FutureLearn Academic Network

Future of Higher Education in a Skills-Driven Environment: The challenges of developing and supporting flexible courses within the rigid structures of HE

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Our Presentation

In this presentation we explore Glasgow's Microcredential portfolio on FutureLearn and provide insight into our course design, selection, support, and the challenge of aligning traditionally rigid structures of institutional approaches with the ever-changing landscape of education and professional development.

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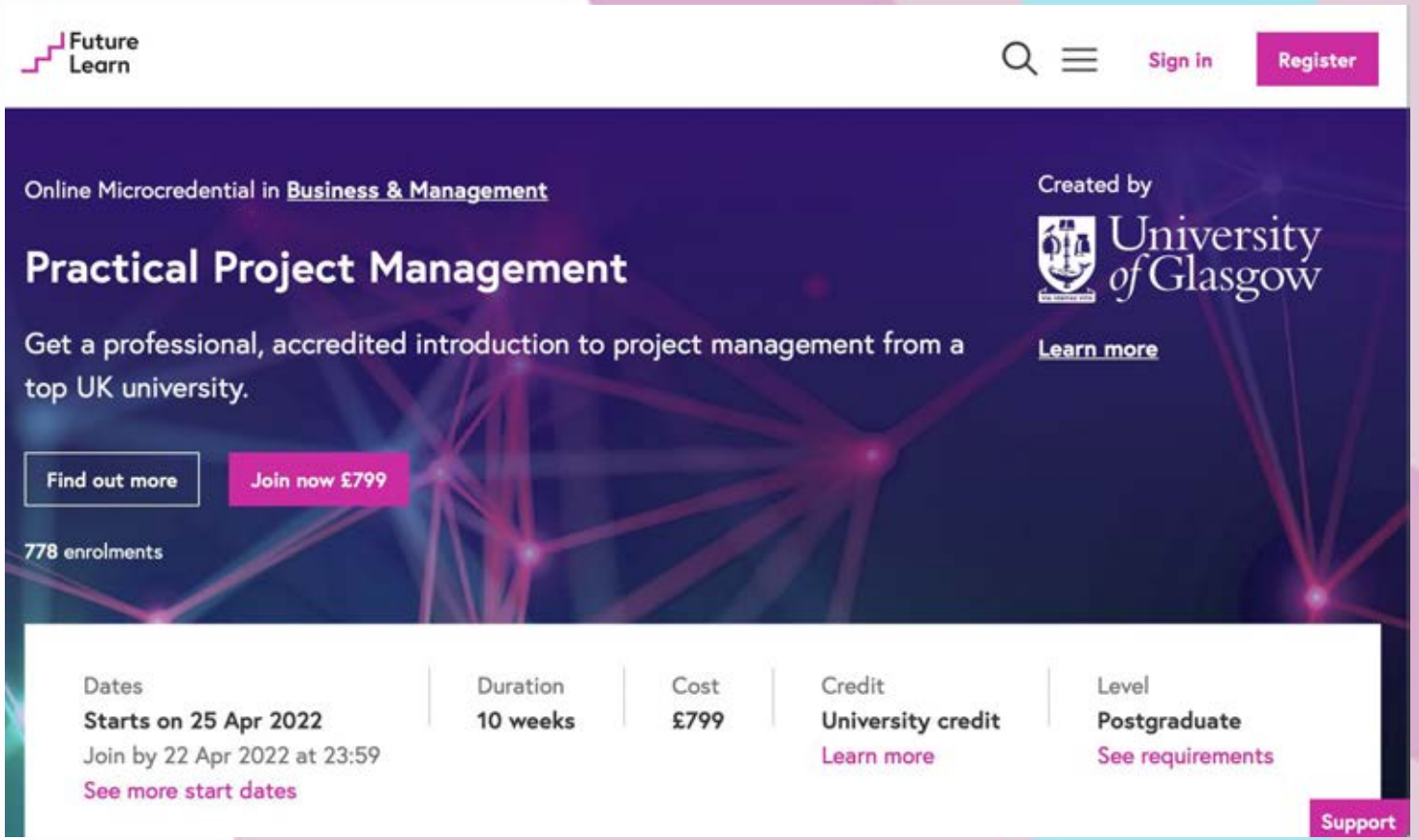
OUR RANGE OF MICROCREDENTIAL OFFERINGS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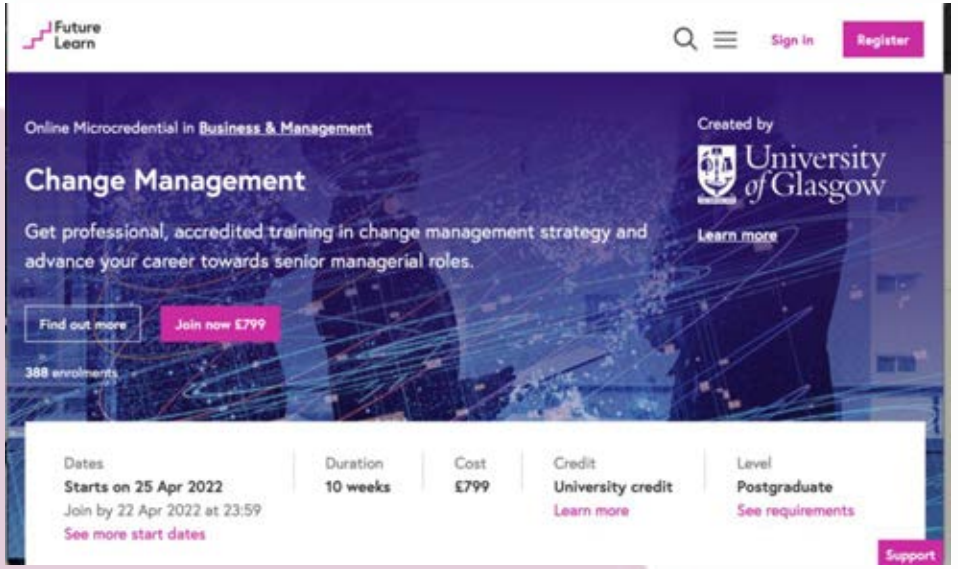
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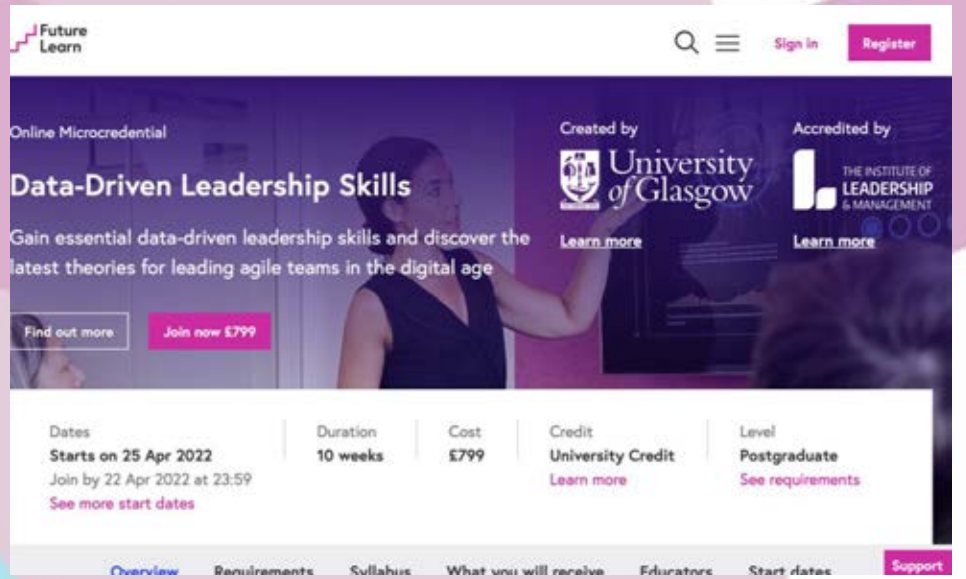
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FutureLearn / SFC Upskilling / Degrees

College of Science & Engineering

Microcredentials (SFC Upskilling)

- January 2022 - Applied Data Skills for Processing and Presenting Data
- April 2022 - Introduction to Data Science with Phyton for Engineers and Researchers

College of MVLS

Microcredentials (SFC Upskilling)

- January 2022 - Substance Use in a Contemporary World

College of Arts

Microcredential (SFC UpSkilling)

- April 2022 - Introduction to Information Management

College of Social Sciences

Online Degree (FutureLearn)

- End of Life Studies: 27 Total Learners

Microcredentials (FutureLearn)

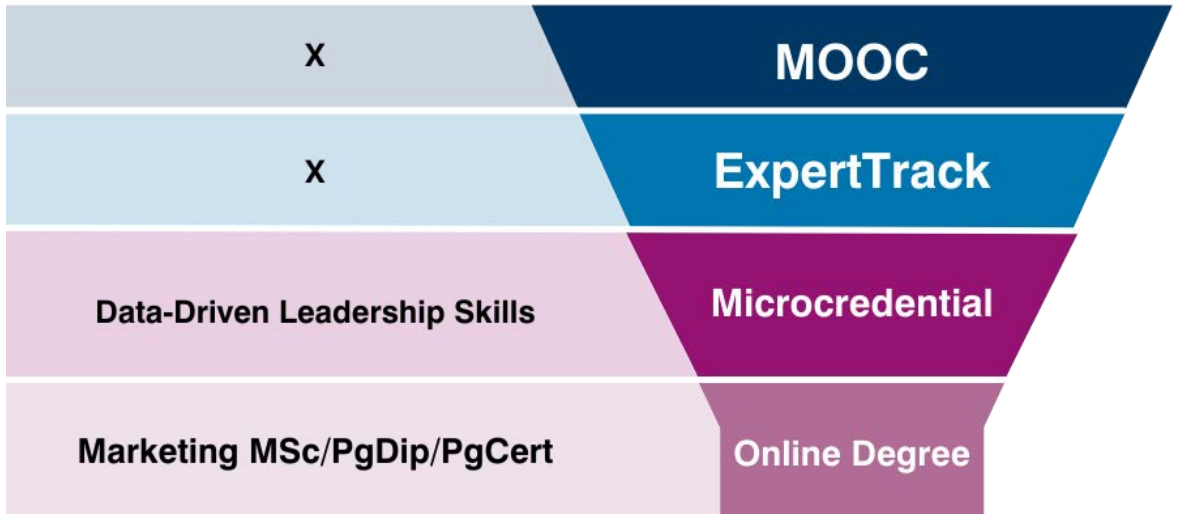
- January 2022 - Data-Driven Leadership Skills Rerun
- January 2022 - Practical Project Management Rerun
- January 2022 - Change Management Rerun
- September 2022 - The Psychology of Child Mental Well-being Post Covid

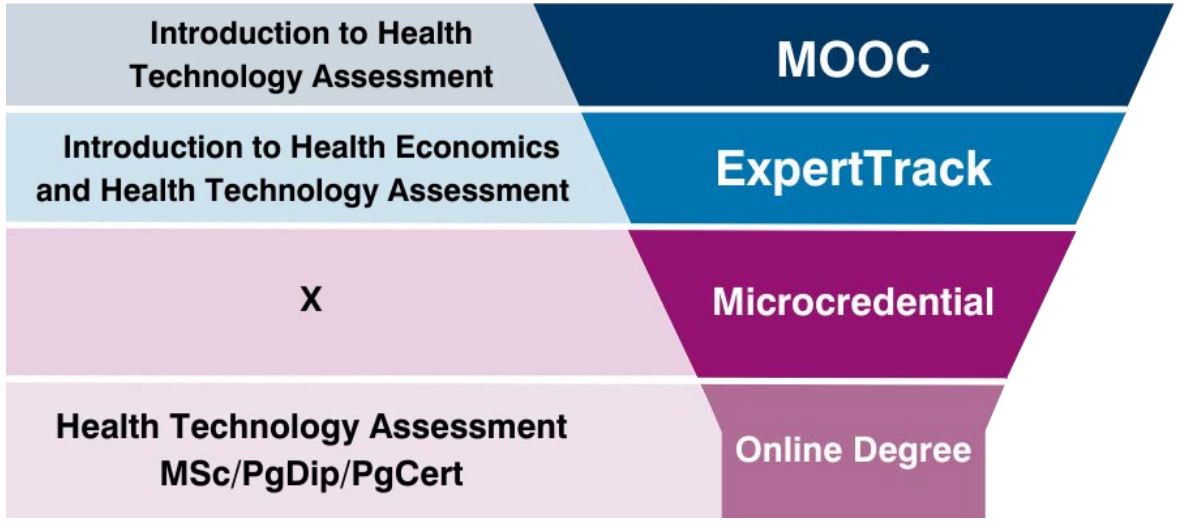
Microcredentials (SFC UpSkilling)

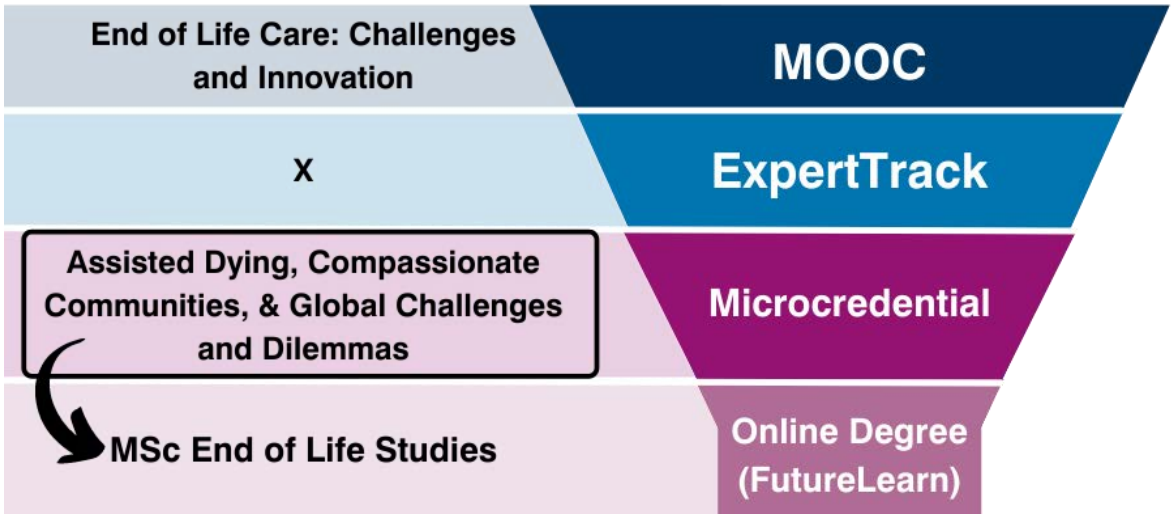
- January 2022 - Leading Successful Teams
- April 2022 - Data Visualization: Graphics for Impact

PATHWAYS VIA OUR ECO-SYSTEM

Three Examples of Online Student Pathways

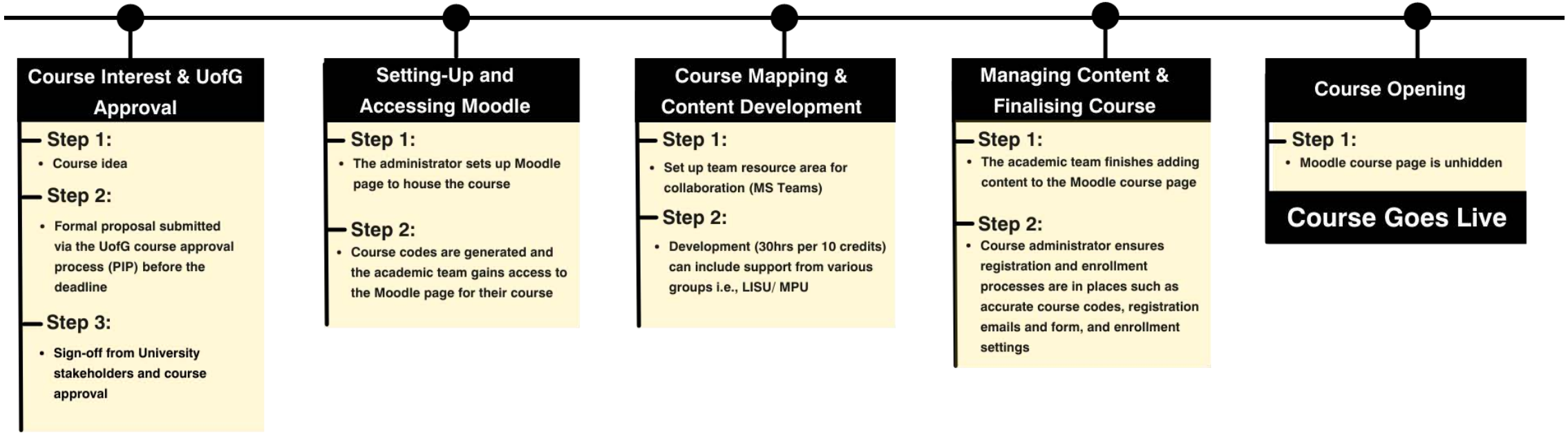






Traditional HE Process for Course Development

Traditional Course Development Timline



Integration of Traditional HE with FL process

Setting-Up and Accessing Moodle

Step 1:
- The administrator sets up Moodle page to house the course

Step 2:
- Course codes are generated and the academic team gains access to the Moodle page for their course

Course Mapping & Content Development

Step 1:
- Set up team resource area for collaboration (MS Teams)

Step 2:
- Development (30hrs per 10 credits) can include support from various groups i.e., LISU/ MPU

Managing Content & Finalising Course

Step 1:
- The academic team finishes adding content to the Moodle course page

Step 2:
- Course administrator ensures registration and enrollment processes are in places such as accurate course codes, registration emails and form, and enrollment settings

Course Interest & UofG Approval

Step 1:
- Course idea

Step 2:
- Formal proposal submitted via the UofG course approval process (PIP) before the deadline

Step 3:
- Sign-off from University stakeholders and course approval

University of Glasgow FutureLearn Microcredential Development Timline

9+ Months Until Launch — Phase One: Course Interest & UofG Approval

Step 1:
- Course proposed by external partner (FL) or internally by LTC or College/Scool lead

Step 2:
- Market analysis for course viability and pricing

Step 3:
- Course overview session(s) between the LISU and academic Team, discusses CMF and PIP alignment

Step 4:
- Formal proposal submitted via the UofG course approval process (PIP) before the deadline

Step 5:
- Post-PIP-approval meeting between LISU and academic team to discuss the timeline of course development and expectations

8 - 7 Months Until Launch — Phase Two: Course Shells & Overview of Platforms

Step 1:
- LISU submits course proposal form to FL for approval

Step 2:
- LISU or administrator sets up Moodle page to house UofG resources and graded assessments for the course

Step 3:
- Academic team gains access to FL and Moodle pages for their course

Step 4:
- Familiarising academic team with the FL platform, which includes training and sharing resources from the LISU

Step 5:
- LISU builds skelton structures for the course within FL and Moodle

5 - 6 Months Until Launch — Phase Three: Course Mapping & Content Development

Step 1:
- Set up team resource area for collaboration (MS Teams)

Step 2:
- Off platform Miro mapping of weekly structure using UCL Connected Curriculum

Step 3:
- Academic team begins adding content to FL platform

Step 4:
- Content development and mapping meetings between the academic team and LISU to ensure alignment between the platform and content

Step 5:
- Finalise plans for any type of partnerships, finances, and marketing of the course

1 - 4 Months Until Launch — Phase Four: Managing Content & Finalising Course

Step 1:
- Start to plan communication strategy for the course and launch activity about 12 weeks out

Step 2:
- Academic team finishes adding content to the FL platform and completes building the Moodle course page

Step 3:
- Course administrator ensures registration and enrollment processes are in places such as accurate course codes, registration emails and form, and enrollment settings

Step 4:
- Ensure course landing page on FL is complete and ready to be publsihed

Step 5:
- LISU reviews content on both FL and Moodle course pages

4 Weeks Until Launch — Phase Five: Q&A Submission & Course Opening

Step 1:
- Submit course to FL for Quality and Assurance process

Step 2:
- Open course for enrollment and begin the marketing campaign

Step 3:
- Implement feedback from FL Q&A

Step 4:
- Sign-off with FL and academic team that the course is ready to go live

Step 5:
- Moodle course page is unhidden

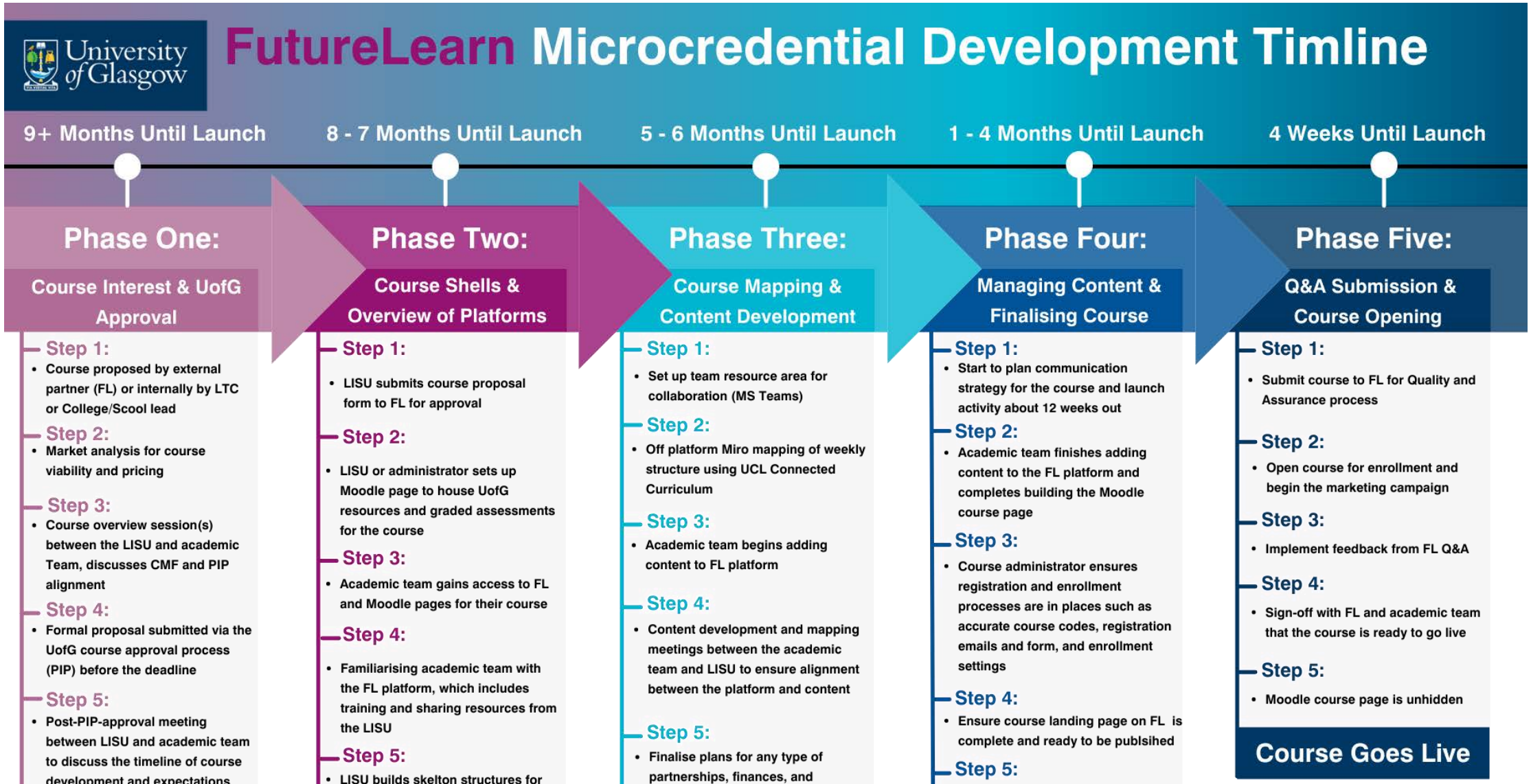
Course Goes Live

Course Opening

Step 1:
- Moodle course page is unhidden

Course Goes Live

LISU Model for FL Course Development



Microcredentials are highlighted at a strategy level, with the Learning and Teaching Strategy announcing:

"... augment opportunities for physical and virtual mobility, and to emerging forms of academic credit such as micro-credentials and stackable degrees."

THANK YOU,

ANY QUESTIONS

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