



Micro-credentials and Short Courses Policy

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1. Purpose

The purpose of the policy is to outline broad guiding principles in relation to the development, accreditation, delivery, assessment, issuance, quality assurance, and governance of Alphacrucis University College (AC) AQF aligned micro-credentials and non-credit bearing short courses.

2. Scope

This policy covers all AC micro-credentials and short courses. It applies to staff and third-party partners with related responsibilities, as well as learners enrolled in a micro-credential or short course.

3. Definitions

For the purpose of this policy, the following definitions apply:

- 3.1. **Continuing / Lifelong learning:** “Lifelong learning is the term used to describe any learning activities that are undertaken throughout life to acquire knowledge, skills and the application of knowledge and skills within personal, civic, social and/or employment-related contexts” (Australian Qualifications Framework, 2nd ed. (January 2013), p. 97 (<https://www.aqf.edu.au/>)).
- 3.2. **Digital Badge:** Digital verification showing learning outcomes achieved and other relevant metadata in relation to a micro-credential.
- 3.3. **Micro-credential:** A certification of assessed learning or competency, with a minimum volume of learning of one hour and less than an AQF award qualification, that is additional, alternate, complementary to or a formal component of a formal qualification (adopted from National Micro-credentials Framework, 2021). Micro-credentials are a credit bearing shorter form of learning.
- 3.4. **Micro-credential Bundle:** A cohesive group of micro-credentials designed to demonstrate achievement of an overarching set of learning outcomes that can contribute to an AQF qualification.
- 3.5. **Short course:** Differentiated from a micro-credential in that a short course is non-credit bearing and therefore non-stackable.
- 3.6. **Specified Credit:** Credit granted for one or more specific subjects/units in a course of study, on the basis of previously meeting the learning outcomes in nominated subjects/units.
- 3.7. **Stackable learning:** Micro-credentials are stackable (able to be aggregated) towards further study.
- 3.8. **Unit of Exchange:** In the absence of an agreed national framework for the recognition of micro-credentials, an appropriate unit of exchange has been determined by Academic Board. This unit of exchange is credit points as already utilized by AC.
- 3.9. **Unspecified Credit:** Credit granted on the basis of previously meeting particular course learning outcomes as opposed to the learning outcomes in nominated subjects/units.



4. Policy Statement

4.1. Micro-credentials and Short Courses Principles

4.1.1. The purpose of AC micro-credentials and short courses is to meet the continuous needs of individual learners in relation to their upskilling, re-skilling, and career development. They have been designed to achieve AC's strategic objectives in relation to sustained advancement through the delivery of concise, relevant, innovative, excellent academic programs that provide a high-quality learning experience.

4.1.2. AC Micro-credentials and short courses are:

- a. developed for post-school and adult learners
- b. designed by discipline experts or experienced practitioners in consultation with industry where relevant, to ensure they are fit-for-purpose in relation to practical workplace benefits
- c. transparent, accessible, and flexible such that learners can customise their continuing learning journey in order to compete effectively in the labour market
- d. delivered by discipline experts or experienced practitioners, either online, on campus, or in blended mode
- e. delivered in English or language other than English as appropriate to learners
- f. delivered by AC or via a third-party arrangement
- g. verified via metadata on digital certification such as a badge or other means
- h. promoted on the AC website and elsewhere as appropriate
- i. not AQF qualifications
- j. additional, alternate, complementary to or a formal component of a formal qualification

4.1.3. Additionally, micro-credentials are:

- a. assigned a credit point value and corresponding volume of learning in hours
- b. stackable in so far as two or more AC micro-credentials may be aggregated to contribute to an AQF award using the unit of exchange
- c. assessed against learning outcomes
- d. subject to internal quality assurance systems
- e. approved by Learning and Teaching Committee

4.1.4. Credit offered towards an AQF award on the basis of micro-credentials will usually be Unspecified Credit, unless a Micro-credential Bundle has been approved by Learning and Teaching Committee.

4.1.5. Additionally, AC is guided by the following principles in the design, delivery, and issuing of micro-credentials:

- a. learners can apply for credit and recognition of prior learning towards a micro-credential, under existing policies and procedures
- b. AC endeavours to create micro-credentials that are readily recognisable by other Australian providers for the purpose of granting credit toward another credential
- c. AC endeavours to recognise micro-credentials issued by other Australian providers where a common or comparable unit of exchange exists

5. Roles and Responsibilities

The following roles and responsibilities apply in relation to this policy:



- 5.1. **Executive:** Executive is responsible for reviewing and approving proposals for non-credit bearing short courses; and ensuring short course offerings are viable, strategically aligned, and compliant with institutional policy.
- 5.2. **Heads of School / Program Directors / Others:** Heads of Schools/Program Directors/Others are responsible for initiating and submitting micro-credential proposals to the Learning and Teaching Committee and ensuring proposed micro-credentials meet academic, industry, and learner needs.
- 5.3. **Learning and Teaching Committee (LTC):** LTC is responsible for reviewing and academically endorsing proposed micro-credentials; ensuring proposals meet policy requirements, including learning outcomes, AQF alignment, assessment, volume of learning, and credit value; approving Micro-credential Bundles; and ensuring micro-credentials align with AC's strategic and academic objectives.
- 5.4. **Provost:** The Provost is responsible for reviewing academically endorsed micro-credential proposals for strategic and business viability following LTC endorsement for approval.

6. Procedure

6.1. Micro-credential Approval Procedure

- 6.1.1. In order to obtain approval for a new micro-credential, a proposal is made to the Learning and Teaching Committee by the Head of School, Program Director, or other person as appropriate.
- 6.1.2. The proposal must follow the guidelines contained in this policy and must specify:
 - a. A title for the micro-credential
 - b. Outline of the content of the micro-credential
 - c. Learning outcomes
 - d. AQF alignment
 - e. Volume and duration of learning
 - f. credit point value
 - g. Type, mode and detail of assessment
 - h. Delivery mode
 - i. Whether the micro-credential requires professional recognition or accreditation
 - j. The cost of developing the micro-credential
 - k. The strategic or business case for the micro-credential
 - l. Target student cohort
 - m. Admission criteria
- 6.1.3. If the Learning and Teaching Committee is satisfied that the micro-credential is consistent with AC's policy guidelines, the micro-credential will be academically endorsed.
- 6.1.4. Once academically endorsed, the proposal will be forwarded to the Provost for approval to develop. The Provost will consider the strategic or business case and the viability of the proposed micro-credential.
- 6.1.5. Once approved by the Provost, the micro-credential may be developed using AC's designated platform and development guidelines.

6.2. Short Course Approval Procedure

- 6.2.1. In order to obtain approval for a short course, a proposal must be submitted to the Executive.

7. Responsible for implementation



8. Related AC Policies or Documents, Standards and Legislations

8.1. AC Policies or Documents

- 8.1.1. Admissions Policy
- 8.1.2. Assessment Policy
- 8.1.3. Course Progression Policy
- 8.1.4. Higher Education Monitoring and Moderation of Grades Policy
- 8.1.5. Validation Policy

8.2. Relevant Standards and Legislations

- 8.2.1. TEQSA Act (2011)
- 8.2.2. Higher Education Standards Framework (Threshold Standards) 2021 (legislation.gov.au)
- 8.2.3. NVQ Act (2011)

Other Supporting Guidelines

- 8.2.4. National Micro-credentials Framework: <https://www.dese.gov.au/national-microcredentials-framework>
- 8.2.5. Australian Core Skills Framework: Australian Core Skills Framework - Department of Education, Skills and Employment, Australian Government (dese.gov.au)
- 8.2.6. Guidance for portability of Australian Micro-credentials (Universities Australia, 2021): Microsoft Word - Guidance for portability of Australian microcredentials - v1.docx (universitiesaustralia.edu.au)
- 8.2.7. Australian Skills Classification: Australian Skills Classification | National Skills Commission
- 8.2.8. Digital Credentialling: Implications for Recognition of Learning Across Borders (UNESCO): Digital Credentialling – Implications for the recognition of learning across borders | ILO/Cinterfor (oitcinterfor.org)
- 8.2.9. Making micro-credentials work for learners, employers and providers (Oliver, 2019): Making-micro-credentials-work-Oliver-Deakin-2019-full-report.pdf

9. Review and Revision

This policy will be reviewed by the Chair of Learning and Teaching Committee on a regular basis in accordance with the Policy Development and Review Policy. Any proposed changes will be tabled at the approving committee for considering. Revisions will be communicated to all relevant stakeholder once approved.

10. History of approval and amendments

Policy owner	Chair, Learning and Teaching Committee
Policy category	Course Design and Review
Policy status	Changes to be approved
Approval Body	Academic Board
Endorsement Body	Learning and Teaching Committee
Approval Date	2026.04.20
Last Review Date	2025.11.01
History of Policy Amendments	



V3 2026.03.16

Removed references of Director, Learning and Teaching and replacing to Chair, Learning and Teaching Committee, Feedback from AB.

Add a new row for each version of the policy. Do not remove previous changes.

- **Appendices**

N/A