

Can we create workplace credentials for research support staff in New Zealand?

And, would we want to?

What is not a Micro-credential (in NZ)



UDACITY



MOOCs, Micro-masters, Nano-degrees



International Micro-credentials
(Unless accepted by NZQA)



Digital Badges
(Unless accepted by NZQA)

What are Digital Badges

- Kept in a cool online backpack
- Can be shared to social media channels or embedded in websites
- Have a basic level of meta-data on the focus of the badge
- Focus on achievement or reward for a action
- Generally awarded for community, corporate or educational outcomes
- Can be included in badge bundles and pathways
- Can be awarded for anything!

What are Verified Digital Badges

- Everything from Digital Badges

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- Awarded by a verified issuer via a standards based badging environment
- Include key meta-data including award objectives (e.g. learning objectives), professional standard alignment, evidence of completion and achievement narrative
- Can include expiry dates/renewal
- https://badgr.com/public/assertions/oMJquVtHRCO2gb_PHTw4iQ

What are Micro-credentials

- Can include a verified digital badge, but does not need one (but hugely assist recognition, transfer and awareness)
- Has a defined course structure including total commitment hours (points value)
- Requires formal assessment that has a strong evidence based focus on professional practice
- Learning is key to development of skills that are missing to current practice
- Is recognised by sector, employee or community as a formal credential (really important!)

Micro-credentials are Different in NZ

“The New Zealand Qualifications Authority has introduced a micro-credential system as part of New Zealand’s regulated education and training system.

NZQA will consider applications from New Zealand TEOs from 22 August 2018.”

Began with three pilot Micro-credentials:



 Young Enterprise

Young
Enterprise

NZQA View of Micro-credentials

A micro-credential certifies achievement of a **coherent set of skills and knowledge**; and is specified by a **statement of purpose**, learning outcomes, and **strong evidence of need by industry, employers, iwi and/or the community**.

They are smaller than a qualification and **focus on skill development opportunities not currently catered for in the regulated tertiary education system**.

At a minimum, micro-credentials will be subject to the same requirements as training schemes or assessment standards and will also be required to:

- be **5–40** credits in size
- have strong evidence of need from employers, industry and/or community
- **not duplicate current quality assured learning approved by NZQA**
- be **reviewed annually** to confirm they continue to meet their intended purpose.

NZQA View of Micro-credentials: Non-TEO

NZQA can assess your organisation's micro-credential and provide you with a statement of equivalency in terms of credits and level on the New Zealand Qualifications Framework (NZQF).

This service is available to all organisations that are not recognised Tertiary Education Organisations in New Zealand. This includes **employers**, regulatory and **professional bodies** and **international providers of education**.

For instance, your micro-credential might be determined by NZQF as being equivalent to 20 credits at Level 4 on the framework. You can then **share this equivalency statement with your employees/ other stakeholders or customers**. NZQA will also **publish a register of all the micro-credentials which have been assessed for equivalency**.

When a learner has achieved a micro-credential, you can report their achievement to NZQA so it is displayed on their New Zealand Record of Achievement (NZRoA). To report the achievement, you will need:

- the learner's NSN number
- the date of the achievement
- the name of the micro-credential or qualification achieved.

The register of equivalency list will be periodically reviewed to make sure that it is up-to-date. NZQA will also investigate any concerns that it is made aware of. This could result in removing the micro-credential from the list.

Current non-TEO Micro-credentials

Title	Organisation	NZQF level	Credit value
Certificate in Occupational Health, Safety and Wellbeing (Micro-credential)	Statistics New Zealand	3	5
Certificate in Occupational Health, Safety and Wellbeing Assessment and Risk Management (Micro-credential)	Statistics New Zealand	4	5
Certificate in Programmable Logic Controllers (PLCs) and SCADA Systems (Micro-credential)	Engineering Institute of Technology Pty Ltd,	5	8
Certified Holistic and Performance Nutritionist (Micro-credential)	Holistic Performance Limited	6	35
Certified Holistic and Performance Nutrition Coach (Micro-credential)	Holistic Performance Limited	5	35
Growsafe Basic (Micro-credential)	Growsafe	2	5
Growsafe Standard (Micro-credential)	Growsafe	3	10
Health Coach Certificate (Micro-credential)	Clinical Nu Ltd, trading as PreKure	5	30
McKenzie Friend Professional (Micro-credential)	McKenzie Friend Professionals Limited	5	20
Mediaworks Sales Capability Development Training Scheme (Micro-credential)	MediaWorks New Zealand	5	30
Wellington Neonatal Intensive Care Unit Certificate of Complex Neonatal Nursing Practice (Micro-credential)	Capital and Coast District Health Board, Neonatal Intensive Care Unit, Wellington Regional Hospital	8	28

Who can award Micro-Credentials in NZ?

ITOs / ITPs



Universities



Non-TEOs



Holistic Performance Institute's View of Micro-credentials

University level education



The New Zealand Qualifications Authority ensures that New Zealand qualifications are valued as credible and robust, both nationally and internationally.

The New Zealand Qualifications Authority (NZQA) has evaluated the Certified Holistic and Performance Nutrition Coach (Micro-credential) delivered by Holistic Performance Limited and has assessed it to be equivalent to 35 credits (350 notional learning hours) at Level 6 on the New Zealand Qualifications Framework (NZQF).

The New Zealand Qualifications Authority (NZQA) has evaluated the Certified Holistic and Performance Nutritionist (Micro-credential) delivered by Holistic Performance Limited and has assessed it to be equivalent to 35 credits (350 notional learning hours) at Level 6 on the New Zealand Qualifications Framework (NZQF).

NZQA Equivalency Process - A Form!

- Title of micro-credential
- Describe the purpose or aim of the micro-credential
- Describe why there is a need for the micro-credential *(Define industry need)*
How you identified that there was a need for your employees to learn a new skill or knowledge. Include support from industry or employers for the proposed micro-credential: e.g. a request for the micro-credential from an employer to your organisation or identifying a gap in learning that they wanted for their employees.
- Describe what types of skills the employee/student will have after they have completed the micro-credential *(e.g. Course learning objectives)*
- Describe how many hours the employee/student will need to achieve the micro-credential *(Sets points value)*
- Describe the structure of the micro-credential. How will the employees/students learn? *(Defines course outline and learning environment)*
- Describe how you will know that an employee/student has successfully completed the micro-credential *(Defines assessment framework)*

NZQA Equivalency Process - The cost!

1 for \$900 excl GST

Up to 10 for \$1820 excl GST

BARGAIN!

Why Micro-credentials

Objective Two: Barrier free access – great education opportunities and outcomes are within reach for every learner

- | | |
|---|--|
| 2 | Understand and respond to the needs and aspirations of learners/ākonga. |
| 3 | Develop clear and supported pathways to enable learners/ākonga to achieve their aspirations. |
| 4 | Create a wide range of education options and delivery models to enable lifelong learning. |

Objective Four: Future of learning and work – learning that is relevant to the lives of New Zealanders today and throughout their lives

- | | |
|----|---|
| 8 | Move the focus of teaching and learning more strongly towards workplaces. |
| 9 | Rethink what we teach and learn for the changing nature of work. |
| 10 | Deliver enabling careers guidance and information. |
| 11 | Encourage TEOs and employers to work collaboratively in upskilling current employees. |

<https://conversation.education.govt.nz/assets/Uploads/Discussion-Document-Shaping-a-Stronger-Education-System-with-NZers-Final19.pdf>

Micro-credentials - Progression Pathways Support Lifelong Learning

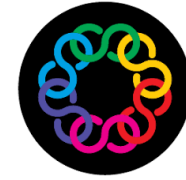


<https://badgr.com/public/pathway/5d84212246e0fb00217812eb/element/5d84212246e0fb00217812ea>

Make it Happen?

Professional Learning Communities

Guidance,
Planning and
Community
Development



Offerings,
Events,
Conferences,
COPs



Learners,
Trainers and
Champions



Make it Happen?

National Credential Community

Credential
Home,
Steering and
Review



Course and
Curriculum
Providers



Learners,
Trainers,
Assessment
and
Recognition

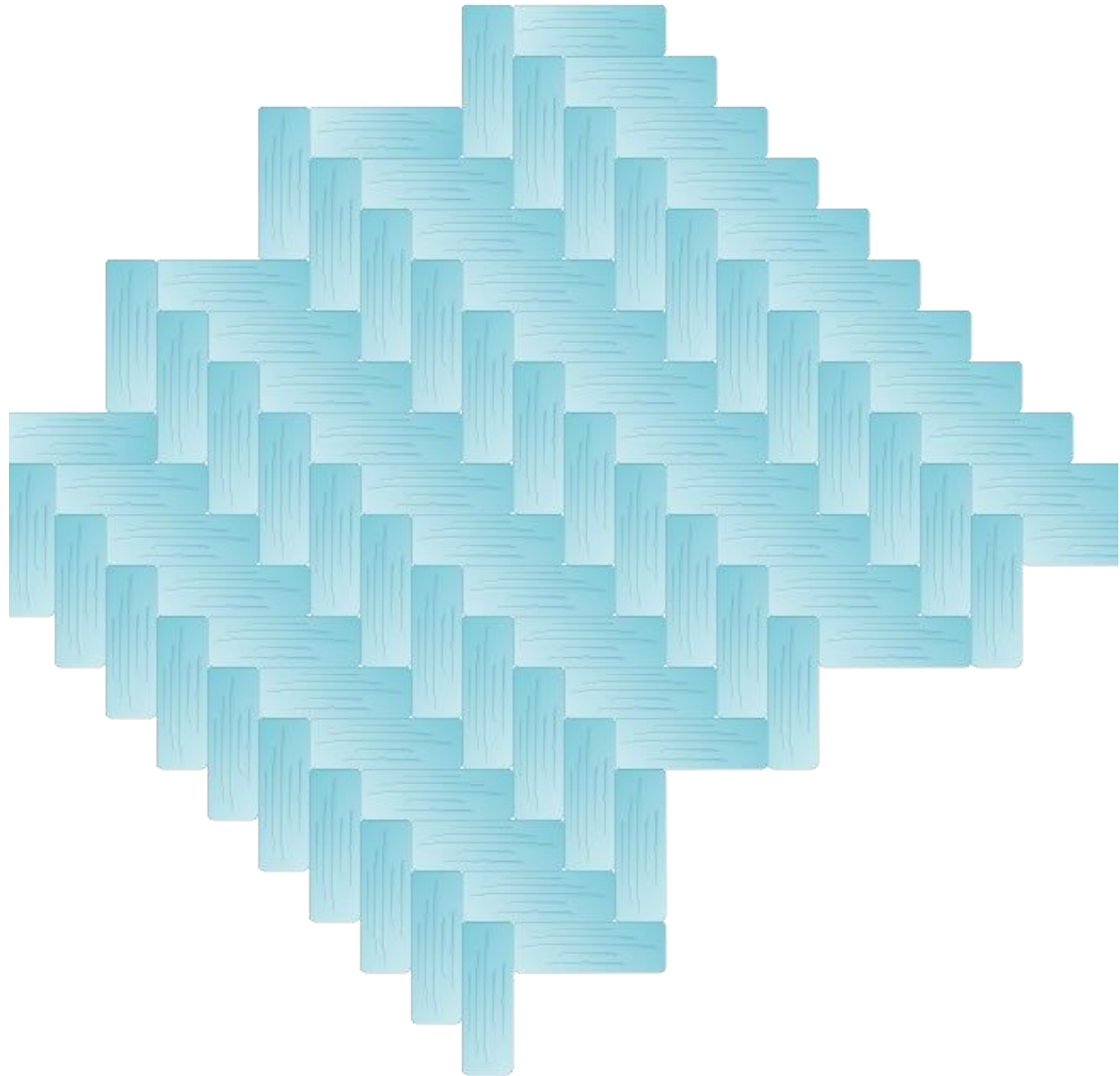


Practice Based Reflective Assessment

- Assessment based on reflective practice and application of new skills
- Conversational assessment through peer to peer, mentoring or portfolio of evidence
- Evidence based, providing artefacts of applied knowledge
- Distributed assessment. Staff or peers involved in the learners review of practice
- Create simple achievable assessment frameworks. E.g. intuitive and standardised practice focused rubrics

Course learning objectives (CLOs)		Students who pass this micro-credential should be able to:	
1	Recognise the key features, relevance and importance of accessible online information and services		
2	Identify potential opportunities for accessibility improvement of digital information and services		
3	Communicate concepts, standards and the good practice of accessible design through oral, written and visual methods		
Assessment items and workload per item		%	CLO(s)
Weekly blog post and peer reflection on core concepts, reading and online content (four blog entries of up to 250 words, 15% per blog entry)		60%	1, 2, 3
Presentation on the development of an inclusive online resource (15 minute individual presentation)		40%	1, 2, 3

Questions?



4 Key Questions

- Do we want formal recognition of training for research support staff in NZ? Yes/No, Why, Why Not?
- What is the value of these type of credentials to individuals, to institutions and funding bodies?
- Where is the logical home of credentials?
- Is there an easy quick win? What would make a good first Micro-credential?

Resources:

<https://conversation.education.govt.nz/assets/Uploads/Discussion-Document-Shaping-a-Stronger-Education-System-with-NZers-Final19.pdf>

<https://www.nzqa.govt.nz/providers-partners/approval-accreditation-and-registration/micro-credentials/>

<https://www.nzqa.govt.nz/providers-partners/approval-accreditation-and-registration/micro-credentials/equivalency/>

www.badgr.com

<https://www.nzqa.govt.nz/assets/Providers-and-partners/Micro-credentials/micro-credential-equivalency-application-form.docx>

https://badgr.com/public/assertions/oMJquVtHRCO2gb_PHTw4iQ