



REPORT ON WORKSHOP TITLED “MICRO-CREDENTIALS: INTRODUCTION AND BEST PRACTICES FOR EFFECTIVE DESIGN”



ORGANISED BY

TAMIL NADU OPEN UNIVERSITY, CHENNAI, TAMIL NADU

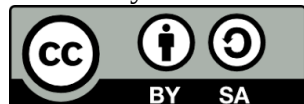
IN COLLABORATION WITH

COMMONWEALTH EDUCATIONAL MEDIA CENTRE FOR ASIA,
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Pro. S. Arumugam Ph.D., D.Sc.,
Vice Chancellor



Date: 05th August 2024

Message from Prof. S. Arumugam, Vice - Chancellor, TNOU

Welcome to the workshop on “Micro-credentials: Introduction and Best Practices for Effective Design.” In today's rapidly evolving educational and professional landscapes, the need for flexible, focused, and relevant learning opportunities has never been more critical. Micro-credentials have emerged as a powerful tool to meet this demand, offering a pathway to acquire specific skills and knowledge efficiently and effectively.



This workshop aims to provide a comprehensive introduction to micro-credentials, exploring their significance, implementation, and impact on both learners and organizations. Through this handout, we will delve into the foundational concepts of micro-credentials, examine real-world examples, and discuss best practices for designing and deploying these innovative learning modules.

The goal is to equip you with the knowledge and tools necessary to create effective micro-credential programs that align with industry needs and learner expectations. The workshop covers essential topics such as identifying skill gaps, designing curriculum, assessing learning outcomes, and ensuring the recognition and credibility of micro-credentials.

This workshop is designed to provide valuable insights and practical strategies to enhance your micro-credential initiatives. It is believed that by leveraging the power of micro-credentials, one can foster a culture of continuous learning, promote lifelong skill development, and ultimately drive success in our dynamic and competitive world.

Thank you for joining us on this journey. Looking forward engaging discussions, collaborative learning, and shared experiences that will enrich our understanding and application of micro-credentials.

Sincerely,

Prof.S.Arumugam



COMMONWEALTH of LEARNING

Commonwealth Educational Media Centre for Asia

B. Shadrach, PhD
Director



7 August 2024

Message from Director, COL-CEMCA

One can consider the State Open University Vice Chancellors' Meeting in Ahmedabad in August 2023, co-organised by Dr Babasaheb Ambedkar Open University (BAOU) and the Commonwealth of Learning's Asian Regional Centre, the Commonwealth Educational Media Centre for Asia (COL-CEMCA), as the *Watershed Moment for Open Learning in India*. With assistance from COL-CEMCA, the Vice Chancellors chartered their high-level work plan towards the implementation of Indian National Education Policy 2020 (NEP 2020) in the form of the *Ahmedabad Declaration*. Since then, there has been no looking back.

Within months, Dr B R Ambedkar Open University (Dr BRAOU) and COL-CEMCA brought them together in April 2024 to review their Open Educational Practices and consider sharing their valuable human, intellectual, knowledge and material resources with each other. This has resulted in them narrating their successful collaborative *journey from Ahmedabad to Hyderabad*.

Again, with support from COL-CEMCA, the State Open Universities treaded a new path in the form of applying to become awarding as well as assessment bodies of the National Council for Vocational Education and Training (NCVT). They are on the verge of developing skill-based qualifications to strengthen the employability options for their learners. COL-CEMCA was instrumental in bringing the NCVET closer to the State OUs through a focused meeting in May 2024 to discuss if and how each of the 17 State OUs could become members of the NCVET to mainly support NEP 2020's vision of skilling, reskilling and upskilling the nation's current and future workforce, aligned to the market needs.

It took no time for one of the State OUs, the Uttarakhand Open University (UOU), to approach COL-CEMCA for organising a workshop in Haldwani in June 2024 to build capacity among the faculty members towards creating skill qualifications. The workshop on Skills Qualifications, co-organised by UOU and COL-CEMCA, was declared successful, for each of OUs present was able to finalise its application form for becoming awarding bodies of the NCVET and gain clear understanding on the design of skill qualifications, aligned to the National Skills Qualifications Framework (NSQF).

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TAMIL NADU OPEN UNIVERSITY
IN COLLABORATION WITH
COMMONWEALTH EDUCATIONAL MEDIA CENTRE FOR ASIA
WORKSHOP ON
"MICRO-CREDENTIALS: INTRODUCTION AND
BEST PRACTICES FOR EFFECTIVE DESIGN"

07-09 AUGUST 2024



Message from Dr. Neena Pahuja, Executive Member
National Council for Vocational Education and Training (NCVT), New Delhi

In this fast-changing global environment, the need for learning-on-demand is growing. Added to that is the need for upskilling. Coupled with that is the need for capsule learning material to be able to meet the learner's immediate and short-term requirement. These learner's demand together with industry trends has given rise to the creation of Micro & Nano Credentials. In today's information era where knowledge economies thrive, the process of learning is continuous and multidisciplinary with cross cutting themes.

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, Government or the community. They are smaller than a qualification and focus on skill development opportunities not currently catered for in the regulated skilling ecosystem. They differ from traditional degrees and certificates in that they are generally offered in shorter or more flexible timespans and tend to be more narrowly focused. For example, there can be a micro-credential on the 'upgrade process' together with usage of new version of a tool, or a micro-credential for driving a new EV or a model of vehicle, or a nano-credential for transportation of specific type of drug which need to be maintained with-in a specific temperature range.

National Credit Framework (NCrF) enables creditization of Micro-credentials as defined above, where the defined learning outcomes are assessed.

Micro-credentials hence provide cost-effective way of providing industry relevant skill in a focused & flexible way. Additionally, many micro-credentials can be combined or "stacked" to build towards larger qualifications, such as degrees or professional certifications. Overall, micro-credentials offer a versatile and efficient way to enhance skills, improve employability, and stay competitive in the job market.

With Regards
Neena Pahuja

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WORKSHOP ON “MICRO-CREDENTIALS: INTRODUCTION AND BEST PRACTICES FOR EFFECTIVE DESIGN”

Executive Summary

The workshop on "Micro-Credentials: Introduction and Best Practices for Effective Design," held from August 7-9, 2024, in collaboration between Commonwealth Educational Media Centre for Asia and Tamil Nadu Open University, provided a comprehensive overview of the current landscape and future potential of micro-credentials. Attendees, including educators, industry representatives and experts engaged in discussions about the design, implementation, and assessment of micro-credentials. This workshop aimed at providing the faculty members of State Open Universities in India a clear understanding on the concept of micro-credentials, their design and best practices, and to equip them with the skills and knowledge necessary for designing effective and impactful micro-credentials for the benefit of learners, such as:

- Explaining the concept and benefits of introducing micro-credentials in their institutions
- Identifying key components of effective design of micro-credentials
- Developing a plan for designing and implementing micro-credentials in their institutions

This comprehensive workshop gathered 27 enthusiastic participants, consisting of 11 females and 16 males from various State Open Universities of India.

The workshop commenced with an inaugural session that set the tone for the following days of discussions and activities. The inaugural sessions featured a series of welcome addresses and keynote speeches from esteemed dignitaries, including Professor S. Arumugam, Vice Chancellor of Tamil Nadu Open University, and Dr B. Shadrach, Director of the Commonwealth Educational Media Centre for Asia. Their speeches emphasised the critical role of micro-credentials in addressing the rapidly changing demands of the global job market and the need for flexible, focused learning pathways. The special address by Dr Neena Pahuja, Executive Member of the National Council for Vocational Education and Training (NCVET), highlighted the alignment of micro-credentials with national education and skill policies and their potential to revolutionise vocational education in India.

The Inaugural sessions concluded with a call to action for institutions and industry stakeholders to collaborate closely in developing and implementing micro-credential programmes that meet the emerging needs of learners and employers.

Professor S. Arumugam, in his welcome speech, emphasised on the need of the hour to launch as many micro-credentials as possible by Open Universities, considering the global and local market demands.

Dr Shadrach provided an overarching perspective on the role of micro-credentials in transforming education. He compared traditional courses to "buckets" and micro-credentials to "bottles," emphasising the focused and efficient nature of micro-credential learning. Dr Shadrach, while giving the overview of the workshop, explained the background of the series of workshops focused on micro-credentials involving all Open Universities of India. He talked

about the strategic value of micro-credentials in bridging the gap between traditional education and the evolving needs of industries with a very interesting analogy of how shampoo sachets successfully penetrated the Indian market. He emphasised that micro-credentials allow open universities to offer more responsive and customised learning pathways that align with current job market demands. He also highlighted the exercise to be done by open universities to be successful in the current educational settings in India and Globally.

The special address by Dr Neena Pahuja highlighted the need to align micro-credentials with national educational standards and frameworks, particularly within the Indian context, which ensures that micro-credentials are recognised and valued both nationally and internationally, enhancing their credibility and utility. Also, the importance of collaborations is explained as they are crucial for ensuring that micro-credentials remain relevant and effectively prepare learners for the workforce.

The workshop featured insightful sessions from both Indian, e. g., Dr O P Goel (Programme Director, IIM Nagpur), Professor Sanjay Tiwari (Vice Chancellor, M P (Bhoj) Open University, Bhopal)) and international experts, (Professor Michael Sankey, Director of Learning Futures at Charles Darwin University, Australia, Dr Ratna Malar Selvaratnam Manager, Learning Technologies and Innovation, Edith Cowan University), providing participants with a comprehensive understanding of the design and implementation of micro-credentials. These sessions provided participants with diverse perspectives on the practical application of micro-credentials, both in the Indian context and from a global standpoint, equipping them with the knowledge needed to implement micro credentials innovatively and effectively.

Mrs. Sushumna Rao (Workshop facilitator) guided participants not only with theoretical knowledge but also engaged them in practical hands-on experiences. She introduced SMART objectives in a group activity, “Let’s be SMART” as a primer to make participants define objectives as a facilitator and developer of micro-credentials. She also introduced interactive content creation as one of the formative assessment strategies in a micro-credential design, and basic accessibility guidelines to follow while creating e-content.

The skills and knowledge acquired by the participants during these three days were expected to drive the planning and design of micro-credentials in their respective educational environments. In conclusion, this workshop served as a foundational step towards integrating micro-credentials into the broader educational framework, emphasising adaptability, resource optimisation, and technology-driven pedagogy.

The workshop concluded with an engaging action packed valedictory session, bringing together reflections on the rich discussions, insights and micro-credential design and planning ideas shared by the participants over the course of the event. The session was graced by Professor Sanjay Tiwari, Vice Chancellor of M P (Bhoj) Open University, Bhopal, who delivered the valedictory address and also moderated the participants' presentation session. He commended the participants for their active engagement and highlighted the critical role of micro-credentials in shaping the future of education and workforce development. The session also featured closing remarks from Professor S. Arumugam, Vice Chancellor of Tamil Nadu Open University, who expressed gratitude to all contributors and emphasised the importance of continuing collaboration among stakeholders. The formal proceedings ended with the distribution of certificates to participants, followed by a vote of thanks delivered by Dr P.

Chitra, Director of the EMPRC, acknowledging the efforts of everyone involved in making the workshop a success.

In addition to the structured sessions, on Day 3, participants were invited to explore the historic and architectural wonders of Mahabalipuram, a UNESCO World Heritage site. This sightseeing activity allowed participants to unwind and engage in discussions in a more relaxed environment, blending the formal proceedings with the rich cultural heritage of India. This thoughtful inclusion by the organisers highlighted the importance of balancing formal knowledge exchange with informal networking, enhancing the overall experience of the workshop.



Participants posing for a group photo with Dr B Shadrach and Professor S. Arumugam.

Background of the Workshop

At the OU Vice Chancellors' Meeting organised by CEMCA and Dr Babasaheb Ambedkar Open University in August 2023, the Vice Chancellors pledged through the Ahmedabad Declaration to meet national needs for continuous skill development, upskilling, and reskilling to address future work demands. This included developing courses with substantial input from industry and marketplace stakeholders, particularly for marginalised groups.

The initiative emphasised flexible pathways, internships, workplace learning, and apprenticeships to enhance skills and employability. This crucial commitment from the Ahmedabad Declaration was revisited during the OU Vice Chancellors Roundtable Meeting organised by CEMCA and Dr B. R. Ambedkar Open University in April 2024 in Hyderabad, Telangana, India. This event was a significant milestone for the OUs, as the NCVET Chairperson supported CEMCA's proposal for each of the 17 State OUs to become NCVET awarding bodies with dual recognition.

The envisaged outcome of this initiative was seen as OUs offering short term and long term vocational courses, along with their mainstream academic programmes. It would also allow them to independently assess and certify vocational qualifications, which would elevate them to a status comparable with dedicated skill universities, and institutions, and Central and State level government agencies engaged in skilling India's workforce.

Building on NCVET endorsement, a strategic meeting was held on 9 May 2024, at Kaushal Bhawan, New Delhi. Attended by Vice Chancellors and Directors from 17 State OUs, the

meeting focused on integrating skill-based courses into academic programmes. The key facilitators included Dr B. Shadrach, Director of CEMCA, and senior officials from the Ministry of Skill Development and Entrepreneurship (MSDE), Secretary Shri Atul Kumar Tiwari and Dr Nirmaljeet Singh Kalsi, IAS (Retd.), former Chairperson, NCVET. The discussions emphasised tailoring skill courses to meet local industry demands, ensuring that the programmes developed are relevant and beneficial to regional economic needs.

Continuing this momentum, a follow-up workshop was held at Uttarakhand Open University (UOU), Uttarakhand from 19 to 21 June 2024. In his virtual address as the Chief Guest, Shri Shailesh Bagauli, Chief Secretary, Directorate of Higher Education, Government of Uttarakhand, stated, "Open Universities have tremendous possibilities and flexibility to provide a variety of courses. By collaborating with the industry sector, they can develop and offer numerous livelihood-generation courses that will greatly benefit the youth." The discussion in UOU emphasised the significant contribution of OUs to the country's educational landscape, noting that they account for nearly 11 percent of the Gross Enrolment Ratio (GER). This positions OUs to play a crucial role in providing skill-based courses that align with the needs of both students and the workforce.

The current workshop, organised by TNOU and CEMCA, focused on Developing Micro Credential Courses under the NCVET framework. This initiative aims to enhance the skills and employability of learners through focused, short-term courses that provide specific competencies recognised by industry standards.

Objectives of the Workshop

After the successful completion of this workshop, the faculty members of State Open Universities were able to:

- Explain the concept and benefits of introducing micro-credentials in their institutions
- Identify key components of effective design of micro-credentials
- Develop a plan for designing and implementing micro-credentials in their institutions

Major Themes of the Workshop

The Role of Micro-Credentials in Modern Education: A central theme of the workshop was the importance of micro-credentials in higher education and vocational training. Micro-credentials were discussed as a way to offer more flexible, targeted learning opportunities that can be customised to meet specific skill gaps in the workforce. This approach was seen as crucial in a world where lifelong learning and continuous professional development are increasingly important.

Industry Alignment and Collaboration: The importance of aligning micro-credentials with industry needs was repeatedly emphasised. Effective micro-credentials must reflect the skills and competencies that employers are seeking, ensuring that learners are equipped with relevant job skills. This theme also highlighted the need for strong partnerships between open universities and industry stakeholders to co-develop and validate micro-credential offerings.

Digital Platforms and Tools for Micro-Credential Delivery: The use of digital platforms to design, deliver, and assess micro-credentials was another major theme. Participants explored

various tools and technologies that can support the development of interactive and accessible learning experiences. The introduction of platforms like H5P for creating engaging content and Learning Management Systems (LMS) capable of handling modular learning structures was key to this discussion.

Competency-Based Education: The workshop placed a strong emphasis on competency-based education as the foundation for developing effective micro-credentials. Sessions focused on identifying and defining the specific competencies that micro-credentials should target, and on designing assessment strategies that accurately measure these competencies. The goal was to ensure that micro-credentials are not only educationally sound but also directly linked to the skills required in the job market.

Day 1: Inaugural Session

The inaugural session began with Dr G. R. Senthil Kumar, Registrar of Tamil Nadu Open University, Chennai, welcoming the dignitaries. This was followed by the ceremonial lighting of the kuthuvilakku. In his welcome address, Dr Senthil Kumar greeted all the resource persons, participants, and faculty members, emphasising the importance and necessity of the workshop. The Vice-Chancellor then honoured the chief guests with bouquets, gifts, and the traditional golden shawls.



Lighting of the Kuthuvilakku.

Dr B. Shadrach, Director of CEMCA, New Delhi, reflected on a previous event in Ahmedabad in August 2023, highlighting the importance of open universities. He discussed the significance of the OER fest in light of the Ahmedabad Declaration and emphasised the government's vision to achieve a Gross Enrolment Ratio (GER) of 50 percent by 2035, up from the current 27-30 percent. This goal will require doubling the number of students in higher education, potentially increasing those enrolled in ODL programmes from 40 million to 100

million by 2035. To meet this demand, more open universities may need to be established, or traditional universities might expand their role in distance education. Dr Shadrach stressed the importance of adaptability for open universities, the critical role of faculty in ensuring quality education, and the need for a well-equipped curriculum and robust student support services.



Dr B Shadrach addressing the participants at the workshop.

The Vice-Chancellor of Karnataka Open University also addressed the gathering, discussing the growing trend of micro-credentials in education. He noted that these short, focused courses offer flexibility and affordability, making them an attractive alternative to traditional degrees. They are often available online, allowing learners to complete them at their own pace. In India, micro-credentials are crucial for bridging the skills gap between traditional education and industry requirements, with sectors like technology, healthcare, and finance experiencing increased demand for these specialised skills. The Indian government's initiatives like Skill India and the National Skill Development Corporation are also

promoting the adoption of micro-credentials to support economic growth and improve employability.

Despite their growing popularity, challenges remain, including a lack of awareness, concerns about quality and standardisation, and the need for better integration with traditional education systems. However, as awareness increases and technology advances, micro-credentials are expected to play a crucial role in the future of education in India, offering a flexible and effective way to upskill and reskill the workforce.

In the keynote speech delivered by Dr Neena Pajuha, Executive Member of the NCVET, she emphasised the growing importance of micro-credentials as a vital response to the evolving demands of industry and education. Introduced about a In the realm of education, Dr Pahuja pointed out that micro-credentials can be integrated into undergraduate and postgraduate programmes to boost students' employability. By embedding skills-based modules into these programmes, students can graduate with practical knowledge directly applicable to specific job roles, such as digital marketing or entrepreneurship. The recent National Credit Framework supports this integration, allowing up to 50 percent of a degree's credits to come from skills-based learning.

Dr Pahuja explained that the vocational education system now includes a variety of qualifications, such as traditional qualifications, National Occupation Standards (NOS), and micro-credentials, each serving distinct purposes. Qualifications are structured learning programmes, typically ranging from 150 to over 1,200 hours, aimed at skilling, upskilling, and preparing individuals for various job roles. The NOS focus on specific job domains, offering flexibility in hours to meet industry needs. Micro-credentials are smaller learning modules,

year and a half ago, micro-credentials offer a focused, short-term learning solution that contrasts with traditional qualifications, which typically require long-term commitment. This innovative approach is particularly relevant in today's rapidly changing environment, where individuals need to quickly acquire specific skills to remain employable.

Dr Pahuja highlighted that micro-credentials are especially significant in industries where technologies and processes evolve swiftly. For example, professionals in cloud computing or employees needing updates on software like Microsoft Office can benefit from these targeted courses. She also noted that these credentials are valuable in organisational settings, where new employees might require quick training in areas such as data privacy or security practices. usually between 7.5 to 30 hours, designed for upskilling and providing flexible, targeted learning opportunities.

She further emphasised that micro-credentials are industry-driven and can be stacked to form larger qualifications, offering a flexible pathway for skill enhancement. They span a wide range of levels, from the first year of undergraduate study to doctoral levels, aligning with the National Credit Framework (NCrF).

Dr Pahuja also discussed the integration of vocational education into higher education, highlighting several pathways. Institutions can develop and offer their own skill-based courses, embed existing courses from the National Qualification Register (NQR) into their curricula, or provide outreach programmes to non-enrolled students. Additionally, she mentioned the emerging trend of nano-credentials, which are even smaller than micro-credentials, designed to address specific, short-term learning needs, particularly in rapidly changing fields. These nano-credentials are expected to be

delivered and assessed primarily online, enhancing both accessibility and flexibility.

Finally, she underscored the crucial role micro-credentials play in modern education and workforce development. They offer personalised learning pathways, support upskilling and reskilling, and ensure that educational outcomes are aligned with the ever-changing needs of the industry.

During the workshop inaugural, Professor S. Arumugam, Vice Chancellor of Tamil Nadu Open University, delivered an insightful speech emphasising the significance of micro-credentials in modern education and workforce development. He expressed gratitude to all the contributors who made the event possible, highlighting the collaborative efforts initiated during his meeting in Ahmedabad, which led to securing significant funding for the programme. He also acknowledged the support from various individuals and institutions across India, stressing that this workshop marks the realisation of a long-standing vision to enhance skill-based education through micro-credentials.



Prof S. Arumugam delivering his address at the workshop.

He also extended his thanks to the Secretary of Higher Education in Tamil Nadu and Dr B Shadrach for their crucial support in achieving academic excellence. He emphasised the importance of micro-credentials in recognising and validating specialised skills in a rapidly evolving job market, and he looked forward to the hands-on training sessions that would equip

participants to develop innovative, skill-based curricula.

Professor S. Arumugam concluded by encouraging attendees to fully engage in the workshop, as it represents a pivotal step in advancing education and workforce development through the strategic use of micro-credentials.

The inauguration concluded with a vote of thanks by Dr P. Chitra, Director of the EMPRC.

Session 1: Benefits of introducing micro-credentials in Higher Education

Session by Professor Michael Sankey, Director, Learning Futures, Charles Darwin University, Australia

Professor Michael Sankey delivered a compelling session on the strategic advantages of integrating micro-credentials into higher education institutions. He emphasised that micro-credentials offer a flexible, learner-centric approach that responds to the dynamic needs of both students and industries by allowing learners to acquire specific, focused skills that are directly applicable to their careers, micro-credentials can significantly enhance employability and support lifelong learning.

Professor Sankey defined Micro credentials as "Digital certificates, known as micro-credentials, validate your knowledge or skills. They consist of concise information segments and are granted by institutions, professional bodies, or sometimes online platforms. These credentials are often showcased in digital portfolios or resumes. In Australia, a micro-credential signifies a certification of assessed learning or competency, which is mandatory for it to be

recognised as such, although they are frequently linked to digital badges.”

The session concluded with an engaging Q&A segment, where participants explored the practical aspects of implementing micro-credentials within existing academic frameworks. Key topics included addressing the challenges of scaling micro-credential offerings while maintaining high standards of education. Calculating e-learning seating time during micro-credential development and strategies for incorporating micro-credentials into traditional degree programmes. Professor Sankey provided insightful responses, stressing the importance of ongoing industry partnerships and the need for continuous feedback from both learners and employers to refine micro-credential courses.

Session 2: Let's be SMART – A group activity

Session facilitated by Dr B. Shadrach, Director, CEMCA and Ms. Sushumna Rao, Consultant, CEMCA

In this interactive session, Ms. Sushumna Rao guided participants through a group activity focused on the SMART framework—Specific, Measurable, Achievable, Relevant, and Time-bound. The activity was designed to help participants apply the SMART criteria to the development of learning outcomes and objectives for micro-credential courses. Participants were divided into groups and tasked with designing learning outcomes for a hypothetical micro-credential using the SMART framework.

Each group proposed a topic along with its objectives. Ms. Sushumna explained how to write objectives using the SMART criteria, emphasising the importance of clearly defining objectives and setting appropriate durations. She discussed how to

align these objectives with the duration of the assessment, ensuring that the resources provided by the four hosting universities are effectively utilised. The activity encouraged collaboration and critical thinking as participants worked together to ensure that their objectives were well-defined, realistic, and aligned with the needs of learners and the demands of the industry. This highly engaging session equipped participants with practical skills in setting clear, actionable learning outcomes for micro-credentials. Through hands-on experience and peer feedback, participants gained a deeper understanding of how to apply the SMART framework to enhance the quality and effectiveness of their micro-credential offerings.

Ms. Sushumna highlighted the option of using Open Educational Resources (OER) for training and suggested discussing this further in the next session. She also stressed the importance of engaging learners, particularly through Learning Management Systems (LMS).

Session 3: Planning Micro-credential design: Determining competencies, skills and learning outcomes – A Hands-on Activity

Session facilitated by Ms. Sushumna Rao, Consultant, CEMCA

Participants were engaged in a hands-on activity where they worked in groups to identify and define the competencies, skills, and learning outcomes for a hypothetical micro-credential. Along with workshop facilitator, Ms. Sushumna Rao, Dr B. Shadrach – Director, CEMCA, was also present in this session guiding participants with insights. While addressing participants, Dr Shadrach gave insights on the importance of competency and outcomes in micro-credentials, importance of micro-credentials targeting existing

students, and students and lifelong learners outside the campus. He suggested participants to think about a Soft Skill based micro-credential which can be developed collaboratively or can be shared among universities targeting all OU students and community outside the campus.

Day 2, Sessions 4 and 5: Sourcing Open Educational Resources for Micro-credentials – A group activity

In the discussion, Ms. Sushumna Rao emphasised the importance of selecting the right technology for delivering educational content. The choice of technology should align with how the educators intend to present content to learners, as it directly influences the learning experience. It's not just about providing resources; it's about designing a system that adapts to the learner's needs, guiding them based on their input and performance.

For example, by asking a set of questions, the expert explains how to assess learners' understanding and direct them to the appropriate content, whether it's reinforcing basic skills or advancing to more complex modules. This method is more than just sourcing materials; it's about creating a dynamic learning environment that supports each student's journey.

As educators, they must shift from traditional methods of lecturing and assessing to a more technologically enhanced approach. Consider how technology, like recommendation systems used in online shopping, can be applied to education. A teacher, like a designer of these systems, can create a personalised learning environment that adapts to each student's progress.

She also emphasised on how this workshop aims to introduce these concepts and helps them to start planning their own micro-credential courses. It's not just about developing content but also about understanding the infrastructure and educational technologies required to deliver it effectively. The practicality of delivering these courses is crucial, especially considering the evolving needs of 21st and even 22nd- century learners.

As academicians, one must also stay updated on educational technologies and how they can be applied to teaching, learning, and assessment. Regular engagement with current trends and practices is essential to ensure that our courses remain relevant and effective.

Finally, there was a discussion on the importance of open educational resources (OER) and how they can contribute to digital footprints. Publishing one's OER can establish one's presence in the academic community and enhance the professional profile. It's not just about being a consumer of content but also a producer, contributing to the broader educational landscape.

The expert encouraged to explore these ideas, engage with the guidelines, and consider how one can incorporate these practices into their course designs. She also encouraged to work together to create innovative and impactful learning experiences.

In this session, Ms. Sushumna Rao, engaged participants in an interactive Kahoot quiz. By grouping participants randomly into five groups, she fostered collaboration and used the quiz questions to effectively introduce and deepen their understanding of the concepts of OER, Open Licenses, and Open Licenses compatibility. Following the quiz, participants were tasked with sourcing relevant OERs for their respective micro-

credential topics and posting these resources on a shared Padlet, (<https://padlet.com/sushumnarao/soft-skills-oer-7zwnwjjijvzwmp>) encouraging practical application and peer learning.

Evaluation and Collaboration on OER Policies: Group Work Session Overview

The session was structured to assess the existing OER policies within the participating institutions and to explore potential collaborations among open universities for refining and enhancing these policies. The participants were grouped into pairs and provided with guiding questions, along with both print and digital copies of an OER policy draft, to facilitate their discussions. The pairs engaged in meaningful dialogues aimed at identifying collaborative opportunities and later presented their findings to the larger group.

The guiding discussion points of the session are listed as follows:

- Understanding how adopting or adapting OER can help address institutional challenges.
- Identifying key challenges central to OER policy, including the expertise required and the support needed for advancing policy design.
- Reviewing the status of online courses in alignment with UGC guidelines, including implementation methods and plans for future offerings.
- Considering credit frameworks or guidelines currently in use or planned for online courses, along with suggestions for improvement.
- Evaluating the sharing of institutional resources openly and the types of open licenses under which they are made available.
- Exploring the integration of OER into the institutional curriculum and addressing challenges related to using

open licenses for existing publicly shared resources.

- Assessing existing technical competencies within the institution that can support the implementation of OER policy.
- Identifying areas where additional support, guidance, or competency development is needed for OER policy implementation.

Session 6: Impact of Micro-credentials in Australian Universities

Session by Dr Ratna Malar Selvaratnam, Manager, Learning Technologies and Innovation, Edith Cowan University, Australia

Dr Ratna Selvaratnam from Edith Cowan University conducted an insightful session on micro-credentials in higher education, focusing on their integration and implementation in Australia. She highlighted the primary challenges universities face in developing and scaling micro-credentials, particularly in aligning with government reporting requirements. The discussion covered how micro-credentials can be integrated into undergraduate and postgraduate programmes, often through recognition of prior learning and credit equivalence.

A key feature of these credentials is the Capstone project or portfolio, which is especially valuable for mature students and professionals. Marketing strategies were also a major topic, emphasising the need to tailor approaches for high school students, industry, and government partnerships. Additionally, accessibility was underscored, with principles like Universal Design for Learning (UDL) being integral to ensuring that micro-credential platforms are inclusive and accessible to all learners, including those with disabilities.

Dr Selvaratnam highlighted how micro-credentials are recognised as a flexible and focused way to address specific skill gaps, both for students and professionals. She discussed the integration of micro-credentials into existing university programmes, emphasising their role in enhancing employability and providing learners with opportunities to gain specialised skills without committing to full degree programmes.



Dr Selvaratnam delivering the presentation via online mode.

Dr Selvaratnam also highlighted the importance of aligning these credentials with industry needs to ensure that they remain relevant and valuable in a competitive job market. The session provided participants with a comprehensive understanding of the strategic and operational considerations like marketing courses, awarding credentials, etc. involved in successful implementation of micro-credentials in higher education institutions.

Session 7: Importance of partnering with industries

Session by Dr O. P. Goel, Former Head of Bosch India Foundation, CSR and Skill Development

Dr O. P. Goel's session emphasised the critical importance of industry partnerships in ensuring the success and relevance of micro-credentials. He highlighted the need for educational offerings to align closely with the skills and competencies demanded

by industries, ensuring that micro-credentials remain valuable in a competitive job market. By collaborating with industry partners, institutions can stay updated on market trends, access advanced technologies, and co-develop practical, industry-aligned curricula. These collaborations also help in bridging the skill gap created by traditional education systems, which have historically focused on knowledge acquisition over skill orientation.



Dr O.P Goel highlighting the role of industry partnerships in an online session at the workshop.

Dr Goel underscored the significance of micro-credentials in addressing these gaps, offering targeted learning opportunities that equip learners with job-ready skills. As automation and artificial intelligence continue to reshape job roles, lifelong learning and on-the-job upskilling facilitated by micro-credentials are essential for career sustainability. He emphasised the growing importance of competency-based education, supported by the University Grants Commission (UGC) in India, which encourages integrating skill-based credits into traditional curricula.

The session also stressed the evolving role of educators, who must stay informed about industry trends and adapt their teaching to prepare students for workforce realities. Today's learners expect practical, real-world insights that go beyond textbook knowledge. Dr Goel concluded that micro-credentials, backed by robust industry-academia collaboration, are vital tools for bridging the gap between education and employability. They offer a flexible, skill-oriented approach that aligns education

with the dynamic needs of the modern job market, ensuring learners are equipped for sustainable careers.

Session 8: Overview of digital platforms for micro-credentials and an introduction to developing assessment strategies and rubrics for Micro credentials

Session facilitated by Ms. Sushumna Rao, Consultant-CEMCA

The session commenced with a participant expressing an interest in understanding open pedagogy. Their exploration began by searching for relevant materials in libraries, where they identified content available under a Creative Commons (CC BY) license. The participant copied the link to the material and used it as it was, without the need for reworking it.

Participants were instructed to paste the link into a designated platform and create a post that would serve as a reading resource. They were asked to specify whether the material would be used for assessment, discussion, or general purposes. Additionally, participants were advised to include their university name in the post, such as "TNOU" for Tamil Nadu Open University.

After drafting the post, participants were guided to publish it. The session leader emphasised the importance of proper attribution, which is often challenging. To address this, they suggested using the Open Washington Attribution Builder, a tool that generates accurate attribution formats by ensuring that all necessary details, such as the title, author, source, and license, are correctly formatted.

The session leader demonstrated the use of the Attribution Builder by inputting

relevant details like the title, author, and license. The tool then generated the correct attribution format, which participants could copy and paste into their posts. The participants were also encouraged to review each other's work, focusing on the relevance of the topic, whether the content was open access (OA), and if the attribution was correct.

The session highlighted the importance of designing interactive content for educational resources. The leader discussed authoring tools like H5P and Articulate Storyline, which are useful for creating interactive learning materials that can be integrated into a Learning Management System (LMS). The emphasis was placed on accessibility and compliance with guidelines like WCAG 2.0 to ensure that all educational resources are usable by a diverse range of learners.

The session concluded by focusing on assessment strategies for micro-credentials. The importance of relevance, flexibility, and quality assurance, as emphasised by the NCVET, was highlighted. The participants were encouraged to incorporate these elements into their course designs to ensure that the skills and knowledge imparted were industry-relevant and accessible.

Key discussions of the group work session:

- Assessments must clearly define learning outcomes, guiding the planning process.
- The session covered various assessment types, including diagnostic, formative, summative, and authentic assessments.
- Authentic assessments, such as simulations, case studies, or real-world problem scenarios, allow learners to demonstrate their skills and knowledge in practical contexts.

- The session underscored the importance of technology-enhanced and credible assessments for verifying authenticity and ensuring transparent evaluation processes.
- Digital badges were discussed as a means of recognising and sharing achievements in a verifiable manner.
- Tools like Badgr, an open-source badge backpack, were recommended for storing and sharing digital badges, helping to establish a recognised digital footprint in educational and professional contexts.
- Rubrics were emphasised as critical tools for ensuring transparency in assessments, providing learners with clear performance and grading criteria.
- The session included a demonstration of creating rubrics within an LMS, showing how they can be integrated into assessment activities to streamline grading and feedback.
- The session highlighted the use of technology tools, such as H5P, for creating interactive content and assessments.
- H5P was demonstrated as a tool for creating interactive videos, branching scenarios, and other content types that enhance learner engagement and improve the assessment process.
- The ability to export and share interactive content was discussed, ensuring effective distribution across various platforms.
- The session stressed the importance of aligning assessment strategies with institutional guidelines, like those from NCVET.
- Compliance with licensing and

open-source content guidelines was discussed, ensuring that all resources used in assessments are properly attributed and utilised according to legal and ethical standards.

This session equipped participants with the knowledge and skills necessary to effectively design, deliver, and assess micro-credentials using modern digital platforms and tools. The focus on accessibility, interactivity, and alignment with industry standards underscored the importance of using these tools to create high-quality, impactful micro-credential programmes. The session delved into the crucial aspect of assessing learning outcomes within micro-credentials. Ms. Rao discussed the design of effective assessment strategies that align with the specific competencies and skills targeted by each micro-credential. The participants were introduced to the process of creating rubrics that provide clear, objective criteria for evaluating learner performance, ensuring transparency and consistency in online assessments. She introduced H5P, a versatile tool for creating interactive and engaging content and formative assessment within micro-credential courses. Demonstrating how H5P can be used to design accessible learning experiences, including quizzes, interactive videos, and simulations, which enhance learner engagement and comprehension. Participants were encouraged to integrate H5P content into their micro-credential offerings to make learning more dynamic and responsive to individual learner needs.

Day 3, Session 9: Micro-credentials and Higher Education in India –Bridging the gap between knowledge and employability

Session by Professor Sanjay Tiwari, Vice-Chancellor, Madhya Pradesh Bhoj (Open) University

Professor Sanjay Tiwari, Vice-Chancellor, Madhya Pradesh Bhoj (Open) University stated during the discussion that the Union Budget 2024 emphasises skill development and the creation of a future-ready workforce, rolling out a new internship scheme targeting 500 top companies in India with a goal to skill one crore youth in five years, allocating ₹1.48 lakh crore for education, employment, and skilling. Prof Tiwari mentioned that education technology continues to transform the sector, with the shift towards Education 4.0 and 5.0, integrating digital tools and AI-powered platforms. However, unemployment remains a significant issue, with only 51 percent of pre-final and final-year students in India being employable. He called for higher education institutions (HEIs) to play a more active role in connecting students with career opportunities and enhancing employability through extended internships, enhanced placement services, and leveraging alumni networks.

Prof Tiwari further stressed that micro-credentials are becoming increasingly important in bridging the gap between academic knowledge and industry-required skills. These short-term, flexible learning options are cost-effective and focused on specific skill sets, making them an attractive option for both learners and employers. The National Education Policy (NEP) 2020 supports the integration of micro-credentials, aligning them with the National Credit Framework and the

Academic Bank of Credits. Micro-credentials are gaining traction globally and in India, with initiatives like SWAYAM offering free online courses that can be stacked towards degrees.

As the demand for micro-credentials grows, particularly in India where the NEP 2020 emphasises skill-based education, higher education institutions must actively collaborate with industries to ensure their programmes meet current market needs. He concluded by highlighting that this collaboration will not only enhance the employability of graduates but also align education with the evolving demands of the workforce. To further support this shift, he urged institutions should embrace self-learning, diversify skill sets, and integrate micro-credentials with regular education to create a future-ready workforce.

Presentation by State Open University Participants

Moderator: Professor Sanjay Tiwari, Vice-Chancellor, MP Bhoj (Open) University

This session provided an engaging platform for workshop participants from various open universities across India to present their micro-credential plans. Using a standardised template, participants showcased how they intend to implement and integrate these credentials within their respective institutions. The session, moderated by Professor Sanjay Tiwari, emphasised the diverse and innovative strategies being employed to address the increasing demand for flexible, skills-based education.

Key Highlights:

1. Diverse Approaches to Micro-Credentials:

Universities shared a wide range of micro-credential plans, reflecting the

diversity of needs across different learner demographics. Most of these plans were centred on soft skills, aligning with recommendations provided by Dr Shadrach in Sessions 2 and 3.

2. **Innovative Course Topics:**

A total of 15 micro-credential course plans were presented, covering subjects like:

- Communication Skills for Government Employees
- Communication Skills for Homestay Caretakers
- Emotional Intelligence
- Netiquette for Teachers and Students
- Elderly Care
- Organic Farming
- Interview Skills and Techniques

3. **Flexible Duration and Audience**

Focus:

The courses were designed with flexible durations to accommodate diverse audiences. For example, a 15-hour course on Interview Skills and Techniques, presented by Tamil Nadu Open University (TNOU) representatives, targeted professionals seeking immediate career guidance.

4. **Focus on Industry-Relevant Skills:**

The micro-credentials aimed to bridge the gap between academic learning and industry requirements by emphasising practical, skills-based education. Topics like netiquette awareness and emotional intelligence demonstrated the effort to address contemporary needs in education and professional development.

Session Outcomes:

• **Constructive Discussions and Feedback:**

Professor Sanjay Tiwari facilitated interactive discussions after each presentation, offering feedback and suggestions to refine the proposed micro-credential plans. These discussions also encouraged cross-institutional learning and collaboration.

• **Commitment to Innovation:**

The session highlighted the collective commitment of participating universities to advance the micro-credential movement. By addressing the needs of both learners and employers, these initiatives showcased the potential for creating a flexible, adaptive, and skill-oriented education system.

Micro-credentials are transforming education by providing targeted, flexible learning opportunities that complement traditional degrees. They empower learners by democratising education, bridging industry gaps, and fostering career advancement. As the educational landscape continues to evolve, universities must adopt multidisciplinary approaches, embrace digital integration, and prepare learners for high-skill careers in an increasingly automated world.

This session provided valuable insights and inspiration for institutions developing their own micro-credential programmes, demonstrating the potential of micro-credentials to revolutionise education in India.

Valedictory Session:

The workshop highlighted the importance of bridging the gap between education and employability, especially within open universities. Dr B. Shadrach, Director, CEMCA, emphasised collaboration among institutions to enhance graduate employability. He highlighted the plan to develop a Graduate Employability Framework across the 17 open universities in India, starting with Tamil Nadu Open University. This framework would assess components like student support services, industry partnerships, and curriculum alignment with skill development, creating a Graduate Employability Scorecard.

In addition, the workshop underscored the growing relevance of micro-credentials, with examples from countries like Australia, Canada, and the UK. A key objective was to explore the creation of a Commonwealth-wide credit transfer framework to enable seamless mobility for students across nations. India's robust educational framework, with its National Credit Transfer Policy, serves as a model for other countries. Micro-credentials are seen as a key tool in enhancing

In conclusion, the workshop was a starting point for developing strategies to integrate micro- credentials into the curriculum and

employability by focusing on targeted skills needed for the dynamic job market.

Speakers also emphasised the need for innovation and research within the open universities. Professor Sanjay Tiwari noted that while India excels in industries like IT, pharmaceuticals, and automobiles, there is a need to foster greater innovation domestically. He called for more research workshops to encourage innovation in open universities.

Shri Pradeep Yadav, Additional Chief Secretary to Government, Department of Higher Education, Government of Tamil Nadu, in his valedictory address, expressed that with a call to action for open universities to integrate micro-credentials into their curriculum, enhance research involvement, and focus on employability. The participants were praised for their dedication and insightful presentations, which addressed various needs such as soft skills and elder care. Tamil Nadu's government also recognised the importance of skill development in both formal and informal education, stressing that enhancing employability through micro-credentials is essential in today's competitive job market.

improve graduate employability in India and the Commonwealth.

Workshop Outcomes

Following a series of peer interactions, each participant presented their intended outcomes, demonstrating a strong interest in revising and enhancing their institution's existing OER policies. The outcomes of the workshop are summarised as follows:

1. **Enhanced Understanding of Micro-Credentials:**
 - The participants developed a clear understanding of the concept, benefits, and applications of micro-credentials in addressing skill gaps and enhancing employability.
2. **Design and Implementation Plans:**
 - Institutions drafted actionable plans for designing and implementing micro-credential programmes using SMART objectives and competency-based frameworks.
3. **Focus on Industry Alignment:**
 - Emphasis was placed on aligning micro-credentials with industry needs through collaborations and partnerships, ensuring relevance and immediate applicability in the workforce.
4. **Integration of OER and Digital Tools:**
 - Participants explored the use of OER and digital tools like H5P for creating interactive, accessible, and inclusive content to support micro-credential programmes.
5. **Improved Assessment Strategies:**
 - Practical sessions equipped participants with skills to develop effective assessment strategies, including the creation of rubrics, formative assessments, and the use of digital badges for learner recognition.
6. **Policy Development and Alignment:**
 - Institutions initiated discussions on revising and enhancing OER and micro-credential policies, aligning them with national frameworks like NCVET and NEP 2020.
7. **Cross-Institutional Collaboration:**
 - Participants identified opportunities for collaboration among open universities to co-develop and share micro-credential courses, fostering a culture of shared expertise and resource optimisation.
8. **Commitment to Lifelong Learning:**
 - The workshop reinforced the importance of lifelong learning, upskilling, and reskilling as central themes in modern education, inspiring participants to integrate these principles into their curricula.
9. **Actionable Feedback and Insights:**
 - Constructive discussions during presentations enabled participants to refine their micro-credential plans, benefiting from peer feedback and expert guidance.
10. **Sustainability and Scalability:**
 - Participants explored strategies for sustaining and scaling micro-credential programmes, emphasising the need for continuous innovation, technological integration, and alignment with learner and employer demands.

Overall, the workshop successfully empowered participants with the knowledge, tools, and strategies needed to design and implement impactful micro-credential programmes, marking a significant step toward modernising education and enhancing employability across India.

Recommendations:

The recommendations from the workshop include the following:

1. **Foundational Understanding of Micro-credentials:**
 - Establishing a strong foundational knowledge of micro-credentialing and its importance in today's evolving educational landscape.
 - Emphasising the relevance of micro-credentials in bridging the gap between traditional education and industry requirements.
2. **Effective Design and Implementation:**
 - Learning principles and strategies for designing and implementing impactful micro-credential programmes.
 - Developing clear learning outcomes aligned with industry and market needs.
3. **Technological Integration:**
 - Utilising tools and technologies for tracking, issuing, and verifying micro-credentials.
 - Adopting platforms like H5P for creating interactive, engaging, and accessible learning content.
4. **Collaborations and Partnerships:**
 - Fostering collaborations with industry and other educational institutions to align micro-credentials with workforce needs.
 - Building partnerships to enhance the credibility and recognition of micro-credentials nationally and internationally.
5. **Open Educational Resources (OER):**
 - Promoting the development and sharing of accessible, high-quality OER materials.
 - Sustaining and managing OER repositories to ensure long-term usability and relevance.
6. **Assessment and Credentialing:**
 - Designing robust assessment strategies and rubrics to evaluate learner competencies effectively.
 - Integrating digital badges as a verifiable and portable means of recognising achievements.
7. **Ongoing Support and Training:**
 - Providing templates, manuals, and continued interaction with resource persons to assist participants in implementing micro-credentials.
 - Organising regular follow-up workshops and training sessions to address evolving challenges and technological advancements.
8. **Policy Alignment and Innovation:**
 - Aligning micro-credentials with national educational frameworks like NCVET and NEP 2020 to enhance their acceptance and utility.
 - Encouraging innovation in curriculum development to stay ahead in a rapidly changing educational and professional environment.

The sessions of the workshop fostered a highly collaborative environment where institutions could share their insights, challenges, and strategies. The exchange of ideas not only enhanced individual policies, but also contributed to a collective effort to strengthen OER practices across all participating universities. The workshop ultimately laid the groundwork for ongoing cooperation and shared development in the field of open educational resources.

Workshop Feedback Highlights

The participants appreciated the workshop's interactive nature and reported a significant increase in their understanding of micro-credentials, with many indicating that they now feel very familiar and ready to implement micro-credentials within their institutions. However, some indicated a need for ongoing support, particularly in areas like course design, technology integration, and navigating institutional approval processes.

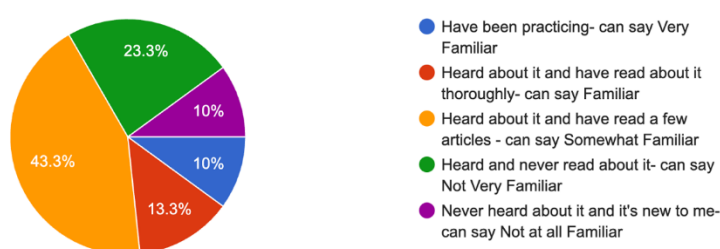
Many expressed that the session on Planning Micro-Credential Design and Developing and Assessment Strategies by Ms. Sushumna Rao on determining competencies, skills, and learning outcomes, and developing assessment strategies and rubrics were most valuable as they appreciated the practical guidance provided in designing micro-credential courses. The importance of industry partnerships explained by Dr O P Goel was also noted as crucial, highlighting the need for aligning educational offerings with real-world industry requirements.

The participants suggested extending the duration of the workshop to allow for more hands-on practice and deeper engagement with the content. There were also calls for more frequent workshops, potentially in a blended format, to reach broader community. Additional sessions focused on specific tools and technologies for micro-credential development, such as H5P for interactive content creation, were recommended to better equip them with the practical skills needed.

To successfully implement micro-credentials, participants identified a need for continued interaction with workshop resource persons and access to templates or manuals for course development. Collaboration with industry and regulatory bodies, such as NCVET, was also mentioned as essential.

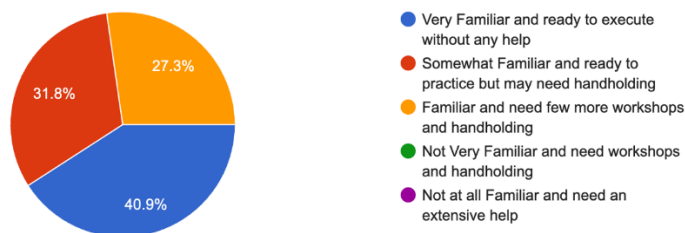
Pre-Workshop

How familiar are you with the concept of micro-credentials?



Post-Workshop

How familiar are you with the concept of micro-credentials after the three day workshop?



Conclusion

The workshop on "Micro-Credentials: Introduction and Best Practices for Effective Design" successfully provided participants with a comprehensive understanding of the concept, design, and implementation of micro-credentials. Bringing together educators, industry experts, and policymakers, the event underscored the transformative potential of micro-credentials in modern education.

The participants gained practical insights into designing micro-credentials aligned with national frameworks, such as the NCfR and NEP 2020, ensuring their relevance and acceptance in both academic and professional spheres. The workshop emphasised critical aspects like industry alignment, digital integration, competency-based education, and the role of OER in creating accessible and inclusive learning environments.

The interactive sessions, hands-on activities, and collaborative discussions fostered a vibrant exchange of ideas and best practices. The participants left with actionable strategies for integrating micro-credentials into their institutional curricula, addressing both learner needs and workforce demands. The focus on themes like accessibility, technological tools, assessment strategies, and the importance of partnerships with industries positioned micro-credentials as a pivotal element of future-ready education systems.

In conclusion, the workshop marked a significant step toward bridging the gap between education and employability. By equipping institutions with the knowledge and tools necessary to develop impactful micro-credential programmes, it laid a strong foundation for fostering lifelong learning, upskilling, and reskilling. The event also encouraged ongoing collaboration among open universities, industries, and regulatory bodies to ensure the sustainable growth and success of micro-credentials in India and beyond.

This workshop has set the stage for continued innovation and progress, making micro-credentials a vital instrument in shaping the future of education and workforce development.

Annexures

Workshop Agenda

Timings	Details	Speaker/Moderator
10.00 AM to 11.30 AM	Inaugural session:	
	Welcome Note	Professor S Arumugam Vice Chancellor Tamil Nadu Open University, Chennai
	Objectives of the Workshop	Dr B. Shadrach Director Commonwealth Educational Media Centre for Asia, New Delhi
	Inaugural Address	Thiru Pradeep Yadav Additional Chief Secretary to Government Higher Education Department Secretariat, Chennai
	Special Address	Professor Dr. Sharanappa V. Halse Vice Chancellor Karnataka Open University, Mysore
	Keynote Address	Dr Neena Pahuja Executive Member National Council for Vocational Education and Training, New Delhi
	Vote of Thanks	Dr P Chitra Director, CEMPR&CoL Tamil Nadu Open University, Chennai
Tea-break and Networking		
12:30 PM to 01:30 PM	Session 1: Benefits of introducing micro- credentials in Higher Education Institutions - Followed by Q&A session	Professor Michael Sankey Director, Learning Futures, Charles Darwin University, Australia

Lunch-break and Networking		
02:30 PM to 03:30 PM	Session 2: Let's be SMART – a group activity	Ms Sushumna Rao CEMCA's Resource Person
Tea-break and Networking		

04:00 PM to 05:00 PM	Session 3: Planning Micro-credential design: Determining competencies, skills and learning outcomes – a Hands-on Activity	Ms Sushumna Rao CEMCA's Resource Person
Day 2 8 August 2024		
10:00 AM to 10:45 AM	Session 4: Sourcing Open Educational Resources for Micro-credentials	Ms Sushumna Rao CEMCA's Resource Person
Tea-break and Networking		
11:00 Noon to 12:30 PM	Session 5: Hands on activity & Group Presentation	Ms Sushumna Rao CEMCA's Resource Person
12.30 PM to 01:00 PM	Session 6: Impact of Micro-credentials in Australian Universities	Dr Ratna Malar Selvaratnam Manager, Learning Technologies and Innovation, Edith Cowan University, Australia
Lunch-break and Networking		
2:00 PM to 02:45PM	Session 7: Importance of partnering with industries	Dr O P Goel, Programme Director, IIM Nagpur
Tea-break and Networking		
03.00 PM to 03:30 PM	Session 8: Overview of digital platforms for micro-credentials and an introduction to developing assessment strategies and rubrics for Micro credentials	Ms Sushumna Rao CEMCA's Resource Person
03:30 PM to 4:45 PM	H5P for generating accessible and interactive Content - a hands-on activity	
Day 3 9 August 2024		
10:00 AM to 10:45 AM	Session 9: Micro-credential Plans - Presentation by individual Universities	Moderator: Professor Sanjay Tiwari Vice Chancellor, M P (Bhoj) Open University, Bhopal (Moderator)
Tea-break and Networking		
11:00 Noon to 12:30 PM	Closing session: Valedictory Address Distribution of certificates	Professor Sanjay Tiwari Vice Chancellor, M P (Bhoj) Open University, Bhopal Professor S Arumugam Vice Chancellor Tamil Nadu Open University, Chennai

	Closing Remarks	Dr B. Shadrach Director Commonwealth Educational Media Centre for Asia, New Delhi
	Vote of Thanks	Dr. P. Chitra TNOU
Lunch-break and Networking		
02:00 PM to 06:00PM	Visit to Mahabalipuram	

Workshop Participants

	Name	Institute	Gender
1	Dr Kamal Agal, Associate Professor, School of Commerce and Management	Dr Babasaheb Ambedkar Open University, Ahmedabad	Male
2	Dr Himanshu N. Patel, Assistant Professor, School of Computer Science,	Dr Babasaheb Ambedkar Open University, Ahmedabad	Male
3	Dr Rabindranath Solomon, Director, Centre for Skill Development	Dr B. R. Ambedkar Open University, Hyderabad	Male
4	Dr Balpreet Singh, Assistant Professor, School of Business Management and Commerce	Jagat Guru Nanak Dev Punjab State Open University, Patiala	Male
5	Dr Niranjana Raj S, Director, Centre for Internal Quality Assurance	Karnataka State Open University, Mysuru	Male
6	Dr Pranab Saikia, Professor & Director, Centre for Online Education	Krishna Kanta Handiqui State Open University Guwahati	Male
7	Dr Bhaskar Sarmah, Assistant Professor of Economics	Krishna Kanta Handiqui State Open University, Guwahati	Male
8	Ms. Nidhi Rawal Gautam, Senior Consultant, Centre for Internal Quality Assurance	Madhya Pradesh Bhoj (Open) University, Bhopal	Female
9	Mr. B Gopal Krishna, Senior Consultant	Madhya Pradesh Bhoj (Open) University, Bhopal	Male
10	Dr Priyanthi Bagchi, Assistant Professor of Economics	Netaji Subhas Open University, Kolkata	Female
11	Dr Chandana Mitra, Professor of Sociology	Pandit Sundarlal Sharma Open University, Bilaspur	Female
12	Dr Jayamohan, Cyber Controller,	Sreenarayanaguru Open University Kerala	Male
13	Mr. Shibi IG, Coordinator, SLM WING, SGOU	Sreenarayanaguru Open University, Kerala	Male
14	Dr Ashutosh Kumar Bhatt, Associate Professor, School of Computer Science and IT	Uttarakhand Open University, Haldwani	Male
15	Dr Manjari Agarwal, Associate Professor, Department of Management Studies	Uttarakhand Open University, Haldwani	Male
16	Dr Madhuri Babanrao Kharjul, Assistant Professor, School of	Yashwantrao Chavan Maharashtra Open University, Nashik	Female

	Vocational Education, and Skill Development		
17	Dr Kadam Tejaswi Valu, Assistant Professor, School of Sciences	Yashwantrao Chavan Maharashtra Open University, Nashik	Female
18	Dr Trivikram Tiwari	U.P. Rajarshi Tandon Open University, Prayagraj	Male
19	Professor S. Balasubramanian, Professor, School of Tamil and Cultural Studies	Tamil Nadu Open University, Chennai	Male
20	Dr P. Pandia Vadivu, Associate Professor, School of Education	Tamil Nadu Open University, Chennai	Female
21	Dr Anupama Devi B, Assistant Professor, Department of Special Education	Tamil Nadu Open University, Chennai	Female
22	Dr R. Mahendran, Assistant Professor, School of Humanities	Tamil Nadu Open University, Chennai	Male
23	Dr N. Saranya Devi, Assistant Professor, School of Management Studies	Tamil Nadu Open University, Chennai	Female
24	Dr K. Katturajan, Assistant Professor, School of Science	Tamil Nadu Open University, Chennai	Male
25	Mrs. J Renee Arathi, Assistant Professor, School of Social Sciences	Tamil Nadu Open University, Chennai	Female
26	Dr R. Pragadheeswari, Assistant Professor, School of Science	Tamil Nadu Open University, Chennai	Female
27	Dr R. Narasimhan, Assistant Professor, School of Management Studies	Tamil Nadu Open University, Chennai	Male

Workshop Photographs





THE STATE OF MICROCREDENTIALS IN AUSTRALASIAN HIGHER EDUCATION

Dr Ratna Selvaratnam EdD SFHEA

Manager, Learning Technologies & Innovation, Edith Cowan University,
Western Australia

Treasurer, Australasian Council for Open & Distance Education (ACODE)



Role of Industry Partnerships

- Real-world insights and experiences
- Access to cutting-edge technology and practices
- Opportunities for guest lectures and expert sessions
- Collaborative research and development projects ++

