



This project is co-financed by
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Identification of stakeholder organizations operating in the field of micro-credentials,
evaluation of needs and potential collaboration opportunities



Implementation of Turkish Qualifications System
and Framework Operation



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Opportunity Scoping Tool

A design thinking methodology to define, implement and improve an institutional strategy for micro-credentials



Key People

Who are the users (learners, students) your institution or organisation targets now?

Who will be the users (learners, students) your institution or organisation targets through micro-credential provision? What are their specific needs?



Strategic Partnerships

What internal and external **partnerships** will be needed to engage in delivering this strategy? Consider industry partners relevant to the micro-credentials.



Operational Activities and Resources

What are the **operational and capacity building activities and other supportive requirements** required to deliver the micro-credentialling strategy from the design to the delivery of the educational outputs and services to improvement?

How will digital technologies need to be introduced and/or adapted to deliver micro-credentialling?



Performance

What will indicate a **failure** / need for a fundamental **rethink**?

What are the **indicators** under which **success** of the Micro-Credential Strategy will be measured?



Governance and Policies

How will **external issues** relevant to the organisation's purpose, such as (a) legal mandates from governments licencing and funding, (b) requirements from quality assurance affect the ability to achieve the intended outcomes from micro-credentialling?*

Do any internal **governing or strategy documents/policies** need to be changed to deliver micro-credentials?

Who will (a) **decide** on micro-credentialling policies and (b) **implement** the strategy?



Unique Value Propositions

What **additional value** is micro-credentialling meant to bring to (a) learners, (b) the organisation, (c) external stakeholders?



Budget, Revenue and Cost

What are the **sources of income** for the micro-credentials? Is this a percentage of existing budgets, or are separate revenue sources envisaged?

What are the **cost-centres** for the micro-credential provision?



Improvement

How do **stakeholders engage** in and give input for improvement?

What **risks** need to be mitigated?

MICROCRED X
Micro-Credentials
Exchange

TARGET GROUP

Who will be the **users** (learners, students) your organisation wants to target through micro-credential provision? What are their specific needs to access, participate in and complete the offer?

First generation students,
Students with caring
responsibilities,
international students,
etc..?

Students

Professionals

Professionals within your
own institution, in the labour
market, in the public sector,
etc...?

Lifelong Learners

Alumni, first generation adult
learners, etc...?

Which skills and subject domains are in focus?



Data Literacy



AI Basics



Machine Learning



Medicine



Education



Industry

TARGET GROUP

From *Filling the (skills) gap: Micro-credentials and micro-degrees as an enabler for AI in higher and further education* (Rampelt and Brend, AI Campus, Micro-Credentials Masterclass 2023,)

ADDED VALUE

...for learners

...for the organisation

...for external stakeholders




Upskilling and reskilling



Employability



Lifelong Learning



More flexible, learner-centred education




Access to and completion of education and training



Student international mobility



Social inclusion



Active citizenship and well-being

From Micro-credentials for Lifelong Learning and Employability: Uses and Possibilities (OECD, 2023)

GOVERNANCE

Members of a micro-credential design team

(Bigelow, et al., 2022)

Initiative lead: The lead is the lynchpin of the micro-credential development (is this you?). This person should be engaged about the initiative and be a good problem solver, able to navigate the internal processes.

Employer engagement lead: Getting employers on board early is critical. This person should have a track record of successful employer engagement and be able to talk their language and get calls returned.

Subject matter expert (SME): The SME co-creates content and advises on delivery in collaboration with industry or employer partners.

Pedagogical and edTech support: This is an instructional designer or educational developer who can help shape the learning plan and content, possibly in partnership with your institution's teaching and learning centre.

Visual design support: That first glance is crucial to respect and understanding. This person should be able to go beyond making the design attractive and correctly branded. The job is about how visual design can support the meaning of your micro-credentials.

Leadership champion: Sooner or later you're going to need this person—someone at the director, dean, or vice-president level who believes in what you're doing and can advocate at high levels.

Key interfaces



- Faculty Staff
- Finance Office
- LMS/VLE Support Unit
- Teaching Support Unit
- Learning Support Unit
- Library Support Unit
- IT Support Unit
- Quality Office
- Marketing Office
- Recruitment Office
- Admissions Office
- International Office
- Alumni Office
- Graduation Office
- Student Union
- Employers

From A Strategic Institutional Response to Micro-Credentials: Key Questions for Educational Leaders (Brown, McGreal and Peters 2023)

GOVERNANCE

- Who will decide on micro-credentialling policies?
- Who is responsible for delivering the micro-credential strategy?
- Do any internal governing or strategy documents/policies need to be changed to deliver micro-credentials?
- How will external issues, particularly:
 - a. legal mandates from governments on licencing and funding,
 - b. requirements from quality assurance
 affect your institution's ability to achieve the intended outcomes of micro-credentialing?

Essential to Our Ability To Scale:



1. System-wide Policy
Local campus policies & procedures



2. A Consistent Campaign to Get the Word Out

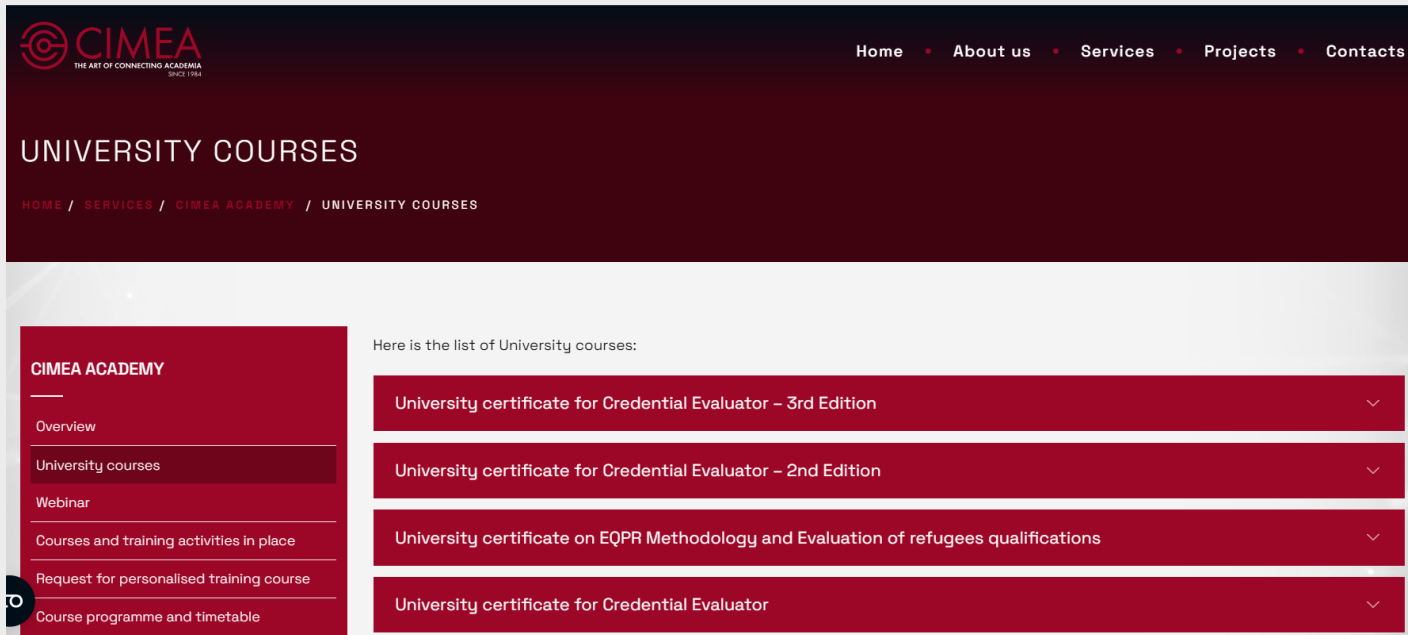
RESOURCES AND ACTIVITIES

- What are the operational activities required to deliver the micro-credentialling strategy?

Consider activities relating to the development of learner-centered learning outcomes, assessment, teaching methods, learning environment, feedback mechanisms, communication, outreach as well as other supportive activities, technology and/or facilities.

- How will digital technologies need to be introduced and/or adapted to deliver micro-credentialling?

RESOURCES AND ACTIVITIES



The screenshot shows the CIMEA Academy website. The header includes the CIMEA logo and navigation links: Home, About us, Services, Projects, and Contacts. The main heading is "UNIVERSITY COURSES". Below this is a breadcrumb trail: HOME / SERVICES / CIMEA ACADEMY / UNIVERSITY COURSES. On the left, a sidebar menu lists: CIMEA ACADEMY, Overview, University courses (highlighted), Webinar, Courses and training activities in place, Request for personalised training course, and Course programme and timetable. The main content area states "Here is the list of University courses:" and lists four courses with dropdown arrows:

- University certificate for Credential Evaluator – 3rd Edition
- University certificate for Credential Evaluator – 2nd Edition
- University certificate on EQPR Methodology and Evaluation of refugees qualifications
- University certificate for Credential Evaluator

STRATEGIC PARTNERSHIPS

- What internal partnerships will we need to engage in to deliver this?
- What external partnerships will need to deliver micro-credentials? Consider industry partners relevant to micro-credentials.

 Learning

Transform your team's skills.

OPEN|edX[®]

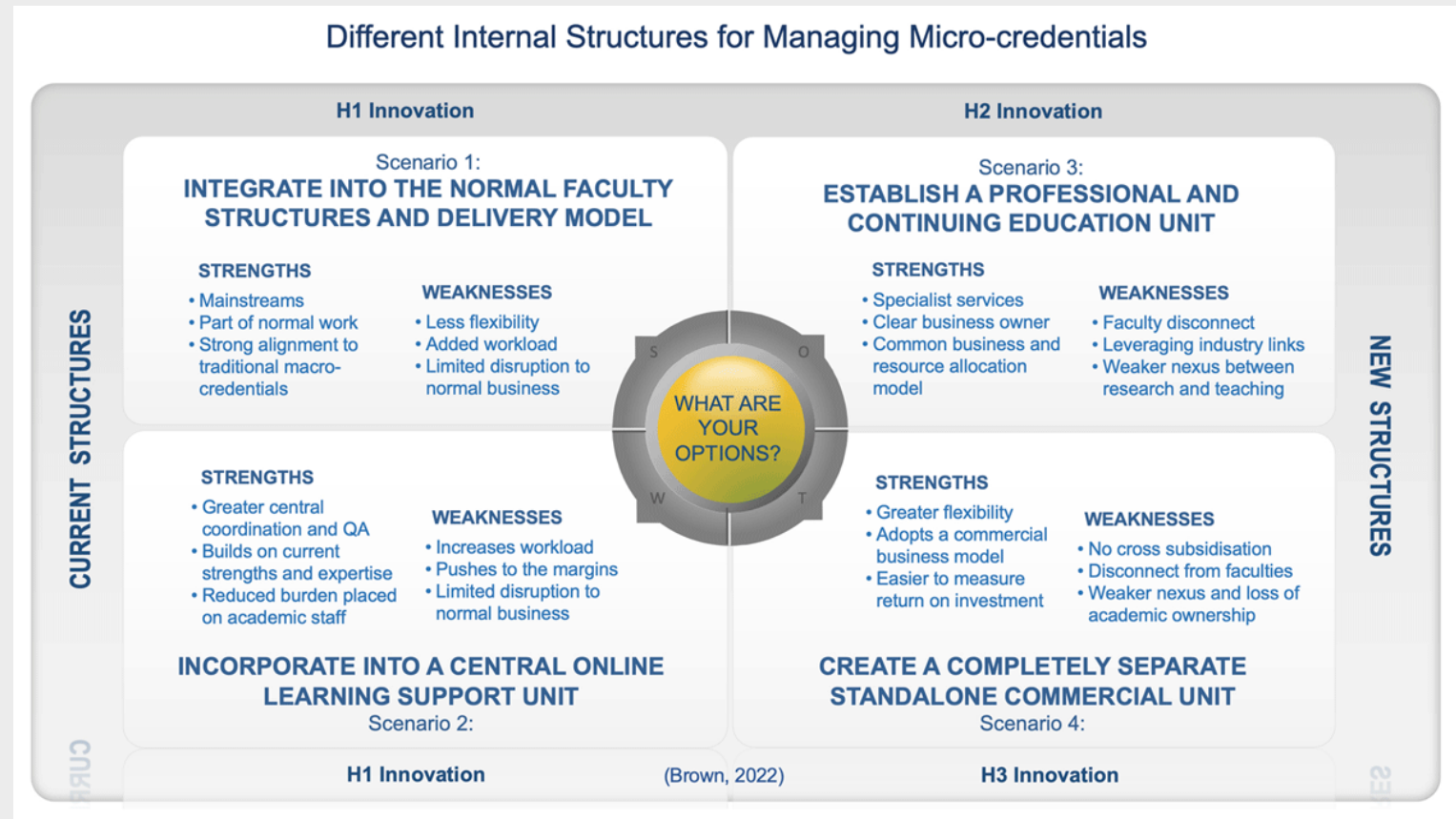
THE PLATFORM

GET STARTED

The Open edX platform
provides a massively
scalable learning software
technology

BUDGET, REVENUE AND COSTS

- What are the sources of income for the micro-credentials?
- What are the cost-centres for the micro-credential provision?
- Is this a percentage of existing budgets, or are separate revenue sources envisaged?



From: *The next big thing: Is this the year of the micro-credential?* (Brown, 2022)

PERFORMANCE

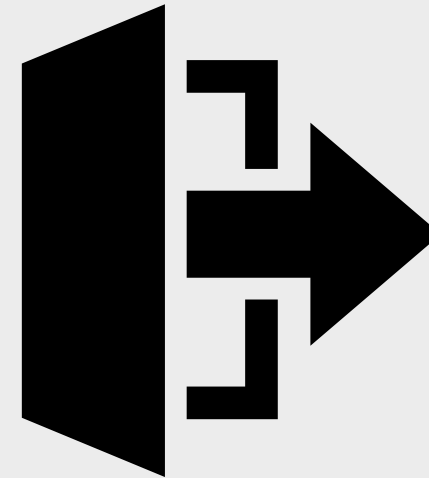
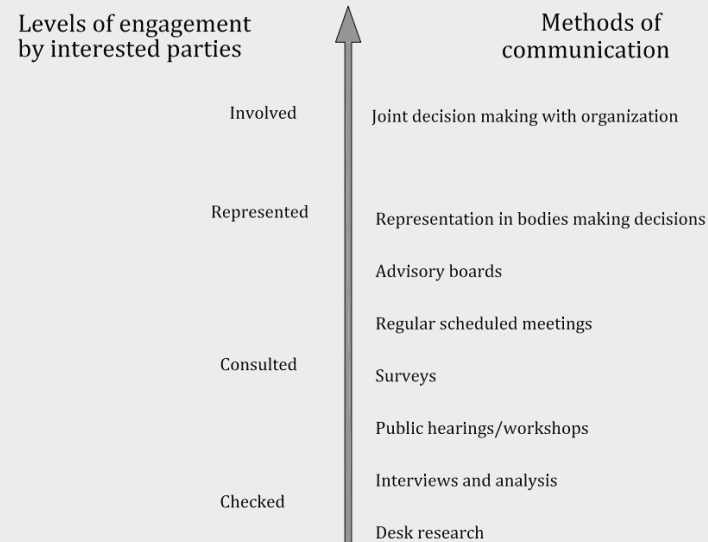
- How will success of the Micro-Credential Strategy be measured?
- What will indicate a failure / need for a fundamental rethink?

IMPROVEMENT

What risks need to be mitigated?

How do stakeholders give input for improvement and engage in improving the Strategy?

ISO 21001:2018(E)



QUESTIONS FOR THE AUDIENCE

In your institution/ agency/ other entity...

...What would be the purpose of implementing micro-credentials?

...Which partnerships (internal and/or external) should be leveraged to implement micro-credentials?

....How can stakeholders contribute to the improvement of micro-credentials and the overall strategy?