TAFE DIRECTORS AUSTRALIA

Micro-credentials:

Developing with and for Industry

Stephen Atherton
February 2022

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European Commission
FINAL REPORT
A EUROPEAN APPROACH TO MICRO-CREDENTIALS
OUTPUT OF THE MICRO-CREDENTIALS HIGHER EDUCATION CONSULTATION GROUP
December 2020
Education and Training

NZQA
NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA
QUALIFY FOR THE FUTURE WORLD
KIA NOHO TAKATŪ KI TŌ ĀMUA AO!
Micro-credentials in New Zealand's education and training system: a consultation paper

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UNIVERSITIES AUSTRALIA

GUIDANCE FOR PORTABILITY OF AUSTRALIAN MICROCREDENTIALS

SEPTEMBER 2021

UNIVERSITIES AUSTRALIA

unesco

Draft Preliminary Report
September 2021

A conversation starter: Towards a common definition of micro-credentials

This paper was commissioned by UNESCO and drafted by Emeritus Professor Beverley Oliver. The views and opinions expressed in this paper are those of the author and do not necessarily reflect the position of UNESCO or partner organisations that took part in the consultation exercise.

The paper is a preliminary draft for consultation; a final version will be made available in due course.

For further information, please contact: Info.TVET@unesco.org

Making micro-credentials work

for learners, employers and providers

Emeritus Professor Beverley Oliver
Deakin University

August 2019

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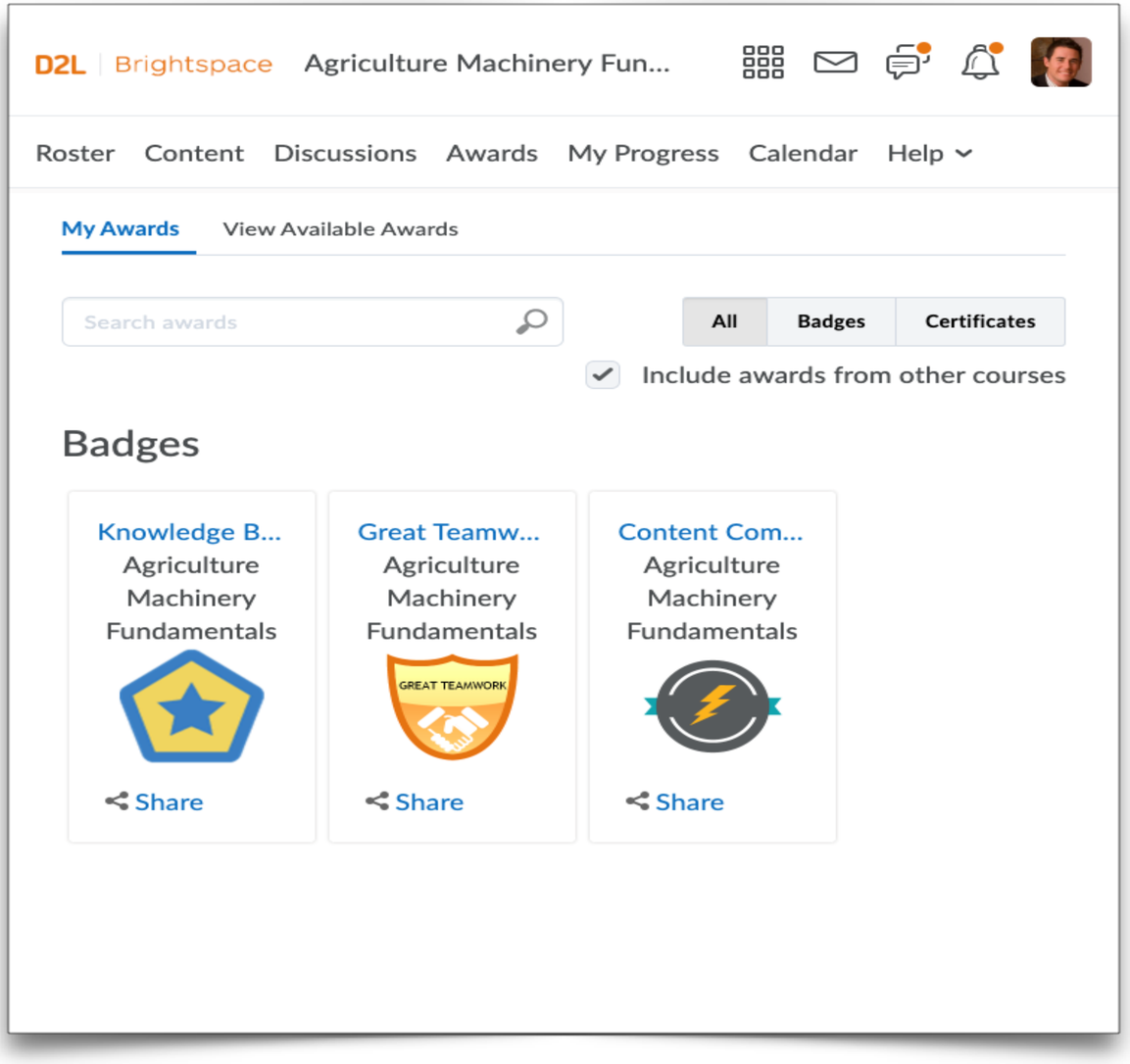
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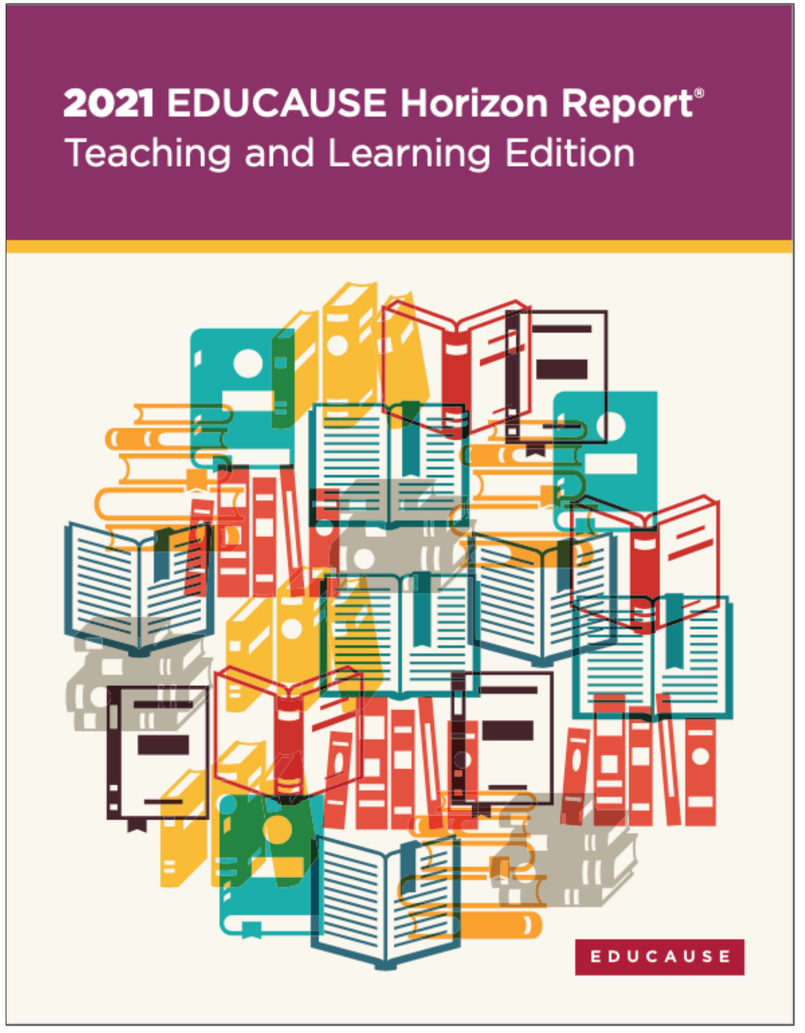

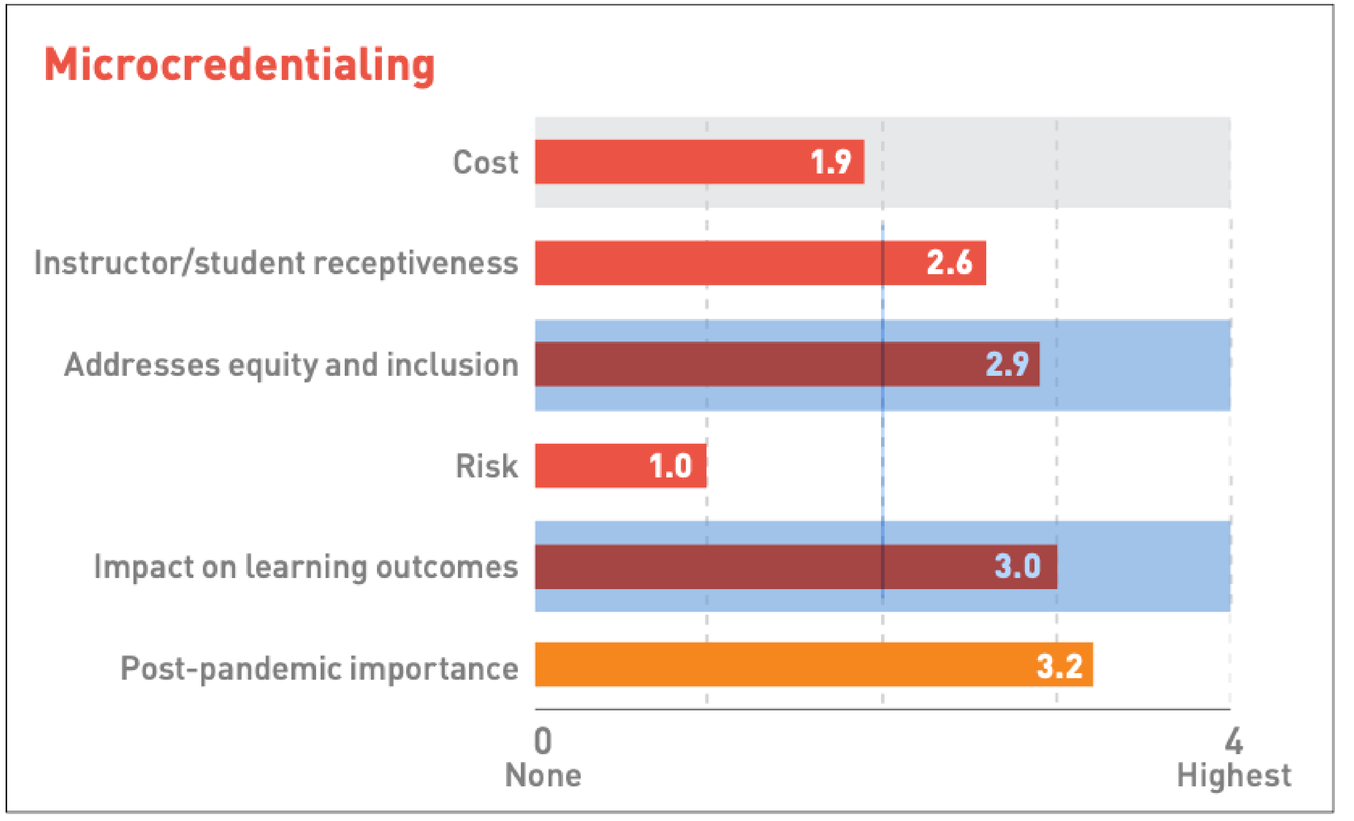

EDUCAUSE 2021 Horizon Report. Teaching and Learning Edition. 2021.

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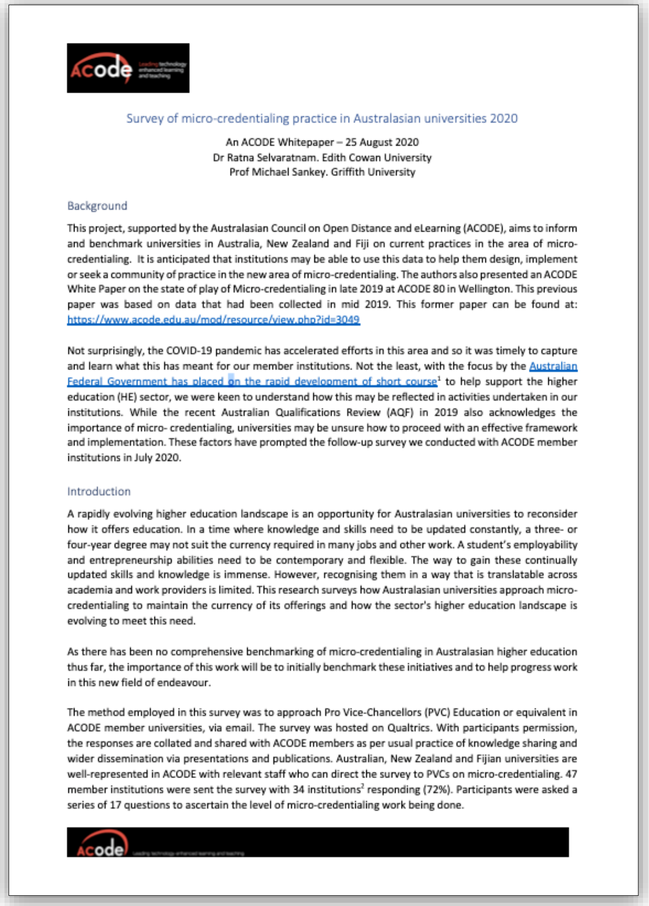
Micro-credentials- a snapshot of 33 ANZ Unis



Survey of micro-credentialing practice in Australasian universities 2020

An ACODE Whitepaper – 25 August 2020
Dr Ratna Selvaratnam. Edith Cowan University
Prof Michael Sankey. Griffith University

Background

This project, supported by the Australasian Council on Open Distance and eLearning (ACODE), aims to inform and benchmark universities in Australia, New Zealand and Fiji on current practices in the area of micro-credentialing. It is anticipated that institutions may be able to use this data to help them design, implement or seek a community of practice in the new area of micro-credentialing. The authors also presented an ACODE White Paper on the state of play of Micro-credentialing in late 2019 at ACODE 80 in Wellington. This previous paper was based on data that had been collected in mid 2019. This former paper can be found at: https://www.acode.edu.au/mod/resource/view.php?id=3049

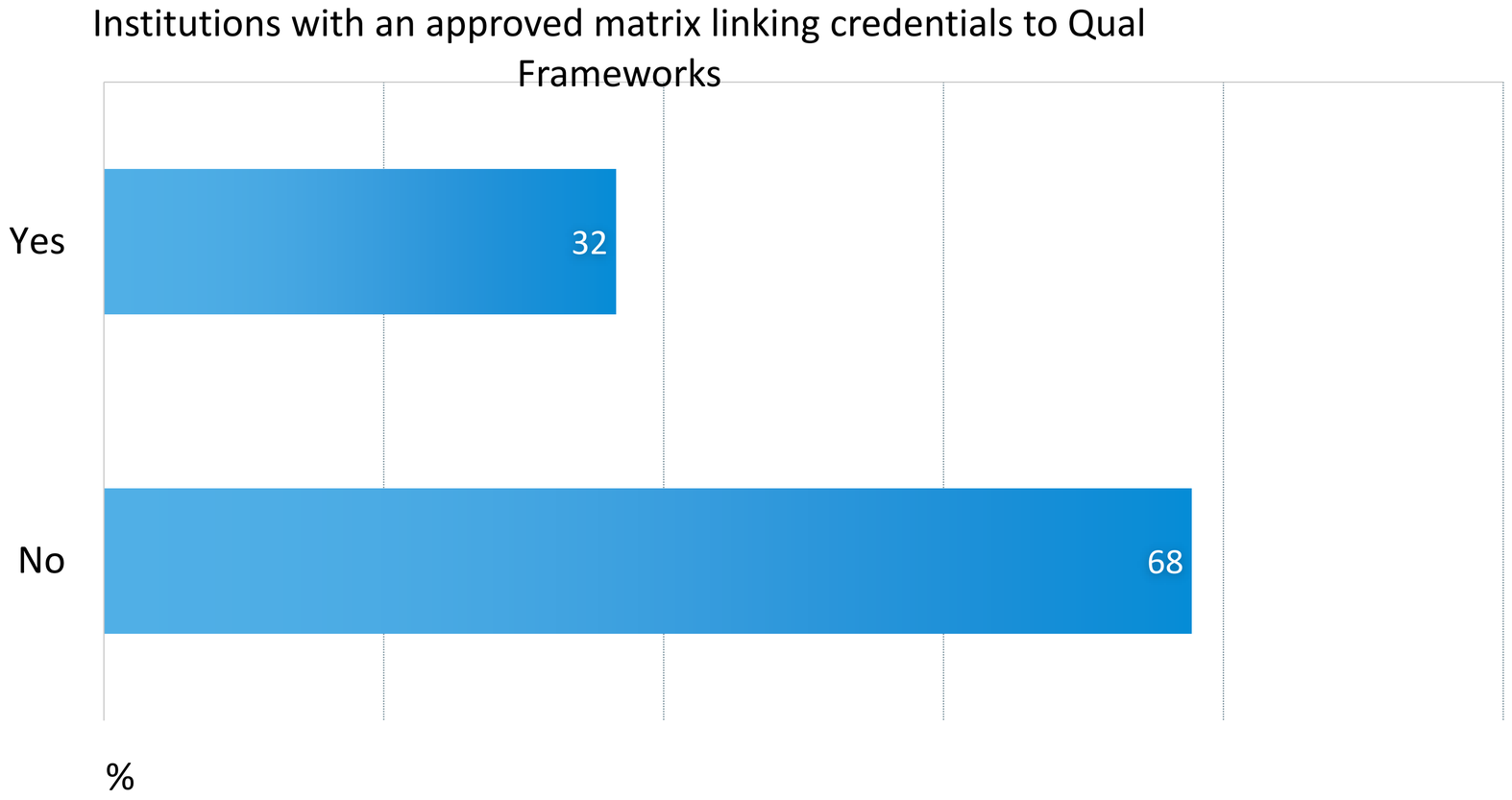
Not surprisingly, the COVID-19 pandemic has accelerated efforts in this area and so it was timely to capture and learn what this has meant for our member institutions. Not the least, with the focus by the Australian Federal Government has placed on the rapid development of short course[1] to help support the higher education (HE) sector, we were keen to understand how this may be reflected in activities undertaken in our institutions. While the recent Australian Qualifications Review (AQF) in 2019 also acknowledges the importance of micro- credentialing, universities may be unsure how to proceed with an effective framework and implementation. These factors have prompted the follow-up survey we conducted with ACODE member institutions in July 2020.

Introduction

A rapidly evolving higher education landscape is an opportunity for Australasian universities to reconsider how it offers education. In a time where knowledge and skills need to be updated constantly, a three- or four-year degree may not suit the currency required in many jobs and other work. A student's employability and entrepreneurship abilities need to be contemporary and flexible. The way to gain these continually updated skills and knowledge is immense. However, recognising them in a way that is translatable across academia and work providers is limited. This research surveys how Australasian universities approach micro-credentialing to maintain the currency of its offerings and how the sector's higher education landscape is evolving to meet this need.

As there has been no comprehensive benchmarking of micro-credentialing in Australasian higher education thus far, the importance of this work will be to initially benchmark these initiatives and to help progress work in this new field of endeavour.

The method employed in this survey was to approach Pro Vice-Chancellors (PVC) Education or equivalent in ACODE member universities, via email. The survey was hosted on Qualtrics. With participants permission, the responses are collated and shared with ACODE members as per usual practice of knowledge sharing and wider dissemination via presentations and publications. Australian, New Zealand and Fijian universities are well-represented in ACODE with relevant staff who can direct the survey to PVCs on micro-credentialing. 47 member institutions were sent the survey with 34 institutions[2] responding (72%). Participants were asked a series of 17 questions to ascertain the level of micro-credentialing work being done.



Selvaratnam, R & Sankey, M. *Survey of micro-credentialing practice in Australasian universities* 2020 . ACODE.

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Micro-credential Structure

	AQF Alignment	Hours of Learning	Outcome	Accreditation
ESSENTIAL	Cert 1-111	2.5	Digital Badge	Non- Accredited
FOUNDATION	Cert 1-111	10	Digital Badge	Non- Accredited
SKILLED	Cert 1-111	25	Digital Badge & credit bearing pathway	Industry Endorsed
ADVANCED	Cert 1- IV	50	Digital Badge & credit bearing pathway	Industry Endorsed
EXPERT	Cert IV – Advanced Dip	75	Digital Badge & credit bearing pathway	Industry Endorsed

vu.edu.au

Short courses

3

< 3 MONTHS

Find courses that take a few hours to a few weeks to complete.

6

3–6 MONTHS

Find courses that can be completed in half a year or less.

12

7–12 MONTHS

Find courses that can be completed in under a year.

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BARÇA INNOVATION HUB UNIVERSITAS

Our partnership with Barça Innovation Hub brings together two leading sporting organisations to offer more than 30 online short courses and micro credentials across a range of disciplines.

Feedback

TOP

VICTORIA UNIVERSITY

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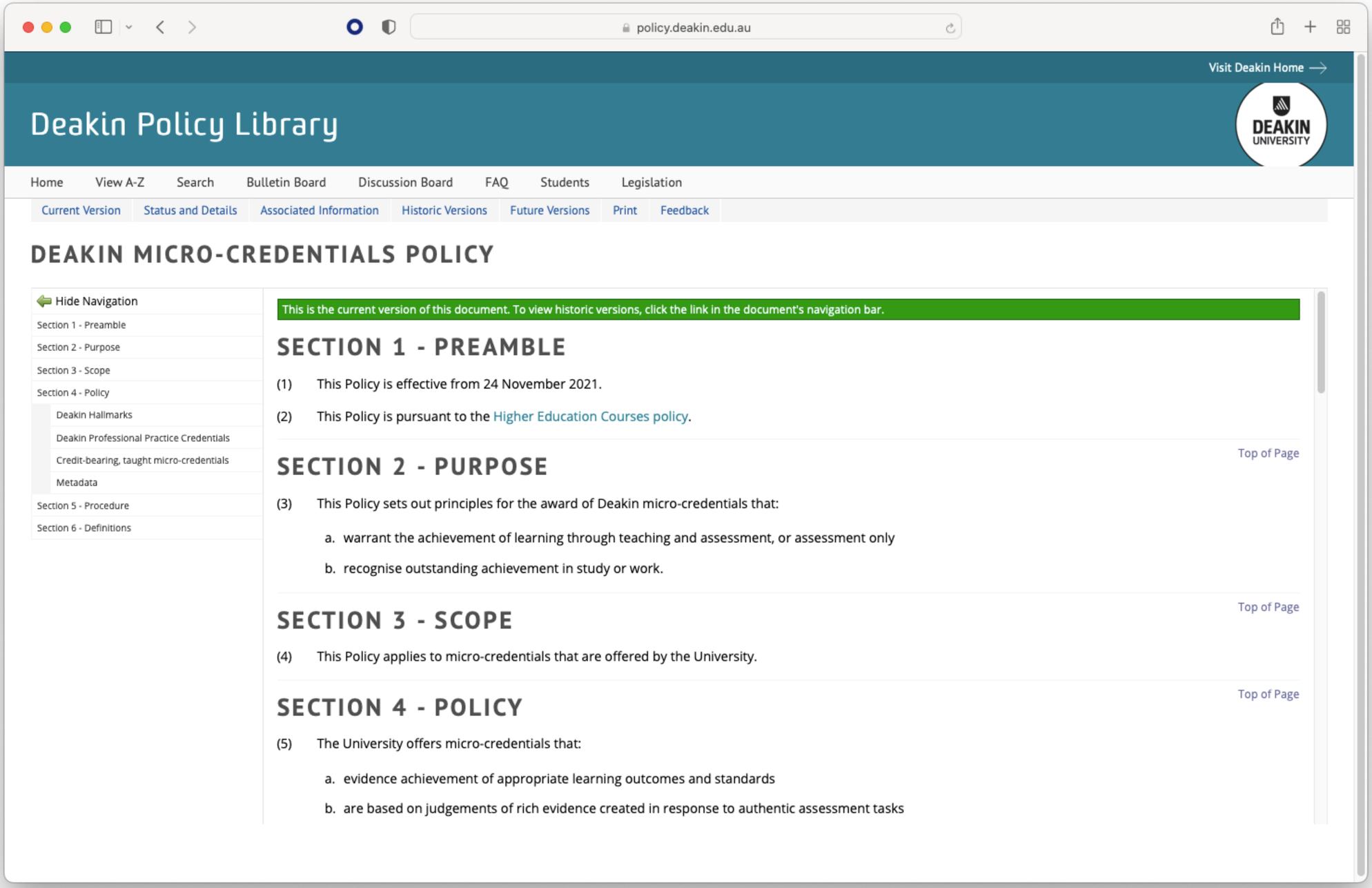
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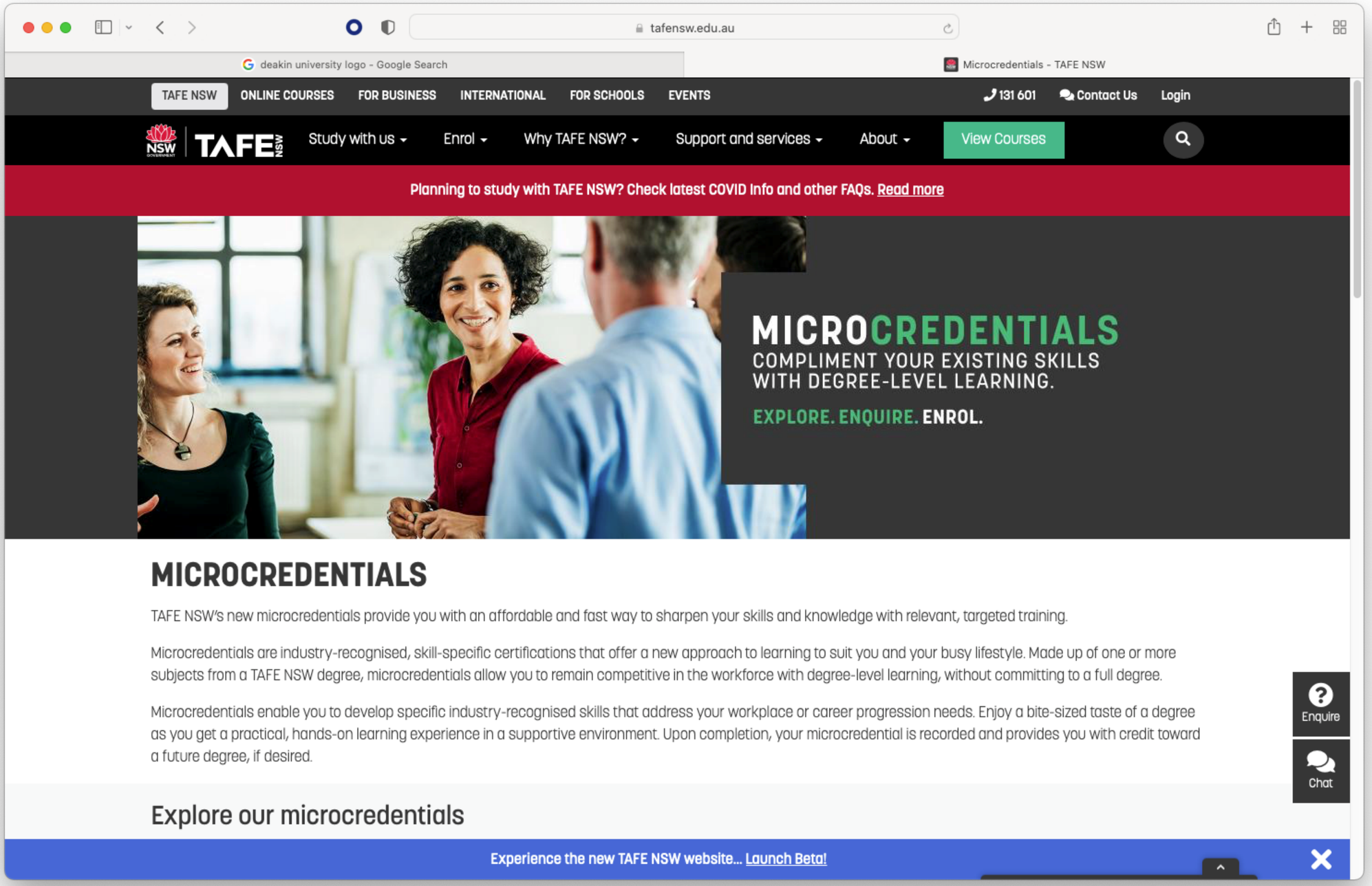
DEAKIN MICRO-CREDENTIALS POLICY
Hide Navigation
Section 1 - Preamble
Section 2 - Purpose
Section 3 - Scope
Section 4 - Policy
Deakin Hallmarks
Deakin Professional Practice Credentials
Credit-bearing, taught micro-credentials
Metadata
Section 5 - Procedure
Section 6 - Definitions
This is the current version of this document. To view historic versions, click the link in the document's navigation bar.
SECTION 1 - PREAMBLE
(1) This Policy is effective from 24 November 2021.
(2) This Policy is pursuant to the Higher Education Courses policy.
Top of Page
SECTION 2 - PURPOSE
(3) This Policy sets out principles for the award of Deakin micro-credentials that:
a. warrant the achievement of learning through teaching and assessment, or assessment only
b. recognise outstanding achievement in study or work.
Top of Page
SECTION 3 - SCOPE
(4) This Policy applies to micro-credentials that are offered by the University.
Top of Page
SECTION 4 - POLICY
(5) The University offers micro-credentials that:
a. evidence achievement of appropriate learning outcomes and standards
b. are based on judgements of rich evidence created in response to authentic assessment tasks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TAFE NSW's new microcredentials provide you with an affordable and fast way to sharpen your skills and knowledge with relevant, targeted training.
Microcredentials are industry-recognised, skill-specific certifications that offer a new approach to learning to suit you and your busy lifestyle. Made up of one or more subjects from a TAFE NSW degree, microcredentials allow you to remain competitive in the workforce with degree-level learning, without committing to a full degree.
Microcredentials enable you to develop specific industry-recognised skills that address your workplace or career progression needs. Enjoy a bite-sized taste of a degree as you get a practical, hands-on learning experience in a supportive environment. Upon completion, your microcredential is recorded and provides you with credit toward a future degree, if desired.
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TAFE DIRECTORS AUSTRALIA

Micro-credentials:

Developing with and for Industry

Stephen Atherton
February 2022