

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 <i>specific industry/profession targeted</i> : Education, health, social care and policing professionals working in the area of disability, child protection and welfare or sectors where the client base includes individuals may have disability. It will also be of interest to those working in related areas of employment and to advocates and activists, and/or those working for sectoral employers and who are upskilling in the relevant areas.
Micro-credential title:	Disability and Child Protection: Towards New Understanding
Is the proposed micro-credential a new or existing module (repurposed)?	Existing module to be repurposed
(For Existing Modules Only)	
Existing module detail	<p><i>If this is an existing module to be repurposed as a micro-credential, please respond to the questions below.</i></p> <p><i>If not, proceed to the next section.</i></p> <p>State the name of the module and programme (<i>and enclose module descriptor if available</i>): SSU33072 Family and Child Care Studies, Section B, entitled ‘Child Protection and Disability: Perspectives and Practice’, Bachelor in Social Studies, Trinity College Dublin. Please note that the repurposed ‘module’ is actually a subsection of a module which overall is presently worth 10 ECTS. Half of the module is delivered through a 5 ECTS section delivered by other lecturers and the other half worth 5 ECTS is that which I am repurposing.</p> <p>Is the module shared with another discipline/School? If so, name the discipline/School: n/a</p>



Existing Module details:

Select UG or PG.

State year group.

No. of ECTS of module: 10 (but MC will only have 5 ECTS)

NFQ level: [Click or tap here to enter text.](#)

School (owner and discipline): School of Social Work and Social Policy

Module coordinator: Dr Susan Flynn

Code in SITS: SSU33072

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):

The existing module was delivered in 2021 and content covered within it largely reflects that which will be covered for micro-credential. That is because the module is already delivered to a cohort of students that will be entering professional practice and who have existing practice experience (albeit placement based) upon which to reflect on the practice implications of the content taught. To render the module relevant to a wide professional target market, significant changes are not needed, therefore. The delivery of the module has however provided valuable insight by which the module can be improved upon and honed in. Written module evaluations from students were strongly positive. In order to ensure the existing module is elevated from an undergraduate level to a level 9 module offering, the content taught will be condensed, focused in a more specialised way on the complexities and nuance of the subject matter as well as demanding more advanced critical and analytic thinking from learners. Learning exercises will adapted from the original module to be more sophisticated and require more critical thinking, more substantiation of claims made by learners through evidence and complex understanding. The proposer however sees scope to orientate the module even further toward the needs of professionals working in practice. One example is the integration of a peer learning element where other professionals enrolled on the course can offer multidisciplinary peer feedback to learning colleagues. This will meet the needs of the market as there is existing evidence that multidisciplinary communication and collaboration is vital in disability and child protection in Ireland and employing agencies are calling for this (Office for Ombudsman, 2020; Tusla, 2018). Another aspect that will change is the flexibility of the module which will only have seven



	<p>hours of synchronous scheduled class-time with the rest delivered asynchronously (the entire module will be online).</p> <p>Please note: the repurposed 'module' is actually a subsection of a module which overall is presently worth 10 ECTS. Half of the original module is delivered through a 5 ECTS section delivered by other lecturers and the other half, worth 5 ECTS is that which I am repurposing for delivery as a discrete MC of direct relevance to the identified MC learner as a complete professional offering.</p>	
Micro-credential information		
NFQ level (if applicable)	NFQ level	UG/PG Postgraduate Level 9
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 Social Work and Social Policy	
MC Coordinator (name) <i>(Must be academic / teaching staff)</i>	Dr Susan Flynn	
State other Schools/external organisations involved in the delivery of the micro-credential (if applicable)	n/a	
Industry/profession	<p>Specify the industry/profession targeted by the micro-credential:</p> <p>This course is designed to meet the specific training needs of all education, health, social care and policing professionals working in the area of disability, child protection and welfare or sectors where the client base includes individuals may have disability. This primarily includes social workers, family support workers, social care workers, disability services professionals, disability advocates and members of An Garda Síochána.</p> <p>What market need is addressed by the micro-credential:</p> <p>The proposer has conducted a significant amount of formal research studies on the topic of disability and child protection and has gathered data evidencing a market gap for professional training and education in this subject</p>	



matter. Ethically approved qualitative interviews on the subject matter of disability and child protection in Ireland revealed an immense need for training for professionals within Tusla CFA (According to Tusla (2020a) data there are approximately 1540 social workers employed). Figures published by the Health and Social Care Regulator CORU (2019) in July 2019 identified that there were 4,530 registered social workers in the Republic of Ireland. All social workers working in a professional practice context will strongly benefit from training on disability and child protection both within and outside of Tusla CFA. In addition, there is an immensely wide range of professionals in Ireland that would have a strong interest in this topic, many of whom are required to accrue Continuing Professional Development training certificate to ensure their continued professional registration, such as nurses. The literature validates this evidence, indicating that a range of multidisciplinary professionals across diverse sectors have a significant stake in disability and child protection work (Higgins and Swain, 2009). The seminal 'Molly case' brought this reality into the Irish media spotlight in recent years (see Edwards, 2018).

Leading Irish expert Dr Carol Coulter (2015, p.42) states that, "critical dimensions of effective support and training. . ." are needed in working with parents with disabilities in Ireland and this is echoed by other Irish experts such as Armstrong (2016) who advocate for professional upskilling. Overall, "existing literature . . .alludes to inadequacies and substantial shortcomings in child protection and welfare service responses to disabled children"(Flynn, 2020, p.1; Flynn & McGregor, 2017; Stalker, Green Lister, Lerpiniere, & McArthur, 2010; Stalker & McArthur, 2012 Vanderminden, Cameron, Fry, & Lannen, 2017). The proposer has also conducted a significant number of desk-based research studies which have identified through literature and secondary data, a need for this micro-credential (see for instance, Flynn, 2020, Flynn, 2021). There have also been highly publicised scandals surrounding disability and child protection in Ireland that have led to public inquiry reports and intense scrutiny of professional management of cases which have raised the need for training. These included the 'Grace Case' (see Cullen, 2017) and the 'Molly Case' (Edwards, 2018) which highlighted "volumes" of problems "about the State's understandings of disability", lack of joined up thinking between the Health Service Executive (HSE) and Tusla CFA, which "would suggest that there needs to be awareness of disability in all sectors of the health and social care system, and not just within disability-specific services" (Edwards, 2018, no page).

Overall, there is good evidence of a market gap for this micro credential. This claim was substantiated also by several public events organised by the proposer on the subject matter of disability and child protection (dated 26th



March 2021 with over 350 registrants; and September 3rd, 2020; and December 11th, 2020).

State the industry/employer-related skills addressed by the micro-credential:

In the following, practical examples are given as well as literature that evidences an existing need for this skill set:

Analytical and assessment skills: such as skills in understanding parent capacity with parental intellectual disability (Buckley et al., 2006)

Critical thinking skills: such as critical questioning skills for understanding risk and to aid information gathering (Tusla, 2018, p.20)

Communication and multidisciplinary working skills: such as how professionals can work together collaboratively as a key component in child safeguarding in the context of disability in Ireland (Office for Ombudsman, 2020; Tusla, 2018, p. 19).

Judgement, reasoning and problem-solving skills: such as addressing “substantial concerns about professional judgement and responses,” related to child protection and disability in Ireland (Flynn, 2020, p.53)

Legal skills: Such as understanding obligations under the Children First Act 2015 and other professional legal responsibilities or considerations.

Learning strategy skills: Such as application of knowledge to practice to address existing issues with knowledge and attitudinal deficits (Flynn & McGregor, 2017)

How will the delivery of this micro-credential facilitate industry/professional staff participation (flexible delivery – online/blended/face-to-face – evenings/weekends etc)?

Whilst the majority of professionals that this module targets work 9-5/5.30 standard working days, some target learners may be engaged in unpredictable shift-work (such as members of An Garda Síochána, social care workers in residential care and out of hours social workers). This module therefore allows



	<p>flexibility in many of its components and will be delivered fully online. The relevant sector in Ireland is demanding and many professionals must juggle demands of work and homelife leading to the need for flexible learning at the learner's pace. This module therefore only entails seven hours of synchronous learning (in the form of live tutorial classes) out of 125 hours required for five ECTS to allow all other components (lectures, reflective exercises, independent study, assessment preparation) to be completed asynchronously. It is anticipated that flexibility in the delivery of the micro-credential will be attractive to the target employer and professional learner, making this micro-credential a competitive offering.</p>
Teaching staff & if appropriate institutional/industry affiliation	<p>Name all teaching staff involved and if external, the name of the organisation.</p> <p>Dr Susan Flynn</p>
Min./max. number of students	<p>Min. number of students: 10</p> <p>Max. number of students: 20</p>
Mode of delivery	<p>Online</p> <p>Any further details:</p> <p>Six hours of asynchronous pre-recorded lectures will be provided using Panopto software and viewed by students on a digital platform such as Blackboard. Seven hours of live synchronous contact will occur through an interactive platform such as Zoom or Blackboard Collaborate Ultra. There will be twenty-six hours of asynchronous exercises and readings that will be provided on the course Blackboard page or other forum which may include journaling, reviewing media, reviewing case inquiry reports and reflective exercises. The eighty-six hours of independent study including assessment preparation will include students accessing and utilising literature through libraries and online databases.</p>
MC entry & admission requirements/pre-requisites (if applicable)	<p>Honours degree at 2.1 level. Experience of a practice setting and/or life experience pertaining to disability and child protection such as advocacy, disability services experience, informal caregiving experience, child protection and welfare experience, or relevant professional experience in fields such as social care, law, social work or psychology. This experience should amount to a minimum of 16 hours. Candidates should be willing to reflect on this experience as part of their learning.</p>
Proposed commencement date	<p>Semester 1 2021/2022</p>



Micro-credential frequency, duration and term	<p><i>Frequency of delivery during the academic year:</i></p> <p>Click or tap here to enter text.</p>	<p><i>Duration of the MC (e.g. 6 weeks). If block delivery applies provide details:</i></p> <p>5 weeks</p>	<p><i>Indicate term(s):</i></p> <p>Michaelmas x <input type="checkbox"/></p> <p>Hilary <input checked="" type="checkbox"/></p> <p>Trinity <input type="checkbox"/></p>
Contact and independent study hours (include total)	<p><i>(1 ECTS = 25 hrs) Note: contact hours also relate to online delivery.</i></p> <p>Contact and independent study is as follows:</p> <p>Six hours of pre-recorded lectures.</p> <p>Seven hours of live synchronous contact tutorial classes of one hour each (the first 3 weeks will have one hour of synchronous contact, and the final two weeks will have two hours of synchronous contact weekly).</p> <p>Twenty-six hours of asynchronous exercises and readings.</p> <p>Eighty-six hours of independent study including assessment preparation.</p> <p>Total: 125 hours</p>		
Micro-credential aims	<p>To provide students with an understanding of key issues in the area of disability and child protection. Uptake of current best evidence, insights from seminal inquiry reports, innovations and insights from disability theory, research, and activism as well as practice wisdom will be instrumental in achieving this.</p>		
Micro-credential learning outcomes (approx. 5)	<p>Resources: Academic Practice and QQI</p> <p><i>Note: Learning outcomes should stem from and align with the MC aims and start with an explicit and assessable verb.</i></p> <p>On successful completion of this micro-credential, learners will be able to:</p> <ol style="list-style-type: none"> 1. Critically discuss examples from the history of key disability, child welfare and child protection contexts, issues, and practices. 2. Apply key insights from research, literature, and inquiry reports to critically inform practice in various settings around issues of child protection and disability. 3. Evaluate unique strengths and risk factors associated with disability in a child protection context. 4. Assess the various needs of children and parents with disabilities in a child protection context. 5. Apply a theoretical framework to understand disability and child protection issues. 		
MC content areas. (Bullet points can be used)	<p>The module will begin by introducing students to the historical context of disability and child protection in Ireland. This will involve exploring the history, legislation, policies and practices of child protection and welfare and disability. Rather than treating the historical development of disability services and child</p>		



<p>If the MC (or components) will be delivered in a blended format, identify the content that will be delivered online.</p>	<p>protection services as distinct foci, these will be dealt within in an integrated manner, to reflect the historically complex, interwoven and sometimes hidden pathways to resolving matters pertaining to disability and child protection in Ireland, as alluded to in existing literature.</p> <p>Following this, the module will engage with the strongest current research evidence, seminal inquiry reports, practice wisdom and contemporary understanding related to disability and child protection. This will be complemented by provision of important foundational knowledge in the area such as the different recognised kinds of abuse as well as the meaning of common terminology. Within this, predominant and focussed attention will also be given to three areas. Specifically, central will be child protection and welfare practice for children with disabilities including extra-familial abuse and child victimisation, as well as parental disability and child protection, and perpetration of abuse by individuals labelled as having a disability. Particular concerns and challenges for practice will be explored, such as issues with conducting authoritative parenting capacity assessments, working well in multidisciplinary contexts, and capturing credible accounts from individuals with verbal inarticulacy or intellectual disability. Exploration of key contemporary trends and perspectives on the subject matter of disability and child protection will include a strong focus on implications of disability theory and children’s rights for social work. Here, students will be provided with a comprehensive introduction to one helpful theoretical framework for understanding disability and child protection. This framework is grounded heavily in an affirmative non-tragedy model of disability that draws upon and retains many important aspects of the well-known social model of disability.</p>
<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: Academic Practice</p> <p>The module will be delivered through a mix of pre-recorded online lectures and remote learning activities accessible through Blackboard software and tutorial sessions. Vignettes and real case enquiry material will be used to encourage critical thinking about complex scenarios that could be encountered.</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>The module will be assessed through a written assignment of 2000 words that requires learners to reflect upon a multidisciplinary-based practice-orientated case example. The use of the case example approach is tailored to the identified needs of target market professionals in the industry as it allows the application of research knowledge, general knowledge derived from the course, peer feedback and literature to a set practice example. A built-in element of the course will be peer-feedback from multidisciplinary class colleagues on the case example which will take the form of formative assessment. This will involve learners making a presentation with a Q&A session afterwards, which will be related to their written assignment. Learners will be asked to make a presentation of 15-minutes duration in which they discuss an aspect of disability and child protection concerns in the case example. They must do this from their professional perspective, such as from</p>



	<p>the angle of a social worker, educational welfare officer or advocate. The aspects, which will be covered in the class teaching, may include law, policy, theory, parental risk factors and child risk factors. Students should be able to respond to questions on their presented material. Students will learn from one another and gain professional empathy by seeing the case scenario from different perspectives. This exercise will help to illuminate the role and responsibility of numerous professionals and stakeholders that must work together to improve collaboration for successful outcomes in safeguarding work. The landmark 'Molly Case' that has transformed disability and child protection work in Ireland brought this need to the fore (Office of Ombudsman, 2020), although for a long time it has been recognised in Ireland that for effective child safeguarding this kind of joined up working is required (Tulsa, 2018), as emphasised by high profile case scandals (such as The Monageer Inquiry: Inquiry Team et al., 2008). The case example details a scenario in which issues of disability and child protection are at play. Learners must use literature and research evidence to support their answer and will use the peer-learning process to enrich their answer. In line with learning outcomes, the case example exercise also allows the application of a theoretical frame which is calibrated toward existing evidence that attitudinal and thinking deficits in professional approaches to disability and child protection exist (Flynn & McGregor, 2017; Flynn, 2020). This written assignment is worth 60% of the overall mark and is a form of summative assessment, whilst the presentation is worth 40% of the overall grade.</p>
State how the MC will be reassessed if failed	Through repeat assignment.
Pass standard & any special requirements for passing the MC	Resources: Calendar II and Calendar III Students must view all recorded lecture material and must receive a grade of over 40% of the written assignment.
Penalties for late submission	Course work submitted beyond the final deadline may be penalised at the rate of 5% marks per week or part thereof, past the submission date. The Course Lecturer will make the final decision on such sanctions.
Core reading (if applicable)	Flynn, S., & McGregor, C. (2017). Disabled children and child protection: Learning from the literature through a non-tragedy lens. <i>Child Care in Practice</i> , 23, 258-274. Flynn, S. (2020). Towards parity in protection: Barriers to effective child protection and welfare assessment with disabled children in the Republic of Ireland. <i>Child Care in Practice</i> .



	<p>Jones, L., Bellis, M.A., Wood, S., Hughes, K., McCoy, E., Eckley, L., Bates, G., Mikton, C., Shakespeare, T., & Officer, A. (2012). Prevalence and risk of violence against children with disabilities: a systematic review and meta-analysis of observational studies. <i>The Lancet</i>.</p> <p>Morgan, P. (2017). <i>Child Protection and Parents with a Learning Disability: Good Practice for Assessing and Working with Adults - Including Autism Spectrum Disorders and Borderline Learning Disability</i>. London: Jessica Kingsley Publishers.</p> <p>Vanderminden, J., Cameron, A., Fry, D., & Lannen, P. (2017). <i>Child protection and disability: Ethical, methodological and practical challenges for research</i>. Edinburgh: Dunedin Academic Press Ltd.</p>
<p>Are there subject experts in other Schools/disciplines?</p>	<p>No</p> <p>If yes, name of School and discipline Click or tap here to enter text.</p> <p>Has the MC been discussed with the School/discipline and DUTL/DTLP? Choose Yes/No</p>
<p>Proposed student fee</p>	<p>External student fee €495</p>

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:

Stephane Holt

Date: 12.5.2021

Faculty Dean:

Gail McEvoy

Date: 12.5.2021 |