Micro-credentials Policy

1. Purpose

a) The purpose of this Policy is to outline Victoria University's approach to the development, quality assurance and granting of micro-credentials.

2. Application of Policy

a) This Policy applies to all Staff Members.

Policy Content

3. Micro-credentials

3.1   A micro-credential certifies achievement of a coherent set of skills and knowledge; and is specified by a statement of purpose, learning outcomes, and strong evidence of need by industry, employers, professional associations, iwi and/or other communities.

3.2   A micro-credential will normally certify achievement of a range of assessable learning outcomes of between 5 and 40 points at a specified level, i.e. they are smaller than a qualification and focus on skill development opportunities not currently included in other approved courses at this university.

3.3   The component of learning validated in a micro-credential is important in itself and not simply as a stepping stone to any subsequent qualification. Micro-credentials stand alone and may or may not contribute to a qualification.

3.4   A micro-credential may be granted following successful achievement of learning gained from a programme delivered by the University or assessment against pre-determined learning outcomes for people in a workplace seeking to have their knowledge and skills validated by the University.

3.5   A micro-credential may be open-entry or may have specified entry criteria requiring existing skills, experience or knowledge.

3.6   The achievement of a micro-credential may be recognised on the student's Academic Transcript and/or a digital badge may also be issued to represent the achievement. The two concepts of micro-credentials and digital badges are not interchangeable.

3.7   Micro-credentials awarded at the University may be recognised for the purpose of admission and/or for credit towards a qualification under the relevant regulations.

3.8   The University may recognise micro-credentials awarded by other universities in New Zealand or overseas or other education providers by way of Credit Transfer.

4. Quality Assurance

4.1   Micro-credentials must be approved by the University's Academic Board and must meet all requirements of the Committee on University Academic Programmes (CUAP).

4.2   All information required for the approval of a micro-credential by the Academic Board is outlined in the template in Appendix 1.

4.3 Micro-credentials are approved by the Academic Board for a period of 2 years after which time re-approval is needed.

4.4 An evaluation plan must be in place to ensure that a Micro-credential undergoes an evaluation that uses student feedback at least annually.

5. Definitions

Digital Badge: A digital badge is a validated indicator of an accomplishment, competence, skill, quality, or interest that has been earned by the badge holder. Digital badges are associated with an image and contain embedded metadata about the badge, its recipient, the issuer, and any supporting evidence for the achievements listed.

Related Documents and Information

6. Related Documents and information

Education and Training Act 2020

NZQA Rules for Micro-credentials

Micro-credential descriptor (Appendix 1)

Universities New Zealand Guiding Principles (Appendix 2)

7. Document Management and Control

Approver	Academic Board
Approval Date	13 November 2018
Effective Date	13 November 2018
Last Modified	13 November 2018
Review Date	November 2021
Sponsor	Vice Provost, Academic
Contact Person	Director, Academic Office 9752

Micro credential descriptor

Title:	(*Maximum 75 characters including spaces*)
Short title:	(*Maximum 30 characters incl. spaces*)
Points value:	(*between 5 -40 pts*)
NZQF level:	(*Use the NZQF level descriptors to assess this*)
Academic home	*The School/Faculty responsible for the content and assessment*
Resources and staffing:	*Explain the facilities, physical &/or IT resources, staffing and student support services required to deliver the micro-credential.*
Entry requirements: *(if any)*	*Is this 'open entry' or are there criteria that apply.*
Credentialing method:	(*how will achievement be recognised e.g. Academic Transcript/Digital Badge*)
Purpose/aim:	(*Maximum 100 words, although a 50-word maximum is recommended.*)
Prescription/ content	
'Industry' need:	*Evidence that there is established industry, employer, or community support for the micro-credential (e.g. request from a specific organisation)*
Treaty of Waitangi	*Provide a statement about how the University's commitment to the principles of the Treaty of Waitangi is manifested in this proposal. How will what you are proposing engage with Māori people (students, staff and/or communities) and/or Māori knowledge (Mātauranga Māori) or help realise employer expectations around Māori cultural competence?*

Student workload hours:		**Contact Hours** *(amend table below as appropriate)*	
Teaching/learning summary		**Lectures:**	
(*Describe briefly how the course is or will be taught, including whether it is taught face-to-face, or fully on-line, or involves block courses, or has some other type of blended delivery. Indicate the contact hours in the right-hand column; if one of the types of contact hours is not applicable, the row can be removed to save space and/or the word can be changed.*) *If the micro credential is based on the assessment of existing skills against the learning outcomes then provide an explanation as to how the assessment tool has been designed and validated. Also include details of how the assessment will be conducted. Amend the table to tight appropriately.*		**Seminars:**	
		XXXXX	
		On-line:	
		TOTAL:	

Course learning objectives (CLOs)	Students who pass this micro-credential will/should (*delete one*) be able to:
1	
2	
3	
4	(*Insert extra rows if necessary*)

Assessment items and workload per item	%	CLO(s)
(*e.g. 1,000-word essay; or Completed code and software file; or 2-hour test*)	20%	1, 2
(*e.g. Design output, written description, oral presentation and 2-minute video*)		
(*Insert extra rows if necessary*)		

Moderation of assessment	*Explain the system of moderation that will be used to ensure that assessment is fair, valid, consistent and appropriate for the stated learning outcomes.*
Relationship to other Victoria qualifications	*What, if any, credit may be considered from this micro credential into a full qualification*

Date approved by Academic Board: 13 November 2018

Date for review: November 2021

Universities' guiding principles: Micro-credentials
April 2018

The following principles are designed to ensure the consistency and quality of university micro-credential offerings:

1. The university sector should only recognise and/or offer micro-credentials where five criteria are met:

    a. **Level** – they have been objectively and consistently assessed as being at an appropriate level relative to the qualifications framework.

    b. **Credit** – they have a credit value that has been derived consistent with the credit value of other comparable courses offered by universities.

    c. **Assessment** – there are adequate mechanisms for verifying that students themselves have successfully completed necessary work and assessment.

    d. **Quality assurance** – there is credible quality assurance behind the design, delivery, and assessment of whatever is being offered.

    e. **Industry, employer and community support** - there is support from the relevant industries, employers or communities.

2. Micro-credentials may be used to award formal credit towards a university qualification. Published university policies on credit transfer limits will apply to credits from micro-credentials and credits from other sources.

3. Where universities offer micro-credentials:

    a. The university should have a micro-credential framework detailing clear policies and procedures for developing micro-credentials, assessing their level and credit value, quality assuring them, and for delivering them and assessing skills and capabilities of students.

    b. Universities should adhere to the 'Quality assurance of university courses and programmes not leading to a qualification' appendix of the CUAP Handbook in their development and approval of micro-credentials, along with other courses not leading to a qualification.