APPENDIX A: Micro-Credential Framework

At Macquarie University, micro-credentials are organised into four types. The governance, credit arrangements, management, architecture principles and associated administration of the products under each type of micro-credential is detailed in the following table.

<table>
<thead>
<tr>
<th>Description of the micro-credential</th>
<th>Micro-professional</th>
<th>Micro-scholar</th>
<th>Micro-extra</th>
<th>Micro-recognition</th>
</tr>
</thead>
</table>
| • These micro-credentials focus on professional, industry relevant learning.  
  • Developed in consultation with industry and/or professional accrediting bodies.  
  • These micro-credentials will focus primarily on re-skilling, up-skilling, continuing professional development (CPD).  
  • These micro-credentials will qualify as non-formal learning and have the potential for participants to gain credit if they meet AQF learning outcomes criteria and descriptors. | • These micro-credentials focus on formal credit-bearing portions of existing MQ UG/PG coursework units that could be offered as a sample or component of the complete unit.  
  • The learning in these micro-credentials are organised into multiples of 15 hr “bite-sized” modules. Note 15 hrs learning = 1 credit point  
  • These micro-credentials have the potential to be accumulated toward current/future student course credit. | • These micro-credentials focus on co-curricular and extra-curricular activities, achievement and/or learning.  
  • Developed for a specific need in consultation with industry and/or professional accrediting bodies or by MQ faculty/department/school/office stakeholders  
  • These micro-credentials may be developed for current MQ students or as general interest or lifelong learning activities for non MQ students.  
  • These micro-credentials do not attract credit. | • These micro-credentials cover assessment and recognition/certification of informal learning or the skills/capabilities developed in informal learning settings.  
  • These micro-credentials would usually address an AQF level learning outcome/s and criteria.  
  • These micro-credentials will qualify as informal learning and have the potential for students to gain, credit if they meet AQF learning outcomes criteria and descriptors.  
  • These micro-credentials could be designed to grant RPL. |

| Volume of Learning | 7-14 hrs [no credit] | Multiples of 15+hrs credit; 15hrs learning = 1 credit point | Multiples of 15+hrs  
  15 to <300 hrs | 1+ hrs  
  1 to < 20 cp | Equivalence of 15 to 150 hrs  
  1 to < 10 cp |
|-------------------|----------------------|-------------------------|-------------------|-------------------|
| Potential participants | Lifelong/General Interest learners  
  (CPD)  
  Industry/corporate clients/Professional accrediting Bodies  
  Current MQ students | Workers interested in CPD  
  (CPD)  
  Industry/corporate clients/Professional accrediting Bodies  
  Current MQ students | Lifelong/general interest learners  
  Industry/corporate clients/Professional accrediting Bodies  
  Current MQ students | Workers interested in study  
  Industry/corporate clients/Professional accrediting Bodies  
  Current MQ students |
| "MQ credit?" | NO  
  Not for credit badge | YES  
  For credit badge with potential for accumulation | YES  
  For credit badge with potential for stacking | YES  
  For credit badge with potential for accumulation |
| CMS Record | NO | YES | YES | YES |
| Assurance of learning | NO | YES | YES | YES |

---

1 These identified participants are based on general assumptions and do not preclude other unidentified participants being interested in undertaking the micro-credential.

2 YES indicates that a participant may gain credit from the micro-credential but does not mean that the credit must be given. NO means that credit cannot be given.

Appendix A: Micro-Credential Framework approved by Academic Senate 24 November 2020
<table>
<thead>
<tr>
<th><strong>Governance Arrangements</strong></th>
<th><strong>Micro-professional</strong></th>
<th><strong>Micro-scholar</strong></th>
<th><strong>Micro-extra</strong></th>
<th><strong>Micro-recognition</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Business case + micro-credential endorsed by Head of Department/School/Office and approved at faculty/office executive level.</td>
<td>1. Business case + micro-credential endorsed by Head of Department/School/Office and approved at faculty/office executive level.</td>
<td>1. Business case + micro-credential endorsed by Head of Department/School/Office and approved at faculty/office executive level (i.e. Executive Dean)</td>
<td>1. Business case + micro-credential endorsed at faculty/office level (i.e. Executive Dean) and approved by PVC (L&amp;T) and/or PVC (P&amp;P).</td>
<td>1. Business case + micro-credential endorsed by Head of Department/School/Office and approved at faculty/office executive level (i.e. Executive Dean)</td>
</tr>
<tr>
<td>2. Badge issuance managed centrally by MQ</td>
<td>2. Credit approved by Faculty Board</td>
<td>2. Badge issuance managed centrally by MQ</td>
<td>2. Credit approved by Faculty Board</td>
<td>2. Credit approved by faculty board</td>
</tr>
</tbody>
</table>

- Credential name
- Issued by
- Delivered by (i.e. MQ Business School in partnership with...)
- Issued to
- Issued on date
- Valid until/Expiration date (only when deemed necessary)
- Learning Outcomes/ Skills
- Delivery details, assessment, activities, hours
- Recognised by (i.e. accrediting body)
- Credit points and associated AQF Level/s (if applicable)

- Credential name
- Issued by
- Delivered by (i.e. MQ Business School in partnership with...)
- Issued to
- Issued on date
- Valid until/Expiration date (only when deemed necessary)
- Learning Outcomes/ Skills
- Delivery details, assessment, activities, hours
- Credit points and associated AQF Level/s

- Credential name
- Issued by
- Delivered by (if applicable)
- Issued to
- Issued on date
- Description of the co-curricular or extra-curricular activities, achievement and/or learning
- Description of criteria used to warrant the learning/skills/capabilities
- Description of evidence (to avoid double-dipping and stop people from re-using the same evidence for different things)
- Credit points and associated AQF Level/s (if applicable)
### Possible strategic imperative for micro-credential

- Expand reach and markets to improve financial health and competitive position.
- Deliver professional development that can be verified, portable and credentialled (credit); to satisfy individual PD and industry-specific needs or interests.
- Expand accessibility and diversity of Macquarie’s product suite through alternative pathways into, through and beyond formal UG/PG study.
- Enhance Macquarie’s product suite to meet market demand.
- Strategically respond to the changing nature and demand for study
- Improve the quality of Macquarie offerings through enhanced flexibility, portability and pedagogy

### Quality Assurance, System/s

- Stakeholder experience evaluation and monitoring (i.e. participant and third party/industry experience surveys)
- Financial performance/viability review
- Review of strategic alignment to faculty/office strategic imperatives

<table>
<thead>
<tr>
<th>Micro-professional</th>
<th>Micro-scholar</th>
<th>Micro-extra</th>
<th>Micro-recognition</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Expand reach and markets to improve financial health and competitive position.</td>
<td>• Expand reach and markets to improve financial health and competitive position.</td>
<td>• Expand reach and markets to improve financial health and competitive position.</td>
<td>• Expand reach and markets to improve financial health and competitive position.</td>
</tr>
<tr>
<td>• Deliver professional development that can be verified, portable and credentialled (credit); to satisfy individual PD and industry-specific needs or interests.</td>
<td>• Expand accessibility and diversity of Macquarie’s product suite through alternative pathways into, through and beyond formal UG/PG study.</td>
<td>• Deliver professional development that satisfies individual PD and industry-specific needs or interests.</td>
<td>• Expand accessibility and diversity of Macquarie’s product suite through alternative pathways into, through and beyond formal UG/PG study.</td>
</tr>
<tr>
<td>• Expand accessibility and diversity of Macquarie’s product suite through alternative pathways into, through and beyond formal UG/PG study.</td>
<td>• Enhance Macquarie’s product suite to meet market demand.</td>
<td>• Enhance Macquarie’s product suite to meet market demand.</td>
<td>• Enhance Macquarie’s product suite to meet market demand.</td>
</tr>
<tr>
<td>• Enhance Macquarie’s product suite to meet market demand.</td>
<td>• Strategically respond to the changing nature and demand for study</td>
<td>• Assist current students to build a competitive CV that may assist to set them apart when seeking graduate employment.</td>
<td>• Assist individuals to build a competitive CV that may assist to set them apart in career opportunities.</td>
</tr>
<tr>
<td>• Strategically respond to the changing nature and demand for study</td>
<td>• Improve the quality of Macquarie offerings through enhanced flexibility, portability and pedagogy</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Appendix A: Micro-Credential Framework approved by Academic Senate 24 November 2020