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.

<div align="right">European Council, December 2021</div>

Micro-credentials – range of credits from 5 ECTS to 10 ECTS.

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

Updated August 2022

Micro-Credentials: Descriptor

HCI Cluster and Work Package for the proposed micro-credential	**Cluster 1: Work-package 1**
MC title:	Childhood Adversity: understanding the impact of childhood adversity on the life of the infant, child, and young person.
School:	School of Nursing and Midwifery
To whom will the MC be offered?	**Specify the *specific industry/profession targeted:*** This multi-professional micro-credential will be offered to professionals who work with children and families in the healthcare, community, and education settings. Professionals such as children's nurses, other nursing disciplines, allied healthcare professionals, social care professionals, education professionals (teachers), professionals in child and family support work or a cognate discipline. This micro-credential will offer an innovative and unique learning opportunity where learners will engage with the evidence base on childhood adversity and the associated implications for developing children. Learners will simultaneously engage with the process of applying this learning to relevant case material they would encounter in their own professional practice.
MC aims	**How would you explain the course in such a way that would encourage your intended learners to register for it?** The experience of adversity during childhood can have a detrimental impact on the health and well-being of infants, children, and young people. The World Health Organisation (WHO 2018) have identified adversity during childhood as a major public health priority and estimate that 250 million children globally fail to meet their potential because of adversity. The aim of this micro-credential is to enable a range of professionals who work with children and families, to develop a fundamental understanding of childhood adversity and how it can impact on the health and well-being of the child. This module will also provide professionals with an understanding of how to approach their work with children and families in a trauma and adversity informed manner. *The term child denotes infant, child or young person
Is the proposed MC new or adapted from an existing (repurposed) module?	New micro-credential

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(For existing modules only)	
Existing module detail	(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.)
	Name of existing programme: Click or tap here to enter text.
	Name of existing module: Click or tap here to enter text.
	Is the existing module shared with another discipline/School? If so, name the discipline/School: Click or tap here to enter text.
	Existing module details: Click or tap here to enter text.
	No. of ECTS of existing module: Click or tap here to enter text.
	Existing module NFQ level: Click or tap here to enter text.
	School (owner and discipline): Click or tap here to enter text.
	Module coordinator: Click or tap here to enter text.
	Code in SITS: Click or tap here to enter text.
	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.
	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.
NFQ level (if applicable)	**NFQ level 9**
ECTS	10 ECTS
	5 ECTS = 125 hrs student effort (1 ECT = 25 hrs student effort)
	10 ECTS = 250 hrs student effort (1 ECT = 25 hrs student effort)

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School (owner) and discipline	School of Nursing and Midwifery
MC Coordinator *(member of academic / teaching staff)*	Dr Eleanor Hollywood
State other Schools/external organisations involved in the delivery of the micro-credential (if applicable)	This module will be delivered by a number of experts from the disciplines of nursing (children's nursing and mental health nursing), social care including child and family support (Barnardos), education (Froebel Department of Primary and Early Childhood Education, Maynooth University) and child protection (Tusla). Collectively experts from all of these schools and organisations will be involved in the design and delivery of the micro credential.
Industry/Profession Connection	**Specify the industry/profession targeted by the MC:** This micro credential is designed to meet the specific training needs, based on discussions with various relevant groups in healthcare, social care, education, and related disciplines all of whom work with children and families in the health, community, and education settings. A recent report by the Prevention and Early Intervention Network (PEIN 2019) recommends that there is a need among professionals within the healthcare, social care, early years, child protection, family support and education sectors to raise awareness that prevention and early intervention are the preferred approaches to addressing childhood adversity. The need to raise awareness and understanding in relation to childhood adversity, identification and response among public health partners has also been acknowledged and highlighted by the Centre for Disease Control and Prevention (CDCP 2021). In order to promote awareness and understanding about childhood adversity among pertinent groups it is imperative that professionals can access education that is tailored to meet their professional and practice needs. This micro credential will be relevant to a broad range of professionals upskilling in this topic. It will meet their professional needs for evidence informed practice and provide them with the latest national and international evidence to support critical decision making in their work with children and families. **What market need is addressed by the MC:** Is has been acknowledged globally that childhood adversity is a significant public health concern. Although research into certain aspects of childhood adversity has advanced the narrative, there are limitations in the current evidence base to prevent adversity or to help people to overcome it (Asmussen et al 2020). By offering this micro credential to professionals who work with children and families, not only will childhood adversity awareness and understanding be raised amongst a broad group of professionals but subsequently workforces and services will be strengthened. Furthermore, evidence and

	service gaps will be identified which will further advance the response to tackling adversity. **State the specific industry/employer-related skills addressed by the MC:** Students who complete this module will have an in-depth awareness, knowledge and understanding of childhood adversity and how it can impact on the life of the infant, child, and young person. Learners will be able to appreciate and apply best practice in relation to the prevention and identification of childhood adversity in the life of the child. They will be able to critically discuss the interventions used in a variety of settings that are aimed at decreasing the long-term effects of childhood adversity. Furthermore, learners will become knowledgeable on how to work in a trauma informed manner with the children and families they encounter in their daily work. **How will the delivery of this MC facilitate industry/professional staff participation (flexible delivery – online/blended/in-person, evenings/weekends etc)?** The micro-credential will be delivered in a blended format comprising of 3 days online (6 hours per day) and 2 days in person (6 hours per day). Students taking the module will have 30 hours of direct contact time in total. The student effort hours will be 220 and these will comprise of directed learning, directed exploration of resources relevant and available to their specific discipline, reflection of their own practice, peer to peer learning and assessment preparation. The total student effort hours will be 250 hours.
Teaching staff & if appropriate institutional/industry affiliation	**Name all teaching staff involved and if external, the name of the organisation.** Dr Eleanor Hollywood, Associate Professor in Children's Nursing, School of Nursing and Midwifery, TCD Dr Michael Nash, Associate Professor in Mental Health Nursing, School of Nursing and Midwifery, TCD Mrs Renee Molloy, Assistant Professor in Mental Health Nursing, School of Nursing and Midwifery, TCD Prof Catherine Comiskey, Professor in Healthcare Statistics, School of Nursing and Midwifery, TCD Dr Sonam Banka Cullen, Research Fellow, School of Nursing and Midwifery, TCD Ms Thelma Begley, Assistant Professor in Children's Nursing, School of Nursing and Midwifery, TCD Ms Lisa Kirwan, Teaching Fellow, School of Nursing and Midwifery, TCD

	Dr Grainne Hickey, Evaluation and Research Manager, Barnardos Ireland Ms Deirdre Forde, Child and Educational Psychologist, Lecturer, Froebel Department of Primary and Early Childhood Education, Maynooth University. Ms Mairéad Loftus, Specialist Co-ordinator, CNME Mayo and Roscommon (TBC) Ms Sinéad Smith, Meath Women's Refuge and Support Services, Navan, Co Meath (TBC) Tusla representative Name TBC
Min./Max. number of students	Min. number of students: 6 If less learners apply, we intend to review to see if it is financially feasible to run the micro-credential. Max. number of students: 20
Mode of delivery	Consider the mode of delivery that will best suit your learner needs. Blended - complementary online and in-person This micro-credential will be delivered **online** via Blackboard (synchronous and asynchronous), MS Teams and/or Zoom and **in-person** in Trinity. There will be 3 online days and 2 in person days. The online and in-person days will be scheduled to take place during the mind term and easter periods during Hilary term. This will facilitate easier and more accessible engagement from professionals from a variety of disciplines.
MC entry & admission requirements/pre-requisites (if applicable)	- Hold a level 8 degree in health or social care-related programme or in an education programme - Or satisfy the course committee that they have the ability to successfully complete the micro-credential programme based on evidence of the following: experience working in any health or social care setting or education setting.
Proposed commencement date	September 2024

MC frequency, duration, and term	*Frequency of delivery during the academic year: once* Micro-credential will be offered once in the academic year.	*Duration (e.g. 6 weeks).* *If block delivery applies provide details: 12 week block of teaching and learning* 12 weeks	*Indicate term(s):* Michaelmas ☐ Hilary ☒ Trinity ☐

Contact and independent study hours (note: 5 ECTS is equivalent to 125	This micro-credential will be a 10 ECTs module therefore it will comprise of 250 student effort hours in total. The hours will be broken down as follows: 3 days online (6 hours per day = 18 hours in total)

student learning hours)	The online learning days will be a mix of synchronous and asynchronous learner sessions. The synchronous learning sessions will comprise of live lectures, real time group work exercises and real time seminars which will take place over Blackboard collaborate, MS Teams and/or Zoom. The asynchronous learner sessions will comprise of short quizzes, watch and reflect exercises, podcasts and reflect and document learning progress.

2 face-to-face in person days in Trinity (6 hours per day = 12 hours in total)

220 specified student effort hours will comprise of the following:

- specified directed learning (signposted by lecturers)
- directed exploration of resources relevant and available to their specific discipline (signposted / suggested by lecturers)
- peer to peer learning (groups organised by lecturers, mix of disciplines to support meaningful peer to peer learning)
- reflective journal (reflection and self-awareness)

assessment preparation

Complete the table as appropriate:

Learner contact and independent study hours	No. of Hours
Direct student contact hours (online and in person)	30 hours
Specified directed learning / self-directed learning	105 hours
Assessment (time required by learner to develop case study relevant to learners' area of practice and reflective diary piece)	30 hours
Directed exploration of resources relevant to learners' area of practice. These will be specified and signposted by the lecturers.	60 hours
Peer contact hours (please specify): Peer to peer learning, groups will be organised by the module learner to facilitate meaningful peer-to-peer engagement and learning. Peer-to-peer learning will take place mainly online for ease of access by all learners irrespective of geographical area. Peer-to-peer sessions will be activity orientated, activities will be presented by the module leader and chosen by each individual group. Some peer-to-peer learning will also take place during the in-person sessions in TCD.	30 hours
Total	250 hours

| MC learning outcomes (approx. 5) | **What are learners expected to do, know, and understand at the end of the course?**

- Refer to the QQI framework for the Knowledge and Competencies required at NFQ level 9 (Addendum 1).

On successful completion of this micro-credential, learners will be able to:

LO1: Demonstrate an understanding of childhood adversity and be able to describe how childhood adversity, toxic stress and trauma can impact on the life of the child from a variety of perspectives. |
|---|---|

	LO2: Critically discuss the national and international literature in relation to childhood adversity and how current knowledge impacts on the learners own professional discipline and work with children and families. LO3: Critique current strategies used to identify childhood adversity. Critically appraise adversity prevention strategies relevant to the learner's professional discipline and area of work. LO4: Demonstrate an understanding of trauma and trauma informed approaches. Reflect on the application of trauma informed approaches when working with children and families in the context of the learner's professional discipline and area of work. LO5: Demonstrate knowledge and be able to discuss interventions relevant to the learner's professional discipline and area of work.
MC content areas. *(Bullet points can be used)* If the MC (or components) will be delivered in a blended format, identify the content that will be delivered online.	**Contact hours: 30 *hours (online and in-person)*** • Orientation to the course and module overview • Assessment discussion including expectations and college guidelines • Presentation discussion including expectations and college guidelines • How to use Blackboard and other college supports • Defining childhood adversity • Explore how childhood adversity has evolved • Childhood adversity from a national and international perspective • The impact of childhood adversity on the infant, child, and young person • Consequences of childhood adversity on children's emotional and mental health • Consequences of childhood adversity on the child's educational experience • Consequences of childhood adversity in adult life • Strategies for the prevention of childhood adversity • Understanding trauma and trauma informed care • Understanding self-care and vicarious trauma. **Specified directed learning / self-directed learning: 105 hours** • Prepare for online and in-person lectures • Review and reflect on materials taught • Additional reading materials to be supplied **Assessment: 30 hours** *There will be 2 elements to the assessment for the module.* • *Part 1: Case study relevant to the learners work with children and families (confidentiality must be maintained)* • *Part 2: Reflective diary piece* **Directed exploration of resources relevant to learners' area of practice: 60 hours**

	- Childhood adversity resources relevant to the learner's area of practice / discipline will be selected and presented by the module leader. - Learners will select the areas of childhood adversity of interest to them to explore and engage with. - Materials will be presented and signposted on the learning platform for learners to access. - Materials will be available for the duration of the module. - Learners will be encouraged to make notes based on their engagement with materials and progression of learning. **Peer to peer learning: 30 hours (online and in-person)** - Peer to peer learning, groups will be organised by the module learner to facilitate meaningful peer-to-peer engagement and learning. - Peer-to-peer learning will take place mainly online for ease of access by all learners irrespective of geographical area. - Peer-to-peer sessions will be activity orientated, activities will be presented by the module leader and chosen by each individual group. - Some peer-to-peer learning will also take place during the in-person sessions held in TCD. - Learners will be put into their peer groupings at the commencement of the module to facilitate in=person peer-to-peer learning.
Teaching and Learning Methods (state pedagogical approach). Include the online environment(s) to deliver the MC e.g. Blackboard/ZOOM, if appropriate.	**What types of teaching and learning methods will be used to support learners in achieving the learning outcomes?** Using Blooms Taxonomy of Learning the following types of teaching and learning methods will be utilised - Visual: lectures using presentations, videos, graphics and illustrations where appropriate - Verbal: using group discussion both in person and online group discussion - Logical: using relevant case studies to discuss childhood adversity and how it can impact on the life of the infant, child and young person - Social: using group and peer-to-peer learning and peer-to-peer review - Solitary: using directed independent learning, independent research - Artefact creation: development of reflective diary - Subject expert discussions (collaborators from other schools and organisations knowledgeable about childhood adversity and involved with caring for / supporting / educating children and families at risk of adversity) Learning environments include: Blackboard, Panopto, Microsoft Teams, Zoom and classroom **What is the rationale behind the selection of these strategies?** - How do they support the learning required to achieve each LO? Provides a variety of learning methods and environments to suit the needs of the group. - How do they support students in successfully completing the assessments?

	By providing a range of content relevant to the assessment
	• How do they fit in with the mode of delivery and with the contact and independent study hours outlined above? Facilitates learners to manage their own learning and encourages them to become independent thinkers, in a supportive environment that is appropriate to their needs.
MC assessment components *How will the MC be assessed?*	**How will the MC be assessed? (***Use assessments that are known to be effective in measuring the types of LOs used).* Access the Academic Practice online resource for guidance on selecting appropriate assessment strategies. *There will be 2 elements to the assessment for the module.* • *Part 1: Case study relevant to the learners work with children and families (confidentiality must be maintained) (80% of overall mark)* • *Part 2: Reflective diary piece (20% of overall mark)* **Briefly outline the rationale for your assessment choices, indicating how they assess the achievement of the relevant learning outcome.** The assessment will comprise of a case study and a reflective diary. Collectively the case study and reflective diary will relate to all of the specified module learning outcomes. The focus of the MC is skills-based, and therefore the application of assessment will relate to the professional discipline and work of the learner. The case study (2000 words) will be selected from the learner's own experience of working with children and families who have experienced or who are at risk of experiencing adversity. The reflective diary (1000 words) will focus on the learner's journey through the module incorporating knowledge of attitudes to and experiences of childhood adversity and how it can impact on the life of the infant, child and / or young person. Students will be instructed to select and use a recognised model of reflection for example Gibbs for the basis of their reflective diary. **Complete the table:** <table><tr><th>Learning Outcome</th><th>Assessment Component (state assessment type)</th><th>Formative/ Summative</th><th>Group/ individual</th><th>% weighting</th></tr><tr><td>LO1: Click or tap here to enter text. Demonstrate an understanding of childhood adversity and be able to describe how childhood adversity, toxic stress and trauma can impact on the life of the child from a variety of perspectives.</td><td>Case study and reflective diary</td><td>Formative and Summative</td><td>Individual</td><td>100</td></tr></table>

	LO2 Critically discuss the national and international literature in relation to childhood adversity and how current knowledge impacts on the learners own professional discipline and work with children and families.	Case study and reflective diary	Formative and Summative	Individual	100
	LO3 Critique current strategies used to identify childhood adversity. Critically appraise adversity prevention strategies relevant to the learner's professional discipline and area of work.	Case study and reflective diary	Formative and Summative	Individual	100
	LO4 Demonstrate an understanding of trauma and trauma informed approaches. Reflect on the application of trauma informed approaches when working with children and families in the context of the learner's professional discipline and area of work.	Case study and reflective diary	Formative and Summative	Individual	100
	LO5: Demonstrate knowledge and be able to discuss interventions relevant to the learner's professional discipline and area of work	Case study and reflective diary	Formative and Summative	Individual	100

Micro-credential Specific learning environment(s) required to deliver the micro-credential.	**What specific learning environment(s), technologies and /or software are required to deliver/participate in the micro-credential?** Reliable broadband, access to Blackboard, Microsoft Office (Word and PowerPoint), work laptop/PC and headset and access to email.
Learner supports provided.	**What specific learner supports will be put in place to accommodate diverse learner needs? Consult:** Trinity Inclusive Project and Trinity Disability Service

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	Individual modifications as required by individual students 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.
State how the MC will be reassessed if failed (include timelines for reassessment)	Repeat submission of a failed element. Resubmit 8 weeks following the final submission date.
Pass standard & any special requirements for passing the MC	Resources: Calendar III To successfully complete an MC all requirements of the MC must be fulfilled. Fail: <49/100, Pass 50-69/100, Distinction 70-100/100
Penalties for late submission	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.
Core reading / Library resources	- Albaek, A. U., Kinn, L. G., and Milde, A. M. (2018) Walking children through a minefield: How professionals experience exploring adverse childhood experiences. Qualitative Health Research. 28(2), 231-244. - Andrea, E. W., Mcqueenie, R., David, A. E., Mcconnachie, A., and Wilson, P. (2020) General practice recording of adverse childhood experiences: A retrospective cohort study of GP records. BJGP Open. 4(1) - Anthony, R. E., Paine, A. L., and Shelton, K. H. (2019) Adverse childhood experiences of children adopted from care: The importance of adoptive parental warmth for future child adjustment. International Journal of Environmental Research and Public Health. 16(12), 2212. - Asmussen, K., Fischer, F., Drayton, E. and McBride, T. (2020) Adverse childhood experiences What we know, what we don't know, and what should happen next. What Works Network, London, UK. https://www.eif.org.uk/report/adverse-childhood-experiences-what-we-know-what-we-dont-know-and-what-should-happen-next Accessed on 1/2/23 - Bartlett, JD et al. (2018) The impact of a statewide trauma-informed care initiative in child welfare on the well-being of children and youth with complex trauma. Children and Youth Services Review. 84(1), pp.110-117. - Centers for Disease Control and Prevention (2019) Preventing Adverse Childhood Experiences: Leveraging the Best Available Evidence. Atlanta, GA: National Center for Injury Prevention and Control. https://www.cdc.gov/violenceprevention/pdf/preventingACEs.pdf Accessed on 1/2/23 - Centers for Disease Control and Prevention (2021) Adverse Childhood Experiences Prevention Strategy. Atlanta, GA: National Center for Injury Prevention and Control. https://www.cdc.gov/injury/pdfs/priority/ACEs-Strategic-Plan_Final_508.pdf Accessed on 1/2/23

	• Centers for Disease Control and Prevention (2016) About the CDC-Kaiser ACE Study. https://www.cdc.gov/violenceprevention/aces/about.html Accessed on 1/2/23 • Spratt, T., Devaney, J., and Frederick, J. (2019) Adverse Childhood Experiences: Beyond Signs of Safety; reimagining the organisation and practice of social work with children and families. The British Journal of Social Work. 49(8), 2042-2058.
Are there subject experts in other Schools/disciplines?	Yes **If yes, name of School and discipline:** Froebel Department of Primary and Early Childhood Education, Maynooth University. **Has the micro-credential been discussed with the other School/discipline and their DUTL/DTLP?** Yes
Proposed student fee	**EU/NEU** €1,200

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: _[signature]_ Date: 13/03/2023

Signed by Faculty Dean: _[signature] Máire O'Connell_ 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)

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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)**

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