

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.

	Micro- professional		Micro-scholar	Micro-extra	Micro-recognition
Description of the micro-credential	<ul style="list-style-type: none"> 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, upskilling, 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. 		<ul style="list-style-type: none"> 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 15hrs learning = 1 credit point These micro-credentials have the potential to be accumulated toward current/future student course credit. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 to < 20 cp	1+ hrs	Equivalence of 15 to <150 hrs 1 to < 10 cp
Potential participants¹	<ul style="list-style-type: none"> Lifelong/ General Interest learners 	<ul style="list-style-type: none"> Workers interested in CPD Industry/corporate clients/Professional accrediting Bodies Current MQ students 	<ul style="list-style-type: none"> Workers interested in study Lifelong/general interest learners Industry/corporate clients/Professional accrediting Bodies Current MQ students 	<ul style="list-style-type: none"> Lifelong/general interest learners Industry/corporate clients/Professional accrediting Bodies Current MQ students 	<ul style="list-style-type: none"> Workers interested in study Industry/corporate clients/Professional accrediting Bodies Current MQ students
“MQ credit?”²	NO Not for credit badge	YES For credit badge with potential for accumulation	YES For credit badge with potential for stacking	NO Not for credit badge	YES For credit badge with potential for accumulation
CMS Record	NO	YES	YES	NO	YES
Assurance of learning	NO	YES	YES	NO	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.

	Micro- professional		Micro-scholar	Micro-extra	Micro-recognition
<i>Governance Arrangements</i>	<ol style="list-style-type: none"> 1. Business case + micro-credential endorsed by Head of Department/School/Office and approved at faculty/office executive level 2. Badge issuance managed centrally by MQ 	<ol style="list-style-type: none"> 1. Business case + micro-credential endorsed by Head of Department/School/Office and approved at faculty/office executive level. 2. Credit approved by Faculty Board 3. Enrolment managed centrally by MQ 4. Learning managed centrally by MQ or through third-party arrangement 5. Badge issuance managed centrally by MQ 6. Student records managed centrally by MQ 	<ol style="list-style-type: none"> 1. Business case + micro-credential endorsed by Head of Department/School/Office and approved at faculty/office executive level (i.e. Executive Dean) 2. Credit approved by Faculty Board 3. Enrolment managed centrally by MQ 4. Learning managed centrally by MQ 5. Badge issuance managed centrally by MQ 6. Student records managed centrally by MQ 	<ol style="list-style-type: none"> 1. Business case + micro-credential endorsed at faculty/office level (i.e. Executive Dean) and approved by PVC (L&T) and/or PVC (P&P), 2. Badge issuance managed centrally by MQ 	<ol style="list-style-type: none"> 1. Business case + micro-credential endorsed by Head of Department/School/Office and approved at faculty/office executive level (i.e. Executive Dean) 2. Credit approved by faculty board 3. Enrolment managed centrally by MQ 4. Assessment managed by MQ 5. Badge issuance managed centrally by MQ 6. Student records managed centrally by MQ
<i>Digital Badge Metadata to be recorded</i>	<ul style="list-style-type: none"> • 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) 		<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Credential name • Issued by • Issued to • Issued on/date • Valid until/Expiration date (only when deemed necessary) • 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)

	Micro- professional	Micro-scholar	Micro-extra	Micro-recognition
<i>Possible strategic imperative for micro-credential</i>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Expand reach and markets to improve financial health and competitive position. • 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 	<ul style="list-style-type: none"> • Expand reach and markets to improve financial health and competitive position. • Deliver professional development that satisfies individual PD and industry-specific needs or interests. • Enhance Macquarie’s product suite to meet market demand. • Assist current students to build a competitive CV that may assist to set them apart when seeking graduate employment. 	<ul style="list-style-type: none"> • Expand reach and markets to improve financial health and competitive position. • 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 • Assist individuals to build a competitive CV that may assist to set them apart in career opportunities.
<i>Quality Assurance, System/s</i>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Stakeholder experience evaluation and monitoring (i.e. participant and industry surveys) • Financial performance/viability review • Review of strategic alignment to faculty/office strategic imperatives 	<ul style="list-style-type: none"> • Stakeholder experience evaluation • Financial performance/viability review • Review of strategic alignment to faculty/office strategic imperatives 	<ul style="list-style-type: none"> • Stakeholder experience evaluation and monitoring (i.e. participant and industry surveys/consultation) • Financial performance/viability review • Review of strategic alignment to faculty/office strategic imperatives