



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 education/professional development purposes.
- Are specifically designed to upskill the workforce.
- Offer flexible delivery to meet the needs of business, public sector employers and employees.
- May be stackable in the future.

MC = micro-credential



EXEMPLAR

It should be noted that the data provided below are for illustrative purposes only.

HCI Pillar 3

Micro-Credentials: Descriptor

HCI Cluster and Work Package for the proposed micro-credential:	Cluster 1: Work-package 1 – Micro-credential Pilot Programme
Micro-credential title:	Developing Organisational Cultures
School:	XXXX
To whom will the micro-credential be offered?	Specify the <i>specific industry/profession targeted</i>: This micro-credential has been developed to benefit professionals, who are interested in learning more about introducing and leading organisational culture change. Following consultation with industry partners and analysis of sectoral skill needs in a context of recent and rapid technological change, a particular target for the module is managers and leaders working in HR and/or Organisation Development. These learners will advance their professional competencies through an in-depth focus on the key organisational change issues that are relevant to their industry and/or employer. By completing the module, professional learners will be facilitated to identify and to address these topics and will be enabled to progress their individual career goals in leading cultural change.
Is the proposed micro-credential new or adapted from an existing (repurposed) module?	Select new or existing module
(For Existing Modules to be Repurposed 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. If not, proceed to the next section.)</i></p> <p>Name of existing programme: n/a Name of existing module:</p> <p>Is the existing module shared with another discipline/School? If so, name the discipline/School:</p> <p>Existing module details: Select UG or PG. State year group.</p>



	<p>No. of ECTS of existing module:</p> <p>Existing module NFQ level:</p> <p>School (owner and discipline):</p> <p>Module coordinator:</p> <p>Code in SITS:</p> <p>Outline the <u>existing module</u> learning outcomes:</p> <p>If changes are required to the existing module so that it can exist coherently as a micro-credential please give details.</p>	
NFQ level	9	PG
ECTS	<i>Note: 5 ECTS = 125 hrs student effort (1 ECT = 25 hrs student effort)</i> 5 ECTS	
School (owner) and discipline	XYZ	
Micro-credential Coordinator <i>(must be academic / teaching staff)</i>	Prof X	
State other Schools/external organisations involved in the delivery of the micro-credential (if applicable)	XYZ	
Industry/Profession	<p>Specify the industry/profession targeted by the micro-credential:</p> <p>This micro-credential has been developed further to a market research exercise conducted on behalf of the School, which explored the skills development needs of existing and potential industry partners. This research found that a significant number of employers across different sectors viewed the challenge of adapting to rapid cultural change as a key leadership skills gap in their organisation. Based on this evidence, the micro-credential has been designed to benefit the workforce development needs of a wide range of industry and public sector employers. The micro-</p>	



credential is tailored for employer/employee needs by linking to an introduction to cutting edge organisational change theory with a practice-focus on the relevance of this theory to the in-house cultural change leadership of HR and OD departments in particular.

What market need is addressed by the micro-credential:

The culture of the firm is a critical success factor for productivity (see for example, Leading the Way Report). A growing awareness and concern about organisation governance and behaviour, as well as opportunities to reimagine the workplace post-pandemic, post-Brexit and in a context of the accelerated adoption of digital approaches are making organisations, and those working in them, consider organisational culture in a new light. In this context, the recently published Marsh Report (2019) identifies the challenges faced by HR and OD managers/leaders in leading organisational culture change. In response, the module provides an introduction to developing organisational culture with a focus on current research and good practice and will equip learners with the skills to introduce related initiatives and evaluate their impact in their own organisation. The research and teaching expertise developed by the School in the areas of managing the digital transformation and inclusive organisational culture offers a unique perspective on recent developments in these areas.

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

The module will enable learners to instil a healthy organisational culture that questions what is 'taken for granted' and has the momentum to manage and lead change. More specifically, the module will deliver the following skills:

- Expertise and knowledge of organisational culture change
- Critical analysis of proposed changes in work practices to support and lead organisational culture change
- Advocacy for innovation and change in organisations
- Influencing decision making

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

This micro-credential will run in a blended format with live online sessions that will be recorded for additional flexibility. Both on campus in-person sessions will take place in the evenings, outside of normal working hours. 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. Prof X, Trinity Dr Y of industry-partner, Z		
Min./Max. number of students	Min. number of students: 15 Max. number of students: 40		
Mode of delivery	Fully Online - all online We can also provide a flexible delivery approach to accommodate in-house delivery of the micro-credential.		
Micro-credential entry & admission requirements/pre-requisites (if applicable)	An undergraduate degree in any discipline		
Proposed commencement date	September 2021		
Micro-credential frequency, duration and term	<i>Frequency of delivery during the academic year:</i> Up to 2 times per year.	<i>Duration (e.g. 6 weeks). If block delivery applies provide details:</i> 8 weeks	<i>Indicate term(s):</i> Michaelmas <input checked="" type="checkbox"/> Hilary <input checked="" type="checkbox"/> Trinity <input type="checkbox"/>
Contact and independent study hours (include total)	<p>5 ECTS is equivalent to 125 student learning hours.</p> <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 course materials provided by the lecturer. • 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 • Include total <p>Lecture/TA Contact hours: 16 hours Directed engagement with pre-recorded course materials: 12 hours Structured peer contact time: 12 hours Directed discussion fora: 8 hours Self-directed Independent study hours: 42 hours Assessment: 35 hours (formative and summative) Total: 125 hours</p>		
Micro-credential aims	How would you explain the course in such a way that would encourage your intended learners to register for it?		



	<p>This micro-credential aims to provide students with a critical understanding of the importance of organisational culture change including analysis of challenges and benefits. Students will learn how organisations can design, deliver, implement and communicate a number of change initiatives as part of its strategic goals and will apply this learning to their own organisational contexts.</p>
Micro-credential learning outcomes (approx. 5)	<p>What are learners expected to do, know and understand at the end of the course?</p> <ul style="list-style-type: none">• See the QQI framework for the Knowledge and Competencies required at Level 9• Learning outcomes (LOs) should stem from and align with the micro-credential aims and start with an explicit and assessable verb. See Linking Teaching Strategies with Learning Outcomes using Blooms Taxonomy <p>On successful completion of this micro-credential, learners will be able to:</p> <ol style="list-style-type: none">1. Define organisational culture in relation to your professional context or environment.2. Develop insight into the challenges of culture change in the workplace.3. Critically evaluate the impact of one or more change initiatives.4. Demonstrate capacity to tailor communication strategies to a particular audience.
Micro-credential assessment components	<p>How will the micro-credential be assessed? (Use assessments that are known to be effective in measuring the types of LOs used – see Linking Assessment Methods with Learning Outcomes using Bloom's Taxonomy)</p> <ul style="list-style-type: none">• Briefly outline the rationale for your assessment choices, indicating how they assess the achievement of the relevant learning outcome• Indicate where formative assessment occurs• Indicate the % of overall mark each summative assessment is worth <p>This is an individual project which will assess LOs 1-5</p> <ol style="list-style-type: none">1. Students will contribute critically to weekly discussions hosted in Virtual Learning Environment (VLE) discussion boards. Contributions are compulsory but for formative purposes with the purpose of community building. Discussion themes will align with the learning outcomes and the research project below and provide opportunity for formative peer feedback. (LO1,2,3,4) (10%)2. Develop a research-informed project plan to support a change initiative in your own professional context/workplace (2000 words) (LO1, LO2, LO3). (70%)3. Design and deliver an accompanying 2 min video narration/animation 'pitch' targeted to an audience of your



	<p>choice (e.g. senior management, CEO, junior members of staff). (LO4) (20%)</p> <p>Criteria, rubrics and full instruction briefs will be provided to students upon registration.</p>
Teaching and Learning Strategies	<p>What types of teaching and learning strategies will be used to support students in achieving the learning outcomes? (p.4 of MC Resource document)</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?• How do they support students in successfully completing the assessments?• How do they fit in with the mode of delivery and with the contact and independent study hours outlined above? <p>This is an 8-week blended module comprising opening and closing in-person sessions (2 hrs each), and 6 live one-hour online weekly webinars (which will be recorded to enable flexibility), directed online work (e.g. engagement with discussion boards) and independent learning. 6 one-hour drop-ins will be scheduled.</p> <p>The weekly webinars will be supported by a variety of teaching and learning methods including group work, student-led discussion, self and peer evaluation and pre-recorded learning materials (4 hrs per week). In a 'flipped' learning model participants will engage in preparatory or follow-up readings or activities so as to enable maximum engagement in the synchronous online webinars.</p>
Micro-credential content areas. (Bullet points can be used)	<p>What are the main topics that will be addressed during the module? Give a brief explanatory sentence on each topic.</p> <ol style="list-style-type: none">1. In-person: Introduction to cultural change in the workplace workshop2. Online webinar: Leadership of change and the socio-technical system3. Online webinar: Exploring workplace cultures4. Online webinar: Cultural change and leadership of individuals5. Online webinar: Change and the wider organisational community6. In-person: Communication strategy workshop
Technological requirements	<p>What digital, technical and other online environment(s) are required to deliver the MC?</p> <p>Trinity's mandatory Virtual Learning Environment (VLE), BlackBoard Learn, will be used to host activities including Collaborate Ultra and discussion boards. It will also be used to provide structured access to all resources. Webinar recordings will be automatically published on the VLE. The assignments tool in BlackBoard will be used to collect and give feedback on assessments.</p> <p>What technological requirements will be required by students to successfully participate in this module? (e.g. reliable broadband, laptop/PC and headset for online sessions. Additional specific software applications may also be required.)</p>



	Students will require a laptop with headset and mic for webinars, reliable broadband and a quiet area for webinars. Software applications for assignments as part of this micro-credential are MS Word and Excel.
State how the MC will be reassessed if failed	The project and video can be resubmitted. For discussion boards, students are expected to provide evidence of engagement with the weekly reflective themes and their peers' posts e.g. post critical summaries or respond to other posts. Expected word counts will be provided.
Pass standard & any special requirements for passing the micro-credential	Resources: Calendar II and Calendar III A pass/fail/distinction grade is awarded; the pass mark is 50%
Penalties for late submission	Late submissions without an extension will be capped at 50%
Core reading / Library resources	Core reading list: <ul style="list-style-type: none"> • Resource 1 • Resource 2 • Resource 3 <p>Only resources or materials available through Trinity Library's offsite e-collections or open resources online. Access to licenced electronic resources, including books, databases and journals will be provided by Trinity library. Relevant e-books, blogs, relevant online articles. Where possible Open Educational Resources (OERs) will be used for ease of access.</p>
Are there subject experts in other Schools/disciplines?	Yes If yes, name of School and discipline: XYZ Has the MC been discussed with the other School/discipline and their 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: 21 April 2021

Date of approval of financial information by the Faculty Dean: 30 April 2021

Signed by Head of School:

Signed by Faculty Dean:

Date:

Date:



Checklist

Is the following attached with the micro-credential descriptor:

- | | |
|-----------------------------|-------------------------------------|
| Financial template | <input checked="" type="checkbox"/> |
| Signature of Head of School | <input checked="" type="checkbox"/> |
| Signature of Faculty Dean | <input checked="" type="checkbox"/> |

Have you consulted with:

- | | |
|---|-------------------------------------|
| other Schools/Disciplines where there may be related disciplinary expertise | <input checked="" type="checkbox"/> |
| Academic Registry | <input checked="" type="checkbox"/> |

Have you checked if there are similar modules/micro-credentials on offer in the School

Return of completed form:

- Via SharePoint link to Academic Affairs account

If any issues, contact mcproposals@tcd.ie