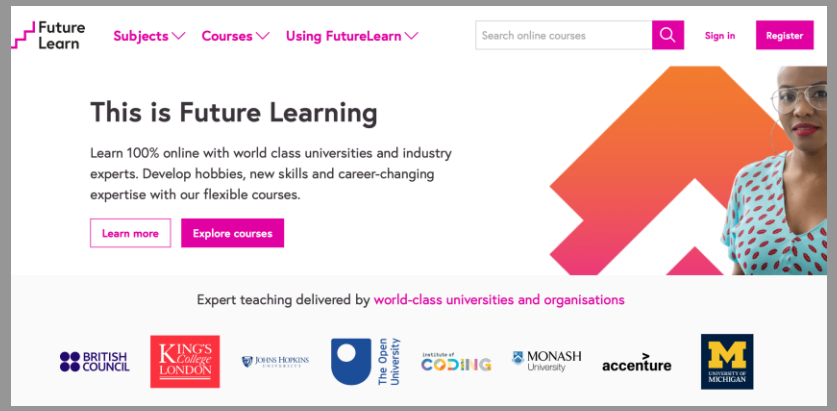
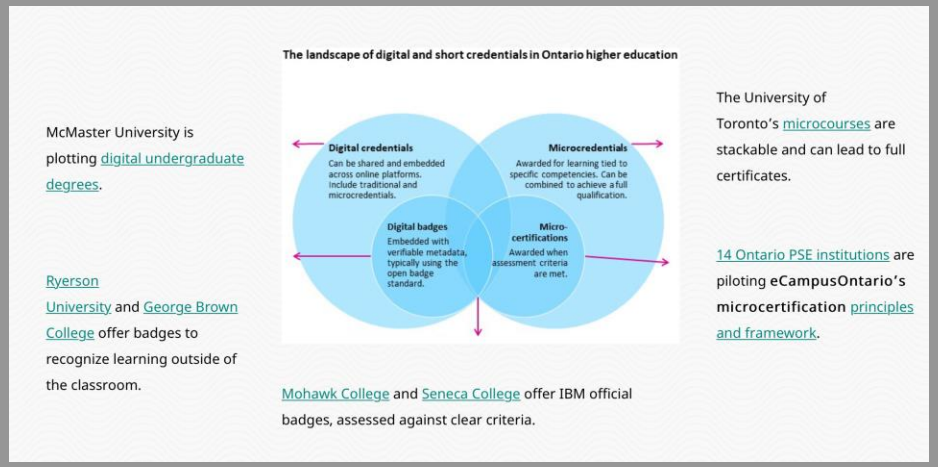
SOLD OUT! Join the live
below

This event is at full capacity. Opening remarks and keynote pr
11:40am.

Micro mania- growth in popularity of modular based qualifications





Re-Imagining Higher Education Quality in an Age of Uncertainty

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A multiplicity of definitions:

- European MOOC Consortium launched the **Common Microcredential Framework. (CMF)** in April 2019 (announced by FutureLearn, France Université Numérique, OpenupEd, Miríadax, and EduOpen in April 2019) a course must have a total study time of 100–150 hours, including assessment; be at Level 6 or Level 7 in the European Qualification Framework or equivalent; include a summative assessment that enables the award of academic credit, either directly or via recognition of prior learning; operate a reliable method of identity verification at the point of assessment; and provide a transcript that sets out critical information (learning)

- The UNESCO maintained International Standard Classification of Education (ISCED) proposed definition is as follows: **A micro-credential is a certification of assessed learning that is additional, alternate, complementary to or a component part of a formal qualification.**

- **Australian Qualification Framework,** adopted the definition of a micro-credential proposed by Emeritus Professor Beverley Oliver: "a certification of assessed learning that is additional, alternate, complementary to or a formal component of a formal qualification"

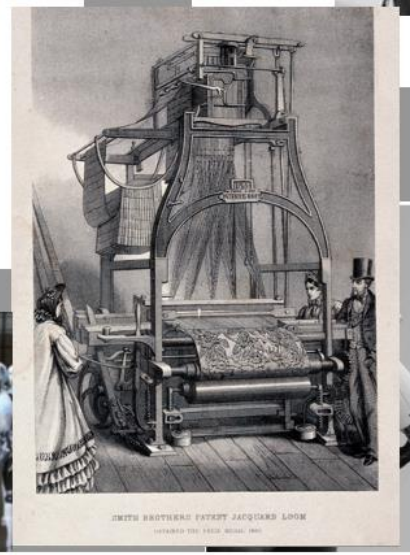
What is the problem we are trying to solve?

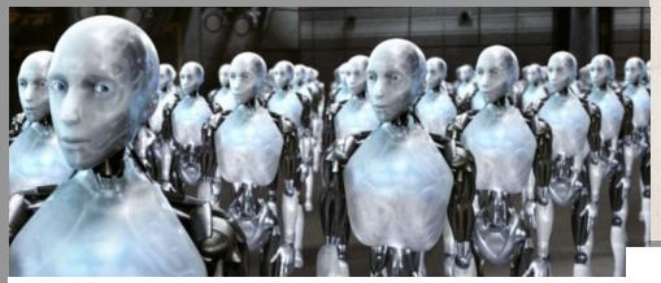
Picture

1. Failure to achieve social mobility

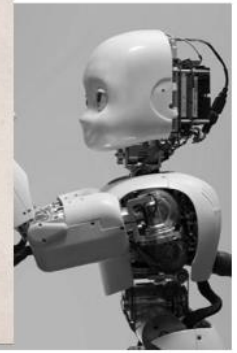
2. One size doesn't fit all – age not stage

4 . Economic recovery





3 . Move to individualised learning



6 . Industry 4.0 jobs for the future

5 . Employer led up-skilling & re-skilling

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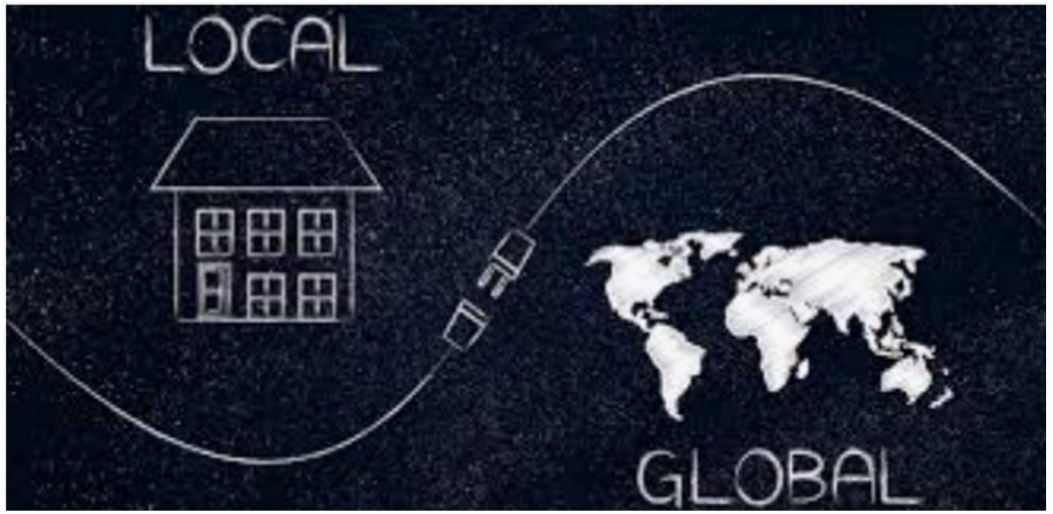
PLACE, PACE, PRICE & PORTABILITY



The value of micro-credential is that is deemed to be a vehicle for positive disruption to the traditional model of learning, which the World Economic Forum (WEF) describes as outdated and too rigid for the current and future needs of the labour market. Traditional education assumes that a career path is linear and follows a *"learn-do-retire"* model where in reality today's skills-based path has shifted to a model of *"learn-do-learn-do-rest-learn- repeat"*.

Learners no longer gain a formal qualification and embark on a "job for life" they need to upskill and reskill quickly as they adapt to the professional and technical changes within the employment market. Employers are predicting that the core skills required to perform most roles will have changed on average 42% by 2022.11 Figure from the World Economic Forum, 2018. The response to a question to the business leaders surveyed in the Future of Jobs survey asking the share of core skills of jobs within their enterprise that will stay constant between today and 2022.

The Ontario government's 2020 budget committed almost $60 million to a microcredential strategy for employment-related upskilling. To help optimize use of this funding, researchers at the Higher Education Quality Council of Ontario (HEQCO) sought to:

- Develop a common definition for advancing innovation and effective communication about microcredentials.
- Offer insight into the perceived and potential value of microcredentials by engaging end users (employers and prospective students) across Canada.

HEQCO conducted a multi-phase, mixed-methods research project including a literature review, interviews (44), and surveys of Canadian employers (201), prospective students (2,000 Canadian adults) and postsecondary institutions (105).

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Figure 1: Defining Features of a Microcredential

Narrow scope: Microcredentials focus on developing a discrete set of competencies. In contrast, traditional credentials focus on a comprehensive set of interrelated competencies.

Short completion time: A narrow scope of learning allows students to obtain microcredentials faster than most traditional credentials.

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Micro-credentials are used to certify an individual's achievements in specific skills and differ from traditional education credentials, such as degrees and diplomas, in that they are shorter, can be personalised, and provide distinctive value and relevance in the changing world of work' (eCampusOntario, 2019a).

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Figure 5: Employer Survey: Imagine you came across a microcredential on the application of a job candidate. How favourably would you consider the following features of that microcredential? (n= 151)

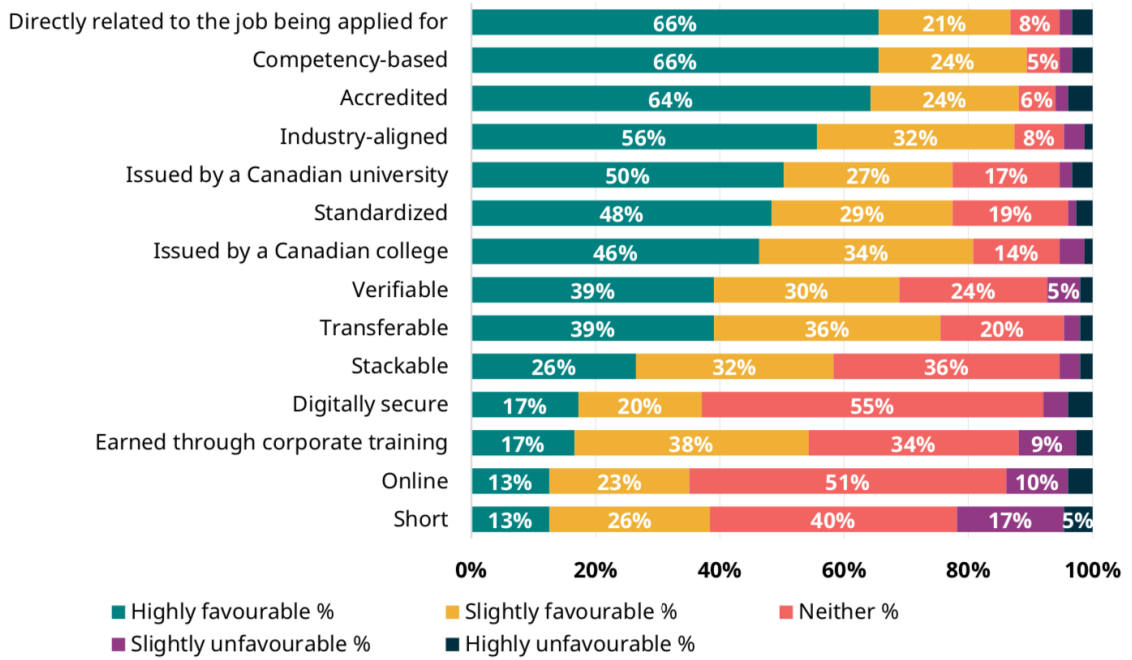

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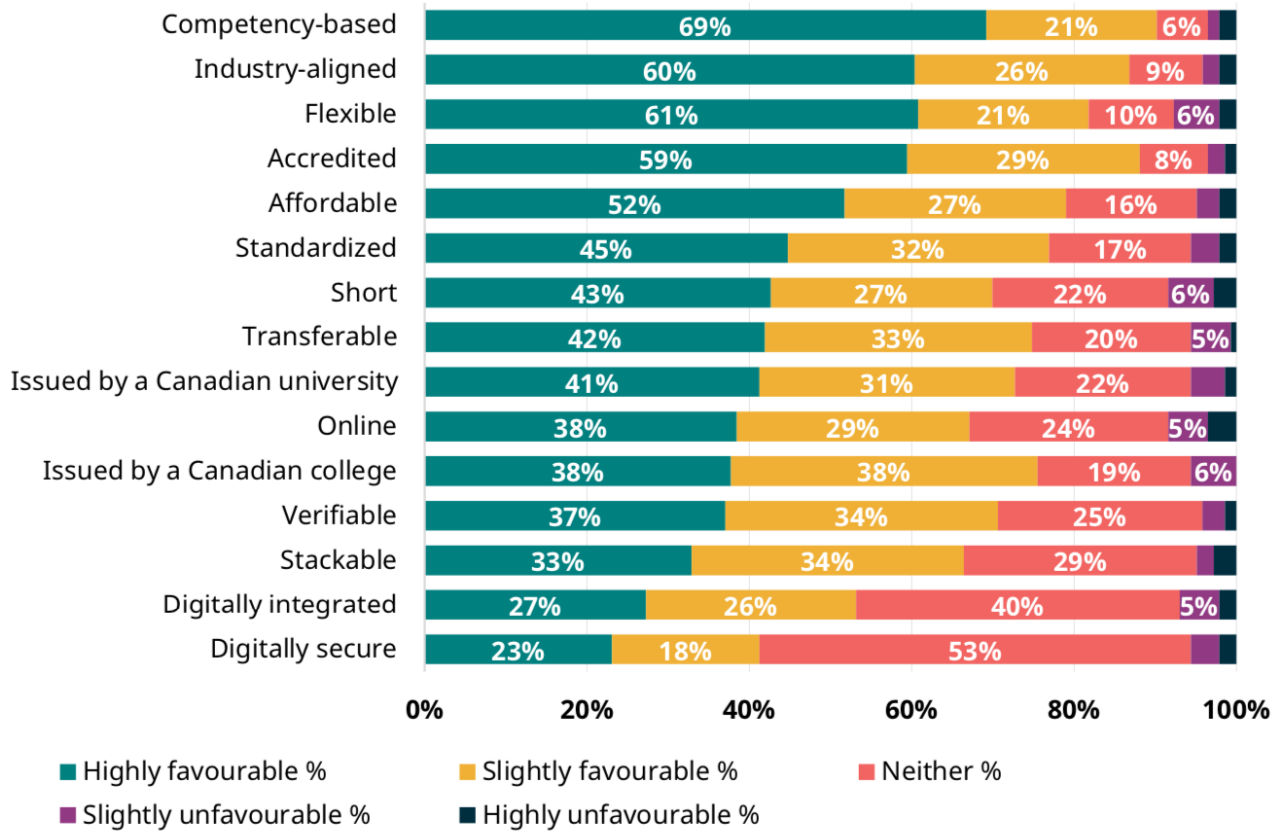
Figure 6: Employer Survey: Imagine that your organization is considering offering microcredentials for internal staff training/development. How favourably would you consider the following possible features of a microcredential? (n=143)



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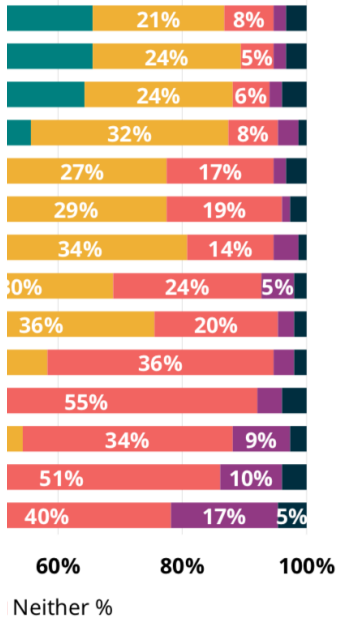

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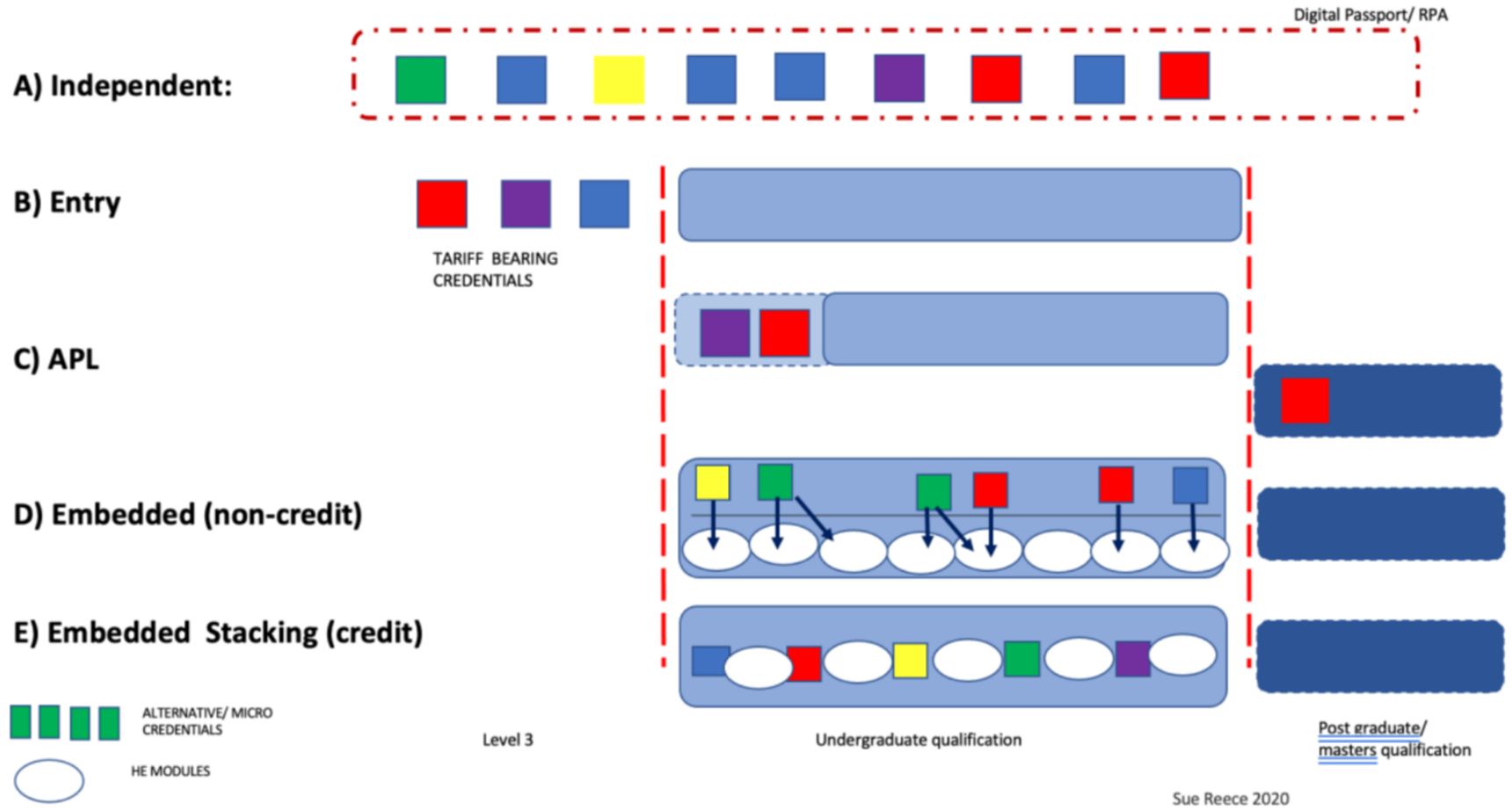
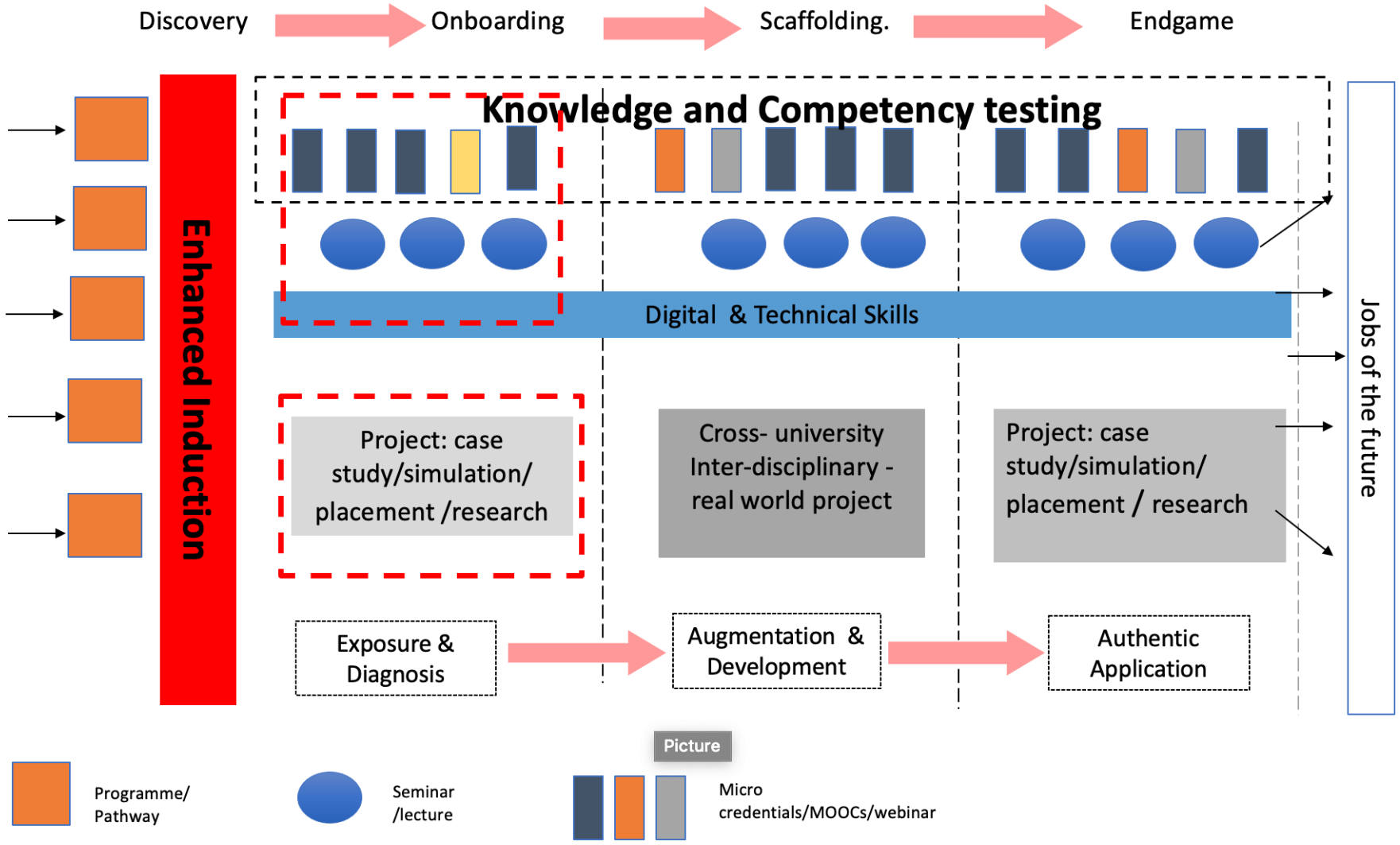
UK based Micro -credentials models:




Discovery
Onboarding
Scaffolding.
Endgame
Enhanced Induction
Knowledge and Competency testing
Digital & Technical Skills
Jobs of the future
Project: case study/simulation/ placement /research
Cross- university Inter-disciplinary - real world project
Project: case study/simulation/ placement / research
Exposure & Diagnosis
Augmentation & Development
Authentic Application
Picture
Programme/ Pathway
Seminar /lecture
Micro credentials/MOOCs/webinar

ENABLERS FOR CHANGE

- Definition
- Credit Framework
- Quality Considerations
- Funding & Regulations
- Lifelong learning Accounts, learner analytics, learner support
- staff development
- Learning Community

DISCUSSION

Group discussion 1 (30 mins)

What do you think are the most important factors in assuring the quality of micro-credentials? (e.g. approving the awards before offering, reviewing them, quality of teaching staff, engagement of employers/industry)

Are there barriers to recognising or using micro-credentials in your country/institution

Group Discussion 2 (15mins)

What kinds of support will providers need. to put in place for those studying micro –credentials?

As higher education puts its shoulder to the wheel of recovery and renewal post- pandemic, we are developing new ways of conceiving qualifications which are agile, relevant, local, immediate, immediately useful and designed for a particular place and purpose. But to give lasting value to these interventions, they must also be transferable, durable and the building bricks for larger awards.

We have all the tools at hand to do this, but to do it well we need to meld two completely different conceptual approaches to learning. We need to splice our traditional degree design methodologies onto the wild west of micro-credit" **Credit where it is due: How can England's Credit Framework recognise micro-credits? I** Professor Sue Rigby (Vice Chancellor Bath Spa University)

Entering the wild west of micro-credits we still need to work out how to differentiate the good, the bad, and the ugly and who is going to ride over the hill to help create some level of law and order without losing that spirit of pioneering adventure and promise of a brave new world.