2025

#mc_unimas

Guidelines on
MICRO-CREDENTIAL

Universiti Malaysia Sarawak

Version 2.0

Contents

1 Introduction to Micro-Credentials

1.1 Purpose

The primary objective of this document is to introduce micro-credentials to all UNIMAS staff and to provide comprehensive guidelines for the design, development, delivery and effective management of micro-credentials at Universiti Malaysia Sarawak (UNIMAS).

Micro-credentials are increasingly recognized in higher education as flexible learning, as advocated in the Education 2030 Agenda of the United Nations. The 2030 Agenda defines flexible learning pathways as 'entry points and re-entry points at all ages and all education levels, strengthening links between formal and non-formal learning structures, and recognition, validation and accreditation of the knowledge, skills and competencies acquired through non-formal and informal education' (UNESC0 2022, UNESCO 2023). Non-formal education refers to structured educational activities outside of the formal education system, while informal education encompasses learning that occurs through experiences.

The aim of offering micro-credentials courses align with UNIMAS's vision to be a leading global university for a sustainable future. By offering micro-credentials courses, UNIMAS aims to provide innovative educational solutions that cater to internal students, working adults, industries, agencies and communities.

The guidelines in this book are based on the Malaysian Qualifications Agency (MQA) documents, as follows:

i.   MQA (2016). Guidelines to Good Practices: Accreditation of Prior Experiential Learning for Credit Award (APEL C).
ii.   MQA (2016). Guidelines to Good Practices: Credit Transfer for MOOC.
iii.   MQA (2017). Advisory Notes: Credit Transfers.
iv.   MQA (2018). Malaysian Qualifications Framework, MQF 2nd Edition.
v.   MQA (2019). Guidelines on Micro-Credentials.
vi.   MQA (2020). Guidelines to Good Practices: Micro-Credentials
vii.   MQA (2023) Guidelines to Good Practices: Programme Design and Delivery
viii.   MQA (2023). Guidelines to Good Practices: Quality Verification of Stand-Alone Micro-Credentials.
MQA (2023). Garis Panduan Amalan Baik: Pengakreditan Pembelajaran Berdasarkan Pengalaman Terdahulu bagi Tujuan Kemasukan (APEL.A) dan Pengakreditan Pembelajaran Berdasarkan Pengalaman Terdahulu untuk Micro-Credentials (APEL.M) [(GGP: APEL.A dan APEL.M)]

These guidelines are intended for the following groups at UNIMAS:

i.   Micro-credentials developers
ii.   Related centres involved in micro-credentials
iii.   UNIMAS staff intending to develop micro-credential courses
iv.   Administrators responsible for offering and managing micro-credential courses for internal UNIMAS students and public learners

The guidelines also cover quality assurance measures to ensure credibility, relevance, and quality of micro-credential offerings at UNIMAS.

1.2 Definition

Micro-credentials are digital certifications that validate assessed knowledge, skills, and competencies in a specific area or field. They can either be part of an accredited programme or stand-alone courses, designed to support the professional, technical, academic, and personal development of learners. (MQA 2019)

Micro-credentials courses (MC) refer to a broad range of certifications including nano-degrees, micro-masters, credentials, certificates, badges, licenses, and endorsements. MC courses focus on small-scale learning modules that give flexibility to learners to gain the skills or knowledge as compared to the conventional learning. Learners can accumulate micro-credentials at their own pace and use them toward larger qualifications through credit transfer, making education more personalised and adaptable.

In their most developed form, micro-credentials represent more than mere recognition of a smaller volume of learning. They form part of a digital credentialing ecosystem, made possible by digital communications technologies establishing networks of interest through which people can share information about what a learner knows and can do (UNESCO 2023).

1.3 Justification

Micro-credentials offer numerous advantages by addressing the evolving needs of learners and institutions in today's fast-paced, skills-driven environment as listed below.

Lifelong Learning	In a fast-changing world, individuals must continuously reskill and upskill to remain competitive. Micro-credentials offer short, targeted courses that equip learners with the latest knowledge and skills to meet new economic challenges.
Alternative to Traditional Degrees	Traditional degrees are time-consuming and costly, making them less practical for working adults. Micro-credentials provide a faster, more affordable alternative, allowing learners to acquire specific skills and enter the workforce sooner while offering flexible pathways for further education.
Increased Access	With flexible online delivery, micro-credentials provide greater access to higher education, reaching learners regardless of location and offering industry-focused learning that enhances career opportunities.
Stackable	Learners can accumulate micro-credentials at their own pace and use them toward larger qualifications through credit transfer, making education more personalised and adaptable.
Recognition of Non-Formal Learning	Micro-credentials can be recognized through the Accreditation of Prior Experiential Learning (APEL.C), allowing learners to apply them toward formal academic programmes.

1.4 Principles

The following principles guide the design and implementation of micro-credentials, ensuring they offer flexible, relevant, and practical learning opportunities for diverse learners.

Flexible	Micro-credentials allow learning at the learner own pace, place, and time, making them ideal for working professionals and those with busy schedules.
Outcome-Based	Focused on clear learning outcomes, micro-credentials ensure learners gain practical skills aligned with industry standards.
Competency-Based	Learners progress by demonstrating skills mastery through assessments, ensuring they are ready to apply their knowledge in real-world tasks.
Bite-Sized	Courses are broken into small, manageable modules, making it easier for learners to acquire specific skills without committing to long programmes.
Personalized	Learners can choose courses that align with their personal goals, creating a customized learning experience.
Digital Credentials	Issued as digital certificates, micro-credentials can be easily shared and verified online, providing credibility to learners' achievements.
Stackable	Micro-credentials can be stackable to build towards larger qualifications, like certificates or degrees, supporting lifelong learning.
Industry-Driven	Developed to meet current industry needs, micro-credentials ensure learners gain relevant, in-demand skills.
Secure and Shareable	Digital micro-credentials are securely issued, easily shareable, and verifiable, ensuring their authenticity and credibility.

1.5 Micro-credential Policies

The following policies must be fully understood before proceeding with micro-credential development. The micro-credential policies in this book are based on the following documents:

- MQA1, "Guidelines to Good Practices: Micro-Credentials (2020)"
- MQA2, "Guidelines to Good Practices: Programme Design and Delivery (2023)"
- MQA3 "Guidelines to Good Practices: Quality Verification of Stand-Alone Micro-Credentials (2023)"
- JPT1 "Pemakluman Perlaksanaan MPU secara Micro-credentials (30 May 2023)"
- MQA4 "Guideline APEL.A and APEL.M (2023)"

Policy	Description	Related section
a) **Mode of Delivery of Micro-credential**	A micro-credential course can be delivered using one of these modes: • Open and Distance Learning (ODL) • Conventional • Blended Learning **Substitute Blended Learning (SBL)** The course in its original conventional mode is subject to the Substitute Blended Learning (SBL)/*Pembelajaran Teradun Gantian (PTG)* condition, which permits the course to be delivered online for 30-79% of the Student Learning Time (SLT). Any developer wishing to deliver courses in PTG mode must apply through the PTG system. Link : https://ptg.ia.unimas.my **Delivery of Micro-credential Mata Pelajaran Umum (MPU) courses** MPU courses are highly encouraged to be delivered fully online following the directive from JPT.	(MQA[1], 7.1, pg 7 (MQA[2],3.3.2 #53, pg 53) (JPT[1])
b) **Credit transfer**	The HEP must have credit transfer policies on the content and currency of knowledge or skills, and competencies appropriate for the level and field of study when considering micro-credentials for an award or qualification. This policy is particularly important given the possibility of self-pacing adult learners who may take a longer time to complete the requirements for an award. A horizontal credit transfer is allowed up to 100%, for a micro-credential unbundled from an accredited programme owned by same institution. **Credit transfer for Standalone MC (SAMC) APEL.C** One whole course can be divided into smaller versions of micro-award certifications and delivered fully online. In this case, as the certifications are considered as a standalone micro-credentials (SAMC), the credit transfer should adhere to the APEL.C process, limited to 30% of the courses in the programme. **Credit transfer SAMC increased to 70% if approved by Quality Verification Centre (QVC)** A SAMC by a provider which has been quality verified can be recognised by HEPs up to 70% of the credits in the applicable programme subject to the credit transfer policies of MQA and the HEP. As the national Quality Assurance (QA) body, MQA introduces a voluntary quality assessment opportunity for standalone micro-credentials by HEPs and other providers to obtain third-party evaluations covering the design, delivery and enhancement of stand-alone micro-credentials. In a growing market flooded with credentials, the quality verification of stand-alone micro-credentials by the Quality Verification Centre appointed by MQA can serve as a crucial distinguishing factor for Higher Education Providers (HEPs) and other providers.	Refer Section 3.4 for more details on Credit Transfer (SAMC:MQA[1], 8.3, pg 13) (SAMC: MQA[3], 2.4 pg 17). (MQA[3], Preface pg 3)
c) **Local/ International Learners**	Both Malaysian and International students are allowed to register as a MC learner. However, international students must be informed_that the qualifications to be eventually awarded (if so intended by the learners) are subject to the rules and policies of their respective countries.	(MQA[1], 7.2 pg 7)
d) **Micro-Credential Statement (MMS)**	The MMS must provide basic information on the learning time, credits, MQF level of the associated programme(s), learning outcomes, assessment and quality assurance for recognition by stakeholders.	Appendix 1, pg 23 (MQA[1], 7.2 pg 7)

e)	**Naming the Micro-credentials**	The naming of micro-credential should not in any way be the same with any qualification from the accredited programmes Micro-Credential Certification or Micro-Award or Micro-Certification in (Title of the course or a title reflecting the courses). Example: Original accredited course: *TMU1233 Introduction to Computer Technologies* Micro-credential course that covers fully one course: *TMU1233MC Micro-credential In Introduction to Computer Technologies* Micro-credential course from an MQA course which divided into smaller course: Original course: TMN4033 Internet of Things (IoT) When divided into smaller courses: *"TMN4031MCA Micro-Credential in IoT Fundamentals"* *"TMN4031MCB Micro-Credential in Cloud Computing"* *"TMN4031MCC Micro-Credential in IoT Applications"* Micro-credential course from (a) Standalone Non MQA course: *MC001 Micro-Credential in Design Thinking* (b) Standalone verified by QVC *MCV001 Micro-Credential in Advanced Design Thinking*	(MQA[1], 7.3 pg 8)
f)	**Assessment**	All micro-credential providers must ensure that credible assessment system is in place and appropriate assessment methods are used to assess learning, consisting of both continuous and final assessments. Micro-credentials which are components of accredited programmes must adhere to assessment standards as stipulated in the relevant programme standards or COPPA and COPPA: ODL10. Information on the type of assessments (examinations, tests, projects etc.), grading (marks, grade points or alphabetical grades etc.) and its quality assurance should be stated in the Malaysian Micro-credential Statement (MMS). Example of percentage of mark: | Continuous Assessment	Quiz – 30% Forum participation – 20%
Final Assessment	Video submission – 50%	 • The assessment must be in line with the course learning outcome (CLO) • For MC course from MQA accredited programme, the assessment can be different from the existing course, however it must measure the same taxonomy.	(MQA[1], 9.3, pg 17)
g)	**Micro-credentials in Professional Fields**	For programmes under a Professional Body, learners must be clear about the professional status of the micro-credential and the future recognition of the micro-credential, if they wish to pursue professional qualifications in future. The providers should consult the relevant professional body even if the micro-credential does not seek nor claim professional recognition.	(MQA[1] 7.4, pg 8)
h)	**Level and Type of Programmes for Micro-credential**	Micro-credentials can be developed from any accredited programmes at any MQF level except Foundation programmes.	(MQA[1] 7.5, pg 9)

i)	**Suitability of Courses and Programmes for Micro-credential**	Programmes which require intensive use of equipment such as Engineering, laboratory (Applied Sciences), extensive demonstration and clinical training (Physiotherapy) may not be suitable for online micro-credentials. Programmes which require industrial training, internship, research projects, fieldwork with substantial hands-on teaching and learning, are not suitable for online-based micro-credentials and may have to be delivered by conventional and/or blended means.	(MQA[1] 7.5 & 7.6 pg 9)
j)	**Micro-credentials from Accredited Programmes**	An accredited programme, can be unpacked into micro-credentials, either offered by the faculty (from one institution) or in collaboration with other HEPs or Industry. Learners who have completed the requirements of an accredited programme via micro-credentials can only be conferred a qualification from a fully accredited programme. The HEP must ensure that the course(s) delivered via micro-credential, whether offered under one institutional or multiple HEPs, is the same as or equivalent to the courses in the programme offered by the HEP through conventional or ODL modes. The HEP, however, can make some adjustments to the teaching, learning and assessments of course(s) offered via micro-credential provided that constructive alignment is always maintained and demonstrated. When in doubt, please consult MQA for further guidance.	(MQA[1], 7.7, pg 9)
k)	**Extending Micro-credentials from Accredited Programmes to Collaborative Partners (Franchisees)**	The faculty must first design and deliver any micro-credentials course before extending the micro-credentials of an accredited programme to collaborative partners or franchisees, who are offering the same programme. The faculty may also franchise micro-credentials to new partners for up to 70% of a programme with prior notification to MQA. The arrangement with the collaborative partner must be formalised through a Memorandum of Agreement (MoA) and the faculty must demonstrate effective oversight of the micro-credentials so that comparable quality is upheld for all learners.	(MQA[1], 7.8, pg 9-10)
l)	**Entry Requirements via Micro-credential**	A learner can enrol in a micro-credential which is a component of an accredited programme **without** the minimum entry requirements. However, the micro-credential providers may state minimum requirements, i.e. work experience, age, literacy, digital literacy, formal education etc., for a learner to enrol and have a reasonable chance of completing the micro-credential.	(MQA[1], 7.9, pg 10)
m)	**Entry requirement must be fulfilled to claim the degree**	If learners wish to complete the full credits and claim the programme's qualification, they must meet minimum entry requirements for the programme or possess appropriate APEL.A certification. This information must be clearly stated in the micro-credential brochures, handbooks, and websites to alert them to the requirements as they progress through the micro-credential. If learners have completed 30% of the courses in a programme from one institution, or 70% of the courses from multiple institutions, but do not meet the minimum entry requirements for the qualification, they must be advised to undergo APEL.A for micro-credential assessment by MQA.	(MQA[1], 7.9, pg 10)
n)	**Entry requirement to a programme through APEL.M**	APEL.M is an alternative path for entry requirements, applicable to learners who have completed micro-credentials that are unbundled from accredited programmes. Learners who have completed courses with the following criteria are allowed to apply for APEL.M: a) have completed at least 50% of the total graduating credits, which are APEL.M learner's portfolio of the intended programme, and b) meet the minimum age for graduation as stipulated in the GGP MC. Note: (i) Total 50% of the total graduating credits are NOT inclusive of MPU subjects (ii) APEL.M portfolio assessment contributes to 100% of the entire APEL.M for all MQF qualification levels.	(MQA[4], 3.2, pg 8) (MQA[4], 5.4, pg 27)

o)	**Minimum Graduation Age via Micro-Credential of an accredited programme**	The duration taken to earn a formal qualification via micro-credential must follow the national education system (with its focus on the formal school system) and with appropriate recognition of lifelong learning by working adults. In general, as a matter of policy, adult learners should not graduate with a qualification before the normal age (age calculated from the year of birth) as stated in Table 1. However, in exceptional cases, the university may permit learners lower than the normal age to graduate.	(MQA[1], 7.10, pg 11)

Table 1: Age at Graduation via Micro-credential

No	Level	Entry Requirement	Normal Age at Graduation
1	Certificate	Based on current entry requirements or equivalent	19 (18+1)
		APEL.A/APEL.M (Micro-credential)	20 (19+1)
2	Diploma	Based on current entry requirements or equivalent	20 (18+2)
		APEL.A/APEL.M (Micro-credential)	22 (20+2)
3	Bachelor	Based on current entry requirements or equivalent	22 (19+3)
		APEL.A/APEL.M (Micro-credential)	24 (21+3)
4	Master	Based on current entry requirements or equivalent	24 (23+1)
		APEL.A/APEL.M (Micro-credential)	31 (30+1)

1.6 Course Selection

a. Category of MC course

There are three (3) categories of micro-credentials as identified and elaborated in the following sub-sections.

Category 1: Micro-credential course from an Accredited Programmes of a single institution

Micro-credentials can be developed from existing accredited programmes. When a learner has completed all the courses via micro-credential including horizontal credit transfers (if eligible for it), the learner shall be deemed to have fulfilled the requirements of the programme for graduation. However, the learner must fulfil the policy of minimum entry requirement and minimum age.

Category 2: Micro-credential course which are Components of Accredited Programmes of Multiple institutions

Micro-credentials may be offered as a set of courses from accredited programmes by multiple HEPs as a consortium to learners.

Learners may also do micro-credentials across many independent HEPs including authorised foreign HEPs, within a field of study or across cognate fields. They may seek to acquire an award from one of the HEPs which has an accredited programme in the field of interest.

The HEP can consider these micro-credentials for horizontal credit transfer based on the general credit transfer policy of MQA and the in-house regulations of the HEP on credit transfer, the currency of knowledge, and other HEP requirements.

The awarding HEP can consider up to 70% of the courses via micro-credentials for credit transfer and assess the learner for the balance of the credits through prescribed courses in the programme whose award is sought by the learner.

The same minimum graduation age in Table 1 is applicable in this case except for exceptional learners in which case the HEP may permit a lower age. A comparative summary of the features of this type is provided in Table 2.

Category 3: Stand-alone Micro-credential course

Stand-alone micro-credentials can also be inspired by courses in accredited programmes or designed as new based on the special needs of the employers or industries or individuals for specific knowledge, skills, and competencies. These micro-credentials are aimed at meeting the needs of the workforce for new knowledge, skills and competencies. The HEP may provide the option for the students to be certified as competent at specified levels. These types of micro-credentials may be offered to any interested learners from amongst the population and/or to students in accredited programmes as supplementary or complementary skills certifications for better employability.

Whatever the purposes and origin of the stand-alone micro-credentials, the learners can submit them to any HEP for credit transfer up to 30% of credits in an accredited programme under Credit Transfer for MOOC/MC or APEL.C or more recognition of non-formal learning through APEL.Q procedures.

Nature of Micro-credential	Component of Accredited Programmeme	Component of Accredited Programmes	Stand-alone-additional, alternate & complementary
Micro-credential Provider	**Single HEP**	**Multiple HEPs**	**HEPs and Other Providers**
Origins of Micro-credential	All courses taken via micro-credentials are components of provisionally or fully accredited programmes of a HEP. *Example:* *The learner takes courses from an accredited Diploma in Business from Lifelong Collage*	A combination of courses taken via micro-credentials from accredited programmes across HEPs or providers whether local or foreign. *Example:* *The learner takes courses from different public and, local or foreign*HEPs.* *These courses must be accredited in the home country of the HEP.*	A combination of courses taken from a variety of providers. *Example:* *The learner takes courses from local and foreign HEPs, MOOC providers and local training institutes.*
Credit Transfer/Compl etion of requirements	Since all the micro-credentials are components of the accredited programmes of the HEP, all course credits including credit transfer go toward the completion of the programme.	Credit transfer (subject to credit transfer policies of MQA and the HEP) to a maximum of 70% of the credits in the programme. The awarding HEP can determine the 30% requirements to be fulfilled and the mode of delivery of the prescribed courses.	Credit transfer up to 30% of credits in an accredited programme under CT for MOOCs, APEL.C and micro-credentials. More recognition of nonformal learning can be provided through APEL for award arrangement, i.e APEL.Q
Institutional requirements	Fully meet the requirements of the programme as the micro-credentials are a component of accredited programme of the awarding HEP.	At least 30% of the graduating credits must be taken with the awarding HEP over a cumulative one-year duration through any approved modes of delivery. *Based on the rules of the HEP.*	Subject to institutional requirements for Non Micro-credentials arrangement or Subject to the requirements in the Guidelines on APEL.Q

Table 2: Micro-credentials, Recognition and Awards
(Guidelines to Good Practices: Micro-Credentials MQA (2020)).

b. Micro-Credentials in UNIMAS

In UNIMAS, micro-credentials courses are encouraged to be developed from two out of three categories, which are from Category 1 and Category 3. (refer subsection 1.6 for the definition of all categories)

a. Category 1

Courses from accredited academic programmes, and courses unbundled from both undergraduate and postgraduate by coursework programmes. Each course is developed into one micro-credential course. Upon completion of one or several of these courses, learners are eligible to apply for horizontal credit transfer and gain admission into that programme through APEL.M, or as part of the proof at rigorous assessment.

b. Category 3

MC courses are designed to meet the demand for new knowledge and specific skills and competencies in the workforce and industry. The courses are from any:

i. undergraduate or postgraduate programme in a smaller version that is suitable to be offered as a stand-alone course (SAMC).
ii. offered under PROCEL
iii. developed previously under MOOC
iv. Professional and Executives Programmes (PEP)
v. proposed by a PTj, endorsed by the Head of PTj, to meet the demands of the workforce, industry, or community.

These courses can be part of the certification, or to fulfil the needs of the workforce for new knowledge, skills and competencies. It also can be part of courses from an accredited programme.

2 Design and Development of Micro-Credentials

2.1 Development process

The design and development process starts with a formal application process as shown in Figure 1. The process includes proposing, developing, and obtaining approval for a micro-credential (MC) course at UNIMAS, which can either be MQA accredited or non-accredited.
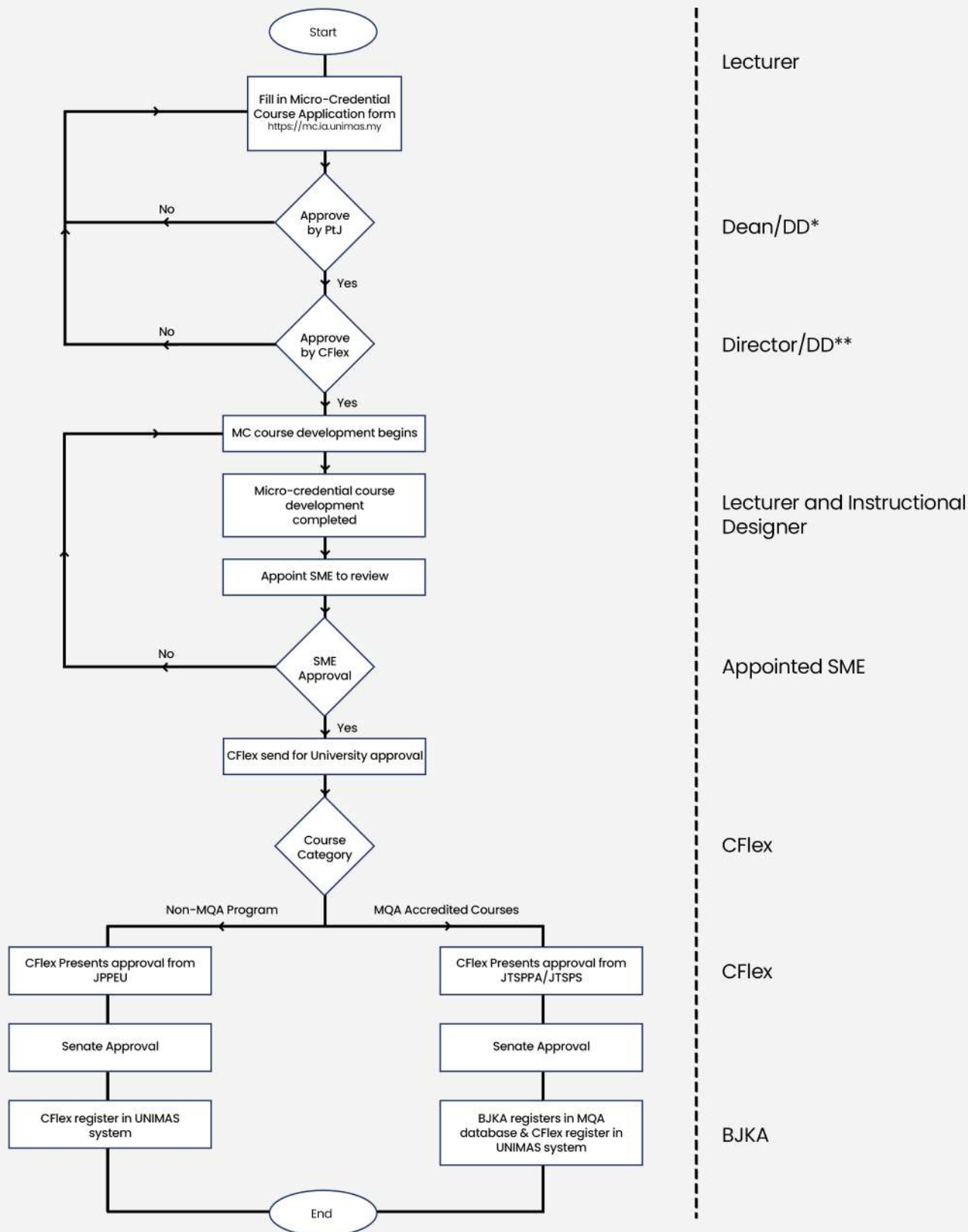
Figure 1. The process flow of Micro-credential course development until approval

*Dean or Deputy Dean (Undergraduate) for MQA accredited course, Deputy Dean (Industry and Community Engagement) for MQA non- accredited course
**Director or Deputy Director CFLEX

Start the Application Process

Complete the Micro-Credential Course Application Form, at https://mc.ia.unimas.my

For MQA Micro-credential Courses:	For Standalone Micro-credential courses:
• Original course code/course name • Justification • Entry requirement • Synopsis • Name of lecturers involved in delivering • Learning Outcome • Study session • Curriculum Structure- Attach Table 4 • Course Offer Period • Course Level • Learner Commitment • Assessment Method • Promotion • Continuous Improvement • Financial - Fee	• Justification • Market survey and analysis • Entry requirement • Synopsis • Name of lecturers involved in delivering • Objective or Learning Outcome • Study session • Course Content: Attach Table 4 for Standalone Micro-credential (SAMC) • Course Offer Period • Course Level • Learner Commitment • Assessment Method • Promotion • Continuous Improvement • Financial -Fee

Initial Review by CFlex

The Head of PTj is required to approve the application upon submission. CFlex will then evaluate the application. If the application meets the necessary criteria, it will be approved, and the course development begins. If the application is not approved, revisions will be required based on the feedback before resubmission.

Course Development

Once approval is obtained, the development phase of the MC course begins. During this phase, the course content, learning outcomes, and structure must be carefully developed to ensure alignment with academic standards.

For both f2f and Online/Blended Mode, the process starts with completing Table 4 form. During this process CFlex can be completed if needed. Then, the main content is developed, including instructional design, learning activities, and assessments. Video materials are then created, followed by a promotional video. Once all materials are uploaded to the platform, the content and promo video are vetted by Subject Matter Expert (SME) who shall be appointed by CFlex.

Table 3 shows the development of progress tracking.

No	Milestone	Cumulative Progress	Suggested duration
1	Submit Proposal Form and approved	15%	1 week
2	Submit Table 4 Form and approved	20%	2 weeks
3	MC Content Development Preparation of MC Course - Slides/Scripts - References Preparation of learning activities & assessments - Assessments (MCQ quizzes, Formative assessments - Summative Assessments	40%	1 month
4	Video Materials Development • Preparation of learning materials for video development • Preparation of materials for shooting, recording, and editing	60%	1 month–2 months
5	Promo Video Development	65%	1 week
6	Upload Materials in platform	70%	1 week
7	Video Vetting by SME	85%	1–4 weeks
8	Senate Approval	100%	<1 month

Table 3: Micro-Credential Course Development Milestones and Progress Tracking for Online / Blended Mode

Approval Presentations

Once completed, CFlex will present it to relevant authorities, such as JTSPPA/JTSPS and JPPEU, depending on whether MQA accreditation is being pursued. The necessary approvals must be obtained for either an MQA-accredited or non-MQA programme.

Senate Approval

The next step is to secure Senate Approval. This step is crucial to ensure the course is formally accepted as part of the university's academic offerings.

Course Registration

For MQA-accredited programmes, the Academic Quality Management Unit (Bahagian Jaminan Kualiti Akademik (BJKA)) will register the course with the Malaysian Qualifications Agency (MQA). Simultaneously, CFlex will register the course in the UNIMAS system, marking the official completion of the approval

Completion

Once all the necessary approvals and registrations are completed, the MC course is considered complete and is ready to be offered through UNIMAS.

2.2 Guideline to SLT: Delivery and Assessment

The course developer may use the following information as a guideline to calculate the total SLT.

The course developer may decide the duration of each activity or assessment without detailing it down to the minute.

Material of delivery	Duration/volume	SLT
Slide	1 slide	5–10 min
Forum	1 min	2–5 min
Video	1 min	2–5 min
Webinar	1 min	2–5 min
Lecture	1 min	2–5 min
Reading material eg: ebook/journal/article	1 page	5–10 min
Assessment	**Duration/volume**	**SLT**
Quiz (MCQ)	1 question	3–5 min
Assignment: Video	1 min video	20–30 min
Assignment: Essay	1 page	60 min (1 hour)
Presentation (video)	1 min	10 min
Examination (short answer)	1 question	5–10 min
Examination (long answer)	1 question	10–20 min

2.3 Guidelines for Designing Assessment

  i. The assessment must align with the course learning outcomes (CLO).
 ii. For MC courses from MQA-accredited programmes, the assessment can differ from the existing course, but it must measure the same taxonomy.
iii. The assessment methods for MC may include online quizzes, discussions, video presentations, forums, etc.
 iv. Each learning unit or week should include at least one assessment, whether part of the continuous assessment marks or not.
  v. Instructor feedback is encouraged and should be visible in the assessment feedback.
 vi. Online quizzes, even if they contribute to the total marks in the continuous assessment, may be retaken.

3 Offering, Enrolment and Credit transfer

3.1 Offering to Internal Students and External Learners

The offering of micro-credential courses through online learning is conducted either via the UNIMAS e-learning platform, or any appropriate platform as agreed by the Senate. UNIMAS e-learning platform is eLEAP, while the platform for public participants is L4L.

Link to eLEAP: https://eleap.unimas.my/

Link to L4L: https://learners4life.unimas.my/

Face-to-face (conventional) micro-credential courses will involve appropriate physical spaces. Blended learning implementation involves both the e-learning platform and physical spaces.

Learners who wish to take the course, can view the Course Overview which consists of:
• Course Syllabus
• Learning Outcomes
• Student Learning Time
• Pre-requisite
• Course Structure
• Course Start Date
• Platform access
• Learner Commitment
• Introductory Module

3.2 Learner Enrolment

Upon enrolment, learners are provided access to:
• Learning Materials
• Continuous Assessment
• Feedback from instructor
• Progress tracking
• Final Assessment

3.3 Post Course Engagement

3.3.1 Course Survey

After the final assessment, learners are requested to complete a feedback survey. The instructor or CFLEX will recommend advanced courses, upgrades, or related courses to the learners.
• Course Survey
• Advanced courses, upgrades, or related courses

3.3.2 Credential Awarding and Recognition

After the final assessment due date, results are expected to be announced to learners via email approximately one month later. The final result, graded by the instructor, will undergo Senate approval for final confirmation.
• JPPEU/JTSPS/JTSPPA endorsement
• Senate approval
• Certificate and digital badge issuance

34 Credit Transfer

There are two ways for a learner to claim credit transfer for a formal certificate or degree.

a) For MQA accredited Micro-credential course, a learner can apply for a horizontal credit transfer. The process for horizontal credit transfer is as follows:
   i.   The learner completes the credit transfer application form.
   ii.   The Programme Coordinator reviews the application.
   iii. If the application is supported, it is forwarded to the Dean for approval.
   iv.   A copy of the approval is sent to the applicant and to the administrator.

b) For a Standalone Micro-credential course, a learner can apply credit transfer through APEL.C. Learners may consult UNIMAS APEL.C centre.

3.5 Accreditation of Prior Experiential Learning (APEL)

The Malaysian Qualifications Framework (MQF) values non-formal and informal learning. Credits awarded through APEL.C must be based on demonstrated evidence of learning, rather than merely on the claim of experience. Learning is assessed based on the course learning outcomes. Learners must achieve at least 50 percent of each course learning outcome. The university can award up to 30% of the credits required for the target programme.

4 Certification of Micro-Credentials

4.1 Micro-Credential Certification

The micro-credentials digital certificate should ideally be based on technologies that preserve the identity of the learners and protect the certifications from misuse or alterations to ensure user trust. The micro-credentials should be shareable across multiple platforms including social media, email, blogs, and resumes.

The process of awarding:
1. Result is approved by Senat
2. CFLEX sends the certificate/digital badge to the participants

A digital badge represents a certificate in digital form that can be shared on social media platforms, such as LinkedIn. Participants collect digital badges for specific skills to showcase their self-improvement in those areas.

A digital certificate has a QR code to validate the originality of the certificate. A link to the Malaysian Micro-credential Statement (MMS) is provided.
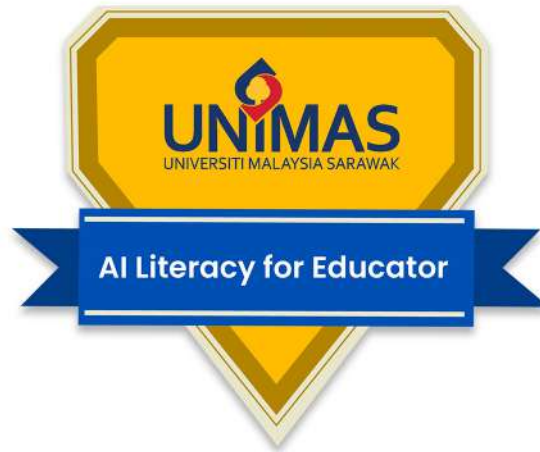
Example of a Digital Badge:

Example of a Digital Certificate:

5 Quality Assurance & Management

An effective Quality Management System (QMS) covering all aspects of the design, development, delivery, assessment, monitoring, review and improvement of the micro-credentials must be established, maintained and improved by the HEP or provider. The HEP may utilise existing programme development, design, approval, and implementation mechanisms for micro-credentials. In general, the HEP or provider should observe the following processes appropriate to the complexity of the micro-credentials to ensure high quality.

5.1 Outcome or Competency-based

Micro-credentials which are component of an accredited programme are outcome-based. Non-higher education providers who want to facilitate the recognition of their micro-credentials must design it with a clear articulation of the objectives and the outcomes of these courses. Providers need to align the outcomes of the micro-credential to the MQF level descriptors and outcomes to assist any future recognition by HEPs. These course outcomes should have an action verb, performance criteria and conditions which allow the content, the teaching and learning strategies and assessment to be designed and delivered to facilitate learner achievement of the outcomes. An estimation of learning effort (in hours) required to achieve the outcomes should be provided in addition to any other prerequisite knowledge or skills required for successful completion of the micro-credential.

5.2 Market Needs Analysis

Micro-credential developers who intend to offer MC standalone courses (SAMC) need to conduct market survey to demonstrate that there is demand in the market and to ensure the sustainability of the programme. The survey must gather feedback from at least 30 respondents. The analysis of the market survey should be attached to the application form.

The purpose of market needs analysis is to align the curriculum to market supply and demand; professional, occupational or industry requirements and best practices; as well as issues and trends at the regional, national and international levels. (MQA 2023, pg 39)

5.3 Assessment of Learning

All micro-credential providers must ensure that credible assessment system is in place and appropriate assessment methods are used to assess learning for formative, diagnostic and summative purposes. Micro-credentials which are components of accredited programmes must observe assessment standards as stipulated in the relevant programme standards or COPPA and COPPA: ODL10.

Information on the type of assessments (examinations, tests, projects etc.), grading (marks, grade points or alphabetical grades etc.) and its quality assurance should be stated in the Malaysian Micro-credential Statement (MMS) (see Appendix 1).

5.4 Delivery – System and Resources

The policies, processes and procedures for the management of the micro-credential from promotion, enrolment, withdrawal or deferment, instructor assignment, scheduling, teaching, learning, the use of the online platform, peer collaboration, formative and summative assessment, and the credentialing should be established, implemented and improved. These processes are normally described in the regulations and/or student handbook. These documentations should be provided to or be accessible to the learners.

5.5 Monitoring and Review

An important aspect of the delivery is the monitoring of the teaching and learning, and assessment processes by those responsible for IQA. The monitoring of operations by gathering required information and reviewing them to examine operational and learning effectiveness, is critical for continual improvement. Feedback from academic staff and learners are vital to improving the experience of learners and the value of the micro-credential. The GGP on Monitoring, Reviewing and Continually Improving Institutional Quality (MR-CIIQ) provides further information on monitoring and review. (www.mqa.gov.my).

5.6 Learner Experience

A key part of the QA of the programme/courses is to seek information on the experience of learners at appropriate intervals to validate the delivery system. Both quantitative and qualitative information should be solicited from the learners and used to improve the delivery system. Any instrument designed for this purpose should assess the learner experience rather than just their satisfaction.

5.7 Learner Data and Records Management

The records on learner application, progression, performance, attrition and completion of modules or micro-credentials must be securely maintained by the provider for verification by users. The digital certificate should be safe, secure, shareable and contain key information on the provider, learner, learning, and achievement as indicated in the MMS (see Appendix 1). The use of digital badges is highly recommended for ease of verification and carry vital learner information for users. (MQA (2022), 9.8, pg 18)

5.8 Quality Assessment for HEP and other Providers

Where the micro-credentials are designed as stand-alone credentials, the HEPs or other providers can apply to MQA for an assessment of the effectiveness of their design, development and delivery of the micro-credential. Such an external quality assessment by a recognised QA body will provide an independent third-party validation of the quality of the micro-credential to learners, employers, users and other HEPs.

5.9 Intellectual Property and Copyright

a. Developers of micro-credentialing must ensure that the content used does not infringe on the copyrights of any party.
b. UNIMAS has the full ownership of the teaching and learning materials developed.

- To prevent participants from downloading teaching videos, the following measures are recommended:
    - a. Streaming Only: Use a video platform that supports streaming but does not allow downloads. This ensures that videos can only be viewed online.
    - b. Access Control: Implement secure access controls, such as requiring login credentials to view videos. This way, only authorized users can access the content.
    - c. Limit Download Options: If providing downloadable materials is necessary, restrict access to specific formats or versions that cannot be easily downloaded.
    - d. Legal Notices: Include clear copyright notices and terms of use within the video or in the course materials, outlining the consequences of unauthorized downloading.

e. Monitoring and Reporting: Use analytics tools to monitor video access and provide a way for users to report any unauthorized sharing.

Disclaimer

UNIMAS reserves the right to amend these guidelines from time to time based on current needs and technological advancements, taking into account the views of all relevant parties.

APPENDIX 1

MALAYSIAN MICRO-CREDENTIAL STATEMENT	
Serial No:	A unique identifier
Name:	
NRIC	
Course Name:	
Programme (Course Origin)	
Name and status of awarding institution	
Language of instruction/examination	
Delivery	
Mode of study	
Course Level	
Credit hours/equivalent	
Student learning time	
Duration	
Enrolment Requirements	
Course Learning Outcomes	
Assessment	Formative % Summative %
Grade	
Quality Assurance	MQA accredited/Industry etc
Date of official stamp/seal of award	
Signature	
Contact information for verification	

MALAYSIAN MICRO-CREDENTIAL STATEMENT (MMS)

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