



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: Resources](#)

HCI Cluster and Work Package for the proposed micro-credential	Cluster 1: Work-package 1 – Micro-credential Pilot Programme
MC title:	Practical Frameworks for Innovation
School:	Tangent, Trinity’s Ideas Workspace
To whom will the MC be offered?	<p>Detail the specific learner market (both individual and enterprise learners) targeted by this MC including evidence of need and demand:</p> <p>This micro-credential (MC) offers a comprehensive introduction to innovation and creates a pathway for learners to gain an understanding of the main frameworks employed by innovators to tackle global issues. Following the MC, learners are empowered to pursue further learning using the framework and/or tools which best suit their context.</p> <p>Since 2018, Tangent, Trinity’s Ideas Workspace, has established a track record in successfully delivering innovation programmes tailored for undergraduates, postgraduates, academics and professionals. Our Professional Education programmes, with over 2,200 learner places achieved since August 2021, support industry-based learners to develop skills in innovation and creativity, with an extensive programme offering available under the Higher Education Authority (HEA) Human Capital Initiative (HCI) project.</p> <p>This MC will suit learners from enterprise who want to rapidly upskill in key innovation frameworks, as well as managers who need a good working knowledge of types of innovation approaches that can strengthen their organisation's innovation capability. Individual learners will benefit from the MC as an introductory step on a progressive learning pathway to more sector-specific programmes. For example, learners from our suite of Postgraduate Certificate programmes, a significant proportion of whom are RPL (Recognition of Prior Learning) candidates. In AY22/23 Tangent welcomed 32 RPL learners out of a total learner cohort of 307 across our five HEA Springboard Postgraduate programmes, many of whom would build confidence by first completing a 5 ECTS MC. It is envisaged that this MC will also appeal to time-poor, often full-time employed learners in busy roles, who wish to learn more about innovation, but for whom an in-depth commitment to one particular approach risks spending time on frameworks difficult to</p>



	<p>implement and share within their individual context.</p> <p>Reports on the future world of work continually emphasise the need for analytical and creative thinking (World Economic Forum, Future of Jobs Report 2023 p.42). This MC offers a comprehensive introduction to key concepts, tools and frameworks to help learners apply their knowledge and skills to tackle real-world challenges. It forms a response to the designation of 2023 as the European Year of Skills, to help implement the 2020 EU Skills Agenda, and the 2018 Key Competencies for Lifelong Learning. Other international offerings in the area of innovation frameworks, such as Stanford's ‘Design for Social Systems’ and Harvard's ‘Creative Thinking: Innovative Solutions to Complex Challenges’, demonstrate the education sector's response to meet these future skill needs.</p>
MC aims (max 250 words)	<p>How would you explain the MC in such a way that would encourage your intended learners (including those in enterprise) to register for it?</p> <p>Disruptive innovation is everywhere, and change is constant. In today's highly competitive business landscape originality, ingenuity, and creativity are essential to stay current and relevant. It's crucial for companies to find effective ways to stay ahead of the competitors. But which innovation frameworks are right for you, your organization, or individual context?</p> <p>This 5ECTS MC offers an introduction to three key innovation frameworks for global impact with a focus on solving real world problems, taking you through the use and implementation of practical hands-on approaches to tackling challenges. This MC provides an opportunity for you to learn from experts in creative problem solving, design thinking and systems thinking.</p> <p>Each innovation framework builds on the previous one, allowing you to gain a working knowledge of different approaches to creativity and innovation. The highly experiential and collaborative nature of MC delivery and associated assessment strategy will address several interpersonal and team-related skills such as active listening, collaboration, cooperation and networking. In the final weeks of the MC, a team-based challenge assessment will allow participants to test these inter- personal skills while practically applying their preferred approaches to real-world challenges.</p> <p>For leaders in enterprise, this MC will provide you with a diverse toolkit of frameworks that will strengthen your organisation's approach to everyday problem solving and innovation, setting the stage for your team to collaborate and innovate in effective and transformative ways. For individuals, this MC is an invaluable introductory step on your learning pathway in the disciplines of creativity and innovation, helping to establish confidence in your ability to effect positive change in your organisation or community.</p>



All MCs must be new but may include some content from existing modules.

If you are using some content from existing modules/CPD courses/programmes, provide details below:

Name of existing programme(s): [Design Thinking for Strategic Innovation Masterclass Programme](#)

Name of existing module(s): Creative Thinking for Business, Introduction to Creative Problem-Solving, Introduction to Design Thinking, Rapid Idea Generation and Insight

Detail how successful this module has been in terms of recruiting learners and engaging with enterprise:

Weeks 2 and 3 of this MC draw on four pre-existing masterclasses, which formed part of the collection of 18 Masterclass titles funded under Pillar 3 of the Human Capital Initiative.

Since the inception of Tangent's Masterclass programme, funded by the Human Capital Initiative, we have experienced significant demand for the Masterclass suite with over 2,200 learner places achieved since August 2021, demonstrating our ability to react to and deliver on industry needs. This continuing engagement has built confidence in the pricing and positioning of our masterclass suite in the market.

This MC has been co-designed with industry in response to very strong demand across both our scheduled programmes and bespoke programmes in design thinking and creative problem-solving.

Since the launch of our masterclass suite in August 2021:

Our **Design Thinking masterclass** title has reached a total of 541 learners. Of these, 208 learners were fee-paying across a total of 11 different programme offerings (3 pre-built Tangent offerings, 8 industry bespoke sessions). The remaining 333 learners attended our Taster version of the masterclass.

Our **Creative Problem-Solving** masterclass title has reached a total of 155 learners. Of these, 148 learners were fee-paying across a total of 9 different programme offerings (3 pre-built Tangent offerings, 6 industry bespoke sessions). The remaining 7 learners attended our Taster version of the masterclass.

How will this content be adapted and used innovatively to create this new MC?

This MC combines learning on three different frameworks to arrive at a new and exciting overview of key innovation approaches, suitable for those looking to understand and identify what suits them best. Instead of a deep dive into one particular approach to innovation, this MC will offer a good working knowledge of multiple frameworks, allowing leaders to designate which suits best for their staff or company, and for individuals to make informed decisions about future learning or training in a specific aspect of innovation.



	The focus on applying learning in the final week to a global challenge centred around the United Nations Sustainable Development Goals (SDGs), or a company-based challenge suitable for their context, will provide a practical and beneficial application of learning. This challenge-based application will be a key assessment component tracking the creative ideas and innovative value derived directly from participation in the MC.
NFQ level (if applicable)	NFQ Level 9
ECTS	<i>Note: 5 ECTS = 125 hrs student effort (1 ECT = 25 hrs student effort)</i> 5 ECTS
School (owner) and discipline	Tangent, Trinity's Ideas Workspace, interdisciplinary
MC Coordinator <i>(member of academic / teaching staff)</i>	Dr Jake Byrne, Academic Director, Tangent
State other Schools/external organisations involved in the delivery of the micro-credential (if applicable)	Proposed collaborators include: World Economic Forum (WEF): The WEF has developed a suite of system transformation mapping tools, with freely available maps including entrepreneurship and key topics related to the Sustainable Development Goals. These maps are showcased on its Strategic Intelligence Platform, which collaborates with HEIs and organisations to develop new and curate existing maps. These resources will be a useful learning tool on the MC. Led by Trinity PhD Candidate and Tangent alumna Breanne Pitt and her doctoral supervisor Prof Mads Haar, WEF Strategic Intelligence and Trinity College Dublin are currently working towards an MOU, with scope for this MC to form part of the collaboration. Association of Chartered Certified Accountants (ACCA): ACCA has recently identified the need to build the transferable skills of its audience. They are seeking to strengthen institutional ties in third level and are interested in this MC as a prospective offering to their employer network.



Enterprise/Profession Connection	<p>Specify the enterprise sector(s)/profession(s) targeted by the MC: This MC is interdisciplinary in nature and targets anyone in a role where innovation frameworks might be applied, from innovators and entrepreneurs, to those working in large companies, to educators working with the UN SDGs. It aims to upskill a workforce threatened by increasing amounts of information, global challenges, and improper use of AI.</p> <p>What labour market and/or skills need is addressed by the MC and give evidence of this need (max 250 words): The core skillset addressed by this MC is problem-solving. By introducing a comprehensive problem-solving toolkit, skillset, and mindset, this MC addresses the following 5 skills needs, all of which are listed in the World Economic Forum's Top 10 Future Skills Needs in 2025.</p> <ul style="list-style-type: none">• Analytical Thinking and Innovation (#1 WEF list)• Active Learning and Learning Strategies (#2 WEF list)• Complex Problem-Solving (#3 WEF list)• Creativity, originality and initiative (#5 WEF list)• Reasoning, problem-solving and ideation (#10 WEF list). <p>Additionally, this MC addresses the following interpersonal skills by way of the hands-on practical learning environment and group-based assessment strategy:</p> <ul style="list-style-type: none">• Active Listening• Communication and Collaboration• Networking. <p>State the specific enterprise/employer-related skills addressed by the MC (max 250 words): See above.</p>
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Detail how enterprise has been involved in the development of the MC and give details of your enterprise partners:

Creative Thinking, Creative Problem-Solving and Design Thinking elements:

This MC offers an applied learning opportunity under a new lens, building on content related to these 3 subject areas, which formed part of the collection of 18 Masterclass titles funded under Pillar 3 of the Human Capital Initiative. Our response to that call, and the developed content, were devised through our understanding of the market need in conjunction with detailed consultation with our industry partner working group. All subsequent design, delivery and iterative re-design has been informed either through additional consultation with industry partners or via feedback received from learners.

The design of the new MC also draws on industry expertise in order to ensure it meets market need to develop skills that endure beyond technological advances. The use of WEF Strategic Intelligence Platform data visualisation tools to explain systems thinking, and innovation to solve global challenges such as the UN SDGs, will be part of the MC curriculum. The assignment design is flexible to allow students to employ their learning to solve challenges based on their individual contexts, including business needs. We will continue to consult our industry partners, including WEF and ACCA contacts, to ensure that the MC curriculum is appealing to a broad audience, and will review the programme, including student and employer feedback, annually.

How will the delivery of this MC facilitate participation of learners from enterprise (flexible delivery – online/blended/in-person, evenings/weekends etc)?

Tangent have experience delivering online, blended, hybrid and in-person content and offer this MC as an accessible, blended opportunity in the first instance, with online classes to ensure equity of opportunity to learners.

The timing of these online sessions will vary- we anticipate two main audiences, individuals and companies. Post-programme surveys on our fee-paying masterclass programmes point to a real preference towards working hours delivery (76% prefer mornings, 8% afternoons, 17% evenings). We also recognise that some individuals may prefer delivery of online classes outside of working hours. Bespoke timings for larger companies may be offered where numbers of learners are suitable to run a second cohort of the MC in a given academic year. To accommodate such companies forming a full MC cohort, a solution could involve flexible delivery. This might result in two cohorts annually: a part-time blended one held after hours, and a second cohort primarily composed of learners from a single company or industry, featuring online classes during work hours.

The in-person sessions at the start and end of the course employ experiential learning and allow for networking and cohort cohesion. In addition, the team-based challenge assignment can be customised to address specific issues within a company where an entire team of learners from that company participates in the MC.



Teaching staff & if appropriate institutional/enterprise affiliation	<p>Name all teaching staff involved and if external, the name of the identified enterprise partners.</p> <p>This curriculum is in the early stages of design. The proposed teaching team includes:</p> <p>Dr Dan Rogers, Head of Education, Tangent Rosemary Deneher, Senior Programme Manager, Tangent Dr Maeve O’Dwyer, HCI Programme Manager, Tangent Shay Butler, HCI Programme Manager, Tangent</p> <p>Select experienced individuals from Tangent’s learning partner and facilitator pool including but not limited to:</p> <p>Jonathan Bannister - Learning partner: Expertise in Creative Problem-Solving, Systems Thinking Jess Hayden – Learning partner: Expertise in Design Thinking, Effective Team Dynamics Dr. Karl Thomas – Tangent facilitator: Expertise in Design Thinking, Innovation Management Breanne Pitt, PhD Candidate at Trinity College Dublin, expertise in systems thinking</p> <p>Select guest lecturers from existing enterprise partners.</p>
Min./Max. number of students	<p>Min. number of students: 12 Max. number of students: 30</p>
Mode of delivery	<p>Consider the mode of delivery that will best suit your learner needs (both individual and enterprise learners).</p> <p>Blended - complementary online and in-person</p> <p>Our recent programme delivery activities have seen a strong demand in the market for online delivery. A survey of learners, both individual and enterprise, on our fee-paying masterclass programmes demonstrated this online preference (67% of respondents) over in-person delivery. However, individual comments in the survey also highlighted the value that learners place on, and receive during, in-person collaborative, peer-sharing and action-oriented environments.</p> <p>Therefore, initially we plan to deliver a blended programme with the majority of sessions (Week 2-5) delivered online, with an in-person orientation session at the start (Week 1), and the final programme closing with an in-person finale (Week 6).</p>
MC entry & admission requirements/pre-requisites (if applicable)	<p>Applicants must have a level 8 honours degree (or equivalent) in any discipline. Those with a demonstrated interest in systems thinking, design thinking, and/or innovation and entrepreneurship will be prioritised.</p>



	<p>Applicants who do not meet the entry requirements, but who can demonstrate three or more years of work experience in a relevant professional or managerial context, are welcome to apply via Recognition of Prior Learning.</p> <p>Applicants whose first language is not English and who have not been educated through the medium of English must meet the English language requirements as set out in Trinity's Post Graduate Admissions requirement policy.</p> <p>All students are required to have access to a laptop or PC, with a webcam and an internet connection.</p>														
Proposed commencement date (Sept 24)	September 2024														
MC frequency, duration, and term	<p><i>Frequency of delivery during the academic year:</i></p> <p>Year 1: Once a year following that expand to twice a year</p>	<p><i>Duration (e.g. 6 weeks). If block delivery applies provide details:</i></p> <p>6 weeks</p>	<p><i>Indicate term(s):</i></p> <p>Michaelmas <input checked="" type="checkbox"/></p> <p>Hilary <input checked="" type="checkbox"/></p> <p>Trinity <input type="checkbox"/></p>												
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="459 1451 1428 1951"> <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>20</td> </tr> <tr> <td>Self-directed/independent study</td> <td>50</td> </tr> <tr> <td>Assessment</td> <td>20</td> </tr> <tr> <td>Directed hours (please specify): formative tasks or readings in advance of class (flipped learning)</td> <td>10</td> </tr> <tr> <td>Peer contact hours (please specify): Peer-exchange and consultation to support the Individual Challenge-based practical work</td> <td>5</td> </tr> </tbody> </table>			Learner contact and independent study hours	No. of Hours	Contact Hours such as Lecturer/tutorial contact hours	20	Self-directed/independent study	50	Assessment	20	Directed hours (please specify): formative tasks or readings in advance of class (flipped learning)	10	Peer contact hours (please specify): Peer-exchange and consultation to support the Individual Challenge-based practical work	5
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	Other (please specify): additional resources and readings for independent study to ensure all learners are challenged	20	
	Total	125	
MC learning outcomes (approx. 5)	<p>What are learners expected to do, know, and understand at the end of the MC?</p> <ul style="list-style-type: none"> Refer to the QQI framework for the Knowledge and Competencies required at NFQ level 9 (Addendum 1). <p>On successful completion of this micro-credential, learners will:</p> <p>LO1: Develop an understanding of key frameworks, including design thinking, creative problem solving, and systems thinking for innovation.</p> <p>LO2: Employ a range of tools and techniques to tackle challenges and work towards a solution, both individually and as part of a team.</p> <p>LO3: Demonstrate critical awareness of and/or new insights into problems or challenges.</p> <p>LO4: Communicate potential approaches and solutions effectively to a variety of audiences.</p> <p>LO5: Engage in reflection in order to self-evaluate, learn from experience, challenge assumptions, and generate new ideas.</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>Week 1: Programme Orientation (In Person)</p> <ul style="list-style-type: none"> ·Programme overview; ·Assessment introduction; ·Opening team-based activity introducing creative thinking principles. <p>Week 2: Creative Thinking and Creative Problem Solving (Online)</p> <ul style="list-style-type: none"> ·Principles of creative thinking; ·Convergent and divergent thinking; ·Deliberate practices for solving problems creatively. <p>Week 3: Introduction to Design Thinking (Online)</p> <ul style="list-style-type: none"> ·Design Thinking skills, and how they relate to creativity, innovation and brainstorming; ·Problem definition; identifying customer needs and user groups; ·Customer journeys and empathy mapping. <p>Week 4: Systems Thinking methodologies, tools, and resources (Online)</p> <ul style="list-style-type: none"> ·Principles of systems thinking; ·Tools and resources for systems thinking; ·Feedback loops and leverage points; ·Understanding and mapping systems. <p>Week 5: Innovation Mindset and Toolkit (Online)</p>		



	<ul style="list-style-type: none"> ·Peer exchange; ·Teamwork; ·Reflection; ·Ideation and application of learning. <p>Week 6: Challenge-based workshop finale (In Person)</p> <ul style="list-style-type: none"> ·Groups will identify which creative process(es) they will use to solve a real-world challenge; ·Groups will ideate solutions to their challenge drawing from their newly acquired creative toolkit; ·Groups will present their findings in a closing group presentation.
<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>The MC will be blended, with online delivery using a combination of short/micro lecture content, groupwork in breakout rooms, polls, quizzes and formative activities to help support learners and avoid cognitive load fatigue. Content will be tailored to introductory level, with additional resources provided for those who wish to dive deeper into each week’s topic. A flipped learning approach, with weekly readings in different formats (textual, visual, audio) will ensure learners can make best use of class time. Peer feedback opportunities, and guest lectures from expert academic and industry-based speakers will be included where possible. Assignments will be constructively aligned to MC content. In person classes will make use of interactive and experiential learning, allowing learners to apply learning, ideate, and network as a cohort, including groupwork.</p> <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? Given the focus on entry-level content for those unfamiliar with innovation and creativity, as well as the MC aim to offer an overview of multiple approaches to global challenge-solving, the use of short lecture content with breakout rooms and interactive exercises ensures that students can absorb their learning as per best practice in cognitive load theory. Practical case studies and examples will be used and learners encouraged to share their own examples from their context. • How do they support students in successfully completing the assessments? Opportunities will be given, especially in Weeks 5 & 6, for groups to work on their group presentation assignment. Individual assignments will be based on demonstrating applied learning and reflection, tailored to the individual context. Both assignment types support students to draw on their learning, and alignment of content to the assessments will be signposted by teaching staff. • How do they fit in with the mode of delivery and with the contact and independent study hours outlined above? Flipped learning will allow for all learners to progress at their own speed, ensuring class time prioritises time to ask questions, apply learning, and work in groups. The mix of in person and online offers greatest flexibility while retaining the benefits of in person class time.



	<p>How does this MC demonstrate innovation in pedagogy?</p> <p>This MC will be innovative in delivery and design and co-created with industry, where learners will engage in applied learning to innovate solutions for global challenges, identified via the UN SDGs, or for designated company challenges. The design will adhere to best practices in inclusive practice and Universal Design for Learning (UDL). This will ensure course materials are accessible, learning is online and flexible, flipped learning tasks allow all learners to progress at their own pace, and additional resources are available to allow those with an interest in developing their studies further to complete additional tasks.</p>
<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>The MC will be assessed by two different assessment types, constructively aligned to the learning outcomes.</p> <p>The first assessment (A1) will be a group presentation, indicating the creative processes, skills and tools applied to ideate a solution to a real-world challenge or wicked problem set by a host company as relevant.</p> <p>The second assignment (A2) will be an individual written reflective essay, with a short 1-minute video describing one action they intend to take to apply their learning to their individual context/work environment.</p> <p>The use of multimodal assessment methods will circumvent the use of AI to help construct student assessment submissions. The personal lens and connection to programme materials required by the individual reflective essay, combination of text and video for Assignment 2, and requirement to include references to background research and supporting sources in the presentation, will make it difficult for students to use AI effectively.</p> <p>Briefly outline the rationale for your assessment choices, indicating how they assess the achievement of the relevant learning outcome.</p> <p>Assignment 1, Group Presentation, will test the application of learning, by asking learners to work in groups to employ creative processes, skills and tools to arrive at new ideas or approaches to solving a real-world challenge. This assignment is weighted at 50% to ensure no learner is disadvantaged by inability to communicate or work with their group.</p> <p>Assignment 2, individual reflective essay with video submission, is intended to demonstrate the individual application of creative processes, skills and tools in the learner’s own context, enhancing the value of their learning by identifying ways to reflect on and benefit from learning, and is weighted at 50%. The written reflection tailors the learning to the individual context, while a 1-minute video submission detailing one action they intend to take to apply their learning helps ensure the reflection is truly individual.</p>



	Complete the table:				
	Learning Outcome	Assessment Component (state assessment type)	Formative/ Summative	Group/ individual	% weighting
	LO1	A1+A2	Summative	Group & Individual	100
	LO2	A1+A2	Summative	Group & Individual	100
	LO3	A1	Summative	Individual	50
	LO4	A1+A2	Summative	Group & Individual	100
	LO5	A2	Summative	Group	50
				100%	
Micro-credential Specific learning environment(s) required to deliver the micro-credential.	<p>What specific learning environment(s), technologies and /or software are required to deliver/participate in the micro-credential? (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>A laptop/PC, webcam and reliable broadband is required for online delivery of the MC. No additional software requirements outside of those available freely such as Zoom conferencing tool and Miro online collaboration tool.</p> <p>For the in-person sessions of the MC, Tangent’s classroom and collaboration space on the 1st Floor of the Trinity Business School will be utilised.</p>				
Learner supports provided.	<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>Flexibility in delivery will ensure that all learner needs are met- for example, individual learners may prefer the largely online delivery of the MC, where recording and/or transcripts can be used to support learners, while in person sessions to start and end the MC facilitates networking and communication. Documents and resources will be shared in accessible formats. Real world case studies will be employed to increase learner engagement, and significant readings will be shared in advance, in order to ensure all learners can proceed at their own pace. The weightings of assessments are balanced to ensure all learners with different skills will have at least one assessment type which suits them- whether written work, presentation skills or collaborative working.</p>				
State how the MC will be reassessed if failed (include timelines for reassessment)	<p>Failed assignments will offer a 4-week window to return a re-submission according to feedback from assessors. Failure of a group assignment or non-attendance by an individual at a group assignment will result in an individual resubmission of a section of the groupwork.</p>				



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. Pass rate for assignments to be set at 40%. Both assignment elements to be passed to complete MC overall.
Penalties for late submission	Late submission penalized. 2% penalty on assignment result per day for a maximum of 14 days, after which it is considered at pass/fail (capped at 40%) unless extension granted.
Core reading / Library resources	Priority will be given to online resources accessible to all learners, including multi-media resources where appropriate.
Are there subject experts in other Schools/disciplines?	Yes If yes, name of School and discipline: Centre for Innovative Human Systems (CIHS): Systems Thinking, on ' Sustainable Green Organisations ' CPD course School of Genetics and Microbiology: Systems Theory, on Trinity Elective module ' Systems – the Science of Everything '. School of Natural Sciences: Systems Thinking Has the micro-credential been discussed with the other School/discipline and their DUTL/DTLP? Yes This MC is a broad introduction to several innovation frameworks including creative problem-solving, design thinking and systems thinking. Students wishing to take a deeper dive into a particular area, such as systems thinking, could progress on a learning pathway to any of the school offerings listed above. We have consulted with colleagues in each of these schools to initially explore opportunities for collaboration should this MC proposal be successful. The proposal of this MC has been reviewed and approved by the Tangent Academic Oversight Committee, which comprises representative academics from each Faculty, chaired by the Tangent Academic Director, Dr Jake Byrne.
Proposed student fee	EU/NEU: EU - €1295. Non-EU - €2595.

Faculty Dean and School Executive Approval:

Date of approval of the proposed MC by the School Executive: 25/09/2023

Date of approval of financial information by the Faculty Dean: 3/10/2023

Signed by Head of School:

Signed by Faculty Dean:

Date: Click or tap to enter a date.

3/10/23

Date: Click or tap to enter a date.

3/10/23



Checklist

Is the following attached with this 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 checked if there are similar MCs already on offer across Trinity?

www.tcd.ie/courses/micro-credentials)

Submit completed form and associated documentation to micro-credentials@tcd.ie by 5pm on Tuesday, 3rd October 2023. Incomplete applications will not be considered.