

# UNE Short Course & Microcredential Framework



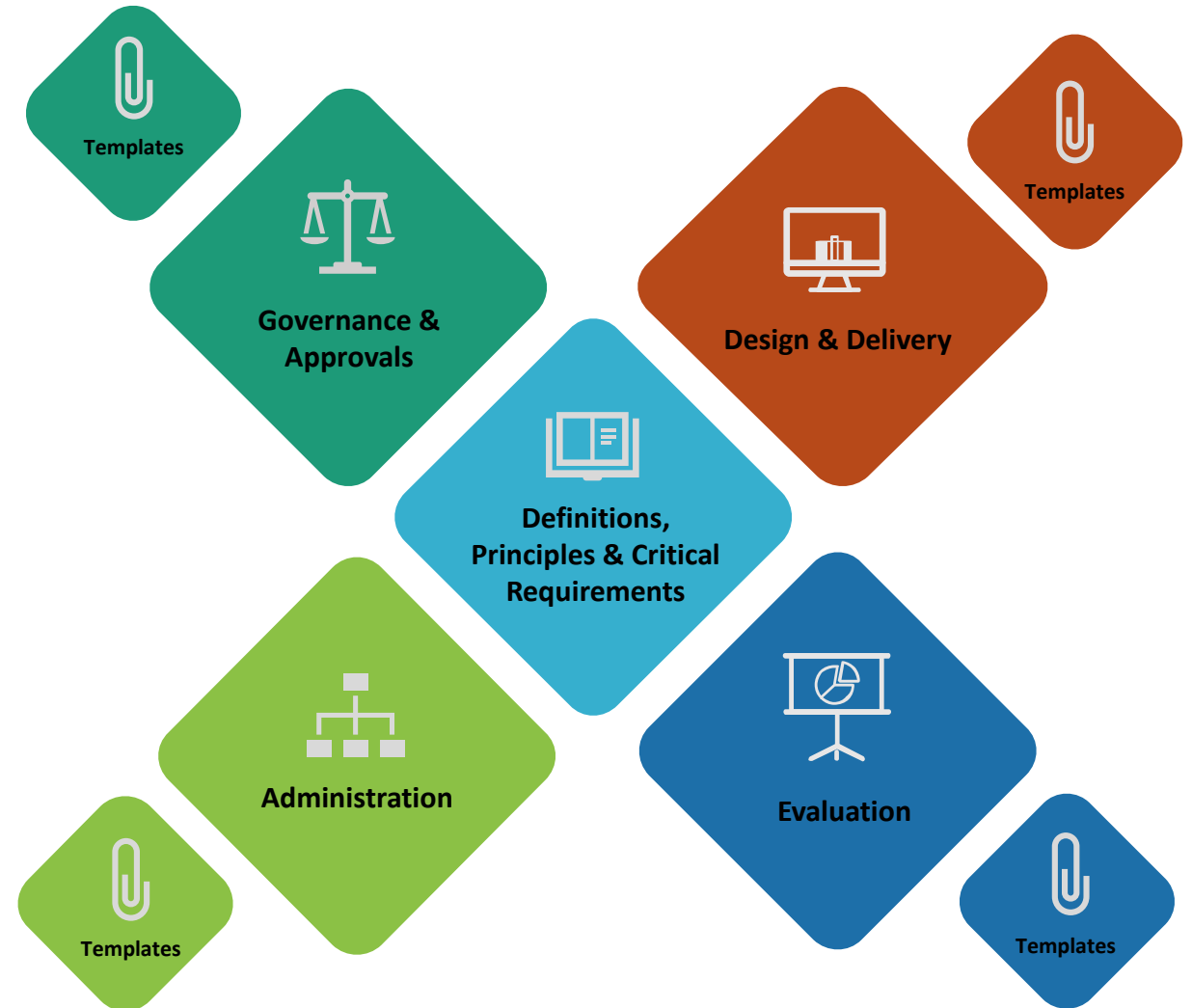
# INTRODUCTION

This document serves as guidance for academic staff at the University of New England (UNE) in the development and delivery of short courses and microcredentials. Apart from approvals, it primarily provides practical advice and best practices to help navigate the entire process from course design to evaluation. The goal is to ensure that UNE's short courses and microcredentials are of the high quality, meeting the diverse needs of learners while aligning with industry standards and community expectation.

UNE's short courses or short forms of learning, awarded as microcredentials, cater to students seeking relevant knowledge and skills in smaller, more flexible and easily attainable formats aligned with industry and community needs. The offerings may assist students in preparing for and progressing into both 'formal' undergraduate or postgraduate courses. They are also used for skill and knowledge acquisition to enter a new profession, improve skills in an existing job, or seek promotion.

# UNE MICROCREDENTIAL – SHORT COURSE FRAMEWORK

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## **Definitions, Principles & Critical Requirements**

*This section outlines key terms and concepts fundamental to UNE short courses to ensure that staff have a clear and consistent understanding of terminology, principles and base requirements*

# Key Definitions



## UNE SHORT COURSE

A short course is any learning programme or recognition of learning of between one and 100 hours in duration that assesses learning outcomes and results in a certificate (i.e. microcredential) bearing the UNE (University of New England) name, logo, or crest.



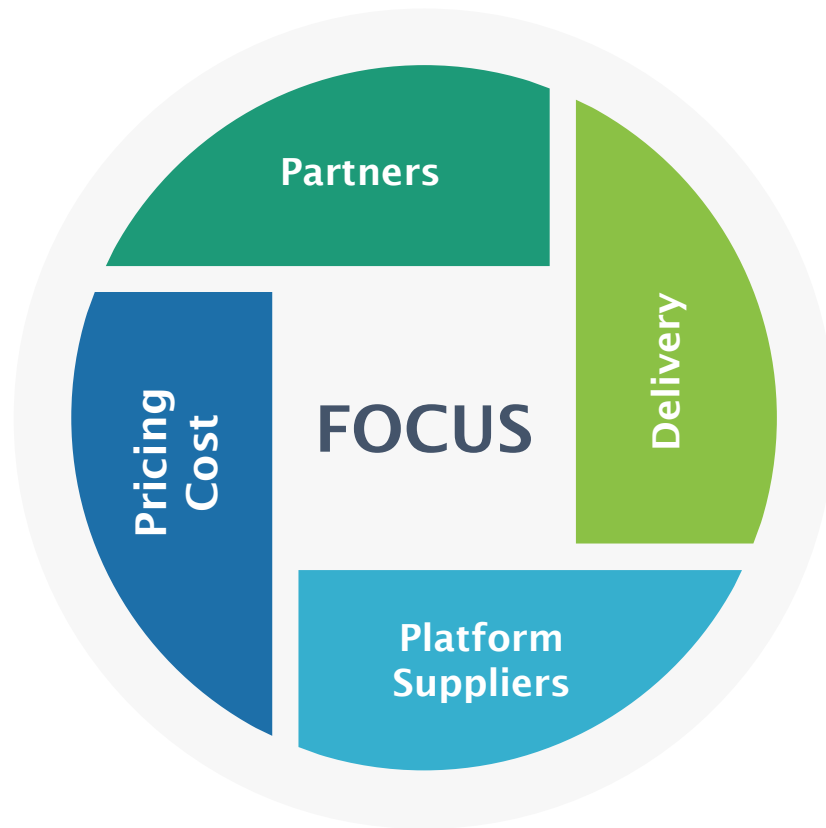
## UNE MICROCREDENTIAL

A microcredential is a certification of assessed learning or competency, associated with a UNE short course/s, and may be additional, alternate, complementary to, or a component part of an Australian Qualifications Framework (AQF) award qualification, though it is not recognised as a qualification under the AQF (Australian Qualifications Framework) award.

[Glossary / UNE Policy Register](#)

# Essential aspects of UNE Short Courses

All UNE short courses share 5 essential features:



## FOCUS

Meets regional skill shortages and meet specific partner needs

### Partners

Where possible developed and/or delivered in collaboration with local government, industry partners, and subject matter experts

### Adaptability

Designed as self-paced, online learning as a base from which hybrid or face-to-face delivery can be built for specific partners or markets.

### Platform Suppliers

Use UNE Partnerships as the preferred platform supplier and support partner. For simple or purely self-paced courses Open Learning is also available.

### Pricing & Cost

All costs are fully recovered and margin aligned with course objectives, whether for revenue generation or reputation enhancement. Margins support long-term sustainability and continuous improvement.

# Short Course Principles

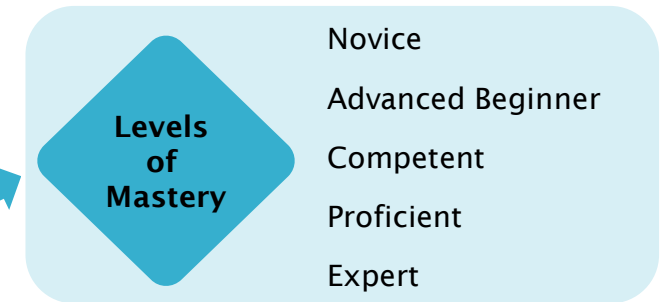
UNE is committed to ensuring the highest quality in the design, delivery and learning experience in short courses and microcredentials. As such, short courses and microcredentials at UNE aim to reflect the University's expertise, and align with its strategic goal to address regional skill shortages and meet specific partner needs. Short courses and microcredentials delivered by UNE are:

- ◆ **Outcome based** - Short courses and micro credentials provide a flexible and adaptable approach to meeting the needs of participants and communities.
- ◆ **Needs driven** - learning aligns with the needs of industry, governmental bodies, professional bodies, participants and communities by combining theory and practical application and co-developing with key partners to be learner-centric and meet industry standards/ needs.
- ◆ **Tailored learning** - considers options for participants' personalised learning journeys allowing participants to choose courses that are targeted to their needs and future ambitions.
- ◆ **Lifelong support** - provides options for RPL into UNE award courses, when stacked with other formal or informal learning to provide participants with access to ongoing learning opportunities.
- ◆ **Transparent** - uses flexible, innovative and non-traditional approaches for design, management and delivery. Aspects such as learning outcomes, mode of delivery, expected effort, content, and modes of assessment will be accessible/ viewable by learners prior to course initiation.
- ◆ **Accessible** - responds quickly to identified needs and removes barriers to participation.
- ◆ **Relevant** - provides learning opportunities and outcomes relevant to UNE disciplines existing or emerging that meet the needs of industry and the participants.
- ◆ **Adaptive** - uses the adaptability and experience of academic and professional staff from across the university, adjunct staff, alumni and industry or sector partner staff, who have demonstrated capabilities in the subject (industry experience, training, professional accreditation etc) in design and delivery to meet the current and emerging needs of industry and participants.

# Critical Requirements

This section outlines a number of minimum standards for UNE short courses & microcredentials

- ◆ Learning outcomes must be clearly stipulated.
- ◆ Assessment/s must assess the attainment of learning outcomes. For transparency, the type of assessment/ assessment method must be clearly stated.
- ◆ The volume of learning must be stipulated and should have a minimum of one hour of volume of learning and less than that of an AQF award qualification.
- ◆ When describing foundation or general capabilities, consideration is given to the descriptors contained within the [Australian Core Skills Framework](#).
- ◆ Level of mastery achieved must be stipulated where the primary purpose of a microcredential is not credit-bearing. This can be a best-fit or estimate.
- ◆ Where applicable, short course information will clearly stipulate industry-recognition, where the course is recognised by a professional body, satisfies or aligns to an industry standard or professional development requirement, or constitutes recognition towards an industry or vendor certification.
- ◆ Where applicable, short course information will clearly stipulate credit-recognition.



UNE's Plan-Do-Check-Act quality cycle applies to short courses and microcredentials to promote continuous quality improvement  
(see [Academic Quality Assurance Policy](#))

For further information go to the [National Microcredentials Framework](#)





## Governance & Approvals

*This section provides a comprehensive overview of UNE's processes for managing and approving its short courses and microcredentials.*

# Governance Mechanisms

Short courses are non-award and non-AQF (Australian Qualifications Framework) and are not required to follow the standard UNE course approval process. Why?



## LIMITED LEGISLATION

As non-award. Non-AQF courses short courses are not subject to the Higher Education Standards Framework (HESF) and have no external regulatory oversight.



## FLEXIBILITY

Short courses often need to be developed and launched quickly to respond to emerging trends, industry demands, or specific learner needs. Simplified governance allows for more rapid iteration and adaptation of course content.



## INNOVATION

Short courses provide an opportunity for UNE to experiment with new teaching methods, technologies, and course content.

# Delivery Options

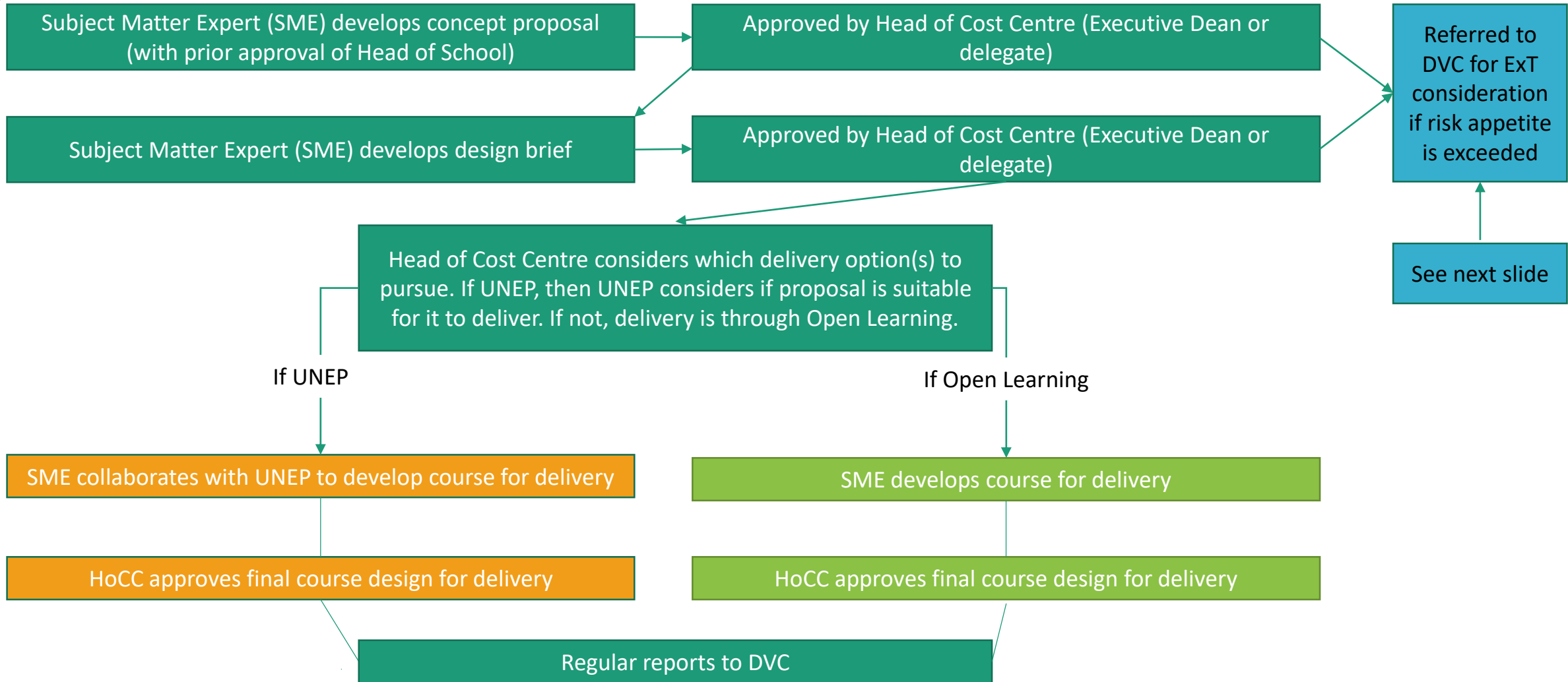
UNE supports delivery of online content via UNE Partnerships and Open Learning. Whilst UNE Partnerships is UNE's preferred partner, both have advantages and disadvantages that will need to be considered. In considering your options:

- Evaluate the technological needs and support requirements of your course.
- Compare the features and support levels of UNE Partnerships and Open Learning.
- Evaluate the commercial models of UNE Partnerships and Open Learning.
- Select the option that provides the best balance of technology and support and commercial return for your course delivery.

| UNE Partnerships  | Open Learning   |
|---|---|
| Work in a familiar environment (Moodle)   | Convenience and flexibility, easy and accessible DIY platform to use  |
| Can be presented as part of a coherent set of UNE microcredentials with consistent structures to strengthen market position and credit arrangements | Flexible design   |
| Tailored experience for corporate groups  | Personalised learning experience  |
| More rigorous options for assessment  | Cost-effectiveness, no additional cost per student (which is especially useful for free / not for profit courses), and greater access and control for existing academics via direct access to LMS |
| On-site administrative support  | Continuous learning and skill development   |
| Continuous Learning and Skills Development  |   |
| Contact: Ben Gilmore, CEO, UNE Partnerships<br>Ext: 0010 email: benjamin.gilmore@unep.edu.au  | Contact: Martina Linnemann, Education Futures<br>Ext: 5032 email: mlinnema@une.edu.au   |

# Development and Approval Process

NEW



# Referral to ExT

When determining if an initial Concept Proposal for a new short course or microcredential should be referred to ExT, an Executive Dean or Executive Principal should use specific risk descriptors to guide their decision. The high-risk descriptors help assess the potential risks associated with the proposed project and whether it warrants further scrutiny.

- ◆ **Exceeds Budgetary Limits:** The short course requires funding that cannot be met by BAU, suggesting the need for additional financial sources that are not currently identified or secured.
- ◆ **Long-term Financial Commitment:** The short course involves long-term financial commitments which may include an obligation to allocate financial resources to a specific course, including an agreement with an external partner over an extended period. Long-term financial commitment involves significant planning, budgeting, and allocation of funds to ensure the ongoing viability and success of the commitment.
- ◆ **Uncertain Funding:** The course is highly dependent on funding sources that are uncertain or contingent on external factors, such as grant approvals, donations, or partnerships that are not yet formalised.
- ◆ **Operational Impact:** Potential impact for short course delivery on areas of the University outside the remit of the ED or EP.



# Roles and responsibilities – development process

NEW

| Academic/Subject Matter Expert   | Head of School / EP EF (for School of Ed Enterprise)   | DVC  | UNEP  |
|--|--|--|---|
| <ul style="list-style-type: none"><li>Develops concept proposal on request / with approval of Head of School</li></ul> | <ul style="list-style-type: none"><li>Approves concept proposal for development of design brief if it meets quality, relevance and budget requirements – refers to ED and DVC for ExT consideration if risk appetite is exceeded</li><li>Reports concept proposals to ED and DVC</li></ul>   | <ul style="list-style-type: none"><li>Receives reports from Head of School / EP EF on concept proposals and design briefs submitted and / or approved</li></ul>  | <ul style="list-style-type: none"><li>Provides standing guidance on characteristics of courses that have market appeal and on course models that UNEP is equipped to consider delivering</li></ul>  |
| <ul style="list-style-type: none"><li>Develops design brief</li></ul>  | <ul style="list-style-type: none"><li>Approves design brief for development of course if it meets quality, relevance and budget requirements – refers to ED and DVC for ExT consideration if risk appetite is exceeded</li><li>Reports design briefs to ED and DVC</li></ul>   |  | <ul style="list-style-type: none"><li>Considers whether proposed course is suitable for delivery through UNEP</li></ul>   |
| If course is agreed to be delivered through UNEP:  |  |  |   |
| <ul style="list-style-type: none"><li>Collaborates with UNEP to develop course for delivery</li></ul>                  | <ul style="list-style-type: none"><li>Reaches agreement with UNEP on terms for any course-specific delivery of the course</li><li>Reports agreements with UNEP to ED and DVC</li><li>Approves final course design completed with UNEP for delivery through UNEP</li></ul>  | <ul style="list-style-type: none"><li>Agrees standing collaboration terms with UNEP including course concept proposal and design brief assessment, course development, marketing, course pricing parameters, course student journey (enrolment, payment, support, aftercare), delivery, reporting, record keeping, cost and revenue sharing – UNE and UNEP may agree a standard set of course types to facilitate consistent and efficient design, delivery and credit arrangements</li><li>Receives report on agreements with UNEP to deliver courses</li></ul> | <ul style="list-style-type: none"><li>Collaborates with academic/subject matter expert to develop course for delivery</li><li>Delivers course</li><li>Monitors course delivery and reports on individual courses to Head of School and on portfolio of courses to DVC</li></ul> |
| If course is agreed to be delivered through Open Learning:   |  |  |   |
| <ul style="list-style-type: none"><li>Develops course for delivery</li></ul>   | <ul style="list-style-type: none"><li>Approves final course design for delivery</li></ul>  | <ul style="list-style-type: none"><li>Receives report on courses to be delivered through Open Learning</li></ul>   |   |
| For both UNEP and Open Learning delivered courses:   |  |  |   |
| <ul style="list-style-type: none"><li>Delivers agreed course components</li></ul>                                      | <ul style="list-style-type: none"><li>Approves workload for academic/subject matter expert for all phases of course development and delivery</li><li>Determines flow of revenue received by School in accordance with this framework</li><li>Monitors course delivery and reports to DVC</li><li>Monitors need for continuous improvement and considers future offerings</li></ul> | <ul style="list-style-type: none"><li>Receives monitoring reports from Head of School / EP EF (and from UNEP on course portfolio)</li><li>Synthesises reports and provides short annual reports to ExT and to Academic Board via Teaching &amp; Learning Committee</li><li>Monitors need for continuous improvement of Short Course Framework</li></ul>  |   |

# Templates



|                        |
|------------------------|
| Expression of Interest |
| Concept Brief          |
| Design Brief           |

**INSERT LINKS to DOCS**



## Design and Delivery

*This section provides information to guide the design and delivery of UNE short courses.*

# Learning Technology and Support

UNE supports delivery of online content via UNE Partnerships and Open Learning. Whilst UNE Partnerships is UNE's preferred partner, both have advantages and disadvantages that will need to be considered. In considering your options:

- Evaluate the technological needs and support requirements of your course.
- Compare the features and support levels of UNE Partnerships and Open Learning.
- Select the option that provides the best balance of technology and support for your course delivery.

| UNE Partnerships  | Open Learning   |
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# Short Course Design Brief

Regardless of the platform chosen, approval of the design brief by the Head of School / EP-EF is mandatory before final approval to proceed.

## OVERVIEW

A design brief is important because it is a foundational document that guides the entire design and development process of micro-credentials, ensuring that they are purposeful, high-quality, and effective in achieving their educational objectives. The detailed design brief should clearly outline learning outcomes, pathways leading to UNE award courses, assessment criteria, and mechanisms for assessment reporting.

## LEARNING ARTEFACT

Minimum learning artefacts for micro-credentials should include:

- Study and Navigation guides (Digital and PDF).
- Workbooks or study notes (one per course, digital and PDF).
- Templates (PDF) via digital library (if applicable/driven by course content).
- Case studies with contextualised regional content (if applicable / driven by course content).

## TIPS

- Designing courses for self-paced online learning as the baseline enables easy tailoring of courses (e.g. providing additional services such as live Q&A sessions, personalised feedback, workshops, field trips) without requiring a complete redesign for different markets and partners
- Develop foundational modules that cover essential concepts applicable across various industries. Ensure that the core content can be reused and adapted without significant changes. Use case studies, examples, and assessment that can be tailored to specific industries or organisations to make the course relevant to different sectors (these elements can be co-designed)
- Courses should not include core readings from external sources or distil core concepts from industry and journal sources into the course content as learners generally do not have access to UNE library resources
- Essential readings should be publicly available from open source websites.
- Keep summative assessment to a minimum. If more than one task, scaffolded tasks make the best use of limited time. Machine mark where possible.



# Co-Designing Short Courses

UNE's Course and Unit Design Procedures outlines UNE's approach to co-design. UNE uses the 5D-Design Model. This model is encouraged for use in short courses developed to meet specific industry requirements or when working in collaboration with an industry partner.

| Phase               | Descriptor   | Actions   |
|---------------------|--|---|
| <b>1.Discover</b>   | Explore the opportunity or understand the problem                            | <ul style="list-style-type: none"><li>• Conduct initial research and analysis</li><li>• Synthesise findings</li><li>• Identify key challenges and opportunities</li></ul>   |
| <b>2.Dream</b>      | Explore potential solutions and ideas  | <ul style="list-style-type: none"><li>• Engage as needed with students and stakeholders</li></ul>   |
| <b>3.Design</b>     | Develop ideas and concepts into drafts to test understanding and assumptions | <ul style="list-style-type: none"><li>• Convert ideas into tangible drafts or prototypes for feedback from students and stakeholders as needed, and undertake testing</li><li>• Iteratively refine based on feedback</li></ul>                    |
| <b>4.Deploy</b>     | Roll out the refined output  | <ul style="list-style-type: none"><li>• Plan for implementation, considering resources and timelines</li><li>• Deliver the course/unit/element</li></ul>  |
| <b>5.Deliberate</b> | Reflect and adjust outputs   | <ul style="list-style-type: none"><li>• Seek feedback from student and stakeholders post-implementation</li><li>• Return to the relevant phase based on feedback and/or</li><li>• Make adjustments based on real-world use and feedback</li></ul> |

## WHAT TO CO-DESIGN

The following elements of short course lend themselves to co-design. . The optimal approach chosen will vary from course to course and is dependent on the overall goals and context

- Delivery mode
- Learning outcomes
- Content selection & scaffolding
- Assessment methods
- Teaching & learning activities
- Teaching materials & resources
- Technology & tools
- Schedule & pacing
- Feedback mechanisms
- Cultural & inclusivity considerations
- Support services

## CO-DESIGN METHODS

Co-design methods may include:

- Stakeholder workshops
- Focus groups & forums
- Observation
- Peer review
- Surveys & questionnaires
- Prototyping & piloting

# Credit and stackability

NEW

OVERVIEW

- Short courses can be used as credit into UNE courses (where the short course allows achievement of learning outcomes of a UNE course)
- Multiple short courses may be used as credit into the one UNE course
- Applications for, and any awarding of, credit is managed in accordance with the UNE Admission, Credit and Enrolment Policy
- Schools should consider this Policy and potential markets when designing short courses to ensure opportunities for awarding of credit are preserved



*This section provides information to help develop course-relevant evaluation and reporting to assess the effectiveness, impact, and continuous improvement of UNE's short courses and microcredentials.*

# Importance of Evaluation and Reporting

Evaluating short courses and microcredentials is essential for maintaining quality, ensuring relevance, and fostering strong relationships both within UNE and with external partners.

## Importance for UNE

**Quality Assurance:** Regular evaluation helps maintain high standards in short course design, delivery, and outcomes

**Continuous Improvement:** Feedback from evaluations allows UNE to refine and enhance short course content, teaching methods, and learning resources, leading to better experiences for students.

**Resource Allocation:** By assessing the effectiveness and impact of short courses, UNE can make informed decisions about resource allocation, prioritising short courses that deliver the most value to students and the institution.

**Student Satisfaction:** Evaluations provide insights into student satisfaction and learning experiences, helping UNE to address any issues and improve student engagement and completion rates.

## Importance when working in partnership

**Meeting Partner Expectations:** Regular evaluations ensure that the short courses meet the expectations and requirements of industry and community partners, fostering strong collaborations and repeat engagement.

**Measuring Impact:** Partners can use evaluation data to measure improvements and the impact on their own staff and stakeholders, providing tangible evidence of the benefits and effectiveness of the courses.

**Continuous Improvement:** Feedback from evaluations allows UNE to refine and enhance short course content, teaching methods, and learning resources, leading to better experiences for students.

**Accountability:** Evaluations demonstrate accountability to partners, showing that UNE is committed to delivering high-quality, impactful educational programs.

Contact [quality@une.edu.au](mailto:quality@une.edu.au) for assistance in designing and disseminating your evaluation tool.

# Evaluation Questions

When designing an evaluation tool for short courses, it is essential to incorporate various factors to ensure a holistic assessment of the success and impact of the course. It is important to remember that for short-courses immediate impact and applicability is key for most learners. Possible questions for inclusion in an evaluation tool are outlined below.

**Overall Satisfaction:**

- How would you rate your overall satisfaction with the course?

**Impact:**

- How would you rate the practical impact of the course on your professional and personal development?
- How effectively did the course contribute to your career advancement or skill enhancement?

**Learning Outcomes & Content:**

- To what extent did the course meet your professional or learning needs?
- How relevant and contemporary was the material provided?
- How adequate and accessible were the learning resources (e.g., digital platforms, libraries, support services)?
- How well did these resources support your learning experience?

**Teaching & Assessment Methods:**

- How effective were the teaching methods used in this course (e.g., lectures, interactive sessions, practical exercises)?
- How well did the assessments help you apply the knowledge and skills learned in the course?
- How relevant and practical were the assessments in reflecting real-world applications of the course material?

**Technology and Tools:**

- How effective and user-friendly were the technology and tools used for course delivery?
- How would you rate the handling of any technical issues encountered during the course?

**Student Confidence:**

- How confident do you feel in applying the skills and knowledge gained from this course?
- How much did the course improve your readiness to tackle related tasks or challenges in your workplace?

**Own Input and Effort:**

- How much effort did you invest in this course (e.g., time spent on assignments, participation in activities)?
- How valuable do you perceive the outcomes relative to the effort you put in?



# Evaluation Questions – External partnership

When partnering to design and/or deliver a short course, it is also important to evaluate the success and impact for the partner. This data not only helps inform continuous improvement but is important when communicating UNE's expertise to potential partners. Possible questions for inclusion in an evaluation tool are outlined below.

## **Overall Satisfaction**

- Overall, how satisfied are you with the co-design and delivery process of this course?
- How likely are you to collaborate with UNE on future course designs?

## **Responsiveness:**

- How well did UNE understand and respond to the specific needs and requirements of your organisation in the design and delivery of the course?
- How effectively were your suggestions and feedback incorporated into the course design?
- How well was the course customised to meet the unique needs of your organisation?

## **Quality of course and delivery**

- How would you rate the quality of the learning materials provided (e.g., digital platforms, resources)?
- How relevant and practical were the assessments in reflecting real-world applications of the course material?
- How effective were the instructors in delivering the course content?










## **Impact and Applicability:**

- How would you rate the immediate applicability of the course content to your organisation's needs?

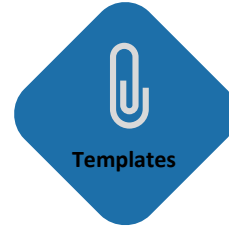
Standard reaction and satisfaction evaluation should be undertaken at the end of the delivery of each short course. However, some partners may seek longer term evaluation to examine the extent to which learners applied what they learned when they returned to their work environment and/or the tangible results of the training, such as increased productivity, improved quality, higher sales, or other business metrics. If additional evaluation is required, remember to build this requirement into costing.

# Reporting Requirements

When reporting on the outcomes of a short-course the following elements should be considered.

- |  |  |
|--|--|
|  <b>1. Executive Summary</b><br>Overview of short courses offered<br>Key achievements and highlights<br>Challenges faced and areas for improvement   |  <b>2. Course Details</b><br>Course titles, codes, descriptions, durations, delivery modes, and target audiences  |
|  <b>3. Participation and Engagement</b><br>Total enrolments and participant demographics<br>Attendance and completion rates<br>Summary of participant feedback  |  <b>4. Learning Outcomes and Impact</b><br>Learning objectives achieved<br>Assessment methods used<br>Evidence of skills gained and certifications awarded<br>Notable case studies/testimonials |
|  <b>5. Co-Design and Partnership Assessment</b><br>Stakeholders involved in design and delivery<br>Description of co-design process<br>Details of external partnerships<br>Evaluation of successes, challenges, and future improvements |  <b>6. Financial Overview</b><br>Budget summary<br>Revenue generated<br>Cost-effectiveness analysis   |
|  <b>7. Challenges and Areas for Improvement</b><br>Major challenges encountered<br>Proposed improvement strategies   |  <b>8. Future Plans and Recommendations</b><br>Outline of new/continuing courses<br>Recommendations for program improvement  |
|  <b>9. Appendices</b><br>Detailed course schedules<br>Participant surveys and summaries<br>Additional relevant documents  |  |

# Templates



|                     |
|---------------------|
| Reporting Framework |
|                     |

**INSERT LINKS to DOCS**



## Administration

*This section provides essential guidelines support the efficient management and delivery of UNE short courses and microcredentials.*

# Revenue models for initial phase – 2025 and 2026

NEW

## Open Learning

### Course development costs:

- Academic / SME time is allocated as part of workload (with hours allocated for time spent on proposal)

### Course delivery costs:

- Academic / SME time is allocated as part of workload (with hours allocated for time spent on course delivery)
- UNE incurs costs of and associated with the Open Learning platform and students learning on the platform

### Revenue:

- Course fees are received as revenue by UNE
- All net revenue is paid to the Academic's / SME's School
- The Head of School may determine how revenue is used in accordance with UNE policies – it may be expended in the current budget year or the subsequent budget year
- If any of the net revenue received by the School is not spent within the budget year that the funds are received or the subsequent budget year, they are not available for expenditure in a subsequent budget year

## UNEP

### Course development costs:

- Academic / SME time is allocated as part of workload (with hours allocated for time spent on proposal)
- UNEP costs calculated under a master services agreement with UNE

### Course delivery costs:

- Academic / SME time is allocated as part of workload (with hours allocated for time spent on course delivery)
- UNEP costs calculated under a master services agreement with UNE

### Revenue:

- Course fees are received as revenue by UNEP
- UNEP's course development and delivery costs and agreed performance-based fees are deducted from gross revenues
- All net revenue is paid to the Academic's / SME's School
- The Head of School may determine how revenue is used in accordance with UNE policies – and it may be used in the current budget year or the subsequent budget year
- If any of the net revenue received by the School is not spent within the budget year that the funds are received or the subsequent budget year, they are not available for expenditure in a subsequent budget year



# Fees & Pricing

## COSTS

When costing the design and delivery of a short course, several key factors need to be taken into consideration to ensure the financial viability and success of the course.

### Course Development Costs:

- *Content Creation*: Expenses related to developing course materials, such as writing, editing, and designing content.
- *Instructional Design*: Costs for instructional designers
- *Subject Matter Experts*: Fees for experts who provide specialised knowledge and input

### Technology and Delivery Costs:

- *Delivery Platform*: Fees for the platform used to deliver the course.
- *Software and Tools*: Costs for any additional software or tools required
- *Venue*: Fees for venue hire, catering etc

### Instructor Costs:

- *Salaries and Fees*: Fees for instructors or facilitators who will deliver the course.

### Marketing and Scholarships:

- *Advertising* : Costs for advertising, social media campaigns, email marketing, and other promotional activities.
- *Discounts and Scholarships*: Include and specify any available discounts or scholarships for target groups

### Administration and Support:

- *Evaluation Tools*: Expenses for tools and platforms used to evaluate the course
- *Administrative Support*: Costs for administrative staff to handle course logistics, enrolment, and communications.
- *Student Support Services*: Provision of support services such as tutoring, technical support, and advising for participants.
- *Contingency Fund*: Allocating funds for unexpected expenses or emergencies.

# Fees & Pricing

## PROFIT MARGIN

The ideal profit margin for short courses can vary depending on several factors such as the purpose of the course, target market, the level of investment required, and competitive pricing considerations. However, here are some general guidelines to consider:

**Cost Recovery:** Ensure that all direct and indirect costs are fully recovered. This includes development costs, delivery costs, marketing expenses, administrative support, and contingency funds.

**Competitive Pricing:** Research similar courses offered by competitors to ensure that your pricing is competitive while still achieving your desired margin. It's important not to price yourself out of the market.

**Value Proposition:** Consider the perceived value of the course to the learners. Courses that offer unique content, prestigious accreditation, or significant career benefits can often command higher prices, allowing for a larger margin.

**Goals:** Align the margin with the purpose of the course. For example, if the goal is to attract a large number of students to enhance reputation or fulfil a public service mission, the margin might be lower. Conversely, if the goal is to generate revenue, a higher margin might be targeted.

**Sustainability:** Ensure the margin is sufficient to sustain the course over the long term, allowing for updates, improvements, and continuous quality assurance.

**Enrolment Variability:** Anticipate fluctuations in enrolment and adjust pricing.

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## PRICING STRATEGIES

When setting prices for short courses, various pricing strategies can help optimize revenue, attract a diverse range of learners, and meet institutional goals. Here are options to consider:

**Early-Bird Discounts:** Offer reduced rates for learners who enrol early. This can help secure enrolments well in advance and improve cash flow.

**Group Rates:** Offer discounted rates for organizations enrolling multiple employees. This can be tiered further based on the number of participants (e.g., 5-10 participants, 11-20 participants, 21+ participants).

**Custom Packages:** Provide bespoke training packages for corporate clients, including additional services such as customized content, dedicated support, and follow-up workshops.

**Subscription Models:** Offer annual subscriptions where organisations pay a fixed amount for a set number of enrolments over a year.

**Special Rates for Partners:** Provide discounted rates for learners from partner institutions.

**Sliding Scale Discounts:** Offer discounts that increase with the number of participants enrolled. For example, a 5% discount for 10-20 participants, 10% for 21-50 participants, and 15% for 51+ participants.

**Annual Contracts:** Secure long-term commitments from organisations by offering discounts for annual contracts with guaranteed minimum enrolments

**Repeat Enrolment Discounts:** Provide discounts to organizations or individuals who enrol in multiple courses over time.

**Referral Bonuses:** Offer discounts or free courses to learners or organizations that refer new participants.

# Admissions Requirements

When defining admission criteria for short courses, it's important to consider the target audience and the nature of the course content. Here are several options ranging from open enrolment to more selective criteria:

| Options  | Ideal for....  |
|--|--|
| <b>Open Enrolment:</b> Anyone interested can enrol, regardless of their background or prior knowledge.   | Introductory courses, general interest topics, or community education programmes                                       |
| <b>Open Enrolment with Suggested Prior Knowledge:</b> While there are no formal prerequisites, it is recommended that learners have a certain level of knowledge or experience.    | Courses designed to attract a wide audience but which may be better appreciated with some prior exposure to the topic. |
| <b>Open Enrolment with Prerequisites:</b> Learners must meet certain criteria, such as having completed a specific course or possessing a basic qualification                      | Intermediate-level courses that build on foundational knowledge.   |
| <b>Professional or Academic Qualifications:</b> Learners must hold specific professional or academic qualifications.   | Advanced courses intended for professionals or those pursuing specialised knowledge.                                   |
| <b>Invitation Only:</b> Enrolment is by invitation only, often extended to selected individuals based on their credentials, achievements, or potential contributions to the field. | Elite programmes, leadership development courses, or confidential training sessions.                                   |
| <b>Organisational or Institutional Partnership Enrolment:</b> Enrolment is open to individuals from specific organisations, institutions, or partner entities.                     | Corporate training, collaborative educational initiatives, or tailored programmes for specific groups.                 |

## NOTE:

*While more selective and complicated admissions processes can ensure that participants are well-suited for advanced or specialised courses, they also come with additional costs and resource demands. For example, implementing prerequisites requires extra administrative effort, time, and potentially higher staffing costs. Be prepared to allocate sufficient resources to manage these processes effectively, and consider how these additional expenses might impact the overall course budget and pricing strategy.*

# General Administration

## MARKETING

- **Branding Guidelines:** Ensure all marketing materials adhere to the UNE Brand Toolkit.
- **Promotional Channels:** Utilise diverse channels like social media, email campaigns, and partnerships for promotion.

## RECORDS

- **Course Content and Assessment Recording:** Heads of School and Directors must keep records of course content, assessment requirements, and short course and micro-credentials participants and their achievement. All records must be kept in accordance with UNE's Record Management Rule.
- **Participation:** Short course and micro-credentials participant lists, including levels of accomplishment, must be stored in the University's Records Management System

## CRITICAL INFO

- **Critical information requirements** stipulate the minimum information required for all short courses. These requirements will help assist learners, providers and employers in understanding the components and key information about the course (Pls see next slide for critical requirements)

## LEGAL

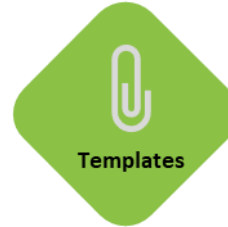
- **Partnerships:** Formal partnerships for the delivery of short courses require standard UNE legal approvals

# Critical Information Requirements (Required)

| Element                        | Description   |
|--------------------------------|---|
| Title                          | The title of the short course microcredential, described in plain English.  |
| Provider                       | The institution delivering the short course microcredential, and, if relevant, the company that developed the short course microcredential, i.e. XYZ Vendor short course microcredential being delivered by ABC University. A provider will also include partner providers, co-branding partnerships and industry endorsers. A provider is any company or institution that provides a short course microcredential.   |
| Content                        | A description of the structure of the short course microcredential and a summary of the content that will be taught, i.e. key topics.   |
| Learning Outcomes              | The knowledge, skills or competencies a student will acquire upon completing a short course microcredential. Guidance on these learning outcomes is outlined in Section 5.1.  |
| Language                       | The language/s of instruction in which a short course microcredential will be taught in/ assessed. In an attempt to recognise interoperability and global citizenship, short course microcredentials may be offered in multiple languages.  |
| Delivery Mode                  | The method of delivery of a short course microcredential, e.g. onsite, online or a combination of both, and whether the short course microcredential requires synchronous engagement or is asynchronous. Where delivery is onsite, the location(s) will be stated.  |
| Date of Delivery               | The set relevant delivery dates (start/ end) and an outline of the schedule within these dates, or whether a short course microcredential can be completed at a learner's own pace and commenced on any given date.   |
| Learner Effort                 | The commitment/ effort (volume of learning) required of learners. This estimate of hours should include: a) Number of hours of in-person face-to-face contact with teaching staff; b) Number of hours of synchronous online contact with teaching staff; c) Number of hours of peer-to-peer engagement and its mode; d) Estimated number of hours of asynchronous online content and reading/viewing of audiovisual material, etc.; e) Estimated number of hours spent on assessment. |
| Inherent Requirements          | The resource/s (if any) needed to undertake a specific short course microcredential, i.e. a laptop, specific software, textbooks etc.   |
| Price and Financial Assistance | The cost of a short course microcredential to learners, including any GST, discounts stipulated by providers, government funding and accepted payment mechanisms i.e. AfterPay, Paypal, and scholarships. The financial assistance for which a short course microcredential may qualify for.  |
| Assessment                     | The assessment element: the method and type of assessment (competency vs proficiency). Where assessment is onsite, the location/s will be stated.   |
| Certification                  | The proof of learning outcomes being met, i.e. certificate of completion. This proof of learning is issued upon completion of the short course microcredential.   |
| Credit/ Other Recognition      | The type of recognition (credit towards award courses, credit towards vendor/ industry certifications, pathways or other recognition) that can be given upon completion of a short course microcredential.  |
| Quality Assurance              | The assurance that short course microcredentials are developed and delivered in an educationally sound manner for learners. This may be a statement of quality assurance processes applied to the short course microcredential such as provider or CRICOS codes, relevant regulator, and approach to academic integrity and assessment.   |
| Prerequisites                  | The short course microcredential or level of experience that must be successfully completed prior to attempting to earn or complete the referenced short course microcredential.  |



# Templates/Links



[UNE Brand Toolkit](#)

[UNE Records Management Rule](#)

[National Microcredentials Framework](#)

Business Case (section 7. Critical required information)