

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?	<p>Specify the <i>specific industry/profession targeted</i>:</p> <p>Teams are ubiquitous in organisations and are central to how things get done. Organisations need to know how to get the best from leaders and their teams. Teams win or fail together, and it is crucial that leaders, managers, and team members are provided with the skills, knowledge and practical know-how to succeed. Increasingly, knowledge workers are members of multiple teams and developing an understanding of team fundamentals ensures that teams can mobilise quickly to respond to organisational needs and tasks. This MC is suitable for anyone interested in improving teams –leaders, managers, team members, HR, L&D, professional coaches, project managers, business owners</p>
Micro-credential title:	Leading Teams
Is the proposed micro-credential a new or existing module (repurposed)?	New module/MC
(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>): 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>Existing Module details: 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>	
Micro-credential information		
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 ECTS (125 student effort hours)</p>	
School (owner) and discipline	Trinity Business School	
MC Coordinator (name) <i>(Must be academic / teaching staff)</i>	<p>Melissa Sayer, Adjunct Assistant Professor, TBS</p> <p>Dr. Mary-Lee Rhodes, Associate Professor, DPTGL, TBS</p>	
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 programme is suitable for anyone interested in improving teams and making change at an organisational level through teams of teams –leaders,</p>	



managers, team members, HR, L&D, professional coaches, project managers, business owners.

What market need is addressed by the micro-credential:

Teams are ubiquitous in organisations and are central to how things get done. Organisations need to know how to get the best from leaders and their teams. Teams win or fail together, and it is crucial that leaders, managers, and team members are provided with the skills, knowledge and practical know-how to succeed. Increasingly, knowledge workers are members of multiple teams and developing an understanding of team fundamentals ensures that teams can mobilise quickly to respond to organisational needs and tasks. The programme will be an appropriate blend of theory and practice. Participants will have the chance to deepen their own self-awareness and develop a grounded approach to teamwork. There is an opportunity to work through a real case study to ensure that the learning taken away is directly relevant and tailored to participants unique context.

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

Session One will provide insight, technique and opportunity for interactive class discussions on the fundamentals of team effectiveness and strategies for building high performance teams.

Session Two will provide participants with an opportunity to complete a team diagnostic. This will form the basis of their own personal case study to enable them to build practical solutions that can be readily implemented to embed the learning in real time.

Session Three will cement the learning and ensure that participants have sustainable skills after MC completion. It will be an opportunity to reflect on the strategies that they implemented from Sessions One and Two, share learning and gain clarity on their next steps and objectives. There will be a focus on honing their communication skills, which are vital for developing high performance teams; creating more collaborative cultures; and increasing organisational awareness and performance.

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

4-day face to face delivery to minimise disruption to work. In addition, professional learners will be strongly encouraged to integrate their learning with their professional advancement goals by focusing on industry-relevant



	topics and by actively engaging with their employer and/or colleagues to address cultural change within their organisation.		
Teaching staff & if appropriate institutional/industry affiliation	Name all teaching staff involved and if external, the name of the organisation. Melissa Sayer, Adjunct Assistant Professor, TBS		
Min./max. number of students	Min. number of students: 12 Max. number of students: 25		
Mode of delivery	Face-to-face Any further details: Will be delivered online (via Zoom) if unable to take place face-to-face due to Covid restrictions. TBS Executive Education have expertise in delivering short courses online.		
MC entry & admission requirements/pre-requisites (if applicable)	<p>The micro-credential targets professional learners from mid and senior levels from the private, public and third sectors and will be open to graduates with a degree (or equivalent) with a strong academic record in any discipline from a recognised third level institution.</p> <p>Applicants without a degree are welcome to apply provided they can show a proven managerial track record. All applicants are required to have a minimum of 3 years professional or managerial work experience (this is in-line with entry criteria for other TBS post-experience postgraduate programmes such as the MBA and Executive MBA programmes).</p> <p>Language requirements for students whose first language is not English are IELTS 6.5 or TOEFL IBT 90 for non-native English speakers.</p> <p>In case of heavy competition for places or concern regarding a particular applicant's suitability, applicants may be interviewed.</p>		
Proposed commencement date	September 2021		
Micro-credential frequency, duration and term	<i>Frequency of delivery during the academic year:</i> Up to twice a year	<i>Duration of the MC (e.g. 6 weeks). If block delivery applies provide details:</i> 4-day delivery, 2 x 2-day sessions.	<i>Indicate term(s):</i> Michaelmas <input checked="" type="checkbox"/> Hilary <input checked="" type="checkbox"/> Trinity <input checked="" type="checkbox"/>
Contact and independent study hours (include total)	<i>(1 ECTS = 25 hrs) Note: contact hours also relate to online delivery.</i> Lectures – 30 hours. Study/Self Study – 60 hours. Assignment – 35 hours. Total – 125 hours		



Micro-credential aims	This Micro-credential is designed to help participants improve the performance of their teams through a blend theory and practice. Participants will have the chance to deepen their own self-awareness and develop a grounded approach to teamwork. There is an opportunity to work through a team case study to ensure that the learning is directly relevant and tailored to the unique context of the participant.
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> <p>LO 1 Design and apply a team structure to enable team effectiveness. LO 2 Critically analyse and apply reliable strategies to improve team performance. LO 3 Develop critical awareness on how to leverage talent in a team and communicate effectively for team success. LO 4 Engage with a team's key stakeholders and demonstrate that the team is open to feedback and committed to the highest performance. LO 5 Understand the importance of creating an environment that has a learning orientation and demonstrate how leaders can take responsibility for initiating a learning culture.</p>
MC content areas. <i>(Bullet points can be used)</i> If the MC (or components) will be delivered in a blended format, identify the content that will be delivered online.	<p>The programme will introduce students to the science and art of team effectiveness and enable leaders/managers to apply theoretical concepts to their immediate context using a real case study in an organisation.</p> <p>The micro-credential content areas covered are:</p> <ul style="list-style-type: none">• The role of teams in organisations• Designing and structuring teams to enable team effectiveness.• Stakeholder Engagement and Expectations• Strategies for improving Group Processes.• Creating an environment for individual and collective learning• Motivating teams for Success
Teaching and Learning Methods (state pedagogical approach). Include the online environment(s) to deliver the MC e.g. Blackboard/Zoom, if appropriate.	<p>Resources: Academic Practice</p> <p>This is a 4-day micro-credential, comprising of interactive workshops, with additional reading material and independent learning and reviewing.</p> <p>The face-to-face classes will be supported by a variety of teaching and learning methods including group work, student-led discussion, self and peer evaluation.</p> <p>The VLE (BlackBoard) will be used to host activities including Collaborate Ultra and discussion boards. It will also be used to provide structured access to all resources.</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>Individual Assignment (4000 words) - 100% - LO1, LO2, LO3, LO4, LO5</p> <p>The individual assignment requires students to write an essay detailing their interpretation and application of the Team Diagnostic Survey (TDS), which is a framework of team effectiveness derived from decades of research at Harvard by Richard Hackman and Ruth Wageman. The programme design supports students with the interpretation of the diagnostic and developing the intervention strategies most appropriate to the survey results. Students will diagnose a team in their organisation and utilise their real case study to demonstrate their understanding and application of a team effectiveness framework. The written assignment will also enable students to consider the organisational context, and the impact of external and internal forces on the case study team and teams in general in the organisation. Through the writing up of their 'real' case study, students will also be required to consider their leadership approach and how their approach to effective team leadership can be enhanced.</p> <p>A detailed assessment brief and rubric will be attached to the course outline. Lecturer will be available for consultation throughout the scheduled delivery period of the Micro-credential.</p>
<p>State how the MC will be reassessed if failed</p>	<p>Failure is defined as a module grade of less than 50%. Students who fail to achieve a minimum of 50% in an assessment element may resubmit with a deadline for resubmission of one month from the publication of the initial results. Only one resubmission will be allowed per assessment element, and the maximum mark awarded for the resubmitted assignment is 50%. Students who, following re-submission, have failed to pass a module will be deemed to have failed overall, and may apply to repeat the course.</p>
<p>Pass standard & any special requirements for passing the MC</p>	<p>Resources: Calendar III</p> <p>50% required for pass.</p>
<p>Penalties for late submission</p>	<p>Late submissions without an extension will be capped at 50%</p>
<p>Core reading (if applicable)</p>	<ul style="list-style-type: none">• Belbin, R. M. (2011). Management teams: Why they succeed or fail. Human Resource Management International Digest.• Edmondson, A. (2012). Teamwork on the fly. Harvard Business Review.• Hackman, J. R., & Wageman, R. (2009). Foster team effectiveness by fulfilling key leadership functions. Handbook of principles of organizational behavior, 275.• Katzenbach, J. R., & Smith, D. K. (2005). The discipline of teams. Harvard business review, 83(7), 162.• Repenning, N. P., Kieffer, D., & Repenning, J. (2018). A new approach to designing work. MIT Sloan Management Review, 59(2), 29-38.• Rock, D., & Grant, H. (2016). Why diverse teams are smarter. Harvard Business Review, 4(4), 2-5.



Are there subject experts in other Schools/disciplines?	No If yes, name of School and discipline Click or tap here to enter text. Has the MC been discussed with the School/discipline and DUTL/DTLP? Yes
Proposed student fee	External student fee €2,000

Faculty Dean and School Executive Approval:

Date of approval of the proposed micro-credential by the School Executive: 18/05/2021 (Letter of support provided by the Dean)

Date of approval of financial information by Faculty Dean: 13/05/2021

Signed by Head of School:

Date: 21.06.21

Faculty Dean:

Date: 08.06.21