

## Micro-Credentials

### Information Sheet and Descriptor

#### Definition (working)

**A micro-credential is a proof of the learning outcomes that a learner has acquired following a short learning experience. These learning outcomes have been assessed against transparent standards. The proof is contained in a certified document that lists the name of the holder, the achieved learning outcomes, the assessment method, the awarding body and, where applicable, the qualifications framework level and the credits gained. Micro-credentials are owned by the learner, can be shared, are portable and may be combined into larger credentials or qualifications. They are underpinned by quality assurance following agreed standards (**working definition approved by HCI Steering, 11 February 2021**).**

Micro-credentials – range of credits from 2.5\* ECTS, 5 ECTS, 10 ECTS.

\*Note: for the 2021/22 academic year micro-credentials will consist of 5 ECTS or 10 ECTS.

#### Micro-credentials:

- Consist of credit offered for continuing/professional development purposes.
- Are specifically designed to upskill the workforce.
- May be stackable.
- Offer flexible delivery to meet the needs of industry, business and employees.

**MC = Micro-Credential**

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### HCI Pillar 3

#### Micro-Credentials: Descriptor

HCI Cluster and Work Package for the proposed micro-credential:	Cluster 1: Work-package 1
To whom will the micro-credential be offered?	Specify the specific industry/profession targeted: e.g. Those who have a safeguarding remit-healthcare, social care, Voluntary organisations, financial institutions, statutory bodies etc
Micro-credential title:	Safeguarding Adults at Risk of Abuse
Is the proposed micro-credential a new or existing module (repurposed)?	New module/MC
<b>(For Existing Modules Only)</b>	
Existing module detail	<p><b><i>If this is an existing module to be repurposed as a micro-credential, please respond to the questions below.</i></b></p> <p><b><i>If not, proceed to the next section.</i></b></p> <p>State the name of the module and programme <i>(and enclose module descriptor if available)</i>: Click or tap here to enter text.</p> <p>Is the module shared with another discipline/School? If so, name the discipline/School: Click or tap here to enter text.</p> <p><b>Existing Module details:</b> Select UG or PG.</p> <p>State year group.</p> <p>No. of ECTS of module: Click or tap here to enter text.</p> <p>NFQ level: Click or tap here to enter text.</p> <p>School (owner and discipline): Click or tap here to enter text.</p>



	<p>Module coordinator: Click or tap here to enter text.</p> <p>Code in SITS: Click or tap here to enter text.</p> <p><i>If changes are required to the existing module so that it can exist coherently as a micro-credential please give details (please also outline how the existing module will meet the criteria of a micro-credential in terms of meeting the needs of industry and, providing flexible delivery):</i></p> <p>Click or tap here to enter text.</p>	
<b>Micro-credential information</b>		
NFQ level (if applicable)	9	PG
ECTS	<p><i>Note: 5 ECTS: 100–125 hrs student effort (PG: 1 ECT: 25 hrs student effort)</i></p> <p>5</p>	
School (owner) and discipline	School of Nursing & Midwifery	
MC Coordinator (name) <i>(Must be academic / teaching staff)</i>	Professor Amanda Phelan	
State other Schools/external organisations involved in the delivery of the micro-credential (if applicable)	<p>Promoted by Safeguarding Ireland: Safeguarding Ireland have agreed to promote the programme with its membership groups but its governance and roll out is the remit of SNM, TCD.</p> <p>The HSE have expressed a commitment to fund students in Sept 2020. They communicated that they would see adult safeguarding education as a continuous requirement for staff and that increasing educational offerings to MSc and PhD award levels would be advantageous.</p> <p><a href="https://www.safeguardingireland.org/">https://www.safeguardingireland.org/</a></p>	
Industry/profession	<p><b>Specify the industry/profession targeted by the micro-credential:</b></p> <p>The programme is open to health and social care professionals but also other sectors which have an interface with the area of services' provision to adults at risk (ie the Central Bank of Ireland's Consumer code recognises the need to</p>	



	<p>protect vulnerable customers so financial institutions may find this of interest), NGOs, councils, legal professionals, police etc. The programme will be interdisciplinary and inter-sector focused.</p> <p><b>What market need is addressed by the micro-credential:</b></p> <p>There is currently no third level institution providing this form of specialised education. Safeguarding services for adults have gained more attention since the introduction of Ireland’s first policy document in 2002, the establishment of HIQA (2007), HSE Safeguarding services (2007) and the need to have robust evidence-based responses as highlighted by serious case reviews (ie Aras Attracta). Also, the ratification of the Convention on the Rights of Persons with a Disability by Ireland in 2018 has also pointed to the need for educational support in this area. Finally, the Department of Health is developing a new adult safeguarding policy and the Law Reform Commission is considering legislation in this area so professional responsibilities in prevention, identification and intervention will be mandated.</p> <p><b>State the industry/employer-related skills addressed by the micro-credential:</b></p> <p>Having skills in prevention, identification, intervention and documentation in safeguarding adults at risk of abuse.</p> <p><b>How will the delivery of this micro-credential facilitate industry/professional staff participation (flexible delivery – online/blended/face-to-face – evenings/weekends etc)?</b></p> <p>A combination of face to face and online synchronous learning delivered within a 9-5 weekday.</p>
Teaching staff & if appropriate institutional/industry affiliation	<p>Name all teaching staff involved and if external, the name of the organisation.</p> <p>Guest lecturers: Ms Patricia Rickard Clarke (Chair Safeguarding Ireland), Mr Tim Hanley (Director Safeguarding Services), Ms Louise O’Mahoney (Banking and Payments Federation of Ireland) and Professor David Burnes (University of Toronto). One session each for one hour.</p> <p>Professor Amanda Phelan</p>
Min./max. number of students	Min. number of students: 10



	Max. number of students: 20		
Mode of delivery	Blended Any further details: Face to face workshops on week 1 and week 10 with block release for students and instruction combined with synchronous online classes		
MC entry & admission requirements/pre-requisites (if applicable)	Have an undergraduate degree or recognised prior learning  Be working with an at-risk population		
Proposed commencement date	Sept 2021		
Micro-credential frequency, duration and term	<i>Frequency of delivery during the academic year:</i>  once	<i>Duration of the MC (e.g. 6 weeks). If block delivery applies provide details:</i>  12 weeks (semester)	<i>Indicate term(s):</i> Michaelmas <input checked="" type="checkbox"/> Hilary <input type="checkbox"/> Trinity <input type="checkbox"/>
Contact and independent study hours (include total)	<i>(1 ECTS = 25 hrs) Note: contact hours also relate to online delivery.</i> 32 (synchronous class via virtual platform in Blackboard plus face to face days) Breakdown: 2 x 6 hours face to face-block release from workplace, weeks 1 and 10) (Public health measures allowing) and 10 sessions of 2-hour online classes which will be recorded are made available in Blackboard. 113 (self-directed, independent learning) Total: 5 ECTS=125 hours		
Micro-credential aims	This is a multi-disciplinary programme aims to provide a comprehensive understanding of the topic of and responses to the abuse of adults at risk. It aims to develop and enhance competencies related to the domain of at-risk populations and is open to professionals who work in any sector which provides care or services to at risk populations.		
Micro-credential learning outcomes (approx. 5)	Resources: <a href="#">Academic Practice</a> and <a href="#">QQI</a>  <i>Note: Learning outcomes should stem from and align with the MC aims and start with an explicit and assessable verb.</i>  On successful completion of this micro-credential, learners will be able to:  LO 1: Understand the complexity of adult safeguarding in health care environments and the community.		



	<p>LO 2: Identify a rights-based approach in safeguarding adults at risk</p> <p>LO 3: Critically appraise methods of prevention and intervention in case management of adult safeguarding</p> <p>LO 4 : Discriminate central factors related to adult safeguarding and decision-making capacity.</p> <p>LO 5: Critically review the conditions for adult safeguarding using as socio-ecological focus.</p>
<p>MC content areas. <i>(Bullet points can be used)</i></p> <p>If the MC (or components) will be delivered in a blended format, identify the content that will be delivered online.</p>	<ul style="list-style-type: none"> <li>• The key concepts of adult safeguarding, including prevention.</li> <li>• The impact of a rights-based approach in adult safeguarding</li> <li>• Issues related to decision making capacity and adult safeguarding</li> <li>• Theories of abuse and application to adult safeguarding case scenarios</li> <li>• Policy, legislative and regulatory approaches in adult safeguarding</li> <li>• Assessment and planning in adult safeguarding</li> <li>• Multi agency collaboration in safeguarding case management-interventions</li> <li>• Financial abuse</li> <li>• Safeguarding and cultures of care-institutional abuse</li> <li>• Learning from adult safeguarding serious case reviews</li> <li>• Peer to peer abuse</li> </ul>
<p>Teaching and Learning Methods (state pedagogical approach).</p> <p>Include the online environment(s) to deliver the MC e.g. Blackboard/Zoom, if appropriate.</p>	<p>Resources: <a href="#">Academic Practice</a></p> <p>The programme will use lectures, reflective practice methods, self-directed learning, flipped classrooms, group engagement and problem-based learning withing workshops.</p> <p>Online teaching via Blackboard-synchronous</p> <p>2 Face to Face days (total 12 hours)</p>
<p>MC assessment components</p> <p><i>Please include the following...</i></p> <p><i>How will the MC be assessed?</i></p> <p><i>Indicate the LO assessed for each assessment (e.g. LO1 etc.)</i></p> <p><i>Indicate the % of overall mark each assessment is worth.</i></p> <p><i>Indicate if summative/formative (e.g. essay/research paper)</i></p>	<p>E-tivity x 4-20% (each weighted 5%)</p> <p>For E-tivities, students will be allocated into groups of 3.</p> <p>Each student will be allocated a specific journal article to read. They must summarise this in 250 words incorporating application to practice and provide 100-word comment to the other two group members.</p> <p>E-tivity 1: Focuses on LO1</p> <p>E-tivity 2: Focuses on LO2</p> <p>E-tivity 3: Focuses on LO3</p> <p>E-tivity 4: Focuses on LO4</p>



	<p>End of semester assignment 1,500 words (80%) (rpt submission is capped at 50%) (Case based reflective practice assignment): LO 1-5. Students will complete an assignment where aspects of all LO are included. Reflective practice will centre on navigating the case within the student's own practice discipline/area and will involve the application of a socio-ecological framework.</p>
State how the MC will be reassessed if failed	<p>Students who submit work after the due date and time without an official extension from the Course Coordinator will forfeit that attempt and be recorded as 'Absent' or Absent; Reassess at supplemental (AR)'. Any subsequent attempt at the assessment will be treated as a re-submission/repeat</p>
Pass standard & any special requirements for passing the MC	<p>Resources: <u>Calendar II</u> and <u>Calendar III</u> 50% pass mark</p>
Penalties for late submission	<p>Students who submit work after the due date and time without an official extension from the Course Coordinator will forfeit that attempt and be recorded as 'Absent' or 'Absent'; Reassess at Supplementals (AR)'. Any subsequent attempt at the assessment will be treated as a re-submission / repeat and will be awarded a maximum mark of 50%.</p>
Core reading (if applicable)	<p>Health and Social Care Board (2020) <i>What is Adult Safeguarding? Belfast: Health and Social Care Board</i>. Available at: <a href="http://www.hscboard.hscni.net/niasp/">http://www.hscboard.hscni.net/niasp/</a></p> <p>Health Information and Quality Authority and Mental Health Commission (2019) <i>National Standards for Adult Safeguarding</i>, Dublin: Health Information and Quality Authority &amp; Mental Health Commission. Available at: <a href="https://www.hiqa.ie/sites/default/files/2019-12/National-Standards-for-AdultSafeguarding.pdf">https://www.hiqa.ie/sites/default/files/2019-12/National-Standards-for-AdultSafeguarding.pdf</a></p> <p>Health Service Executive (2014) <i>Safeguarding Vulnerable Persons at Risk of Abuse National Policy &amp; Procedures</i>. Social Care Division, Dublin.</p> <p>Mazars, Phelan, A, O'Donnell, D. &amp; Stokes, D. (in press) <i>Evidence review to inform development of a national policy on adult safeguarding in the health and social care sector: An evidence review</i>. Dublin: Mazars: Dublin.</p> <p>Phelan, A. (2020) <i>Advances in elder abuse research, practice, legislation and policy</i>. London: Springer.</p> <p>Phelan A. (2013) <i>International perspective on elder abuse</i>. Routledge, London.</p>



Are there subject experts in other Schools/disciplines?	Yes If yes, name of School and discipline School of Social Work and Social Policy Has the MC been discussed with the School/discipline and DUTL/DTLP? Yes
Proposed student fee	External student fee TBC

**Faculty Dean and School Executive Approval:**

Date of approval of the proposed micro-credential by the School Executive:

Date of approval of financial information by Faculty Dean: |

Signed by Head of School:

Date: 4/05/2021

Faculty Dean:

Date: 13 May 2021