

Script for Video explaining the MC proposal form

narration in black; on-screen/pop-up text in blue; description of visuals in green

To propose a new micro-credential, fill out the Micro-Credential Proposal Template [\[link\]](#), using the Micro-Credential Exemplar [\[link\]](#) as a guide.

[\[pan through general info section of form\]](#) First, give the basic details of the proposed micro-credential. Currently, micro-credentials are awarded at Level 9 on the NFQ framework. [\[https://tinyurl.com/3rcyku57\]](https://tinyurl.com/3rcyku57)

[\[pan through industry/profession section of form, pausing at/highlighting each question\]](#) [\[Key Section: Industry/Professional Need\]](#) The industry/profession questions are of vital importance to the success of the proposal because they inform the approving bodies why this micro-credential will benefit prospective students and their employers.

Clearly identify the industry sectors or professional areas that this micro-credential targets. Explain why this micro-credential is needed. What *evidence* is there that this micro-credential addresses a current or future skill need?

- [Sectoral/Government skills strategies/reports/surveys](#)
- [Professional registration requirements](#)
- [Collaboration with a specific company/organisation](#)
- [Projected workforce requirements/growth](#)
- [Upskilling/reskilling to meet new/evolving work practices](#)

State 3–4 skills that learners will develop by doing the micro-credential. These could be practical skills, specialist skills or soft skills. Also consider the method of delivery. Whether online, in-person or blended, it should facilitate professional staff participation.

[\[show the aims and outcomes questions\]](#) [\[Key Section: Learning Outcomes\]](#) What is the overall aim of your micro-credential? Who are your potential learners and what are their specific learning needs? Write your Learning Outcomes in the future tense, using explicit and clearly expressed language. Focus on accessible and skills-based verbs, more so than knowledge-based ones. [\[Use accessible verbs such as those linked to Bloom's Taxonomy of Educational Objectives \(see suggestions \[https://tinyurl.com/5auhhfcs\] from Fresno State University\). More information: Pedagogic Considerations \[link\]\]\]](#)

[\[pan through assessment/teaching strategy section of form\]](#) [\[Key Section: Assessment\]](#) Keep your Learning Outcomes in mind when designing your teaching and learning strategy and assessment. [\[see backward-design methodologies within Pedagogic Considerations \[link\]\]\]](#) Use teaching strategies that are known to support achievement of your Learning Outcomes. [\[See Page 4 of Pedagogic Considerations \[link\]\]\]](#) Use assessments that are known to be effective in measuring the types of Learning Outcome used. [\[Linking Assessment Methods with Learning Outcomes using Bloom's Taxonomy: https://tinyurl.com/t4uzsyyu\]](#) Be sure to assess each Learning Outcome, but be careful not to over-assess; map the Learning Outcomes to each assessment. In the context of professional

development, consider how the students may make use of the assessment when back in the workplace – a workplace project might be preferable to an essay.

[[pan through the last section of form](#)] Finally, consider the practical details of reassessment, required resources and fees. You may consider liaising with Trinity Library regarding library resources. Contact other Schools if there is a crossover of expertise related to the micro-credential. Proposed student fees can be discussed with the Programme Director: Micro-credentials. Fees are proposed by the School and approved by the Faculty Dean. [[links](#)]

If you have any questions about your micro-credential proposal, contact Academic Affairs. [[link](#)]
Good luck with your submission!