Micro-gymwysterau yng Nghymru

Micro-credentials in Wales

Steven Osborne Principal Lecturer in Professional & Workforce Development

Chairperson QAA MC.SIG

4 QUALITY EDUCATION

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

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.

FINAL REPORT

A EUROPEAN APPROACH TO MICRO-CREDENTIALS

OUTPUT OF THE MICRO-CREDENTIALS HIGHER EDUCATION CONSULTATION GROUP

December 2020

European Commission

Education and Training

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

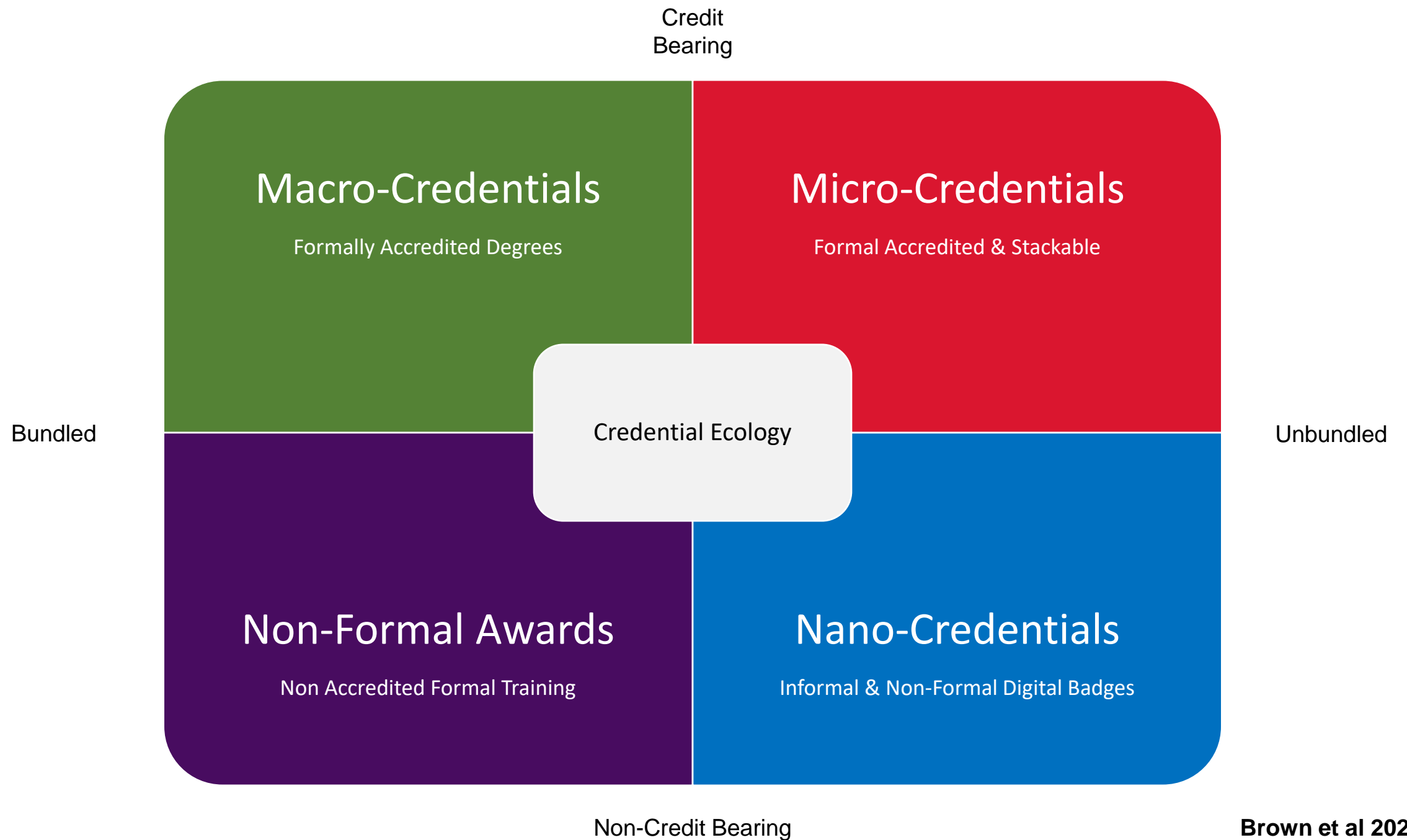**Micro-credentials**

May 2022

QAA

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

Credit
Bearing

Macro-Credentials

Formally Accredited Degrees

Micro-Credentials

Formal Accredited & Stackable

Bundled

Credential Ecology

Unbundled

Non-Formal Awards

Non Accredited Formal Training

Nano-Credentials

Informal & Non-Formal Digital Badges

Non-Credit Bearing

Brown et al 2020

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.

- 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)

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

hefcw

Developing Micro-credentials: Cardiff
Metropolitan University report to HEFCW

2022

**Higher Education
for the Nation:**

Developing
Micro-
credentials

DECEMBER // 2022

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

hefcw

Cardiff
Metropolitan | Prifysgol
University | Metropolitan
Caerdydd

**Micro-credential
Planning Framework**

Technical summary document

October 2023

Steven Osborne, Cardiff Metropolitan University

A HEFCW-funded QAA Cymru Collaborative Enhancement Project

QAA
CYMRU

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

hefcw

In 2022-23, HEFCW asked QAA Cymru to explore current practice in the higher education sector in relation to micro-credentials, building on the case studies that HEFCW had already developed.
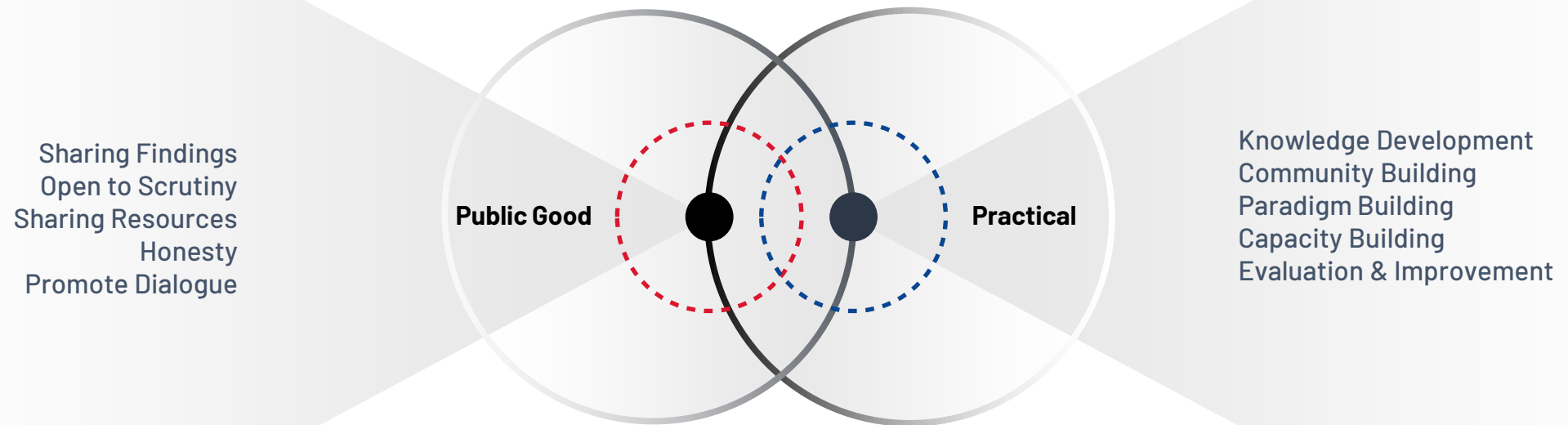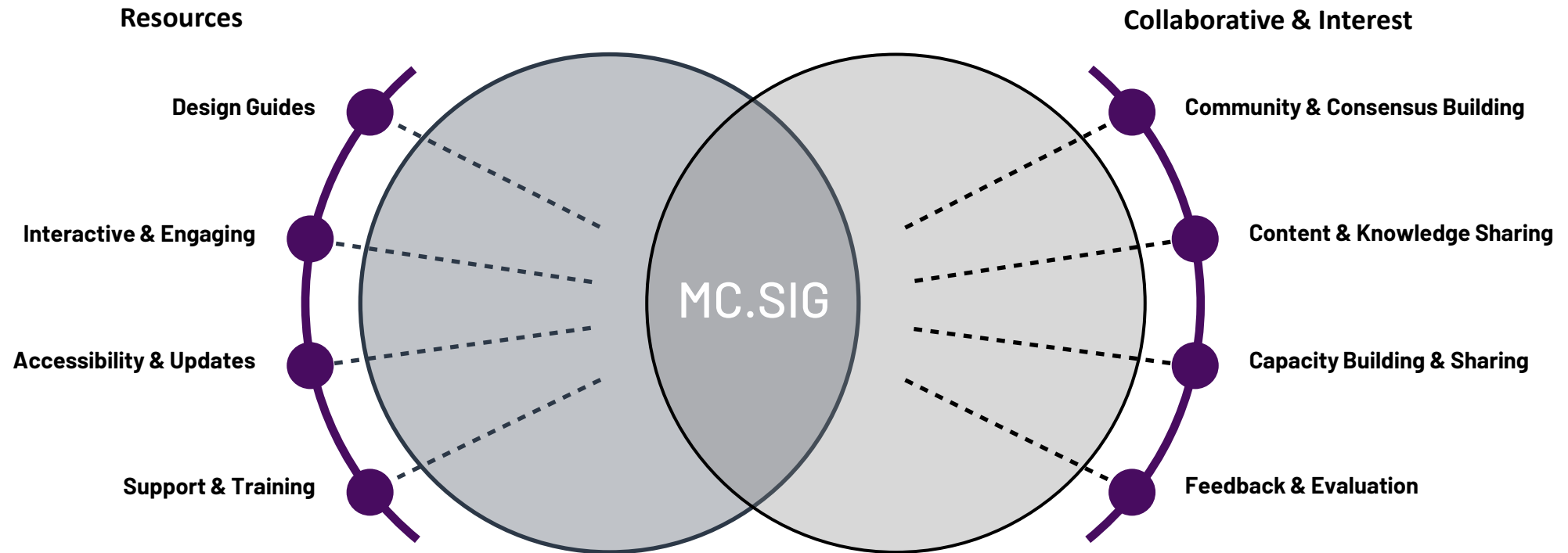
Micro-credential Wales 2023

- Diverse sector engagement
- Predominantly small credits
- QAA Characteristic Statement Utilisation
- Varied delivery modes
- Quality assurance challenges
- Student support varies
- Resource-intensive processes
- Employer perception concerns
- Success metrics unclear
- Need for innovation

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

hefcw

QAA
CYMRU

In 2023/24 QAA was commissioned by HEFCW to support and facilitate a sector-owned virtual Tertiary Working Group on Micro-credentials led by Wales, which is also open to tertiary education providers in Scotland and Northern Ireland and employers.

MC.SIG

- Support the tertiary sector

- Highest possible quality of education

- Excellence, independence, and trust in micro-credential provision using

- Standards, leadership and quality assurance and enhancement

- Promote the use of the QAA Characteristics Statement

- Supporting any further developments to the Statement.

MC.SIG Principles

Sharing Findings
Open to Scrutiny
Sharing Resources
Honesty
Promote Dialogue

Public Good

Practical

Knowledge Development
Community Building
Paradigm Building
Capacity Building
Evaluation & Improvement

Lave & Wegner/Thomas Kuhn

Special Interest Group Principles

Resources

Design Guides

Interactive & Engaging

Accessibility & Updates

Support & Training

MC.SIG

Collaborative & Interest

Community & Consensus Building

Content & Knowledge Sharing

Capacity Building & Sharing

Feedback & Evaluation

Maint a Lefelau micro-gymwysterau | Micro-credential Size and Levels

Maint | Size

Lefel | Level
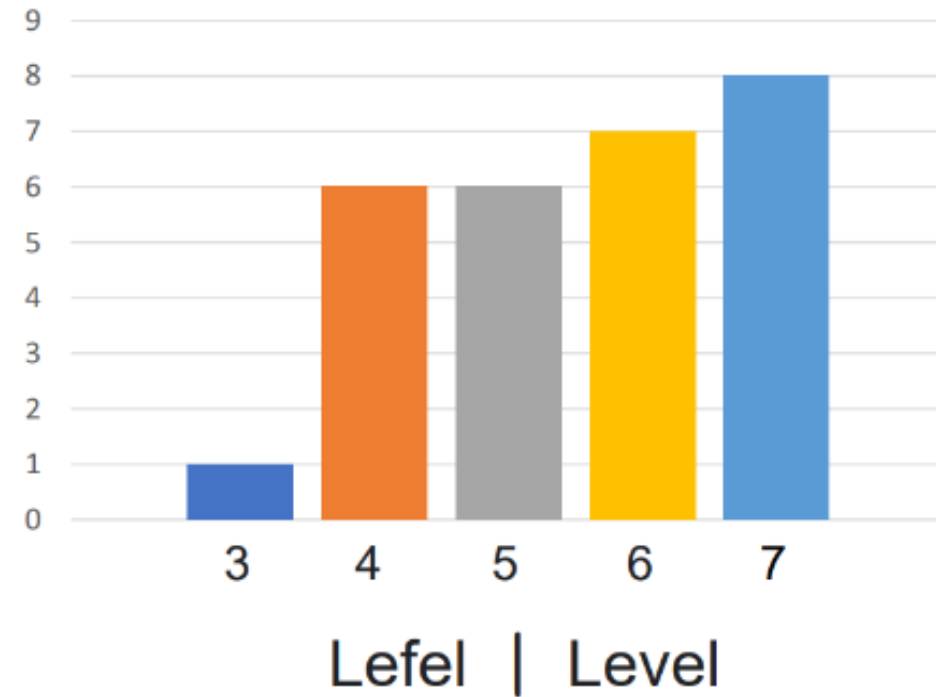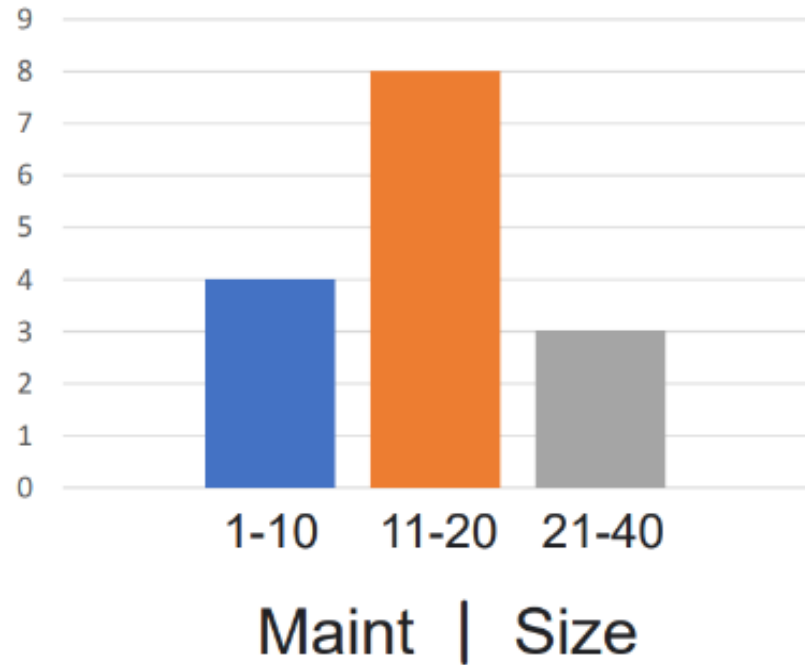
Cyflwyno micro-gymwysterau | Micro-credential delivery
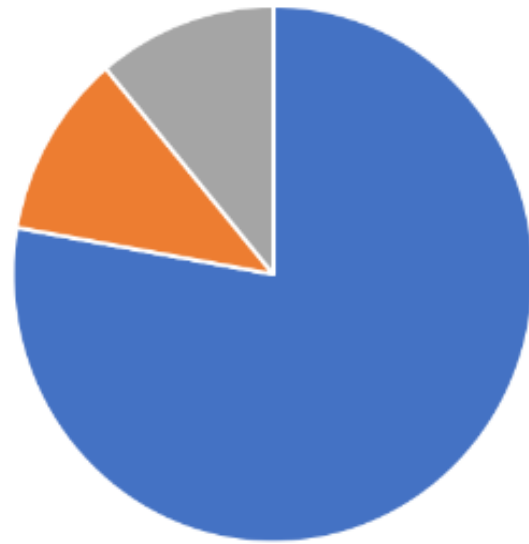
Ar-lein yn unig | Online only

Wyneb-yn-wyneb yn unig | In-person only

Cymysg | Blended

MC.SIG Meetings & Home National Webinar 2024

- 40+ Tertiary Institutions – Wales, Scotland, NI

- Framework and standardisation of terminology.

- Quality Assurance and transition.

- Transferability, stackability, portability.

- Resource management: scalability, institutional strategic priorities.

- Industry alignment: upskilling, reskilling.

- Learner journey: supporting learners and modality.

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

hefcw

QAA
CYMRU

PRIFYSGOL BANGOR UNIVERSITY

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MICRO-CREDENTIAL: SUSTAINABLE LEADERSHIP IN EDUCATION 1 – MAKING THE CHANGE

COURSE DETAILS

Tuition Fee	£250
Credits	5 Micro-credentials
Duration	5 weeks flexible
Start Date	January September
Study Mode	Part Time
Location	Online

About This Course   Course Content   Course Cost   Entry Requirements   Application

About This Course

Who is this course for?

This micro-credential course is for educators in school leadership positions and individuals leading on eco matters

> **Apply Now**

Questions? Need help?

School Leavers   Adult Learners   Apprenticeships   Higher Education   International   Employers

Microcredential in Additional Learning Needs and Inclusive Practice for Industry

🕐 Part-Time   📊 Level 4   📍 Tycoch, Online   📅 10 weeks

Telephone: 01792 284098 **Email:** he@gcs.ac.uk

Overview

NEW for 2024

Key information

Entry requirements
⊖

Share this f 🐦 ✉

Introduction   Benefits   Choose micro-credentials   **Apply Now**

Level up your sport management training with flexible micro-credentials

The new way for managers in the sector to study towards the Certificate of Higher Education in Sport Management from Cardiff Metropolitan University, in collaboration with CIMSPA.

The Certificate of Higher Education in Sport Management has been designed to suit the busy schedules of working professionals. The course is the first of its kind for the sport and physical activity sector, comprising six stackable modules known as micro-credentials.

Apply Now

Cardiff Metropolitan University | Prifysgol Metropolitan Caerdydd

The micro-credential learning pathway

▶
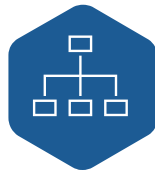
Hello Micro-credential Learners!

We are excited to welcome you to this rich learning space, where your experience and passion for the sport and leisure industry will marry groundbreaking management and marketing principles. Whether you are taking the first step into this sector or looking to enhance your existing skills, this course promises a wealth of knowledge that is relevant, insightful, and adaptable to the dynamic landscape of the sport and physical activity industry.

Course Overview

This introductory course is meticulously crafted to pave the way for you to delve deep into the world of management and marketing, but with a specialised lens focused on the sports and physical activity sector. As seasoned professionals or enthusiastic beginners, you will find that the course seamlessly integrates real-world experiences with theoretical insights, providing you with a robust understanding and critical management skills that are vital in today's competitive landscape.

What to Expect

Over the course of this module, you will explore:

1. **Management Functions** - Gain insights into the pivotal roles that planning, organising, and controlling play in the successful operation of organisations within the industry.
2. **Marketing Dynamics** - Learn the principles of marketing contextualised for the sport and leisure industry, offering a fresh perspective on building and sustaining brand value.
3. **Leadership & Decision Making** - Develop leadership acumen that fosters innovation and inclusivity, coupled with decision-making skills that are both analytical and empathetic.
4. **Societal Impact** - Understand the broader role of the sports and leisure industry in society and how to leverage this for positive change and development.

Collaborative Learning

We strongly believe in the power of community and collaboration. Throughout this course, you will have numerous opportunities to interact with fellow learners, share experiences, and learn from a diverse group of individuals who share your passion for the industry.

Your Contribution

Your experiences, insights, and perspectives as non-traditional learners will be the backbone of enriching discussions and collaborations. We encourage you to share your stories, apply your learnings to real-world scenarios, and grow together as a cohort.

Resources & Support

On this Moodle platform, you will find a plethora of resources to aid your learning journey. The Main Sections below house your online learning unit that contain activities like online reading, webinars, interactive tasks and document downloads. We have ensured that you have all the tools at your fingertips.
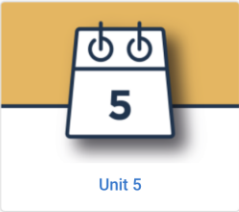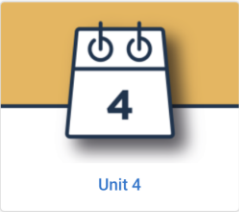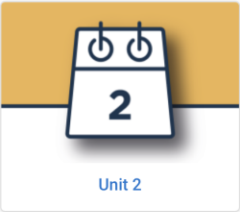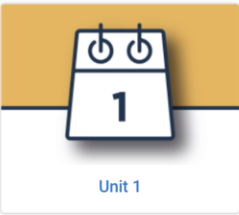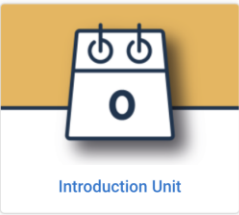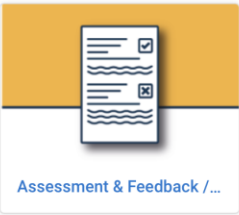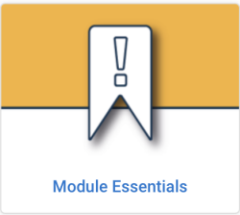
NOTE: You will have to progress through each Unit in the order provided and once you have finished the tasks and reading in all the areas and answered some end of unit knowledge check questions the next unit will open up. The unit sections include the introduction unit and six knowledge units.

Additionally, our dedicated team is always here to assist you, ensuring a seamless and enriching learning experience. The Latests News Tab above is our forum common room and should be used to post general questions and queries and you all will have a personal one on one tutorial during the course. Other resources are available 24/7 for example please find some useful information about academic skills in the Study Smart module.

We are thrilled to embark on this journey with you. Welcome to a space of growth, innovation, and collaborative learning. Let's redefine the future of the sports and leisure industry, together!

💬 COMMON ROOM FORUM

The common room forum is a virtual space designed to foster collaboration, engagement, and community among learners. It serves as a hub where course participants can discuss topics, share insights, ask questions, and connect with fellow learners. This forum encourages the exchange of ideas, enhances peer-to-peer learning, and provides a supportive environment to interact, network, and enrich their learning experience.

Module Essentials

Assessment & Feedback / ...

Introduction Unit

Unit 1

Unit 2

Unit 3

Unit 4

Unit 5

Principles of Management and Marketing in Sport & Physical Activity_T1_23

Home > Courses > MIC4002_T1_23 > Hidden Resources > Unit 1

Unit 1

MiCred Principles of Sport Management Unit 1: Fundamentals of Management

44% COMPLETE

- UNIT 1: Fundamentals of Management
- Introduction to Management in the Sport & Physical Activity Industry
- Sport Management the Evolution of a Specialist Management Discipline
- Sporting Context
- INTRODUCTION TO MANAGEMENT IN THE SPORT & PHYSICAL ACTIVITY INDUSTRY
- Understanding Effective Sport & Physical Activity Managers & Their Roles
- Introduction to Managers
- Defining Sport Organisations

UNIT 1: Fundamentals of Management

THEME 1 OF 9

Introduction to the Unit

"Welcome to Unit 1: Principles of Management and Marketing in Sport & Physical Activity. In this unit, we will lay the foundation for understanding the essential concepts and theories of management in the context of the sport and physical activity industry."

Steven Osborne

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)	UK Quality Assurance Agency (QAA) Micro-credential Characteristic Statement (2022)	Models and guidelines for the design and development of a joint micro-credential programme in higher Education (Henderikx et al., 2022)
• Quality • Transparency • Relevance • Valid assessment • Learning pathways • Recognition • Portability • Learner centred • Authenticity • Information	• Context and purpose • Characteristics of the learner • Admissions and access • Recognition of Prior Learning • Course design • Learning and teaching, and assessment • Certification • Quality management	• 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

Need for Conceptual Field Testing

1. A Micro-credential is: Credit-bearing against a recognised level of the Qualifications Frameworks, subject to standard quality assurance mechanisms and not normally an award in its...

11 Responses

●	1 - Inadequate	0
●	2	0
●	3	0
●	4	0
●	5	1
●	6	2
●	7	4
●	8	2
●	9	2
●	10 Excellent	0
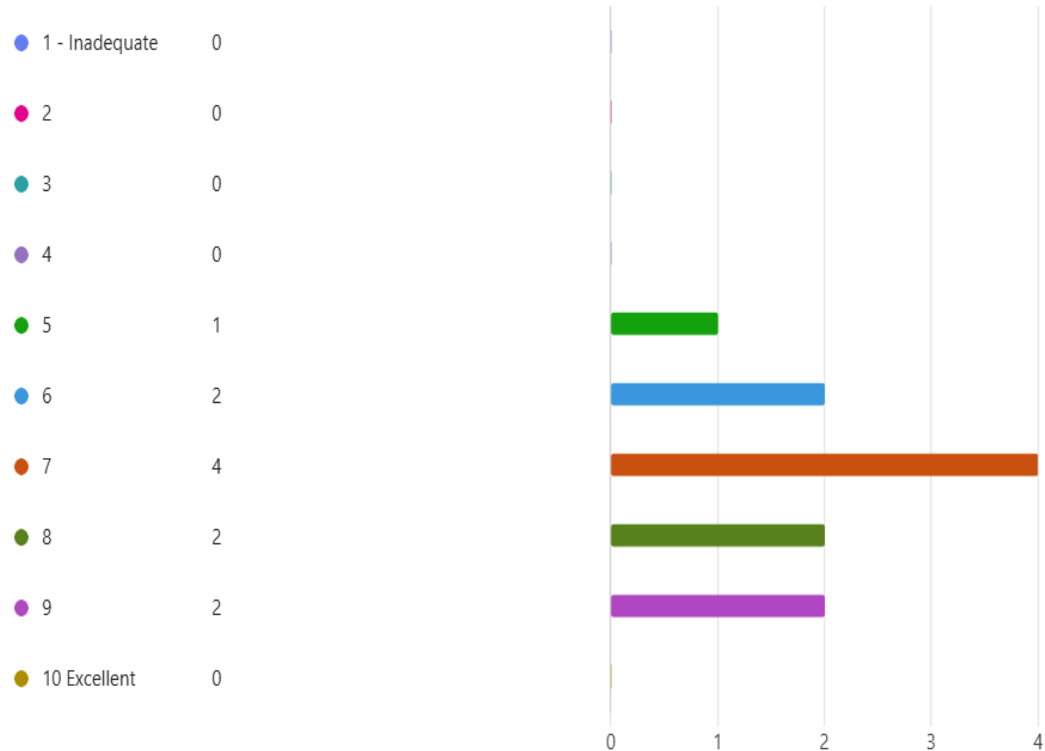
9. Stackablility: Stackable micro-credentials can be viewed as building blocks, where each micro-credential that a learner earns, has potential to build up to a higher-level macro-...

11 Responses

●	1 - Inadequate	0
●	2	0
●	3	0
●	4	0
●	5	0
●	6	0
●	7	1
●	8	6
●	9	1
●	10 Excellent	3

Industry & Employer Needs

Sustainable

Collaborate

Scalable

Micro Credentials

Flexible

Inclusive

Responsive

Learners Needs
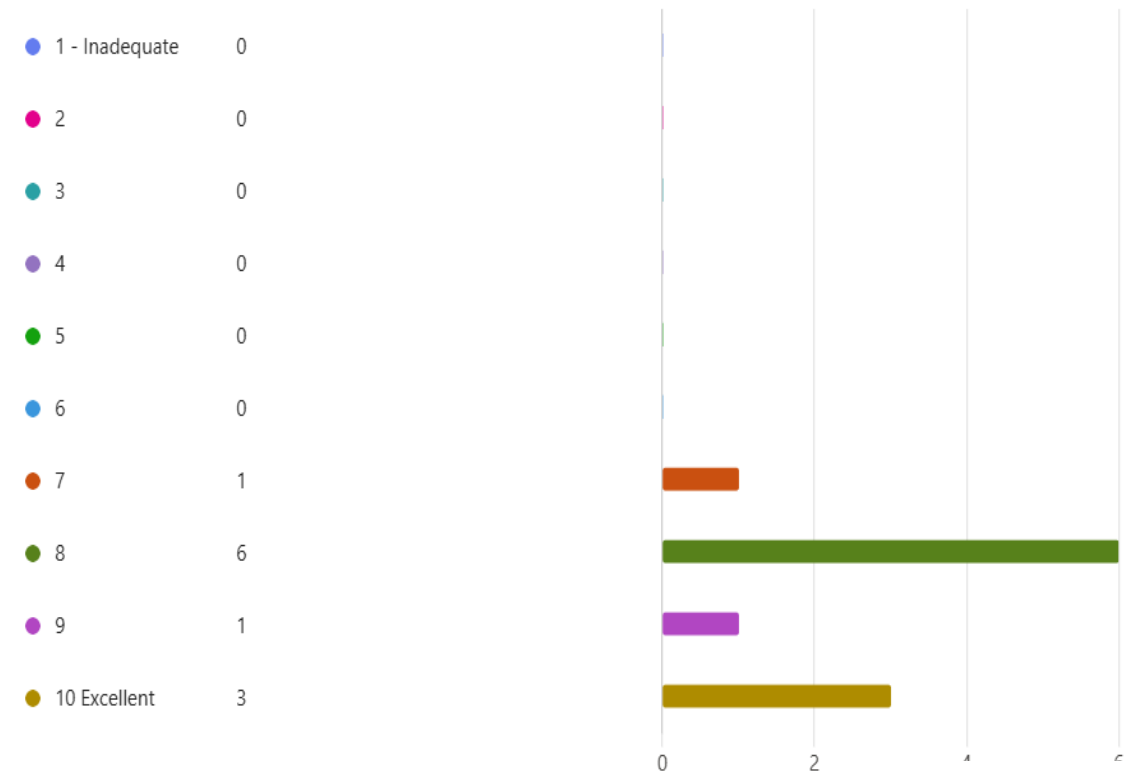
General Guiding Principles

- **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

Stackable Micro-Credential Procedural Design Framework

Scoping & Planning

Identifying Need → Stakeholder Engagement

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

Design & Approval

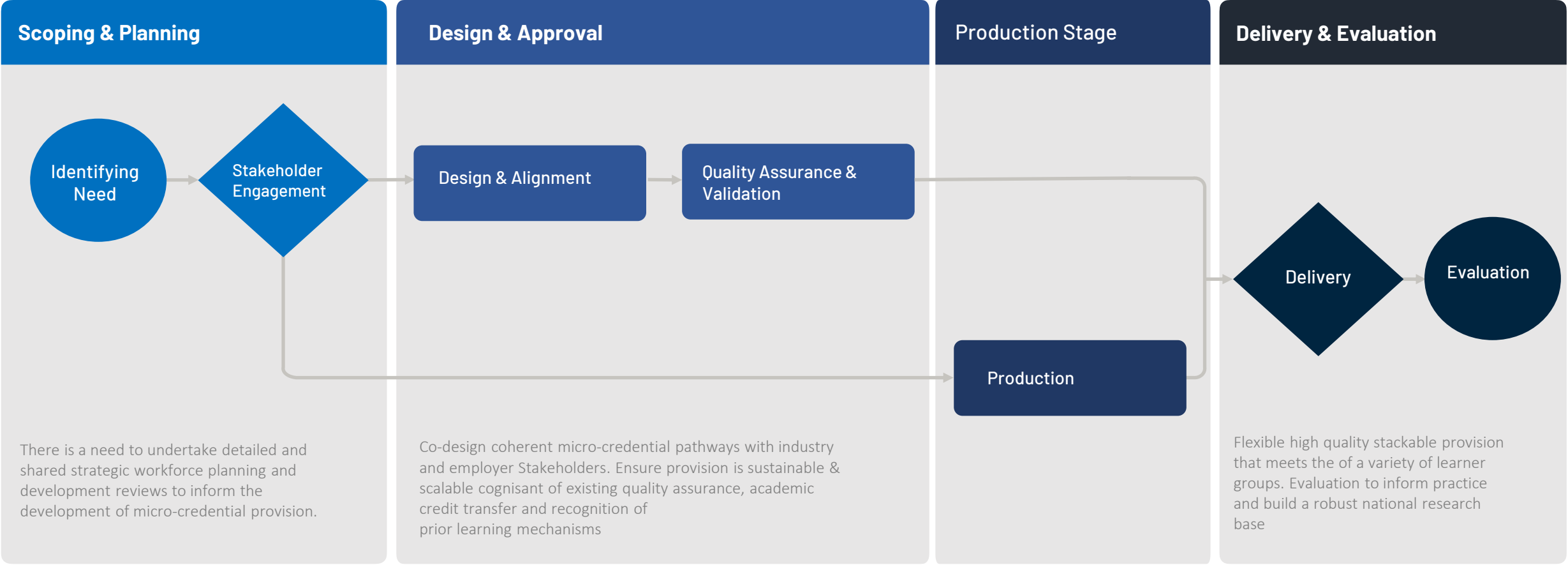Design & Alignment → Quality Assurance & Validation

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

Production Stage

Production

Delivery & Evaluation

Delivery → Evaluation

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

Osborne & Thirlaway (2023, 2024)

Scoping & Planning

Define Macro-Objectives

Context	Purpose	Engage
Industry	Flexible Entry	Agencies
Occupation(s)	Up-Skilling	Employers
Sector	Re-Skilling	Government
Geographical	Generic	Collaborators

Information & Insight

Workforce Planning	Workforce Development	Learner Insights
Hard LMI	Formal	Praxis
Soft LMI	Non-Formal	Characteristics
Individual LMI	Informal	Barriers
Trends	Trends	Trends

Systems & Quality Review

Regulations	Approval	Consortium
Review	Review	Identification
Amend	Amend	Team
Harmonise	Business Case	Agreements
		Pricing

Design & Approval

Programme Structure, Learning & Teaching

Award	Content	Assessment	Mode
NQF/EQF Level	Professional standards	NQF/EQF Level	In Person
Credit Size	Subject Benchmarks	Professional standards	Online Synchronous
Stackable Pathway	Employability	Accreditation	Online Asynchronous
Accreditation	Consultation	Recognised Prior Learning	Hybrid

Library	Platform
Physical Access	Physical Resources
Remote Access	Virtual Learning Environment
Licensing	Digital Delivery Tools
	IT Support

Systems & Quality Management

Admissions	Monitor	Student	Awarding
Entry Requirements	Examiners	General Support	Exam Boards
Enrolments	Committees	Personal Tutoring	Reporting
RPL	Reviews	Feedback	Certificating

Recruitment		Community	
Marketing		Course	
Standards		University	

Production Stage

Pre-Production

Staff	Resources
Guidelines	Production Plan
Capacity Building	Design Standards
Team Protocols	Communication Planning
Workload Planning	Translation Plan

Production

Media	Assessment
Create	Formative
Curate	Summative
Editing	Support
Storyboarding	Sequencing

Post-Production – Pre-Launch

Testing	Evaluation
Usability Testing	Learner Analytics
Cognitive Load Testing	Reporting Plan

Delivery & Evaluation

Enrollment

Induction	Introduction
Pre-Start	Handbooks
Systems	Objectives
Services	Learning Outcomes
Course	Learning Approach

Delivery

Learner	Staff
Skills	Delivery
Engagement	Monitoring
Assessment Submission	Mentoring
	Pastoral

Evaluation

Formal	Internal
Strategic Surveys	Learner Feedback
PSRB Review	Assessment Outcomes
	Course Evaluations
	Annual Review

Steven Osborne

Micro-Credentials Planning Framework Toolkit

ENTER

Cardiff Metropolitan University Micro-credentials Planning Framework Toolkit

CONTINUE

Scoping & Planning

How can higher education providers design, deliver, and manage micro-credentials in partnerships with stakeholders to

- Effectively address learner & industry needs,
- Accommodate diverse backgrounds
- Sustain future demands, and
- Maintain academic standards and quality management?

Design & Approval

How can micro-credential programmes be meticulously designed and assessed considering pedagogical principles and varied stakeholder requirements, including

- Recognition by PSRBs
- Appropriate learning experiences
- Assessment validity
- Incorporating learner feedback into QA processes
- Fulfilling legal and moral obligations for accessibility

Delivery & Evaluation

How can educational institutions

- Develop an inclusive and transparent admissions process
- Leverage learner analytics and engagement data for personalised support
- Foster effective collaboration among learners
- Employ effective feedback mechanisms to continually improve the design and delivery

MC.SIG 2024/2025

- Tertiary Quality Enhancement Reviews (Home Nations)
- International Engagement (EU [Ireland], North America, Australasia).
- Encourage Collaboration & Innovation
- Efficiency & Sharing Practice
- Professional Development
- Scalability
- Customisation
- Quality Assurance