

Micro-credentials

Information Sheet and Descriptor

Definition

‘Micro-credential’ means the record of the learning outcomes that a learner has acquired following a small volume of learning. These learning outcomes have been assessed against transparent and clearly defined standards. Courses leading to micro-credentials are designed to provide the learner with specific knowledge, skills and competences that respond to societal, personal, cultural, or labour market needs. Micro-credentials are owned by the learner, can be shared and are portable. They may be standalone or combined into larger credentials. They are underpinned by quality assurance following agreed standards in the relevant sector or area of activity.

European Council, December 2021

Micro-credentials – range of credits from 5 ECTS to 10 ECTS. Note: 2.5 ECTS do not apply for the academic year 2022/23.

Micro-credentials:

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

MC = micro-credential

HCI Pillar 3

Micro-Credentials: Descriptor

Please complete the Proposal Template in full. Incomplete proposal templates will not progress to the Micro-credential subcommittee for consideration.

Resources to support micro-credential development are available from the:

[Academic Affairs website](#)

[Academic Practice website](#)

[MC exemplar](#)

Micro-credentials: Pedagogic Considerations (link to follow)

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| HCI Cluster and Work Package for the proposed micro-credential | Cluster 1: Work-package 1 – Micro-credential Pilot Programme |
| MC title: | Cardiac Chronic Disease Management |
| School: | Nursing and Midwifery |
| To whom will the MC be offered? | Specify the <i>specific industry/profession targeted</i>: This micro-credential will be offered to registered nurses working either in the hospital or community setting who care for patients with cardiac conditions or those who are at risk of developing cardiovascular disease. |
| MC aims | How would you explain the course in such a way that would encourage your intended learners to register for it? Chronic disease management encompasses “a continuum of health promotion, disease prevention, diagnosis, treatment, disease management and rehabilitation services that are co-ordinated across different healthcare providers and healthcare settings” (National Framework for the integrated prevention and management of chronic disease in Ireland 2020-2025). The aim of this micro-credential is to enhance nursing knowledge and competencies in caring for a person living with cardiac chronic disease. This will facilitate a shift from disease-focused to a more person-focused model of care. |
| Is the proposed MC new or adapted from an existing (repurposed) module? | New micro-credential |



| (For existing modules only) | |
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| Existing module detail | <p>(If this is an existing module to be repurposed as a MC, please respond to the questions below. If not, proceed to the next section.)</p> <p>Name of existing programme: Click or tap here to enter text.</p> <p>Name of existing module: Click or tap here to enter text.</p> <p>Is the existing module shared with another discipline/School? If so, name the discipline/School: Click or tap here to enter text.</p> <p>Existing module details: Click or tap here to enter text.</p> <p>No. of ECTS of existing module: Click or tap here to enter text.</p> <p>Existing module 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>Outline the <u>existing module</u> learning outcomes: LO1 Click or tap here to enter text. LO2 Click or tap here to enter text. LO3 Click or tap here to enter text. LO4 Click or tap here to enter text. LO5 Click or tap here to enter text. LO6 Click or tap here to enter text.</p> <p>If changes are required to the existing module so that it can exist coherently as a MC please give details. Click or tap here to enter text.</p> |
| NFQ level (if applicable) | NFQ level 9 |
| ECTS | <p><i>Note: 5 ECTS = 125 hrs student effort (1 ECT = 25 hrs student effort)</i></p> <p>10 ECTS = 250 hours student effort</p> |



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| School (owner) and discipline | School of Nursing and Midwifery |
| MC Coordinator <i>(member of academic / teaching staff)</i> | Dr Sharon O'Donnell |
| State other Schools/external organisations involved in the delivery of the micro-credential (if applicable) | TCD Educational and Clinical Facilitator teams in St. James's Hospital and Tallaght University Hospital Relevant guest speakers with subject expertise, approximately 6 hours |
| Industry/Profession Connection | <p>Specify the industry/profession targeted by the MC: Nurses working in healthcare providing care to patients living with a cardiac chronic disease; in either a community or hospital setting.</p> <p>What market need is addressed by the MC (provide evidence of demand): Slaintecare (Department of Health 2018), the National Strategy for Healthcare reform, and Health Service Executive models of care in heart failure and integrated care for chronic disease management have shifted focus from a disease centred to a more patient centred model.</p> <p>From discussions from relevant staff from both a HEA and HSE setting, more focus is required on the concept of chronic disease prevention and management in Cardiovascular care. Nurses working in hospital, community and integrated care settings require the requisite knowledge, skills, and attitudes in caring for this cohort of patients and currently the focus lies in the acute management. This MC option will allow learners to expand on their knowledge and expertise to address their learning needs, and implement their learning in practice to address the service need.</p> <p>This micro-credential will also provide a 10 ECTS option within the proposed curricular changes to the Post Grad Diploma in Specialist Nursing – Cardiovascular Care, allowing flexibility to students who wish to undertake that course. Learners who successfully complete the MC can apply for RPL if they register for the major award programme. This is responding to the frequent enquiries we receive from nurses who are unable to undertake a full programme but wish to address their own professional learning needs in a more manageable way.</p> <p>State the specific industry/employer-related skills addressed by the MC: From a health perspective, there is a need to place more emphasis on health promotion and risk factors modification, which are central to the prevention of cardiac disease as well as reducing the impact a chronic disease has on a person. Current educational programmes</p> |



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| | <p>focus on either community health in its broader context or the care of cardiovascular patients in the acute setting.</p> <p>The micro-credential aims to equip learners with the skills and knowledge required to aid patients/service users in self-management of their cardiac chronic disease. This micro-credential will cover a range of core concepts; from health promotion and disease prevention to disease diagnosis, treatment and management.</p> <p>Specific skills such as motivational interviewing and action plan initiation will be facilitated as part of this micro-credential. In order to conduct an appropriate motivational interview, knowledge of the pathophysiology of cardiovascular disease will be central to this module. Additionally, as this module has a cardiac focus, attention will be placed on cardiac chronic illnesses such as hypertension and heart failure</p> <p>How will the delivery of this MC facilitate industry/professional staff participation (flexible delivery – online/blended/in-person, evenings/weekends etc)?</p> <p>A blended learning approach to delivering the MC will be used. Blended learning will facilitate greater access and flexibility to learners, who may come from a wider geographical catchment. As learners may be working full time, we will ensure flexibility for learning by using virtual classrooms, synchronous and asynchronous learning, effective use of eLearning, and social engagement through the learning management system. Use of multimedia in the form of videos, written materials, podcasts, as well as interactive tools such as polling, and discussion boards will complement the in-person classes. To allow for increased flexibility in learning, live classes will be recorded for learners to watch after the session.</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. Sharon O'Donnell, Trinity College Dublin</p> <p>Industry Partners:</p> <p>Clinical experts from St James's Hospital and Tallaght University Hospital including subject experts in the field of chronic disease management and health promotion as well as healthcare professions in healthcare institutions, from the hospital and community setting, particularly those in the integrated care setting.</p> |
| Min./Max. number of students | <p>Min. number of students: 8</p> <p>Max. number of students: 30</p> |
| Mode of delivery | <p>Consider the mode of delivery that will best suit your learner needs.</p> <p>Blended - complementary online and in-person</p> <p>There will be a total of 250 hours allocated to this module. The proposed in class sessions will be 2-3 days. The remainder of direct hours will be held online and asynchronously. See the section 'Contact and independent study hours' for a full breakdown and description of allocated hours.</p> |



| MC entry & admission requirements/pre-requisites (if applicable) | <ul style="list-style-type: none"> • Hold a level 8 degree in nursing • Or satisfy the course committee that they have the ability to successfully complete the MC programme based on evidence of the following: experience working in any healthcare setting and with patients or service users with a cardiac chronic disease and evidence of recent CPD. | | | | | | | | | | | | | | | | |
|---|--|---|---|---|--------------|---|----|---------------------------------|-----|------------|----|---|----|---|----|--------------|------------|
| Proposed commencement date | January 2024 | | | | | | | | | | | | | | | | |
| MC frequency, duration, and term | <i>Frequency of delivery during the academic year:</i> Micro-credential will be held once in the academic year | <i>Duration (e.g. 6 weeks). If block delivery applies provide details:</i> 12 weeks duration | <i>Indicate term(s):</i> Michaelmas <input type="checkbox"/> Hilary <input checked="" type="checkbox"/> Trinity <input type="checkbox"/> | | | | | | | | | | | | | | |
| Contact and independent study hours (note: 5 ECTS is equivalent to 125 student learning hours) | <p>Examples to consider/include are:</p> <ul style="list-style-type: none"> • Lecturer/TA contact hours - the Lecturer/TA is present for a live session either in person or online. • Directed hours - engagement with required activities such as course materials provided by the lecturer, clinical attendance, internships, and practice or professional placement. • Peer contact hours - structured activities with peers (i.e. groupwork) • Self-directed hours - independent study • Assessment – individual time spent completing summative and/or formative assessments <p>Complete the table as appropriate:</p> <table border="1" data-bbox="432 1279 1399 1843"> <thead> <tr> <th>Learner contact and independent study hours</th> <th>No. of Hours</th> </tr> </thead> <tbody> <tr> <td>Contact Hours such as lecturer/tutorial contact hours</td> <td>30</td> </tr> <tr> <td>Self-directed/independent study</td> <td>100</td> </tr> <tr> <td>Assessment</td> <td>30</td> </tr> <tr> <td>Directed hours (please specify): engage with learning resources and course materials such as eLearning required, i.e., Making Every Contact Count programme</td> <td>60</td> </tr> <tr> <td>Peer contact hours (please specify): Groupwork will be utilised in both the online and classroom settings. Peer learning will be implemented in teaching and learning activities of this module</td> <td>30</td> </tr> <tr> <td style="text-align: right;">Total</td> <td>250</td> </tr> </tbody> </table> | | | Learner contact and independent study hours | No. of Hours | Contact Hours such as lecturer/tutorial contact hours | 30 | Self-directed/independent study | 100 | Assessment | 30 | Directed hours (please specify): engage with learning resources and course materials such as eLearning required, i.e., Making Every Contact Count programme | 60 | Peer contact hours (please specify): Groupwork will be utilised in both the online and classroom settings. Peer learning will be implemented in teaching and learning activities of this module | 30 | Total | 250 |
| Learner contact and independent study hours | No. of Hours | | | | | | | | | | | | | | | | |
| Contact Hours such as lecturer/tutorial contact hours | 30 | | | | | | | | | | | | | | | | |
| Self-directed/independent study | 100 | | | | | | | | | | | | | | | | |
| Assessment | 30 | | | | | | | | | | | | | | | | |
| Directed hours (please specify): engage with learning resources and course materials such as eLearning required, i.e., Making Every Contact Count programme | 60 | | | | | | | | | | | | | | | | |
| Peer contact hours (please specify): Groupwork will be utilised in both the online and classroom settings. Peer learning will be implemented in teaching and learning activities of this module | 30 | | | | | | | | | | | | | | | | |
| Total | 250 | | | | | | | | | | | | | | | | |



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| <p>MC learning outcomes (approx. 5)</p> | <p>What are learners expected to do, know, and understand at the end of the course?</p> <ul style="list-style-type: none"> Refer to the QQI framework for the Knowledge and Competencies required at NQF level 9 (Addendum 1). <p>On successful completion of this micro-credential, learners will be able to:</p> <p>LO1: Illustrate the impact of risk factors on the pathophysiological processes which contribute to the development of cardiac disease</p> <p>LO2: Demonstrate the requisite knowledge and skills in health promotion in relation to cardiac disease</p> <p>LO3: Compose and critique an action plan in collaboration with the person living with chronic illness that is person-centred and evidence based</p> <p>LO4: Demonstrate the requisite knowledge, skills and attitudes required in conducting a motivational interview with a patient/service user</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> | <p>Contact hours: In-person (12 hours)</p> <ul style="list-style-type: none"> Course overview and orientation Assessment discussion (formative and summative) including expectations, guidelines, and rubric as appropriate Use of Blackboard and technology during the module Overview of chronic disease management in Ireland and policies and strategies in place <p>Online hours (12 hours)</p> <ul style="list-style-type: none"> Topic – national policy on chronic disease management and policy governing how care should be provided, levels of care, current healthcare model in use and direction of healthcare Topic – Challenges of benefits of integrated care in cardiac chronic disease Topic – Diagnosis, treatment, and management of cardiac chronic disease, i.e., hypertension and heart failure Topic - Self management and support of patient living with a chronic disease Topic – Patient centred care and patient involvement in decision making process Topic – Multidisciplinary team involved in the care of a person living with chronic disease <p>Contact hours (6 hours)</p> <ul style="list-style-type: none"> Subject matter experts x6 to be confirmed <p>Self-directed hours (100 hours)</p> <ul style="list-style-type: none"> Preparation for classes Review of learning resources and materials <p>Assessment hours (30 hours)</p> <p>Formative assessment</p> |



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| | <ul style="list-style-type: none"> • Compose an action plan based on a person in your care living with chronic disease <p>Summative assessment</p> <ul style="list-style-type: none"> • Appraise own action plan • OSCE to demonstrate knowledge, competence in conducting a motivational interview <p>Directed hours (60 hours)</p> <ul style="list-style-type: none"> • Engage with activities related to the programme such as completion of eLearning in Making Every Contact Count (MECC) programme • Additional reading that aligns with formative and summative assessments <p>Peer contact hours</p> <ul style="list-style-type: none"> • Group discussion • Peer learning • Group work in class |
| <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>What types of teaching and learning methods will be used to support learners in achieving the learning outcomes?</p> <p>A variety of teaching and learning methods will be utilised in the delivery of this module. Use of Fink’s taxonomy of learning will be considered to ensure that constructive alignment has been achieved. Teaching and learning activities to address foundational knowledge, application and integration of learning, human dimensions, caring and learning how to learn</p> <p>Environments used:</p> <ul style="list-style-type: none"> • Blackboard, Panopto, Zoom, classrooms as well as use of interactive tools to aid learning: mentimeter, padlet, Jamboard, slido, discussion boards for case scenarios <p>Teaching and learning methods:</p> <ul style="list-style-type: none"> • Visual: presentations, use of videos, multimedia • Verbal: using group discussion and purposeful questioning in both online and in class formats • Logical: Use of patient scenarios with complex diseases and co-morbidities • Practical: role play activities in collaborative action plan, clinical skills setting used to expose students to format of OSCE what’s involved. • Social: group discussions, peer to peer learning and peer assessments where appropriate • Independent: self-directed and directed learning activities and research, assessment methods • Subject matter expert discussions <p>What is the rationale behind the selection of these strategies?</p> <ul style="list-style-type: none"> • How do they support the learning required to achieve each LO? Provide a variety of learning methods to suit the needs of the group and the content that is being delivered in the appropriate environment. • How do they support students in successfully completing the assessments? The methods employed aim to provide a range of relevant content to suit the assessment methods. Exposure to group work in discussion of action plan |



| | <p>implementation will facilitate peer learning following theoretical content provided during the module.</p> <p>Exposure to a simulated scenario will be facilitated during the module to ensure that students have time to understand the structure of the OSCE eg. The prebrief, the scenario and the debrief afterwards.</p> <ul style="list-style-type: none"> • How do they fit in with the mode of delivery and with the contact and independent study hours outlined above? Learners will be supported in both face to face and online learning but also encouraged to manage their own learning and learning goals. | | | | | | | | | | |
|--|--|----------------------|-----------------------------|----------------------|-------------------|-------------|--|--|--|--|--|
| <p>MC assessment components</p> <p><i>How will the MC be assessed?</i></p> | <p>How will the MC be assessed? (<i>Use assessments that are known to be effective in measuring the types of LOs used</i>). Access the Academic Practice online resource for guidance on selecting appropriate assessment strategies.</p> <p>Assignment: action plan devised with fictitious patient and critique technique in week 6 (of MC) – 40% of overall mark</p> <p>OSCE in week 12 (of MC) – 60% of overall mark</p> <p>Briefly outline the rationale for your assessment choices, indicating how they assess the achievement of the relevant learning outcome.</p> <p>The core focus of the MC is skills based. Self-management requires the development of an action plan that is achievable, and patient centred. Chronic disease prevention and reduction of impact of disease requires healthcare providers to be able to perform a motivational interview to assess risk of cardiac disease, assess readiness to change and evoke a driving force for change.</p> <p>Patient involvement and buy in in the management of a chronic disease is essential.</p> <p>The first assessment will be to compose and critique an action plan that has been developed between the healthcare provider and the patient/ service user. Learners will be provided with the rationale and core concepts of an action plan, they will be provided with a template on how to structure the action plan and they will also be provided with the marking criteria used to critique the action plan with appropriate indicators.</p> <p>The second assessment will assess the learner’s ability to conduct a motivational interview on a simulated patient who has risk factors for cardiovascular disease. The student will be expected to use a recognised framework in performing the motivational interview. The exercise will demonstrate the learner’s ability to educate on the processes which give rise to disease, assess risk for disease development, and assess readiness to change and evoke or elicit a driving force to change behaviour.</p> <p>Complete the table:</p> <table border="1" data-bbox="432 1892 1449 2002"> <thead> <tr> <th data-bbox="432 1892 719 1928">Learning Outcome</th> <th data-bbox="719 1892 916 2002">Assessment Component (state</th> <th data-bbox="916 1892 1106 1962">Formative/ Summative</th> <th data-bbox="1106 1892 1295 1962">Group/ individual</th> <th data-bbox="1295 1892 1449 1962">% weighting</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table> | Learning Outcome | Assessment Component (state | Formative/ Summative | Group/ individual | % weighting | | | | | |
| Learning Outcome | Assessment Component (state | Formative/ Summative | Group/ individual | % weighting | | | | | | | |
| | | | | | | | | | | | |



| | | assessment type) | | | |
|---|--|------------------|-----------|------------|------|
| | LO1 Illustrate the impact of risk factors on the pathophysiological processes which contribute to the development of cardiac disease | OSCE | Formative | Individual | 10% |
| | LO2 Demonstrate the requisite knowledge and skills in health promotion in relation to cardiac illness | OSCE | Formative | Individual | 10% |
| | LO3 Compose and critique an action plan in collaboration with the person living with chronic illness that is person-centred and evidence based | Action plan | Formative | Individual | 40% |
| | LO4 Demonstrate the requisite knowledge, skills and attitudes required in conducting a motivational interview with a patient/service user | OSCE | Summative | Individual | 40% |
| | | | | | 100% |
| Micro-credential Specific learning | What specific learning environment(s), technologies and /or software are required to deliver/participate in the micro-credential? | | | | |



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| <p>environment(s) required to deliver the micro-credential.</p> | <p>(e.g. laboratory practice, clinical placement, reliable broadband, laptop/PC and headset for online sessions. Additional specific software applications may also be required.)</p> <p>Participate: Reliable broadband, access to Blackboard, Microsoft Office (Word and PowerPoint), laptop/PC and headset for online sessions.</p> <p>Deliver: Reliable broadband, access to Blackboard, Microsoft Office (Word and PowerPoint), laptop/PC and headset for online sessions. Classrooms and skills labs to allow for authentic settings to conduct motivational interview.</p> |
| <p>Learner supports provided.</p> | <p>What specific learner supports will be put in place to accommodate diverse learner needs? Consult: Trinity Inclusive Project and Trinity Disability Service</p> <p>Individual modifications as required by individual learners and to link in with appropriate services such as Trinity Disability Service. We also intend to use Blackboard Ally and ensure all presentations (where possible) have a pdf and that (where possible) lectures are recorded. This may not always be possible if discussing clinical areas, confidential or sensitive topics. Care will be taken to ensure that source materials and presentations are accessible and are underpinned by the universal design for learning principles of engagement, representation, and expression.</p> |
| <p>State how the MC will be reassessed if failed (include timelines for reassessment)</p> | <p>Repeat submission of a failed element. Resubmit 8 weeks following the final submission date.</p> |
| <p>Pass standard & any special requirements for passing the MC</p> | <p>Resources: Calendar III</p> <p>To successfully complete an MC all requirements of the MC must be fulfilled.</p> <p>Fail: <49/100, Pass 50-69/100, Distinction 70-100/100</p> |
| <p>Penalties for late submission</p> | <p>Learners who submit work after the due date and without prior agreement with 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.</p> |
| <p>Core reading / Library resources</p> | <ul style="list-style-type: none"> • Department of Health and Children (2010) Changing Cardiovascular Health: National Cardiovascular Health Policy 2010-2019. Government Publications, Dublin • Department of Health (2013) Healthy Ireland: A Framework for Improved Health and Wellbeing 2013-2025. Government Publications, Dublin • Government of Ireland (2021) Slaintecare implementation strategy and action plan 2021-2023. Government Publications, Dublin • Health Service Executive (2016) Making Every Contact Count Framework. HSE, Dublin • Health Service Executive (2017) Living Well with a Chronic Condition. HSE, Dublin • Health Service Executive (2020) National Framework for the Integrated Prevention and Management of Chronic Diseases in Ireland 2020-2025: Integrated Care Programme for the Prevention and Management of Chronic Disease. HSE, Dublin • Health Service Executive (2020) Integrated Model of care for the Prevention and Management of Chronic Disease: Implementation Guide. HSE, Dublin |





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| | <ul style="list-style-type: none"> • Health Service Executive (2021) National Heart Programme: Heart Failure Model of Care. HSE, Dublin • Hogan-Quigley, B., Palm, M. & Bickley, L. (2017) Bates' Nursing Guide to Physical Examination and History Taking. 2nd edn. Wolters Kluwer, Philadelphia • McNicolas, T. and Bird, E. (2018) TILDA Report Chapter 6: Change in chronic disease prevalence and health behaviours over the first four waves of TILDA. Available at: https://www.doi.org/10.38018/TildaRe.2018-00.c6 • McDonagh <i>et al.</i> (2021) 2021 ESC Guidelines for the diagnosis and treatment of acute and chronic heart failure. <i>European Heart Journal</i>, 42(36), pp. 3599-3726 • Perpetua, E. & Keegan, P. (2021) Cardiac Nursing. 7th edn. Wolters Kluwer, Philadelphia • Williams, B. <i>et al.</i> (2018) ESC/ESH Guidelines for the management of arterial hypertension. <i>European Heart Journal</i>, 39(33), pp. 3021-3104 • Visseren, F. <i>et al.</i> (2021) 2021 ESC Guidelines on cardiovascular disease prevention in clinical practice. <i>European Heart Journal</i>, 42(34), pp. 3227-3337 |
| <p>Are there subject experts in other Schools/disciplines?</p> | <p>Yes</p> <p>If yes, name of School and discipline: Health care institutions, integrate care setting, community care setting</p> <p>Has the micro-credential been discussed with the other School/discipline and their DUTL/DTLP?</p> <p>Yes</p> |
| <p>Proposed student fee</p> | <p>EU/NEU €1,200</p> |

Faculty Dean and School Executive Approval:

Date of approval of the proposed MC by the School Executive: 13/03/2023

Date of approval of financial information by the Faculty Dean: Click or tap to enter a date.

Signed by Head of School:  Date: 13/03/2023

Signed by Faculty Dean:  Date: 01/04/2023



Checklist

Is the following attached with the micro-credential descriptor: Yes (tick if applies)

Financial template

Scheduling spreadsheet

Signature of Head of School

Signature of Faculty Dean

Have you consulted with: Yes (tick if applies)

The Micro-credentials Team

Other Schools/Disciplines where there may be related disciplinary expertise

Have you notified Academic Registry regarding new micro-credentials

Have you checked if there are similar MCs on offer in the School

or in another School participating in the pilot (www.tcd.ie/courses/micro-credentials)

Submission of completed form: Upload to your School folder on SharePoint (Micro-credentials)