https://seed.maynoothuniversity .ie/



SEED MICRO-CREDENTIAL DESIGN AND APPROVAL TEMPLATE

Compact fill-in version for higher education institutions in Southern Africa
Aligned with institutional approval, quality assurance, NQF/ACQF and flexible learning pathways

SEED - Capacity building for Sustainable Community-based Enterprise Development

101179387 - SEED - ERASMUS-EDU-2024-CBHE

Co-funded by the European Union

Publication Information
Title: SEED Micro-credential Design and Approval Template

Subtitle: A practical fill-in template for institutional approval, quality assurance and course implementation

Developed by:
Maynooth University SEED Project Team supported by the SEED partner institutions in Malawi and Zambia

Project:
SEED: Capacity-Building for Sustainable Community-Based Enterprise Development
Erasmus+ Capacity Building in Higher Education Project
Version:
Version 1.0
Date:
May 2026

Website:
https://seed.maynoothuniversity.ie/

Suggested citation:
SEED Project Team. (2026). *SEED Micro-credential Design and Approval Template: A practical fill-in template for institutional approval, quality assurance and course implementation*. Maynooth University.
Acknowledgement:
This template was developed by the Maynooth University SEED Project Team, with support and input from SEED partner institutions in Malawi and Zambia. It is intended to support higher education institutions in designing, approving and implementing quality-assured micro-credentials that are responsive to local, national and regional development priorities.
Funding acknowledgement:
This publication was developed as part of the SEED Erasmus+ Capacity Building in Higher Education project, co-funded by the European Union.
Disclaimer:
Views and opinions expressed are those of the authors only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency. Neither the European Union nor the granting authority can be held responsible for them.

Quick completion checklist

□ **Specification summary completed**	□ Course outline and learning plan completed	□ Assessment and rubric attached
□ **QA/approval route confirmed**	□ Recognition/RPL/stackability clarified	□ Costing, KPIs and risks completed

A. Specification summary

This section gives the approval committee a one-page overview of the micro-credential.

Micro-credential title	
Institution / faculty / department	
Awarding body and partners	
NQF / national level and ACQF reference	
Credits and total notional hours	
Delivery mode	□ Online □ Blended □ Face-to-face □ Other:
Target learners	
Entry requirements and RPL access	
Credential format	□ Digital badge □ e-Certificate □ Paper certificate □ Other:
Approval route and expected timeline	

B. Purpose, need and learner profile

Keep this section short and evidence-based. It should explain why the micro-credential is needed and who it is for.

Problem / opportunity addressed	
Community, labour-market or sector need	
Stakeholder consultation summary	Who was consulted? What did they recommend?
Target learner profile	
Equity and inclusion considerations	Gender, rural access, language, disability, cost, connectivity.
Expected outcomes for learners	Employment, self-employment, professional practice, community benefit, or further study.

C. Course outline

Use this section as the short syllabus/course outline.

Course description	
Course aim	
Main topics / units	
Duration and schedule	
Required resources	Readings, guides, videos, case studies, tools, platforms.
Technical requirements	Device, internet, software, low-bandwidth/offline options.

D. Learning outcomes and competencies

List only the outcomes that will be assessed. Use clear action verbs and avoid overlap between outcomes.

#	Learning outcome	Competency / skill demonstrated
1	Learning outcome	Competency / skill demonstrated
2	Learning outcome	Competency / skill demonstrated
3	Learning outcome	Competency / skill demonstrated
4	Learning outcome	Competency / skill demonstrated
5	Learning outcome	Competency / skill demonstrated
6	Learning outcome	Competency / skill demonstrated
7	Learning outcome	Competency / skill demonstrated

E. Learning plan

This is the practical course design section. Add or delete rows as needed.

Unit	Topic	Activities	Resources	Hours	Evidence
Unit 1	Topic / focus	Learning activities	Resources / tools	Hours	Assessment evidence
Unit 2	Topic / focus	Learning activities	Resources / tools	Hours	Assessment evidence
Unit 3	Topic / focus	Learning activities	Resources / tools	Hours	Assessment evidence

Unit 4	Topic / focus	Learning activities	Resources / tools	Hours	Assessment evidence
Unit 5	Topic / focus	Learning activities	Resources / tools	Hours	Assessment evidence
Unit 6	Topic / focus	Learning activities	Resources / tools	Hours	Assessment evidence

F. Assessment plan

Show how each assessment produces evidence of learning and how quality will be assured.

Task	Description	LOs	Evidence	Criteria	Moderation
Task 1	Assessment description	LOs assessed	Evidence required	Pass criteria / weighting	Moderation
Task 2	Assessment description	LOs assessed	Evidence required	Pass criteria / weighting	Moderation
Task 3	Assessment description	LOs assessed	Evidence required	Pass criteria / weighting	Moderation
Task 4	Assessment description	LOs assessed	Evidence required	Pass criteria / weighting	Moderation

Attach rubrics if they are longer than one page. For compact approval, include only the assessment task, criteria and pass requirement here.

G. Delivery, access and learner support

Summarise how learners will participate and how they will be supported.

Delivery approach	Self-paced, facilitated, block release, weekly sessions, work-integrated, community-based, etc.
Communication channels	WhatsApp, email, LMS forums, live sessions, helpdesk, peer groups.
Accessibility measures	Captions, transcripts, mobile-friendly materials, offline PDFs, low-data options.
Learner support	Orientation, academic support, technical support, feedback, study skills.
Participation expectations	Attendance, activity completion, deadlines, group work expectations.

H. Quality assurance, approval and recognition

Complete this section in line with institutional and national requirements.

Internal approval process	Department, faculty, Senate or other approval route.
Quality assurance arrangements	Review, moderation, second marking, external review if applicable.
Review cycle	When and how the micro-credential will be reviewed.
Data protection and ethics	Student data, privacy, consent, community work or research-related issues.
RPL and credit transfer	Access, credit, articulation, inter-institutional agreements.
Stackability / progression pathway	How this micro-credential connects to other micro-credentials, certificates, diplomas, degrees or CPD.
Certification and verification	Certificate/badge, issuing process, verification link/QR code, record keeping.

I. Sustainability, monitoring and risk

Keep this section realistic. Use estimated figures where exact figures are not yet available.

Costing summary	Staffing, materials, platform, assessment, certification, delivery.
Funding / pricing model	Free, subsidised, grant-funded, fee-paying or cost-recovery.
Key performance indicators	Enrolment, completion, learner satisfaction, assessment success, progression, employment/community impact.
Data collection methods	LMS analytics, feedback forms, assessment results, interviews, partner reports.
Main risks	Low enrolment, connectivity, staffing, approval delays, cost, learner support.
Mitigation measures	How each main risk will be reduced or managed.

J. Required attachments

Attach detailed documents only where needed. This keeps the main template compact.

□ **Needs analysis / stakeholder consultation summary**	□ Full syllabus or curriculum outline
□ **Assessment tasks and rubrics**	□ Quality assurance or approval mapping
□ **Pathway / stackability diagram**	□ Sample certificate or digital badge
□ **Costing / financial plan**	□ Monitoring and evaluation plan
□ **Other institutional documents required**	