Microcredential Evaluation

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Introduction

What is this all about?

MC survey data.

Surveys | were broken down into likert scale responses strongly agree-strongly disagree on a 1-5 for questions such as: "*I would recommend this Microcredential to others*". Choose all that apply of these options and the highly interesting, free text responses.

Segmentation | The data allowed me to identify segments of our audience so I plotted those to help understand the **who** of the **why** questions

What is this all about?

MC survey data.

Sentiment | The free text responses I broke into two themes, **Developmental** and **Reinforcing**

Subdivided | Then for Developmental and Reinforcing I broke their feedback down further, into categories regarding: **Tech, Social, Content** and **Assessment** factors attributing **+ve/-ve** values to comments made. (eg - social - peers helped me / inaccessibility of tutor)

Scrutinised | I trawled this data to understand **pain points** and **delight** in the MC courses surveyed and then began to visualise the findings.

Survey structure

Survey Structure Summary

The MC survey was structured in 5 sections:

- **Segmentation** - the about you of the survey

- **What motivated you to enrol on this Microcredential?** (Choose all that apply)

- **On a scale of 1-5 how much do you agree with each of the following statements?**
  - **5 sub questions:** recommending the course, experience on the course, satisfaction with quality, satisfaction with support, effectiveness of the studies

- **What have you found most valuable about this Microcredential?** (Free text)

- **What changes would you make to this Microcredential to make it more valuable for you?** (Free text)

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Segmentation

Segmentation Summary .

**Microcredential learners are...**

Educated | 80% of learners held at least a bachelors degree

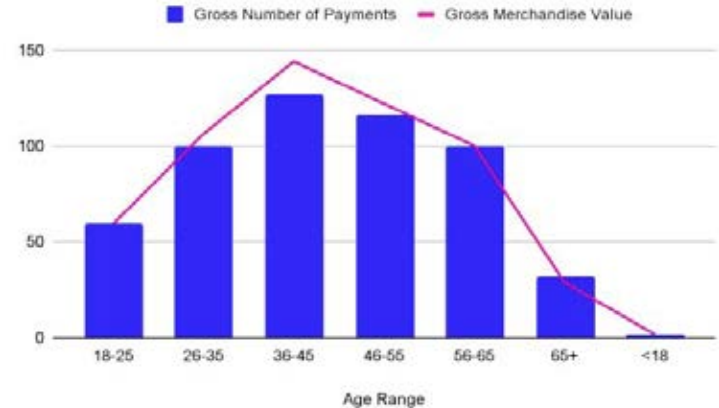**Employed** | 75% of learners were employed in some manner

Engaged | 87% of learners took the opportunity to comment in free text about their experience on their MC

Explorers | 70% of learners showed their ambition and motivation in their free text comments, they want to do better to progress to discover.

Microcredential Segmentation.
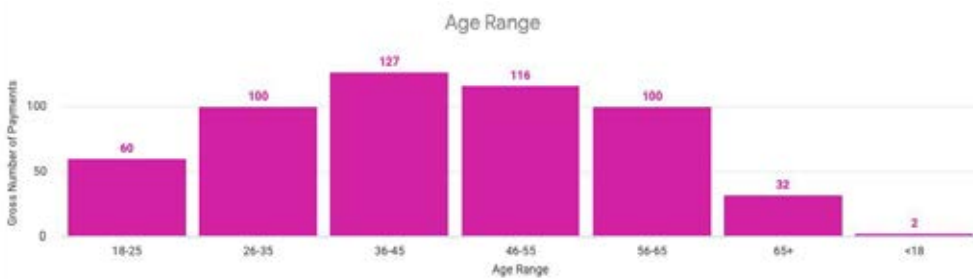
Segmentation | allows us to identify facets of our audience that can help define future content design and direction. Learner gender proportions are: 51% Female, 48.5% Male, 0.5% Non-binary.

Age range shows that our MC audience is 26-55, aligning to current expectations for a typical FL audience. Highest enrolments come from the 36+ learner groups, helpful in tailoring content design, touch points and tone.

Microcredential Segmentation

Segmentation | Education level indicators show our content should be pitched at graduate level or higher.
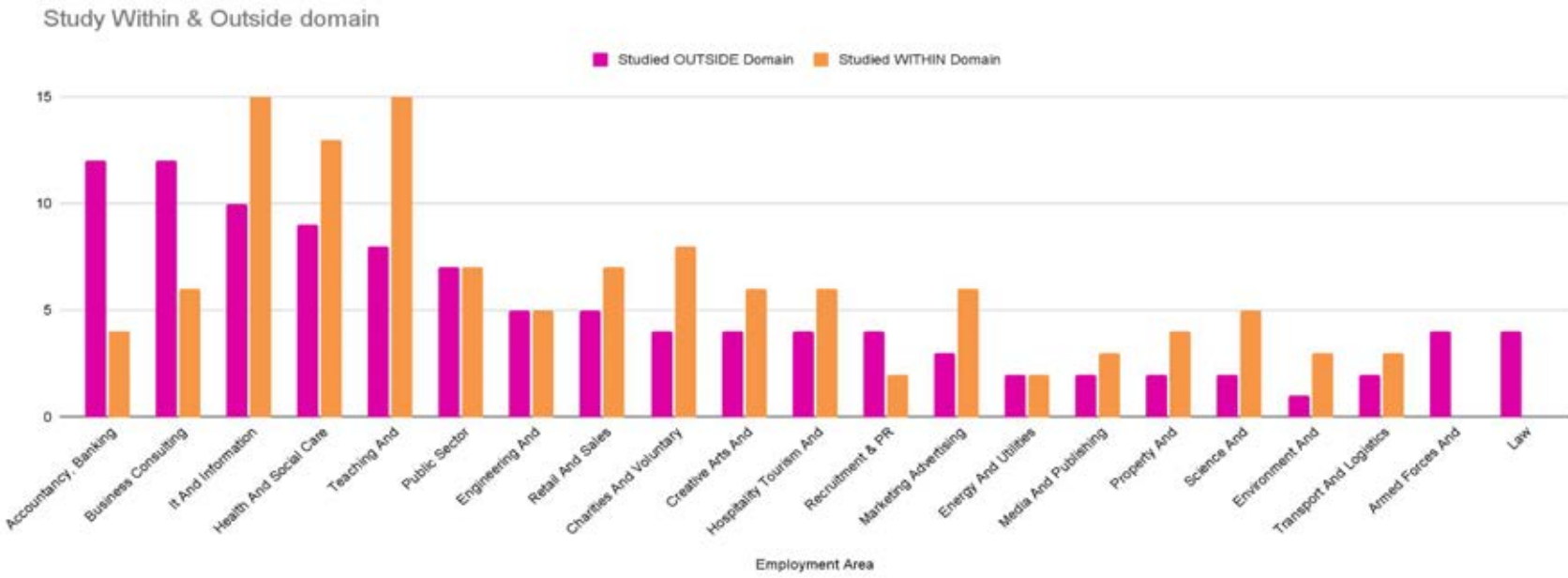
Microcredential Segmentation
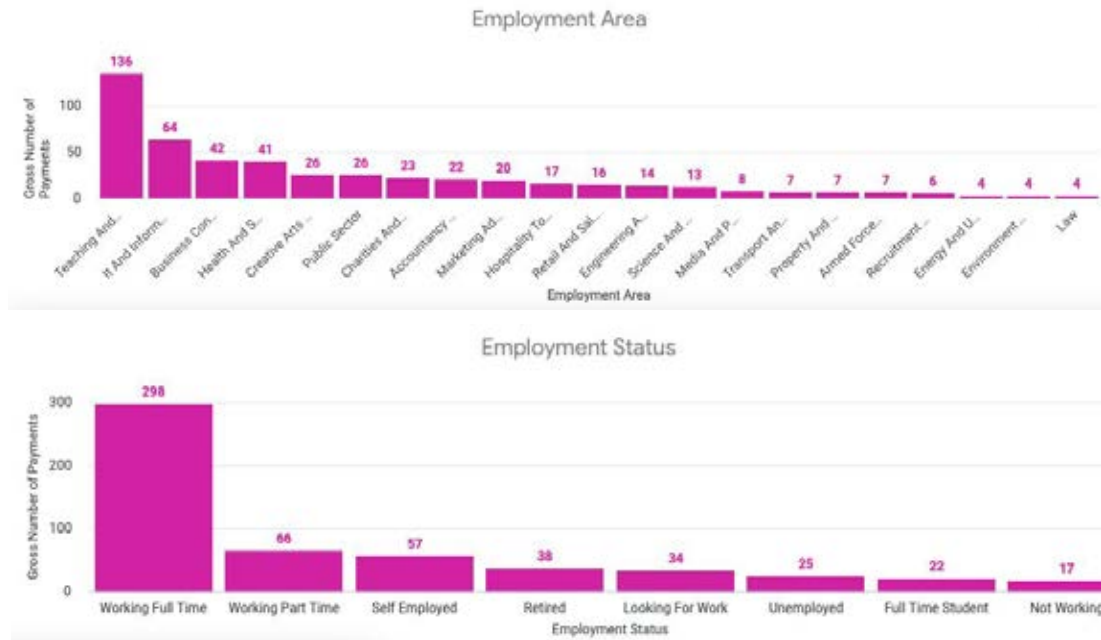
Segmentation | Employment area and status help further refine our offering and identify future opportunities for course design. Full time workers will require greater flexibility, options for staggered assessment, deferrals of modules should be considered.
But, to really understand our audience we need to look deeper, to consider their actual course feedback and comments.

Microcredential Segmentation by Domain of Study

Study Within & Outside domain

Legend: ■ Studied OUTSIDE Domain ■ Studied WITHIN Domain

X-axis (Employment Area): Accountancy, Banking · Business Consulting · It And Information · Health And Social Care · Teaching And · Public Sector · Engineering And · Retail And Sales · Charities And Voluntary · Creative Arts And · Hospitality Tourism And · Recruitment & PR · Marketing Advertising · Energy And Utilities · Media And Publishing · Property And · Science And · Environment And · Transport And Logistics · Armed Forces And · Law
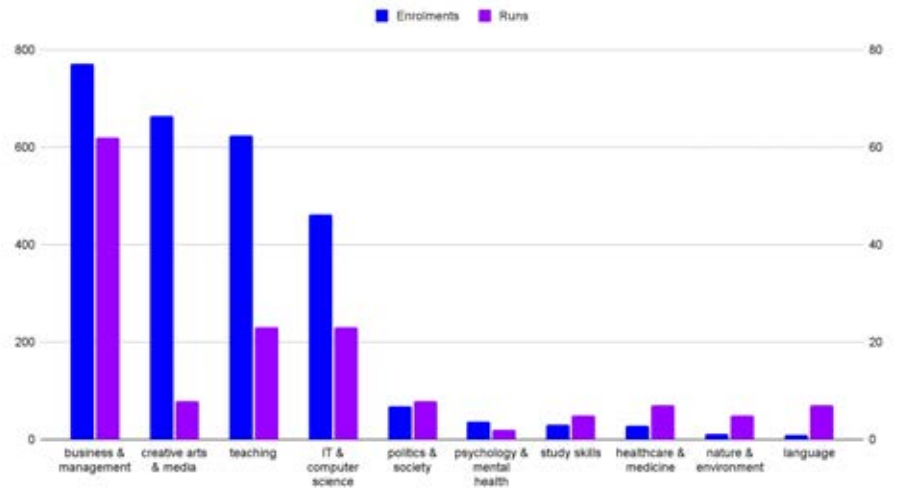
Segmentation | Notable that traditional high earning segments: Finance, Consultancy and law, study outside of domain, opportunity for successful content may be found in "hobbyist" content and specialist deep dives in IT, Healthcare and Teaching.

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Enrolments by Category.

Category Enrolments and Courses
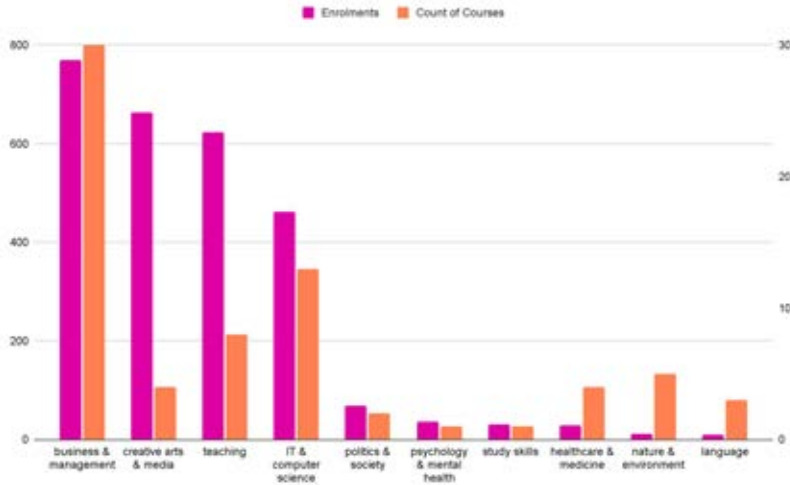
Enrolments and runs

Volume | business had the highest volume of course options at 30 and enrolments of 770.

However, Creative Arts had only 4 course options and 664 enrolments.

Enrolments | targeted category content for specific segments; seeking out blockbusters, drives greater conversion rates than a volume strategy.

Microcredentials Archetypes

The MC survey comments reveal the learners archetypes: our learners are striving to succeed in their work, to explore future careers, learn about passion projects and to test their capability. They are **Advancers (30%)** and **Explorers (70%)** and this truly helps define future design requirements for MC content.

Advancers | are evaluating their options and want to inform their decisions on what to do next. They might be seeking a career change or to reassure themselves of their capabilities. They need engaging content with cutting edge topics, formative ways to build their confidence, interaction with educators and ways to ask questions.

Explorers | are on their chosen career path. They're ambitious and self-motivated to do better and progress. They may want to stay up to date with trends, learn from others, or want formal CPD. They need work related courses with clear outcomes Pathways to advance, CPD accreditations/affirmations and a meaningful test of their knowledge.

Sentiment

Sentiment Summary .

Courses are generally perceived as good quality and learners are satisfied. There are opportunities to improve however:

Social | We should continue to explore how we better implement social interaction from a peer to peer and tutors point of view, in particular for on-demand MCs

Content | Update of content to ensure it is cutting edge, improve audio visual quality and resolution of any reading materials, check language used is fit for purpose and accessible.

Technical | Reduce any "off site" activity, check for broken links, Gemba walk the enrolment process to identify pinch points and reduce learner pain.

Assessment | Allow for staggered assessment options, online test bookings, submission windows. Ensure questions framed in learner appropriate language.

Microcredential Motivation Survey Responses.

Survey Responses

A learner's primary motivation is to learn and apply new skills.

Other enrolment reasons included:

"Considering a career change"

"To see how prepared I am to do a masters in a relevant area"

"To expand my knowledge for my hobby"

"I wanted to gain an insight into this industry to see if I wanted to pursue it"

"Wanted to gauge my skills and seek guidance"

"To gain skills and discover how my skills compared with professional requirements"

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Microcredential Satisfaction Survey Responses.

Agree or Strongly agrees with the below statements (n=718)	
I would **recommend** this Microcredential to others	87%
My overall **learning experience** during this Microcredential was positive	88%
I was satisfied with the quality of the **course materials**	84%
I was satisfied with the level of **support** given by the course team	75%
I'm confident that what I have learnt will **help me progress** in my career or academic studies	81%

Strongly agrees with the below statements (n=718)	
I would **recommend** this Microcredential to others	48%
My overall **learning experience** during this Microcredential was positive	46%
I was satisfied with the quality of the **course materials**	46%
I was satisfied with the level of **support** given by the course team	43%
I'm confident that what I have learnt will **help me progress** in my career or academic studies	40%

Surface level satisfaction in Microcredentials is high, however the number of **strong** advocates is below 50% in every measure.

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MC Satisfaction Survey Responses - Highest Performing
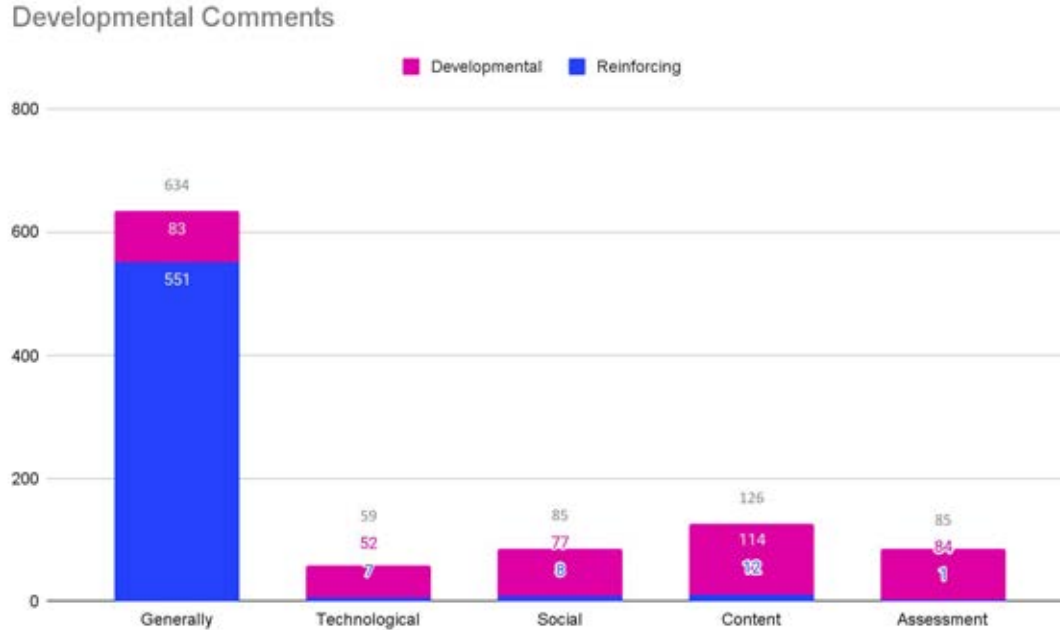
Glasgow PM Course Average (scored out of 5)
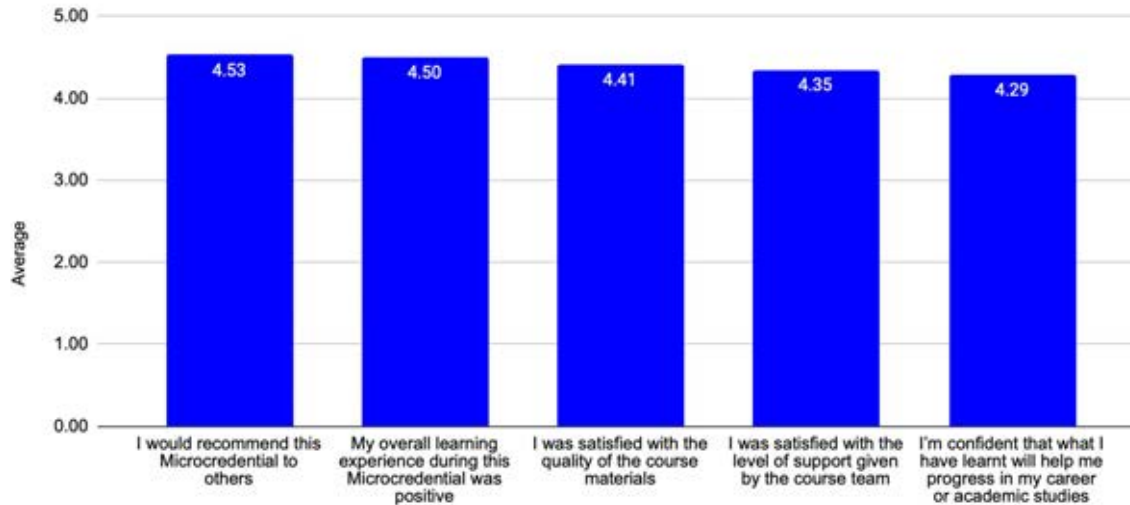
One course had more positive ratings than all others, the **Glasgow Project Management** MC.

94% of comments for this course were positive

Academic language content was commented on 11 times in thematic reviews, a desire for more **social interaction** was mentioned 7 times.

Learner Comment Analysis

Developmental Comments

Reinforcing comments are more emotionally and experientially conveyed: "a great experience", "nothing to change", "fun and engaging", these are a reassurance but are not as helpful as developmental feedback, which helps to identify specific developmental pinch-points for course revision/design.

Developmental Feedback

Technical issues, PDF content of low resolution, broken links, references made to the difficulties experienced with academic language.

The level the course was pitched at and **expectations between the course title and the course content** was far adrift.

Assessment concerns, pressure of assignments, the demands of the assessment and managing full time employment featured prominently.

Delays in marking, repetitive content and **content errors/out of date content** were noted.

Interesting Comments

"Overall a very very positive experience, **more work than I anticipated** but glad to have been part of it. Thank you!"

"The course didn't seem to have much of a **social conscience** which was disappointing - why were all the examples around oil, warships and big finance?"

"I am aware, that the course is primarily addressed to people in the UK, but I really feel, after realizing the different places participants come from (including myself) and the different experiences they have, this course **could contribute a lot to the comprehension of [redacted] on an international/multicultural level.**"

"For me the main problem was being unable to gain access to student materials etc., **Attempts to change passwords often failed or finally succeeded but then I was still denied access** because my personal details were incorrect ... gave up in the end and just tried to benefit from the course materials."

Enrollment was a painful process with lots of confusing information. I ended up having to ask for help at the helpdesk on multiple occasions. **Use of a different platform can also be quite tricky, so I would suggest keeping everything in the one place** - content, assessment info etc. "

So what did we find out

MC survey SWOT

Strength
- Developmental comments from learners
- Overall positive learner experience of MC content gives foundation to build on
- Depth of content in Business Category
- FL commitment to MC content/medium
- **"Stars" found in Fashion and Healthcare Content**
- Learners willing to recommend MC content

Weakness
- Audio Visual content
- Timeframe for assessment
- Use of pdf materials for content
- Accessibility of academic language
- Limited peer to peer social experience
- Volume of reading required by learners
- Technical issues in admin/access/delivery
- Need for greater learner support

Opportunity
- Identifying Archetypes prior to course design
- **Design delivery to segment needs/desires**
- Use of podcast/video content to reduce reading/time requirements on learners
- Framing content in accessible language
- Opportunity to allow staggered assessment
- Build in a more engaging social aspect

Threat
- Content saturation in specific categories
- Limitations of social experience
- Perception Vs reality of tutor access/input
- Requiring learners to step "offsite" dilutes brand and requires maintenance content outside of our control