



Micro-credential Validation Report

Tailored Learning Design and Delivery

| Version of Report | Author | Date |
|--------------------------|---------------------|-------------|
| Draft | AQA – Michael Keane | 12/11/2024 |
| Final | AQA – Michael Keane | 15/11/2024 |

| Approval | Date |
|---|---|
| Micro-credential Proposal approved by Faculty Board | Proposal submitted with submission documentation. |
| Micro-credential Proposal approved by University Programmes Board | Proposal submitted with submission documentation. |
| Micro-credential approved by Faculty Board | 06/02/2025 |
| Micro-credential noted by University Programmes Board | Click or tap to enter a date. |
| Micro-credential satisfies the criteria for development | Yes |

Micro-credential Details

| | |
|--|---|
| Title | Micro-credential in Tailored Learning Design and Delivery |
| NFQ Level | 9 |
| ECTS Credits | 5 |
| Mode of delivery | Part-time ✓ |
| Mode of provision | Face-to-Face <input type="checkbox"/> Blended ✓ Online <input type="checkbox"/> Hyflex <input type="checkbox"/> |
| Discipline Programmes Board | Education |
| Faculty Board | Faculty of Arts & Humanities |
| Schools involved in delivery | Social Sciences, Law, and Education |
| Delivery location | Grangegorman |
| Collaborative Partner (where applicable) | N/A |
| Date of Commencement | Dec 2024 |

Validation Process

Please tick the process that was followed:

| | | |
|---|---------------------------------------|--------------------------------|
| Validation Panel <input type="checkbox"/> | AQEC Meeting <input type="checkbox"/> | AQEC Sub-Group ✓ |
| Date: | Date: | Date: 8 th Nov 2024 |

Derogations (if required)

| | |
|--|-------------------------------|
| <i>Derogations from Assessment Regulations/Marks and Standards already approved by University Programmes Board</i> | |
| Assessment is on a Pass/Fail basis. All components must be passed. A maximum of 3 attempts are permitted to pass this Micro-credential. | |
| Date of University Programmes Board Approval | Click or tap to enter a date. |

Validation Panel Members

| Name | Role | Affiliation |
|------------------------|--|---|
| Dr. Muireann O' Keeffe | Chair | Head of Teaching & Learning Faculty of Arts & Humanities |
| Dr. Catherine Spencer | Internal Assessor | Language Studies, Lead Faculty of Arts & Humanities |
| Mr. John Healy | Internal Assessor | School of Media |
| Dr. Susanna Nocchi | Internal Assessor | Language Studies |
| Dr. Theresa Ryan | Internal Assessor | School of Tourism & Hospitality Management |
| Mr. Michael Keane | Academic Quality Advisor & Secretary to the Panel | Academic Affairs |

Micro-credential Evaluation

| Governance & Management | | |
|--|-------|-----------------------------|
| <i>Is the Micro-credential designed in accordance with the University's Strategic Plan, Educational Model and Quality Framework?</i> | Yes ✓ | No <input type="checkbox"/> |
| <p>This Micro-credential aligns with the vision of TU Dublin as a provider of high-quality, professional career-focused education and the development of innovative practices that aim to maintain our institutional reputation for excellence in teaching and the creation of a distinctive student experience for our students.</p> <p>However, alignment with and how the Micro-credential addresses the fundamentals of the University Education Model was not provided. See condition of validation #4.</p> | | |

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| <i>Will the proposed strategies for Micro-Credential management and quality assurance ensure that the Micro-Credential is well managed and continuously enhanced and is in accordance with the University's Quality Framework?</i> | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| | | |

| Micro-credential Standards | | |
|--|---|-----------------------------|
| <i>Are the Micro-credential aims and learning outcomes clearly written using appropriate terminology? (See TU Dublin Guidelines)</i> | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| | | |
| <i>Are the Micro-credential aims and learning outcomes aligned to the proposed level on the NFQ?</i> | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| However, the Micro-credential learning outcomes need to be mapped to the QQI Level 9 indicators. See condition #2. | | |
| <i>Will the curricula, teaching, learning and assessment methods enable students to reach the appropriate standard to qualify for the micro-credential?</i> | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| | | |
| <i>Was the Micro-credential development appropriately informed by internal and external stakeholder input (including industry/practice, professional/regulatory bodies, and community organisations)?</i> | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| | | |
| <i>Has the Micro-credential been benchmarked against similar micro-credentials within TU Dublin, in alignment with the requirements of the UEM?</i> | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| N/A This is a newly developed Micro-credential that has no relationship with any existing TU Dublin offerings. | | |
| <i>Has the Micro-credential been benchmarked against similar Micro-Credential nationally and internationally?</i> | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| The lifecycle development model, upon which the learning experience is based, has been adapted from the eCampusOntario Micro-credentials toolkit. | | |
| <i>Did the Micro-credential development take account of relevant external discipline benchmarks and Professional Statutory and Regulatory Body requirements? This should include industry-approved evidence of alignment to agreed institutional standards, NQF, and – where appropriate – recognised within relevant CPD Professional frameworks.</i> | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| | | |

| Micro-credential Design | | |
|--|-------|-----------------------------|
| <i>Is the Micro-credential design informed by current development in the discipline and associated subject areas, having taken into consideration current trends, stakeholder feedback and market analysis? Does the micro-credential validation proposal include the identification of skills need, with evidence of engagement with relevant external partners and the identification of current/anticipated skills gaps, personal, societal and or labour market needs?</i> | Yes ✓ | No <input type="checkbox"/> |
| Underpinned by the eCampusOntario Micro-credential Toolkit Lifecycle model, this Micro-credential has been workshoped and refined by the LTA as part of an ongoing structured dialogue between the LTA, TU Dublin Enterprise Academy, and the Digital Learning Institute. | | |
| <i>Is the Micro-credential curriculum well-structured with a logical progression of learning and development across the different components of the micro-credential?</i> | Yes ✓ | No <input type="checkbox"/> |
| | | |
| <i>Is the required Micro-credential information provided in the correct format?</i> | Yes ✓ | No <input type="checkbox"/> |
| | | |

| Learning, Teaching & Assessment | | |
|---|-------|-----------------------------|
| <i>Is there an effective student-centred teaching and learning strategy that aligns with the University's strategies and Education Model?</i> | Yes ✓ | No <input type="checkbox"/> |
| | | |
| <i>Is there evidence of a learner-tailored design? This should include evidence of an inclusive structured design approach in flexibility of provision, modality, pace and supported personal skills development within different learner pathways.</i> | Yes ✓ | No <input type="checkbox"/> |
| This Micro-credential will be offered in a flexible, blended mode, and learner-centred mode with a significant component of self-directed learning, designed to create a personalised learning experience that aligns with the needs and preferences of its professional learner cohort. | | |
| <i>Is there evidence of authentic learning tasks in the design of the micro-credential? This should include evidence of the inclusion of meaningful online and/or workplace tasks modelling processes that reflect the application of knowledge or skills within professional contexts.</i> | Yes ✓ | No <input type="checkbox"/> |
| Participants will be provided with opportunities to engage in instructor and self-directed learning tasks designed to mirror, as closely as possible, the authentic challenges met by Micro-credential developers. | | |

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| <i>Does the assessment strategy provide an appropriate mix of assessment types that will enable students to demonstrate that they have met the Micro-credential learning outcomes? Is there evidence of authentic assessment, with evidence of constructively aligned challenging assessment tasks to support and evidence the development of specific personal attributes, capabilities, and professional skills?</i> | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| Participants will be assessed by a combination of oral presentation, Micro-credential proposal document, and reflective ePortfolio. Together, these assessment tasks will provide learners with opportunities to receive and enact authentic feedback from peers and collaborators, produce realistic course development artefacts, and engage in independent reflection on their learning. | | |
| <i>Do the learning outcomes and assessment strategy ensure that academic integrity can be maintained and attempted breaches of academic integrity are minimised/easily detected?</i> | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| | | |
| <i>Is there a comprehensive mapping of assessment methods and Micro-credential learning outcomes?</i> | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| | | |
| <i>Are there opportunities in all modules to provide students with timely and constructive feedback on their learning and development?</i> | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| | | |
| <i>Micro-credentials should enable community of learning – where possible there should be opportunities for peer learning.</i> | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| On successful completion of this Micro-credential, participants will have acquired and applied new knowledge and skills in areas such as instructional design, learner experience design, authentic assessment, technology integration, blended and online learning, and effective pedagogies. Participants will also avail of unique professional development opportunities through engagement with a network of peers, instructors, and external and internal stakeholders who will provide feedback on their Micro-credential designs as critical friends. | | |

| Student Supports & Learning Environment | | |
|--|---|-----------------------------|
| <i>Are there sufficient and appropriate resources (e.g. human, financial and physical) to support the proposed Micro-Credential aims and objectives, to deliver the Micro-credential as specified?</i> | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| | | |
| <i>Are there sufficient staff that are appropriately qualified and capable to support the Micro-credential delivery, from both context and pedagogy perspectives?</i> | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| | | |
| <i>Are there appropriate arrangements in place to support the student experience and to monitor student performance?</i> | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| | | |

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| Do the student supports and learning environment cater for equality, diversity and inclusivity of students? | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| | | |
| Is the relevant Micro-credential information clearly communicated to the students to ensure they are informed, guided and cared for? | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| | | |

| Collaborative Provision (if applicable) | | |
|---|------------------------------|-----------------------------|
| Are the roles and responsibilities of each partner clearly defined? | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| N/A | | |
| Has due diligence on capacity of collaborative partner(s) meeting the QA-QE requirements for the Micro-credential being undertaken? | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| N/A | | |

Overall Recommendation

| | | |
|----|---|-------------------------------------|
| 1. | Recommend approval of Micro-credential as submitted, without amendment | <input type="checkbox"/> |
| 2. | Recommend approval of Micro-credential, subject to minor amendments/editorial changes to be completed as soon as possible and with recommendations for consideration. Note: recommendations are attached where it is considered that the programme would benefit from particular changes, or from a review of certain aspects of the <i>Micro-credential</i> over a period of time, with changes made if required. While recommendations are advisory in nature, there is an expectation that all recommendations are responded to appropriately and acted upon as appropriate. | <input type="checkbox"/> |
| 3. | Recommend approval of Micro-credential subject to the fulfilment of conditions. Recommendations for consideration may also be attached. Note: conditions are attached where it is agreed that changes must be made to the <i>Micro-credential</i> documentation prior to the commencement. Conditions must be set where issues are identified that relate directly to academic standards or to University regulations or procedures. It should be clear what is required in order to meet the conditions. A new <i>Micro-credential</i> cannot go forward to Faculty Board for consideration/approval unless a response to the Validation Report is submitted with revised documentation and the Academic Quality Enhancement Committee is satisfied that all conditions are met. | <input checked="" type="checkbox"/> |
| 4. | Do not recommend approval of programme. | <input type="checkbox"/> |

| Areas for commendation | |
|--|--|
| The panel commended the Micro-credential design team on: | |
| 1. | This response to an identified need to offer a structured, internal opportunity for TU Dublin staff to develop discrete, flexible, inclusive, and authentic Micro-credentials. |
| 2. | The collaborative approach and stakeholder involvement in the design of this Micro-credential. |
| 3. | The volume of applied learning and authenticity of assessment. |

| Conditions of Approval | |
|------------------------|---|
| 1. | <p>Entry Requirements</p> <p>Review and revise the entry requirements to accurately reflect the necessary admission criteria.</p> <p>Response:</p> <p>The entry requirements for this microcredential have been modified to reflect the broad nature of the target learner cohort (please see p. 10 of the Validation Submission document). The current wording is as follows:</p> <p>‘A relevant degree OR demonstrated experience in designing and delivering learning experiences in educational or professional training settings’.</p> |
| 2. | <p>Mapping of Learning Outcomes</p> <p>Map the Micro-credential learning outcomes to the QQI Level 9 indicators.</p> <p>Response:</p> <p>In the existing programme validation document, there is a column titled ‘Mapped against NFQ Level 9’ in the section headed ‘Module Learning Outcomes to NFQ Award Descriptor Fields’ with abbreviations for each outcome type and an associated legend. A new section titled ‘Module Learning Outcomes Mapped to QQI Level 9 Indicators’ has also been added to page 6, for clarification.</p> |
| 3. | <p>Assessment</p> <p>Clarify the grading system to be applied for assessment.</p> |

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|------------------------|--|------------------------|---|------------------------|--|-----------------------|--|----------------|---|
| | Response: The grading system to be used for this Microcredential is 'Pass/Fail -no grade'. This is now accurately reflected in the MCPF (section 6) and the 'Assessments' section of the module in Akari. | | | | | | | | |
| 4. | <p>University Education Model</p> <p>Clearly articulate how this programme aligns with and how it addresses the fundamentals of the University Education Model.</p> <p>Response: A section on alignment with the University Education Model has been added to the Validation Submission Document (under 'Overview of Micro-Credential'). Its content is repeated here:</p> <p>Alignment with University Education Model</p> <table> <tr> <td>Learner-Centred</td><td>The Micro-Credential in Tailored Learning Design and Delivery is, first and foremost, a learner-centred course offering intended to empower participants to take control of their own learning experience and develop their seed idea into an intentionally designed, high quality microcredential proposal with the support of a community of instructors, peers and critical friends. It is offered in a flexible, multimodal, and relatively self-directed mode designed to align with the needs and preferences of its professional learner cohort.</td></tr> <tr> <td>Learner Support</td><td>The Micro-Credential in Tailored Learning Design and Delivery has been developed with flexibility in mind, allowing participants from a broad range of professional contexts to seamlessly integrate the course with their existing roles and to tailor the module to their professional learning goals. The course has been created to align with the principles of good Learner Experience Design (LXD) and Universal Design for Learning (UDL) to ensure that it offers a learning experience that is engaging, accessible, and tailored to learners' needs. Participants will also have opportunities to engage with a network of peers, instructors, and external and internal stakeholders who will provide feedback on their microcredential designs.</td></tr> <tr> <td>Learner Choice</td><td>The fundamental principle underlying the design of this course is that it offers a structured and personalised process through which participants are facilitated to pursue their own interests and passions by taking their initial seed idea for a microcredential and refining it, through a lifecycle development process, to the point that it is coherently and rigorously designed and ready for validation. The course also incorporates a significant self-directed and reflective component, providing learners with an opportunity to make choices about how they approach their microcredential design process and their achievement of the learning outcomes.</td></tr> <tr> <td>Learner</td><td>The microcredential has been designed to offer a learning experience that</td></tr> </table> | Learner-Centred | The Micro-Credential in Tailored Learning Design and Delivery is, first and foremost, a learner-centred course offering intended to empower participants to take control of their own learning experience and develop their seed idea into an intentionally designed, high quality microcredential proposal with the support of a community of instructors, peers and critical friends. It is offered in a flexible, multimodal, and relatively self-directed mode designed to align with the needs and preferences of its professional learner cohort. | Learner Support | The Micro-Credential in Tailored Learning Design and Delivery has been developed with flexibility in mind, allowing participants from a broad range of professional contexts to seamlessly integrate the course with their existing roles and to tailor the module to their professional learning goals. The course has been created to align with the principles of good Learner Experience Design (LXD) and Universal Design for Learning (UDL) to ensure that it offers a learning experience that is engaging, accessible, and tailored to learners' needs. Participants will also have opportunities to engage with a network of peers, instructors, and external and internal stakeholders who will provide feedback on their microcredential designs. | Learner Choice | The fundamental principle underlying the design of this course is that it offers a structured and personalised process through which participants are facilitated to pursue their own interests and passions by taking their initial seed idea for a microcredential and refining it, through a lifecycle development process, to the point that it is coherently and rigorously designed and ready for validation. The course also incorporates a significant self-directed and reflective component, providing learners with an opportunity to make choices about how they approach their microcredential design process and their achievement of the learning outcomes. | Learner | The microcredential has been designed to offer a learning experience that |
| Learner-Centred | The Micro-Credential in Tailored Learning Design and Delivery is, first and foremost, a learner-centred course offering intended to empower participants to take control of their own learning experience and develop their seed idea into an intentionally designed, high quality microcredential proposal with the support of a community of instructors, peers and critical friends. It is offered in a flexible, multimodal, and relatively self-directed mode designed to align with the needs and preferences of its professional learner cohort. | | | | | | | | |
| Learner Support | The Micro-Credential in Tailored Learning Design and Delivery has been developed with flexibility in mind, allowing participants from a broad range of professional contexts to seamlessly integrate the course with their existing roles and to tailor the module to their professional learning goals. The course has been created to align with the principles of good Learner Experience Design (LXD) and Universal Design for Learning (UDL) to ensure that it offers a learning experience that is engaging, accessible, and tailored to learners' needs. Participants will also have opportunities to engage with a network of peers, instructors, and external and internal stakeholders who will provide feedback on their microcredential designs. | | | | | | | | |
| Learner Choice | The fundamental principle underlying the design of this course is that it offers a structured and personalised process through which participants are facilitated to pursue their own interests and passions by taking their initial seed idea for a microcredential and refining it, through a lifecycle development process, to the point that it is coherently and rigorously designed and ready for validation. The course also incorporates a significant self-directed and reflective component, providing learners with an opportunity to make choices about how they approach their microcredential design process and their achievement of the learning outcomes. | | | | | | | | |
| Learner | The microcredential has been designed to offer a learning experience that | | | | | | | | |

| | | |
|--|-------------------|--|
| | Experience | is authentic, peer-supported, and transformational in the manner in which it provides opportunities for participants to reflect on their own initial understandings and assumptions about their seed idea and iteratively refine their designs in response to peer and instructor feedback, and personal reflection. |
| | | |

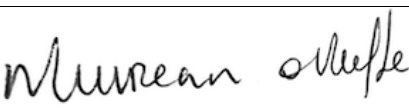
Other matters to be brought to the attention of Faculty Board and/or University Programmes Board

N/A

Section G - Approvals
Validation Report

This report has been agreed by the Validation Panel and is signed on their behalf by the chairperson.

Chairperson: Dr Muireann O'Keeffe

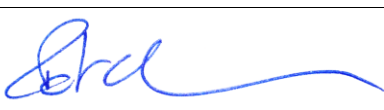
Signed: 

Date: 15/11/2024

School Response

The response to the conditions and recommendations has been agreed by the School and is signed by the Head of School.

Head of School:


Signed: 

Date: 17/01/2025

Faculty Board

The report and response have been approved by Faculty Board

Faculty Dean

Signed: 

Date: 06/02/2025