
Micro-Credentials Network Remit and Membership

Purpose

1. This paper outlines the purpose, remit and membership of the Micro- Credentials Network.

Context

2. The establishment of this group and the focus of its' activities, align with the Scottish Funding Council's commitment, as outlined in its 2021 review of Coherence and Sustainability, to:
 - Enhance access to shorter, targeted courses that support lifelong learning.
 - Pilot a National Micro-Credential Framework and Delivery Plan for Scotland to certify this bite-sized learning and explore how modules may be combined to form larger qualifications over time.
3. This initiative also builds upon the recommendations provided by The Scottish Tertiary Education Network for Micro-Credentials.
4. The paragraphs below set out the purpose, remit and membership for the Micro-Credentials Network.

Purpose

5. The Micro-Credentials Network (MCN) will engage in a collaborative effort to co-develop a Micro-Credential Framework for Scotland (MCFS) for recommendation to the Scottish Funding Council.

Remit

6. **Framework Development:** The MCN will determine the parameters of the MCFS, seeking consistency with QAA Scotland's Good Practice Guide for Micro-Credentials and Small Qualifications, and (if appropriate) alignment with international frameworks for micro-credentials.

The following areas will be central to this work:

7. **Agreeing the Remit of the MCFS:** Building on the MCN's recognition of the diverse provision and nomenclature within the micro-credentialing landscape, it will collectively define the scope and boundaries of the MCFS, specifying what it should encompass and exclude.
8. **Developing Micro-Credential Standards:** it will confirm the essential elements that constitute a micro-credential and determine their inclusion within the MCFS, ensuring

clarity and consistency. This will consider outputs from QAAS's Enhancement Theme (see below).

9. **Embedding Portability:** the MCN will address the necessary actions to establish consistency and comparability across the sector, enabling the seamless portability of micro-credentials for learners, including those aiming to stack credentials toward macro-credentials. This will include consideration of the Recognition of Prior Learning Framework.
10. **Additional Considerations:** In addition to the primary areas mentioned above, the MCN's work will be underpinned by the following factors:
11. **Comparator Frameworks:** The MCN will consider international and industry-specific comparator frameworks to ensure the MCFS aligns with global standards.
12. **Outputs from QAA Scotland's 'Resilient Learning Communities' Enhancement Theme:** This will include [The Recognition of Prior Learning: Framework for Scotland](#) (2022) and the [Good Practice Guide](#) (2023), in addition to QAA Scotland's previous collaborative cluster work, ['Exploring the Potential of Micro-Credentials and Digital Badging'](#) (2021).
13. **Employer Engagement:** Engagement with employers will be crucial in tailoring micro-credentials to meet workforce needs effectively.
14. **Student Engagement:** Engagement with students is key to ensuring that micro-credentials are fit for purpose and meet the changing needs and diversity of students, who will enroll on these programmes. The group will proactively seek out the views of learners throughout the development of the framework.
15. **Single Point of Access:** While this project primarily focuses on framework development, a secondary activity may be the potential development of a single point of access for micro-credentials. The MCN may address this at a later stage.

Governance, structure and ways of working

16. The network will be chaired by two representatives – one from the college sector and one from the university sector who will act as co-chairs and will be drawn from the MCN's membership.
17. SFC will provide the secretariat and support the development of papers for the meeting but will not be a formal member of the MCN (see below).
18. The SFC will develop a structured timeline, starting with an in-person meeting at SFC in January 2024 to outline focus areas and workstreams. Quarterly development workshops will follow, with the goal of having a draft Framework ready for pilot implementation by January 2025.

Role of the Scottish Funding Council

19. Beyond providing secretariat support to the MCN, the SFC will support the work through:

- Co-development of papers for the MCN's consideration, comment and recommendation.
- Engagement with sector agencies and organisations (e.g., the QAA, SCQFP, SQA, SDS), including employer representative groups, to inform the options for development of the MCFS.

Membership

20. The network is drawn from colleagues across the Scottish FE and HE sectors who have previously been engaged in the Scottish Tertiary Education Network for Micro-Credentials or who have been nominated for their interest in micro-credentials.

21. The network membership is:

College/RSB Members Name	College/RSB Members Organisation	HEI Members Name	HEI Members Organisation
Jon Buglass (Co-Chair)	Edinburgh College	Anne Tierney (Co-Chair)	Heriot-Watt University
Duncan Abernethy	North East Scotland College	Alison Gilmour	University of the West of Scotland
Iain Hawker	Fife College	Pauline Hanesworth	Scotland's Rural College (SRUC)
Lee Lapin	Dundee and Angus College	John Kerr	University of Glasgow
Wilma MacLeod	South Lanarkshire College	Alen MacKinlay	Glasgow Caledonian University
Sara Rae	West College Scotland	Luke Millard	Abertay University
Siobhan Wilson	City of Glasgow College	Joy Perkins	Heriot-Watt University
		Sharon Rankin	University of the Highlands and Islands
		Morven Shearer	University of St Andrews
		Sally Smith	Edinburgh Napier University
		Helyn Gould	University of Strathclyde
Agency/Partner Membership			

Donnie Wood

Scottish Credit and Qualifications
Framework

Observers

Glykeria Penna

Scottish Government

Steve Osbourne

Tertiary Working Group on micro-
credentials

SFC Micro-Credentials Team**Team Roles**

Erica Russell-Hensens

Deputy Director of Student Interests, Access
and Quality

Karen Gray

Assistant Director Outcomes, Quality
Learner Journey

Phil McGuiness

Assistant Director Policy (Work-based
Learning and Skills Programmes)

Alison Malcolm

Senior Policy Analyst (Work-based Learning
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