APPENDIX A: Microcredential Framework

At Macquarie University, microcredentials are organised into four types. The design and delivery of microcredentials can be informed by considering the type of microcredentials detailed in the following table.

	Micro professional		Micro scholar	Micro extra	Micro recognition
Description of the microcredential	• These microcredentials focus on professional, industry relevant learning. • Developed in consultation with industry and/or professional accrediting bodies. • These microcredentials will focus primarily on re-skilling, upskilling, continuing professional development (CPD). • These microcredentials 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 microcredentials 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 microcredentials are organised into multiples of 15 hr "bite-sized" modules. Note **1**Shrs learning = 1 credit point • These microcredentials have the potential to be accumulated toward current/ future student course credit.	• These microcredentials 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 microcredentials may be developed for current MQ students or as general interest or lifelong learning activities for non MQ students. • These microcredentials do not attract credit.	• These microcredentials cover assessment and recognition/ certification of informal learning or the skills/capabilities developed in informal learning settings. • These microcredentials would usually address an AQF level learning outcome/sand criteria. • These microcredentials will qualify as informal learning and have the potential for students to gain, credit if they meet AQF learning outcomes criteria and descriptors. • These microcredentials could be designed to grant RPL.
Volume of learning	7-14 hrs	Multiples of 1S+hrs	Multiples of 1S+hrs	1+ hrs	Multiples of 1S+hrs
Potential participants[1]	• Lifelong / General Interest learners	• Workers interested in CPD • Industry/corporate clients/Professional accrediting Bodies • Current MQ students	• Workers interested in study • Lifelong/general interest learners • 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
Digital Badge Metadata to be recorded	• 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	• 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)

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[1] *These identified participants are based on general assumptions and do not preclude other unidentified participants being interested in undertaking the microcredential.*

	Micro professional	Micro scholar	Micro extra	Micro recognition
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.	• 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	• 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.	• 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.
Quality assurance metrics	• 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	• Stakeholder experience evaluation and monitoring (i.e. participant and industry surveys) • Financial performance/viability review • Review of strategic alignment to faculty/ office strategic imperatives	• Stakeholder experience evaluation • Financial performance/viability review • Review of strategic alignment to faculty/ office strategic imperatives	• 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