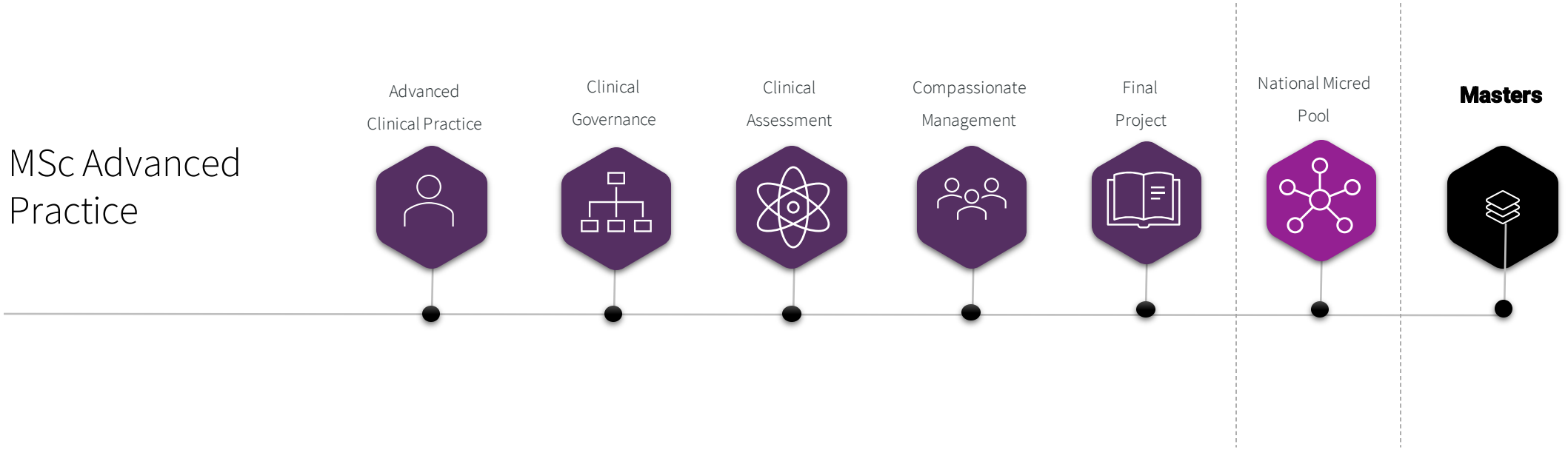
Higher Education Funding Council for Wales
hefcw

Micro-Credentials Pilot Focus

MSc Advanced Practice



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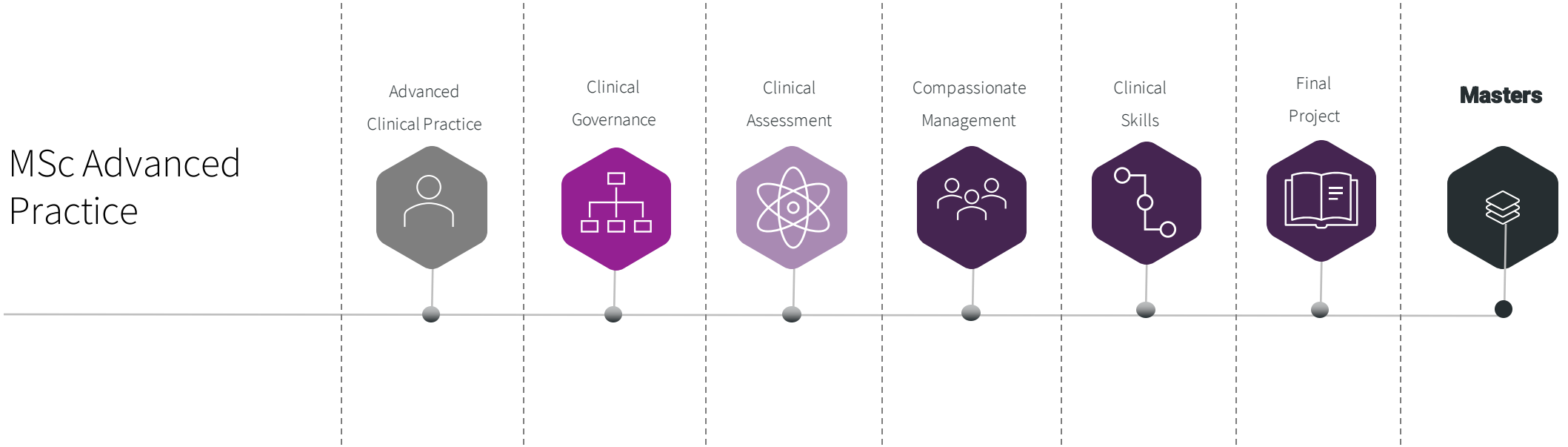
GIG CYMRU NHS WALES | Addysg a Gwella Iechyd Cymru (AaGIC) Health Education and Improvement Wales (HEIW)

Cyngor Cyllido Addysg Uwch Cymru
Higher Education Funding Council for Wales
hefcw

Micro-Credentials Pilot Focus

MSc Advanced Practice



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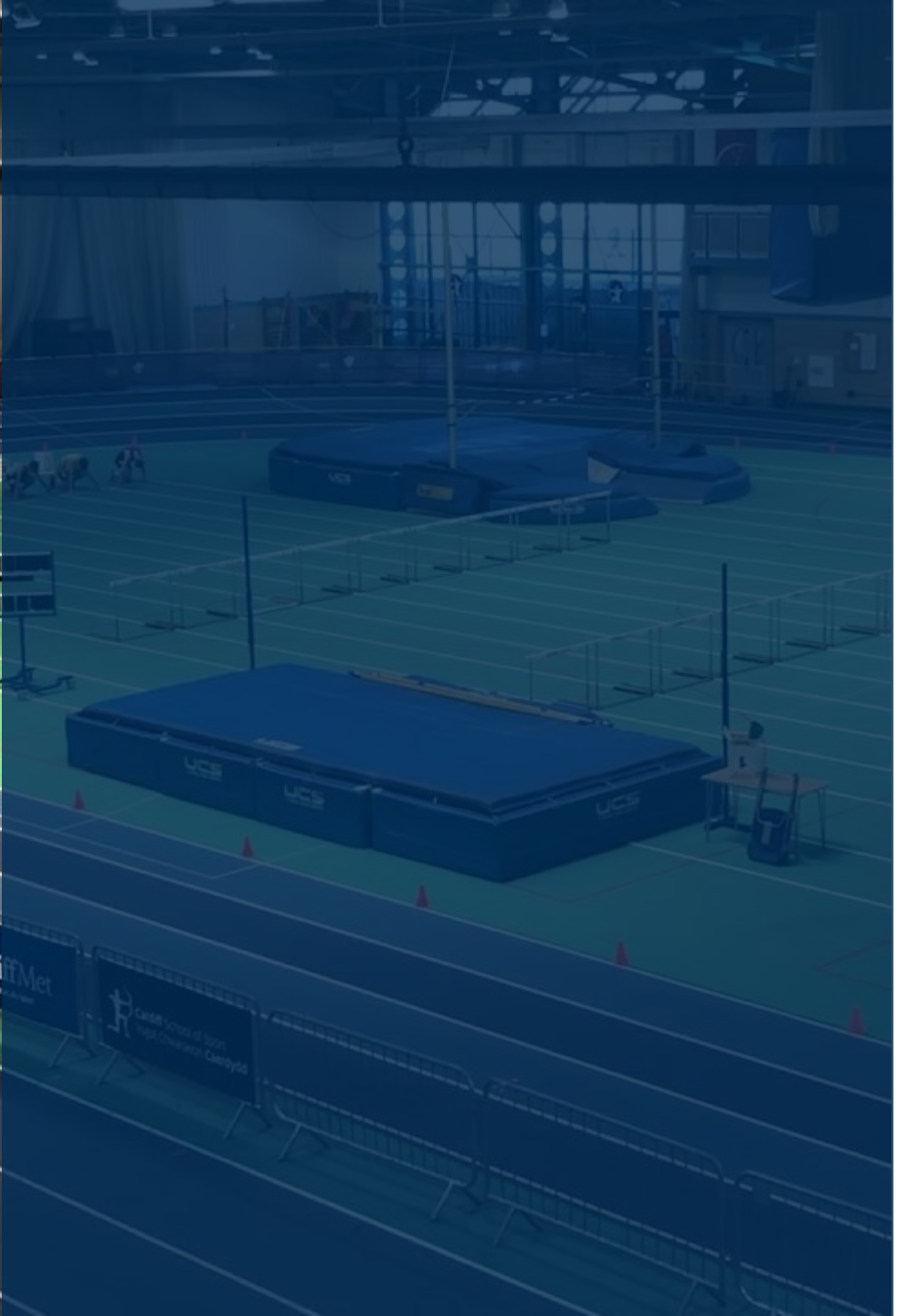
GIG CYMRU NHS WALES | Addysg a Gwella Iechyd Cymru (AaGIC) Health Education and Improvement Wales (HEIW)

Extended Advance Practice Micro-credentials Framework



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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 18weeks.
- Industry and context sensitivity to keep learners engaged.
- Asynchronous Online learning environment
- Academic support & Personal Tutoring.
- Access to full university library resources and databases.

Cyngor Cyllido Addysg Uwch Cymru
Higher Education Funding Council for Wales
hefcw

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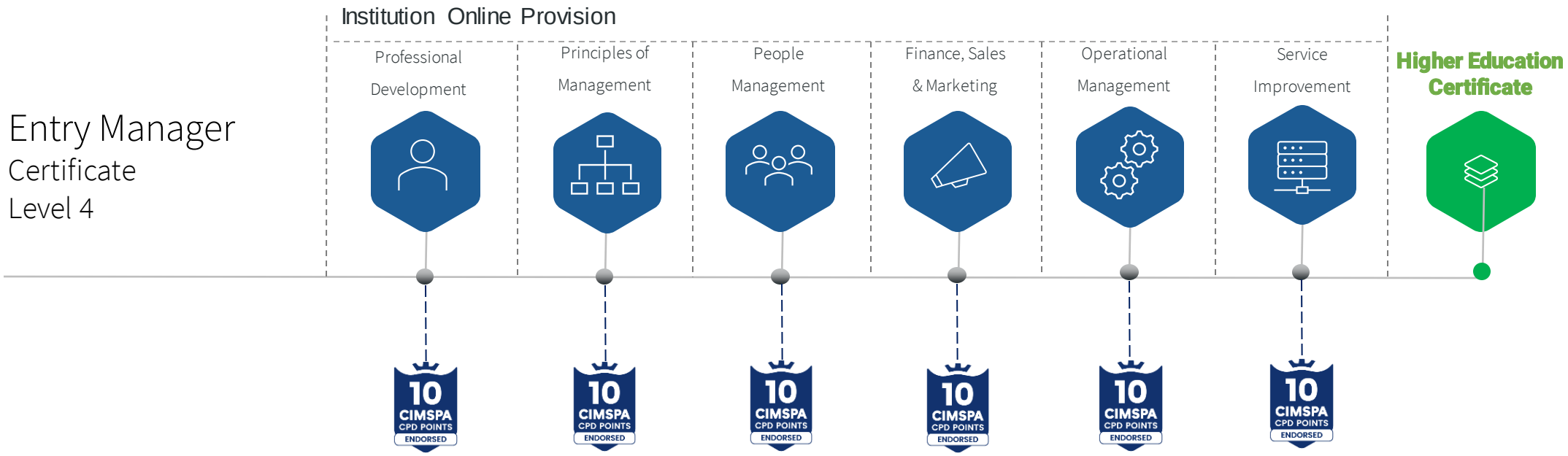
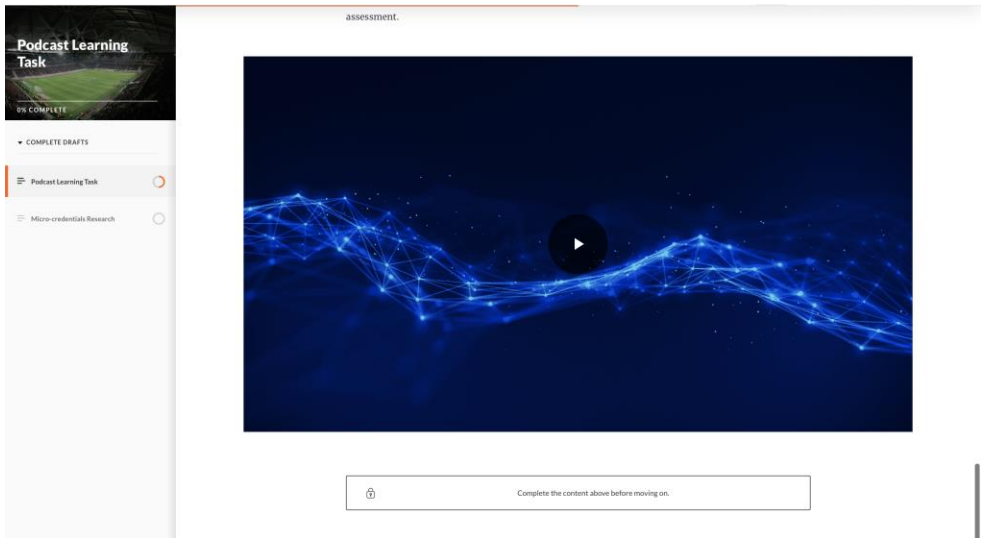
Focus

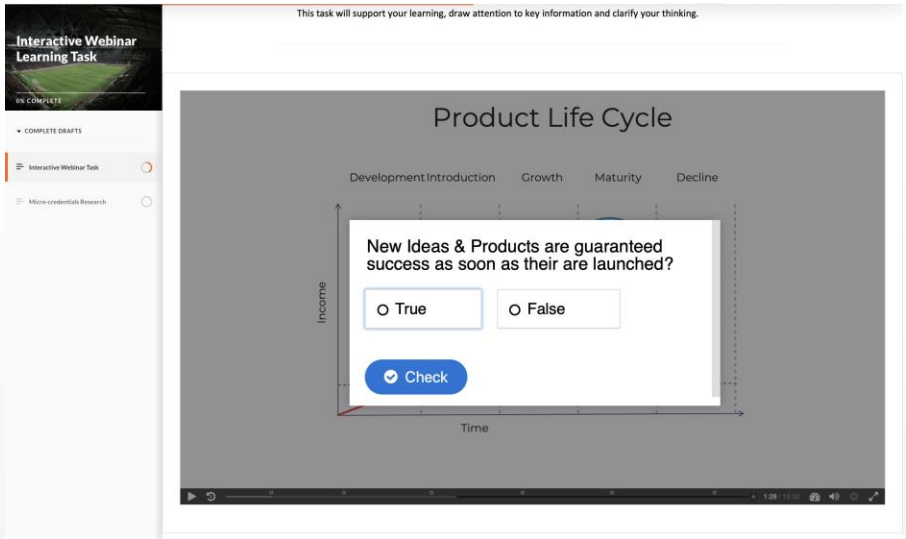


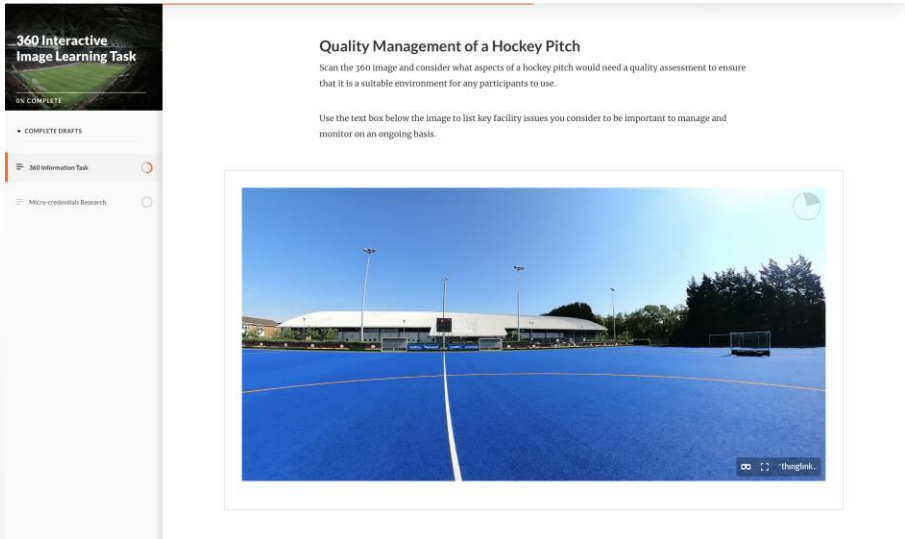
CIMSPA Education Partner | Higher Education

Cyngor Cyllido Addysg Uwch Cymru
Higher Education Funding Council for Wales
hefcw

Interactive Image Learning Task
0% COMPLETE
COMPLETE DRAFTS
2D Information Task
Micro-credentials Research
Use the information in the image to answer the questions below
Equipment store
Lobby
Entrance
Sports hall


Podcast Learning Task
0% COMPLETE
COMPLETE DRAFTS
Podcast Learning Task
Micro-credentials Research
assessment.
Complete the content above before moving on.


Interactive Webinar Learning Task
0% COMPLETE
COMPLETE DRAFTS
Interactive Webinar Task
Micro-credentials Research
This task will support your learning, draw attention to key information and clarify your thinking.
Product Life Cycle
Development
Introduction
Growth
Maturity
Decline
New Ideas & Products are guaranteed success as soon as their are launched?
True
False
Check
Income
Time


360 Interactive Image Learning Task
0% COMPLETE
COMPLETE DRAFTS
360 Information Task
Micro-credentials Research
Quality Management of a Hockey Pitch
Scan the 360 image and consider what aspects of a hockey pitch would need a quality assessment to ensure that it is a suitable environment for any participants to use.
Use the text box below the image to list key facility issues you consider to be important to manage and monitor on an ongoing basis.

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

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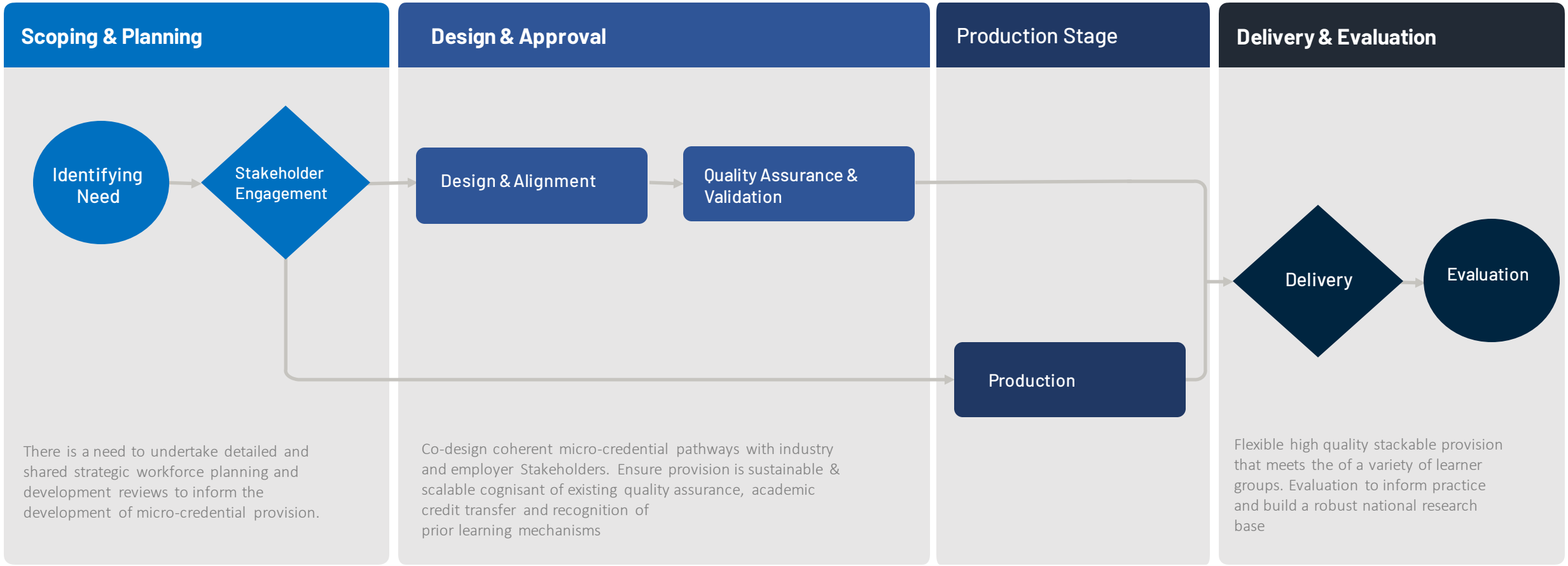
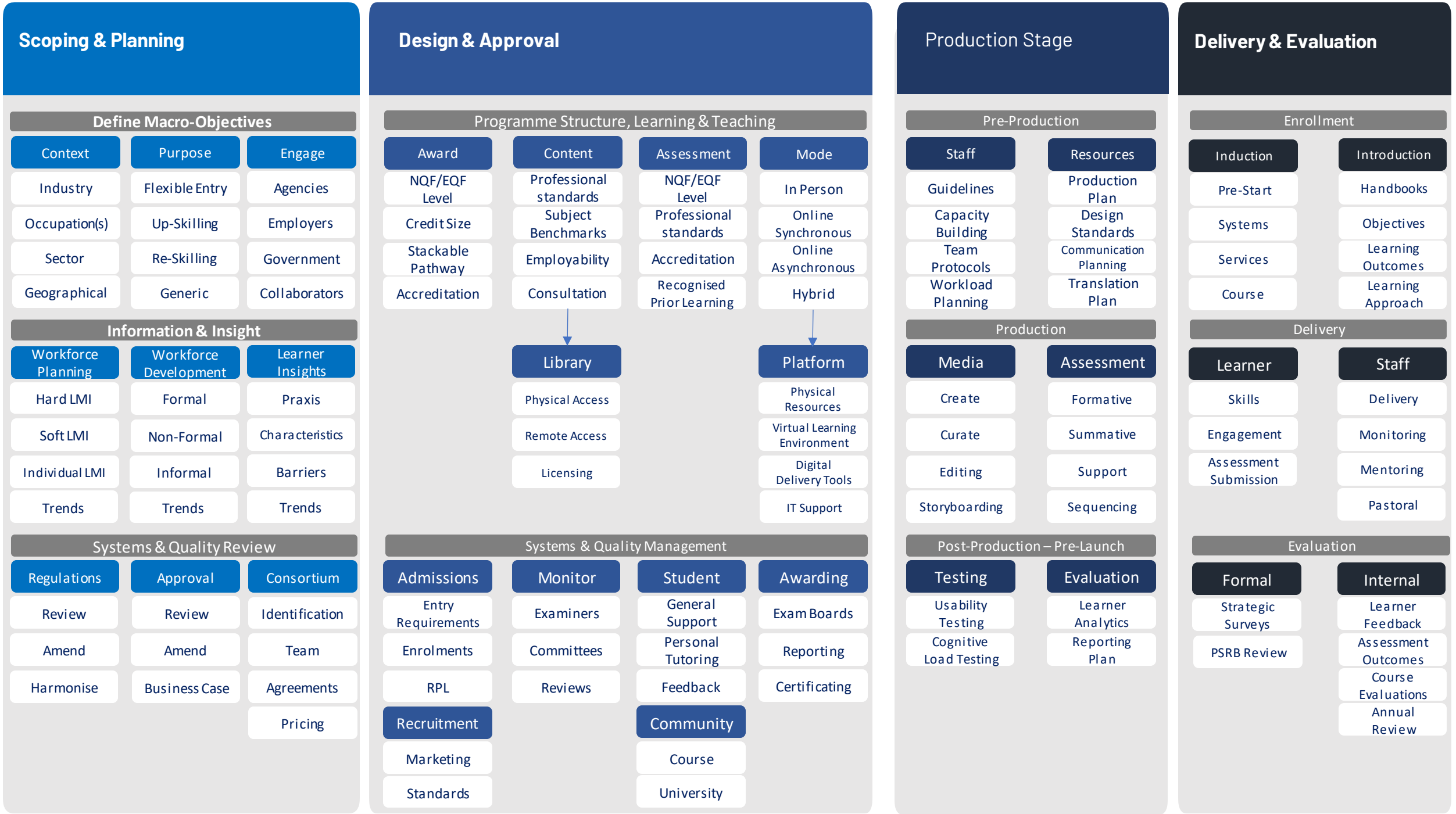
Stackable Micro-Credential Procedural Design Framework




Scoping & Planning
Define Macro-Objectives
Context
Industry
Occupation(s)
Sector
Geographical
Purpose
Flexible Entry
Up-Skilling
Re-Skilling
Generic
Engage
Agencies
Employers
Government
Collaborators
Information & Insight
Workforce Planning
Hard LMI
Soft LMI
Individual LMI
Trends
Workforce Development
Formal
Non-Formal
Informal
Trends
Learner Insights
Praxis
Characteristics
Barriers
Trends
Systems & Quality Review
Regulations
Review
Amend
Harmonise
Approval
Review
Amend
Business Case
Consortium
Identification
Team
Agreements
Pricing
Design & Approval
Programme Structure, Learning & Teaching
Award
NQF/EQF Level
Credit Size
Stackable Pathway
Accreditation
Content
Professional standards
Subject Benchmarks
Employability
Consultation
Assessment
NQF/EQF Level
Professional standards
Accreditation
Recognised Prior Learning
Mode
In Person
Online Synchronous
Online Asynchronous
Hybrid
Library
Physical Access
Remote Access
Licensing
Platform
Physical Resources
Virtual Learning Environment
Digital Delivery Tools
IT Support
Systems & Quality Management
Admissions
Entry Requirements
Enrolments
RPL
Recruitment
Marketing
Standards
Monitor
Examiners
Committees
Reviews
Student
General Support
Personal Tutoring
Feedback
Community
Course
University
Awarding
Exam Boards
Reporting
Certificating
Production Stage
Pre-Production
Staff
Guidelines
Capacity Building
Team Protocols
Workload Planning
Resources
Production Plan
Design Standards
Communication Planning
Translation Plan
Production
Media
Create
Curate
Editing
Storyboarding
Assessment
Formative
Summative
Support
Sequencing
Post-Production – Pre-Launch
Testing
Usability Testing
Cognitive Load Testing
Evaluation
Learner Analytics
Reporting Plan
Delivery & Evaluation
Enrollment
Induction
Pre-Start
Systems
Services
Course
Introduction
Handbooks
Objectives
Learning Outcomes
Learning Approach
Delivery
Learner
Skills
Engagement
Assessment Submission
Staff
Delivery
Monitoring
Mentoring
Pastoral
Evaluation
Formal
Strategic Surveys
PSRB Review
Internal
Learner Feedback
Assessment Outcomes
Course Evaluations
Annual Review

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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

General Guiding Principles

- **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

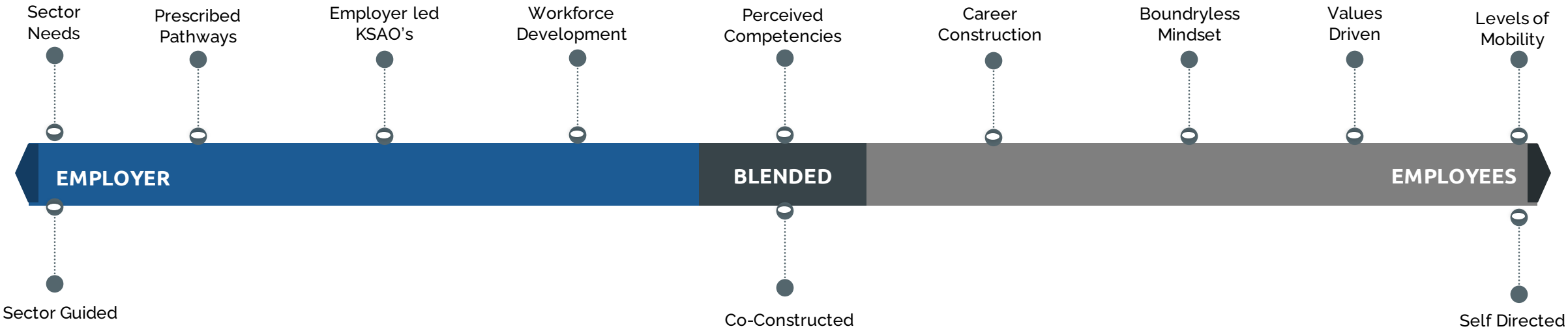
- Gathered from a variety of sources including employers, educators, experts, and professionals to provide qualitative information on career pathways, job descriptions, skills requirements, and trends.
- Qualitative LMI help identify gaps and trends in the labour market.

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

PRECAREER ATTITUDES

CAREER ATTITUDES



CAREER ENVIRONMENT

PRECAREER ENVIRONMENT

(Adapted - Li, Goering, Montany, and Su, 2020)

ONS STATISTICS

SOC Anticipated Typical Entry Routes and Associated Qualifications

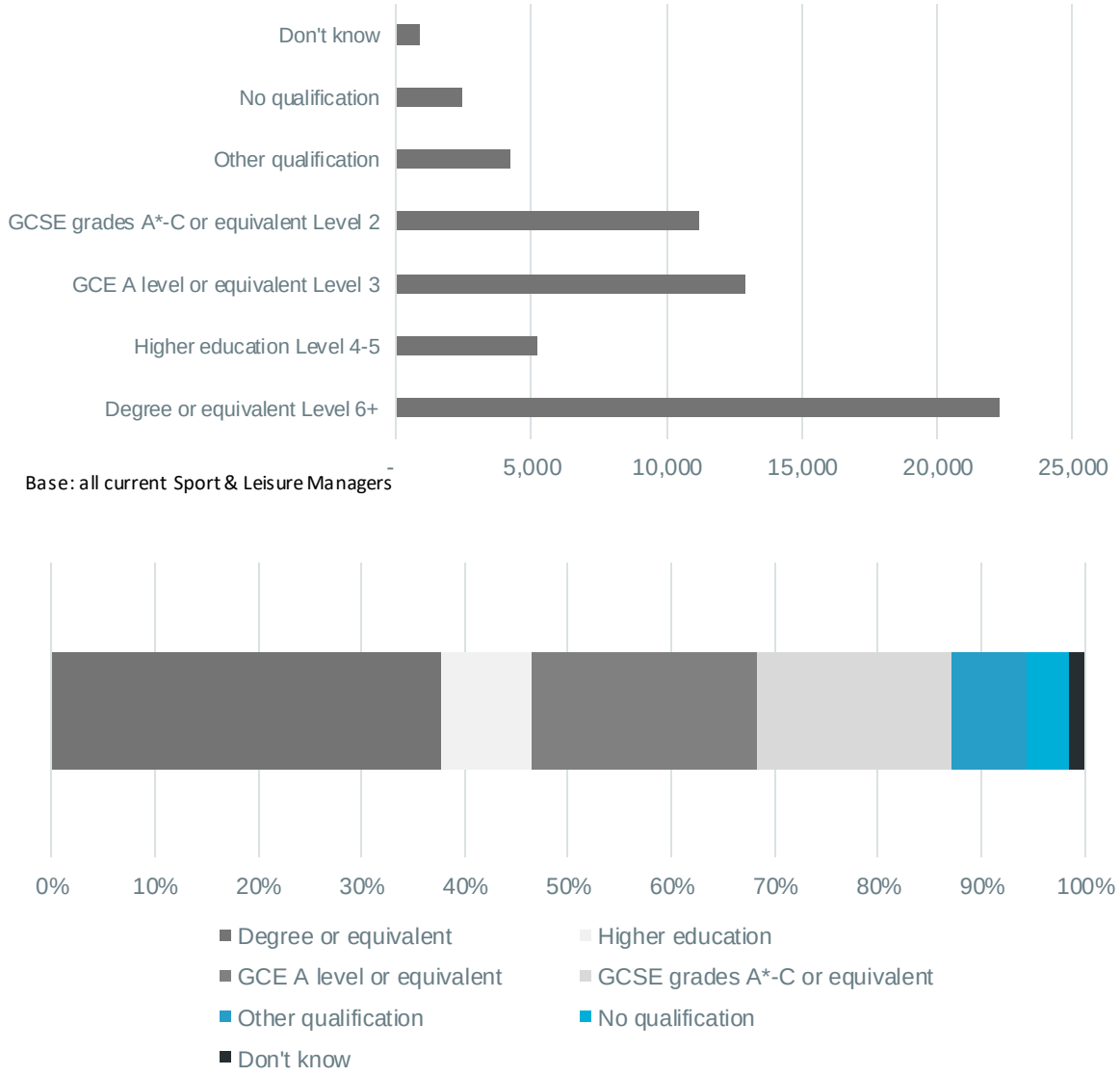
Both graduate and non-graduate entry is possible. Off- and on the job training is provided. NVQs/SVQs in relevant areas are available at Levels 3 and 4. Professional qualifications may also be required for some posts.

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)

Scotland	**- 1,370**
Edinburgh	- 352
Glasgow	- 267
England	**- 20,911**
London	- 5407
Bath	- 602
Bristol	- 566
Manchester	- 523
Birmingham	- 465
Leeds	- 312
Leamington Spa	- 265
Liverpool	- 234
Northern Ireland	**- 236**
Wales	**- 575**

I am Highly Self Directed in my Career Management

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

MIDDLE MANAGER

Sport Management

Europe

25+

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

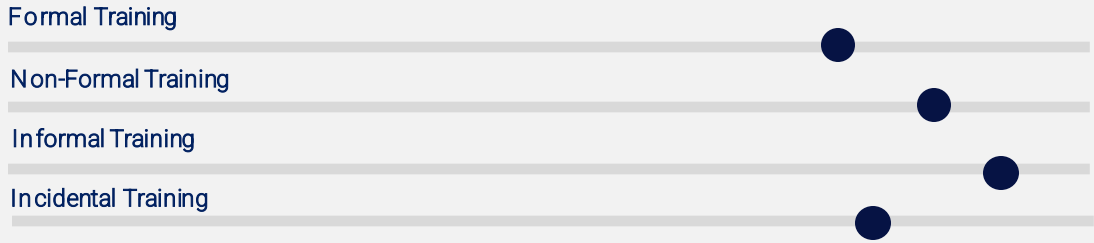
I am Very Satisfied with my Career.

I will consider my employers needs when directing my career.

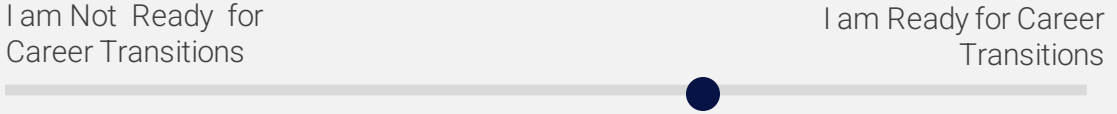
Most Important Perceived Competencies for Role

Need Training

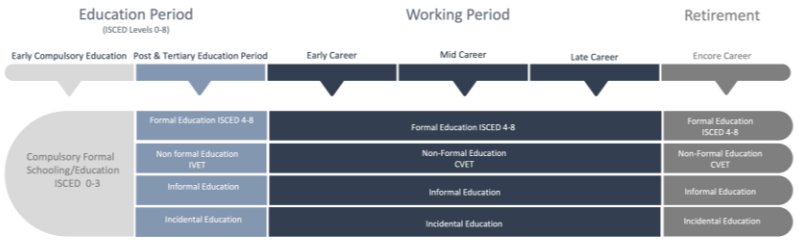
Training & Development Preferences



Career Adaptability

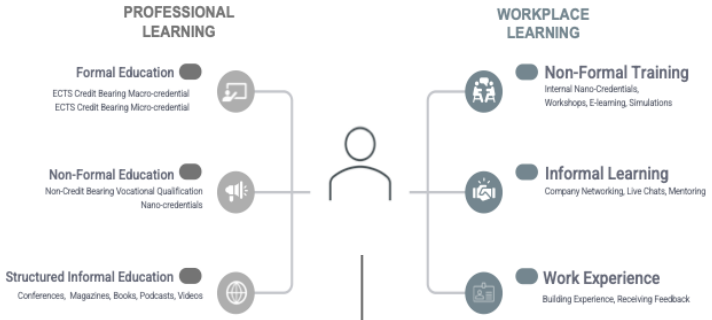


Workforce Development Stage



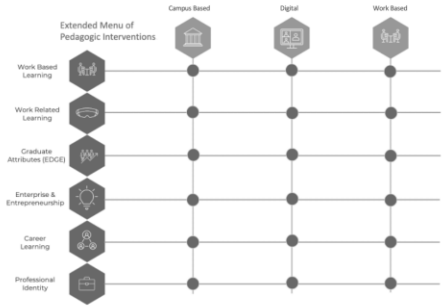
Develop provision for professional development and lifelong learning in sport management, considering the specific career mindsets, skills, knowledge and experience at each stage to inform an effective learning ecosystem at each stage of the workforce development system.

Learning Ecosystem



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.

Employability Pedagogic & Guidance Interventions

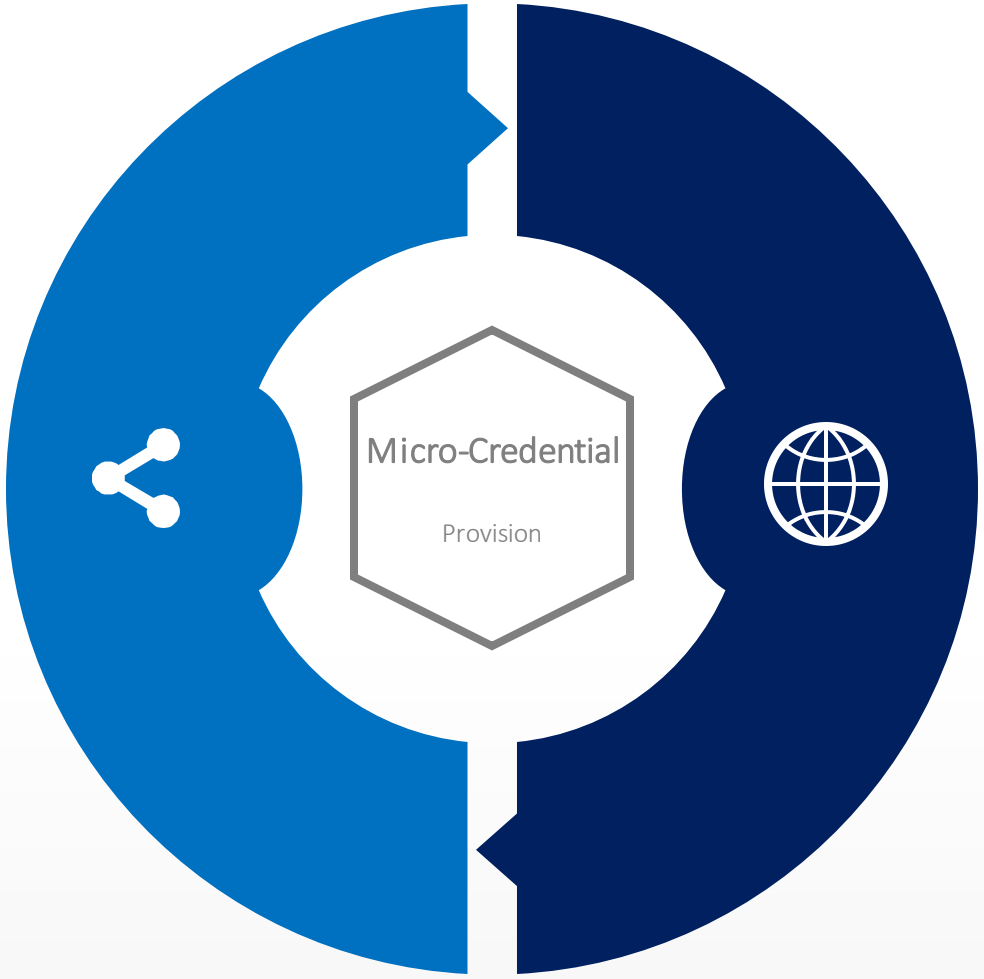


Developing a holistic approach to teaching and assessment interventions that develops employability across the learning ecosystem. Consider the stage of and mode of learning when drawing from the menu of options.

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



Expectations for Quality

Engaging with Experts

Core Practice

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.

Common Practice

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

SO Steven Osborne

Micro-Credentials Planning Framework Toolkit

ENTER

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