



Microcredentials Pilot in Higher Education

Frequently Asked Questions

Version 4.0 (Release Date: 23 March 2026)

What's new in Version 4.0

- Updated formatting and numbering to improve readability.
- Clarified that international student enrolment data **does not** need to be reported in TCSI for the Microcredentials Pilot (**Q24 and Q25**).
- Updated requirements for listing Pilot courses on MicroCred Seeker (**Q38**).
- Added information on TCSI reporting obligations for international students participating in a microcredential pilot course (**Q43**).

Contents

About the Pilot	3
Microcredential courses under the Pilot	4
Structure of the pilot.....	7
Eligibility for a grant	8
Applying for a grant	8
Grant amounts	8
Enrolments.....	11
Licensing requirements.....	11
Industry engagement and provider partnerships	13
FEE-HELP and course fees	13
MicroCred Seeker and publication	14
Reporting	15
Payment administration	16
Tertiary Collection of Student Information (TCSI)	16
Contacts	18

Document History

Version	Date Published
1.0	29 August 2023
2.0	29 October 2024
3.0	29 May 2025
4.0	23 March 2026

About the Pilot

The Microcredentials Pilot in Higher Education (the Pilot) is testing the design and delivery of microcredential courses, as defined within Schedule 1 of the [Higher Education Support Act 2003](#) (HESA). The Pilot will run from 2023 through to 2026 and grant funding will be available to eligible higher education providers (providers) for microcredentials that meet specific requirements outlined in the [FEE-HELP Guidelines 2017](#) and that satisfy conditions in Part 12 of the [Higher Education Support \(Other Grants\) Guidelines 2022](#).

Plans for evaluating the pilot

An evaluation framework for the Pilot was developed in 2023, and an independent evaluation of the Pilot will be undertaken in 2026 to inform the future of the program.

The purpose of the evaluation will be to assess:

- **Appropriateness** – the need for Government intervention and support for microcredentials.
- **Effectiveness** – the extent to which the Pilot achieved its policy intent and objectives.
- **Efficiency** – the extent to which the Pilot achieved value for money.

The Department of Education (Department) will work closely with providers to collect information on students completing microcredentials and industry/professional bodies through forums, entry and exit surveys, and other data collection activities throughout the Pilot. Some data collection may also take place following the delivery of microcredentials courses.

Student surveys

The Department has released surveys (Qualtrics) to providers for circulation to students undertaking microcredential courses. The surveys, to be distributed by providers to students, ask students for input regarding their reasons for enrolling in the microcredential course, their expectations of the course, and their levels of readiness before undertaking the course.

Dandolo Partners Pty Ltd conducted provider roundtables in mid-2023 that included discussions on student surveys. Providers indicated a strong preference for student entry and exit surveys to be centrally managed by the Department or by an evaluator. This would allow for consistency for every cohort of students undertaking a microcredential course under the Pilot, on a rolling basis, and result in easier data collection and more accurate analysis across the larger cohort.

Microcredential courses under the Pilot

Q1. What has informed the scope of the criteria for the microcredentials being tested under the pilot?

The criteria for the Pilot is based on the recommendations from the [University-Industry Collaboration in Teaching and Learning Review](#):

To ensure quality and an appropriate learning outcome for the individual, the review recommends that Government fund micro-credentials that meet the following criteria:

- *Courses must be assessable for credit by a registered higher education provider and providers should define pathways to further study.*
- *Industry must play an active part in course design, delivery, and endorsement in one or more of the following ways: – Skills definition – Course design, including work experience, as appropriate – Teaching, mentoring and workplace assessment, as appropriate – Course endorsement.*
- *Courses must deliver clearly defined learning outcomes with immediate value to the learner and industry. This may include units from across fields of education and/or across AQF levels and may also include new content.*
- *Providers should issue digital badges based on rich skill descriptors that define skills learned.*
- *A micro-credential should involve about 3 to 6 months of learning (or 0.25-0.5 equivalent full-time student load).*
- *Courses should deliver valuable student employability outcomes, equivalent to those of an average higher education student.*

Please note:

- Under the Pilot, microcredential courses can be a two-unit course (0.25 EFTSL) and up to 0.49 EFTSL that is slightly less than a four-unit course (AQF award qualification of 0.50 EFTSL).
- The 0.49 EFTSL for the Pilot is lower than the 0.5 EFTSL recommended to provide differentiation from the lowest AQF level award.
- Equivalent Full-Time Student Load (EFTSL) is a measure of a full-time student's **annual** study load (HESA section 169-27).

Q2. What is the difference between a microcredential and a short course?

Along with the Pilot, the Australian Government is supporting a short courses program. The EFTSL for the short courses can start at 0.5 EFTSL and they are a recognised qualification under the AQF. Short courses can lead to the award of an Undergraduate Certificate or Graduate Certificate. Information about these short courses is at [Short courses - Department of Education, Australian Government](#).

A microcredential under the Pilot must have an EFTSL of 0.25 to 0.49 and they are not recognised as a qualification under the AQF. Completion of the microcredential provides credit towards at least one AQF qualification.

Q3. Why do microcredential courses need to closely align with Higher Education Awards?

Microcredentials funded under the Pilot must be closely aligned to the content and objectives of a Higher Education Award as defined in the [Tertiary Education Quality and Standards Agency Act 2011](#). This is to ensure quality outcomes with credit awarded for successful completion and provision of a pathway towards at least one AQF qualification, at the delivering provider.

Q4. Is there guidance on designing microcredential courses that are assessable for credit?

[Universities Australia](#) has published [Guidance for Portability of Australian Microcredentials](#). The guidance delineates three principle-based standards that allow universities to determine the extent of learning of a microcredential. Higher education providers are encouraged to consider this guidance to ensure microcredentials are assessable for credit, and students can articulate their learning into further study.

Q5. What is the national priority requirement?

Subsection 76(8) of the [Higher Education Support \(Other Grants\) Guidelines 2022](#) provides that microcredentials designed and delivered under the Pilot must be in an area of national priority determined by the Minister or program delegate via Conditions of Grant under subsection 41-25(2) of HESA. Testing the application of microcredential courses in relation to areas of national priority is an important component of the Pilot.

Q6. What are the areas of national priority?

The national priority areas in Table 1 below, were identified following Departmental consultation with [Jobs and Skills Australia](#) and consideration of the [Skills Priority List](#). They are defined by [Australian Standard Classification of Education \(ASCED\) field of education](#). An application for a grant must specify the targeted national priority area for a microcredential.

Table 1: Fields of National Priority, Round 1

ASCED Code	Description
01	Natural and Physical Sciences
02	Information Technology
03	Engineering and Related Technologies
06	Health
07	Education
0907	Behavioural Science

For each grant round, the Department will review the areas of national priority for the Pilot and may adjust these as necessary. The areas identified for each round will be retained throughout the duration of the Pilot. This delivers certainty to providers and students, while allowing for the timely addition of emerging areas for a round.

Q7. Will microcredentials that target specific occupations be prioritised?

Microcredential courses that target occupations classified by the [Skills Priority List](#) as “in shortage” and with above economy-wide average future demand, including in regional areas, will receive additional weighting during each grant round assessment process.

Q8. Are there target learners?

There is no target learner for microcredentials delivered under the Pilot.

The Pilot will evaluate student uptake and benefit of undertaking microcredentials across a range of cohorts. Therefore, microcredentials funded under the Pilot may target a variety of student cohorts including at undergraduate or postgraduate levels, recent school leavers or mid-career professionals.

Q9. Can microcredentials consist of smaller units or parts?

A microcredential under the Pilot may consist of one or more smaller units of study, provided that the microcredential meets the requirements including that component units must equate to a minimum value of 0.25 EFTSL or up to a maximum value of 0.49 EFTSL.

The microcredential must have one census date for enrolment, and the student must only need to enrol once for the microcredential.

For payment of delivery funding an individual student must be enrolled in the total EFTSL of 0.25 or up to 0.49 of the microcredential course. Funding cannot be paid where a student enrolls only in a smaller unit of the course.

Q10. When can microcredentials be delivered?

Microcredential courses may be delivered throughout 2024, 2025 and 2026 – subject to Project Periods stated in Conditions of Grant and Department agreement to a census date. To ensure delivery funding can be paid the census date for a course will need to be within May of the final year the course is approved to be delivered. This is because the Pilot is currently approved to operate from the 2023-24 financial year until 2025-26 and the availability of delivery funding is based on these financial years.

Q11. Does a microcredential need to be delivered in a semester structure?

Microcredentials can be delivered flexibly throughout their relevant funding term, up to the Project Period end date stated in the Conditions of Grant. This includes across semesters, trimesters, or calendar years.

Q12. Can a microcredential be delivered part-time?

Under the Pilot, providers may offer microcredentials to students on a part-time basis, provided the student enrolls in the total EFTSL approved and delivery is completed in the funding term for which providers receive a grant.

Q13. Is there a requirement for online, hybrid, or face-to-face delivery?

Providers may deliver microcredentials under the Pilot in any appropriate mode given the nature and outcomes of the microcredential.

Q14. What is the digital badge requirement?

Microcredentials designed and delivered under the Pilot must provide for issuing of a digital badge to students upon successful completion as outlined in Chapter 4 in the [FEE-HELP Guidelines 2017](#).

Testing the application of digital badges by higher education providers and their use by students is a component of the Pilot. Providers have discretion over their specific implementation of digital badging, such as the standard or platform they use, to meet this requirement under the Pilot.

Q15. What is a digital badge?

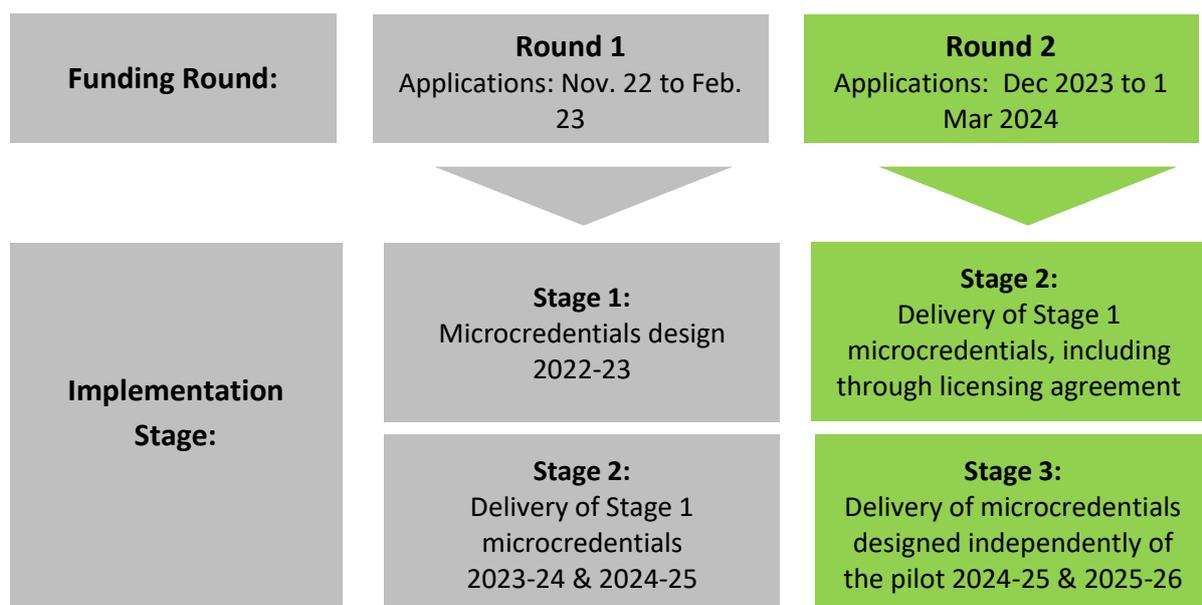
A digital badge is the visual component to a digital certificate of assessed learning. They are verifiable and shareable, allowing students to easily convey their achievements to employers and colleagues with confidence. Digital badges contain detailed metadata regarding their relevant microcredential, such as the issuing institution, the microcredential course title, learning outcomes, and what the learner did to earn the microcredential.

There are a variety of standards and platforms on which to issue and display digital badges. For example, an open standard for credentialing and issuing digital badges is [Open Badges](#) by 1EdTech.

Structure of the pilot

The Pilot contains a series of implementation Stages outlined at section 74 of the [Higher Education Support \(Other Grants\) Guidelines 2022](#). Eligibility changes for each round.

Figure 1: Microcredentials Pilot in Higher Education Funding Rounds and Implementation Stages



Q16. What are the Stages?

Stage 1: Grants to support design of microcredentials

This stage is for the design of new microcredential courses that meet the requirements outlined in the [FEE-HELP Guidelines 2017](#) and satisfy conditions in Part 12 of the [Higher Education Support \(Other Grants\) Guidelines 2022](#). The courses must be available for licensing.

Stage 2: Grants to support delivery of Stage 1 microcredentials

This stage is for delivering a microcredential course designed in Stage 1. Higher education providers may deliver a Stage 1 designed course using teaching material, under a licence arrangement, with the provider that designed the course.

Stage 3: Grants to support delivery

This stage is for the delivery of a microcredential course that has been designed independently of the Pilot, but meets the relevant requirements outlined in the [FEE-HELP Guidelines 2017](#) and Part 12 of the [Higher Education Support \(Other Grants\) Guidelines 2022](#).

Eligibility for a grant

Q17. Which providers are eligible for each round and stage?

Round 1, Stages 1 and 2 (grants allocated)

Table A providers specified under subsection 16-15(1) of HESA are eligible.

Round 2, Stages 2 and 3 (open for applications from 15 December to 1 March 2024)

All higher education providers approved under HESA may apply. This includes Table A, Table B and non-university higher education providers (approved under section 16-25 of HESA).

Applying for a grant

No further grant rounds are planned. Should this change eligible providers will be advised by email. Dates are also published at the Department of Education's webpage at [Microcredentials Pilot in Higher Education - Department of Education, Australian Government](#).

Grant amounts

Q18. How are grant amounts determined?

Stage 1: Grants (completed)

The amount allocated to the Pilot for design totalled \$2 million. Amounts for each successful course were determined by the program delegate based on the available allocation of \$2 million and cost estimate provided within applications.

Stage 2 and Stage 3: Up to \$16.5 million is allocated to the delivery of microcredentials

The grant amount for the delivery of individual microcredentials courses will be calculated using the formula in subsection 77(2) of the [Higher Education Support \(Other Grants\) Guidelines 2022](#) provided below.

$$G = CP \times EV \times EN$$

Where:

G is the grant funding amount for recipients delivering microcredentials in Stage 2 or Stage 3.

CP is the Commonwealth payment as set out in the third column in the table in subsection 77(2) of the [Higher Education Support \(Other Grants\) Guidelines 2022](#) for the funding clusters specified in the second column of that table.

EV is the Equivalent Full-Time Student Load (EFTSL) value of the microcredential.

EN is either:

- a) the number of students actually enrolled in microcredentials with the provider immediately after the census date; or
- b) if the Minister has specified a maximum number of students for which the provider can receive funding under Stage 2 and Stage 3 in writing under subsection 41-25(2) of HESA, the lesser of:
 - i. the number of students actually enrolled in microcredentials with the provider immediately after the census date; and
 - ii. the maximum number of students specified by the Minister in writing for which the provider can receive funding under Stage 2 and Stage 3.

Item	Funding cluster:	Commonwealth payment*
1	Law, Accounting, Administration, Economics, Commerce, Communications, Society and Culture	\$1,236
2	Education, Clinical Psychology, English, Mathematics, Statistics, Allied Health, Other Health, Built Environment, Computing, Visual and Performing Arts, Professional Pathway Psychology or Professional Pathway Social Work	\$14,915
3	Nursing, Foreign Languages, Engineering, Surveying, Environmental Studies, Science	\$18,292
4	Agriculture, Medicine, Dentistry, Veterinary Science, Pathology	\$30,395

*2024 Funding clusters

For example, a provider delivering a microcredential in Allied Health (in funding cluster 2) of 0.25 EFTSL to a single student may receive \$3,728.75 at 2024 rates.

The Funding Clusters are indexed and are published at [Funding Clusters and Indexed Rates - Department of Education, Australian Government](#).

Q19. Is there a maximum amount for delivery grant payments?

Yes. The amount of delivery funding is based on a maximum number of places for student enrolments that can be supported by delivery grants. Amounts of grants will be influenced by several factors including the funding available, number of applications received in the relevant Funding Round, the microcredentials' EFTSL value, funding cluster rate and estimate of enrolments.

Q20. How is the amount of delivery funding calculated?

Final delivery funding for Stages 2 and 3 are based on the formula in subsection 76(9) of the [Higher Education Support \(Other Grants\) Guidelines 2022](#) with reference to the number of students enrolled in the full 0.25 to 0.49 EFTSL of the microcredential course after the census date – up to the maximum number of students set out in the Conditions of Grant.

Although the number of student enrolments supported by delivery funding is finite and dependent on multiple factors, the total number of student enrolments is uncapped. Providers may enrol students in excess any maximum number stipulated in the Conditions of Grant, noting that they will not receive the delivery grant funds for those enrolments. Student fees may be collected provided they do not exceed the maximum amount determined using the formula in subsection 76(9) of the [Higher Education Support \(Other Grants\) Guidelines 2022](#).

Q21. Is delivery funding contingent on student completion?

No. Grant payments are not made in relation to student completion of a course. Grants to support the delivery of a microcredential will be paid following confirmation of student enrolments after the census date. This payment will be for the entire microcredential.

Q22. How can grants be used?

Stage 1 grants subsidise the costs of the design of a microcredential course. The Conditions of Grant outline approved costs (generally reflecting approved activities within the application). Eligible activities may include staff salaries, IT costs to update and deliver the microcredential in the learning management system, costs associated with developing teaching materials, specialist equipment costs, and costs necessary to facilitate industry engagement.

Stage 2 and Stage 3 grants are to support the costs of delivering a microcredential course approved under the Pilot. Eligible activities may include staff salaries, IT costs to update and deliver the course, costs associated with updating teaching and learning materials. They do not include student tuition fees.

Q23. What activities are not covered by the grant?

You cannot use the grant for the following activities:

- to fund any capital works, construction or building activities, including the refitting or upgrade of any existing building;
- on expert advice that has already been provided or is available through government businesses or a government Project;
- for marketing in relation to the Recipient or any other higher education provider;
- for travel, unless such travel is approved by the Department;

- to provide gifts or bonuses for the Recipient’s officers, employees, subcontractors, or agents;
- as security to obtain, or comply with, any form of loan, credit, payment, or other interest;
- for the preparation of, or in the course of, any litigation; and
- for any purchase or other activity for which the grant is being provided with other Commonwealth, State or Territory funding.

Enrolments

Q24. Are there minimum or maximum student enrolment numbers?

Providers have discretion to decide the number of student enrolments however, as funding for the Pilot is finite delivery funding is capped. The cap is contained within the Conditions of Grant.

Enrolment data for all students—except international students—are required to be reported in the Tertiary Collection of Student Information (TCSI) for payments. Enrolments beyond the capped places should also be reported to support the evaluation of the Pilot.

Q25. What are the eligibility requirements for student enrolments?

Requirements for students are in accordance with standing legislation, policies, and procedures. This includes citizenship and residency for eligibility for FEE-HELP. Providers may enrol international students, however this data cannot be captured nor required within the Tertiary Collection of Student Information (TCSI). Please note that the grant funding is only payable for domestic students, up to the capped places.

Q26. Can a student enrol in more than one microcredential course?

Yes. There are no limitations for students enrolling in more than one course.

Q27. Can a student enrol again if they fail a unit?

Providers may re-enrol a student to reattempt a failed unit to enable completion of the course, even if it means the re-enrolment is causing the EFTSL to go over 0.49 (for the student). The Tertiary Collection of Student Information (TCSI) provides a Real Time Validation (RTV) for reaching the upper limit check on UE (unit enrolment) EFTSL except in the case of any Failed units.

Licensing requirements

Q28. What are the licensing requirements for teaching material in Stage 1?

The Government is committed to maximising the benefits from its investment in the development of microcredentials funded under the Pilot. Stage 1 providers who receive grant funding for the design of a microcredential in Round 1 must be willing to share the teaching materials with other higher education providers via a licensing agreement. This licensing agreement will directly facilitate the delivery of Stage 1 microcredentials under Stage 2 in Round 2.

The terms of the licensing arrangement will be determined by the provider who designed the teaching materials in Stage 1 and owns the intellectual property (IP), consistent with existing IP policies at their institution. The Department has developed further guidance on the licensing requirements of the Pilot and this is available to eligible providers on request.

Q29. Will the Department facilitate contact between providers for obtaining in-principle agreement for licensing teaching material?

To facilitate the licensing of teaching materials developed under Round 1, Stage 1 of the Pilot, the Department has published the names of universities and the microcredentials which received grant funding at [Microcredentials Pilot in Higher Education - Department of Education, Australian Government](#).

During the application phase for Round 2 (15 December 2023 to 1 March 2024) the Department sought agreement from Round 2, Stage 2 applicants for permission to provide contact details to the providers that designed the course under Stage 1. Contacts were emailed to primary project leads.

Q30. How is in-principle agreement arranged?

If a provider is interested in delivering a Stage 1 provider's course, then they must seek the in-principle agreement for obtaining the teaching materials from the Stage 1 provider – in writing (note: a proforma has not been developed). This in-principle agreement must be uploaded as part of the Round 2 application.

Q31. What if a Stage 2 application, with in-principle agreement, is successful in being awarded a grant?

If a provider is successful for grant funding in Stage 2, the Stage 1 provider will be expected to license the teaching material to be used by the Stage 2 provider to deliver the microcredential until end of June 2026.

The licensing requirements under the Pilot are not intended to constitute a [third-party arrangement](#) as defined by Tertiary Education Quality and Standards Agency (TEQSA). The licensing requirements only require universities funded under Stage 1 of the Pilot to grant a licence to other higher education providers to access the teaching materials.

Further guidance on the licensing requirements of the Pilot can be made available to eligible providers on request.

Q32. Does licensing of teaching material apply to Stage 3?

There are no licence sharing obligations for the respective grant recipients delivering microcredentials under Stage 3.

Industry engagement and provider partnerships

Q33. How is industry engagement encouraged and recognised?

In Round 1, the Pilot supports higher education provider-industry engagement in relation to grants to Table A providers under Item 13 of Section 41-10 of HESA.

Industry partners or professional bodies may engage in the design and/or delivery of funded microcredentials in a range of capacities, including:

- Skills definition and consultation on industry skill needs,
- Course design, including facilitating work-integrated learning, as appropriate, and
- Teaching, mentoring and workplace assessment, as appropriate.

In Round 2, higher education providers are encouraged to engage with industry. Engagement may increase articulation of understanding of skills in demand and may improve graduate and workforce outcomes.

Q34. Are formal partnerships allowed to facilitate the grant activities?

Eligible providers can form partnerships or consortiums to design and deliver microcredentials with industry, professional bodies, or other providers, noting these microcredentials must be closely aligned to the content and objectives of a Higher Education Award as defined in the [Tertiary Education Quality Standards Agency Act 2011](#).

During the application process, the eligible provider is the primary applicant. If two eligible providers seek to partner (such as two Table A providers in Round 1), they must determine a primary applicant for the purposes of applying for grant funding. In the application, the primary applicant must describe any proposed partnership and detail its scope and value to the Pilot.

In the event of an approved grant application with a partnership, the Conditions of Grant will be imposed by the Minister or his delegate on the primary applicant. As the recipient of grant funds, the primary applicant is responsible for ensuring that any grant activities created as a result of the partnership meet the requirements of the Pilot, as per Part 12 of the [Higher Education Support \(Other Grants\) Guidelines 2022](#), in addition to meeting any conditions imposed on the grant funding, including reporting requirements, under the Pilot.

FEE-HELP and course fees

Q35. What is FEE-HELP?

FEE-HELP assistance allows eligible students to defer their upfront tuition costs for a unit of study where they are not a Commonwealth supported student. More information can be found [here](#).

Q36. Can students access FEE-HELP for microcredentials?

The [Education Legislation Amendment \(2022 Measures No 1\) Act 2022](#) has amended HESA to enable students studying microcredentials approved under the Pilot to be eligible for FEE-HELP assistance. The Government will assess the benefits of extending FEE-HELP to students undertaking microcredentials, including whether it increases the participation of historically underrepresented groups in higher education.

Q37. Will there be student tuition fees for microcredentials?

Providers have discretion over whether they charge students tuition fees for microcredentials delivered under the Pilot, provided they do not exceed the maximum amount determined using the formula in subsection 76(9) of the [Higher Education Support \(Other Grants\) Guidelines 2022](#).

Note: the formula is not applicable to international students.

MicroCred Seeker and publication

Q38. What is the requirement regarding MicroCred Seeker?

As the MicroCred Seeker platform ceased operation on 18 March 2026, providers will no longer be required to list microcredential courses supported by the Microcredential in Higher Education Pilot on the platform. This means the obligations under clause 2.2(a) of the Conditions of Grant are no longer in effect, noting general information about courses funded under the pilot continue to be listed at [Microcredentials Pilot in Higher Education - Department of Education, Australian Government](#).

Q39. How do providers need to acknowledge funding in publications, promotional materials?

The Conditions of Grant outlines the relevant requirements at Part B, Clause 20; 'ACKNOWLEDGMENTS, PUBLICATIONS AND PUBLICITY.'

The following statement can be utilised for acknowledgement: 'This microcredential course was developed with the support of the Australian Government's Microcredentials Pilot in Higher Education.'

Q40. How do I get high resolution images for publications or promotional material?

Please email HEMicrocredentials@education.gov.au to be provided relevant images for publications or promotional use.

Reporting

Q41. What are the reporting requirements under the pilot?

The Minister (or his delegate) will impose conditions in writing on providers that receive Commonwealth funding under the Pilot. These conditions will impose the specific obligations on the provider with regards to reporting and milestone completion. An indicative overview of reporting on the outcomes of grant funding is provided below.

Grants to support design of microcredentials: Stage 1

Providers designing microcredentials as part of Stage 1 must provide a design report that describes the objectives and outcomes achieved in relation to the grant activities, including a letter of industry endorsement and an acquittal of funding. The design report will be due by mid-2023 (or a later date determined by the Minister or his delegate).

Grants to support the delivery of microcredentials: Stage 2 and Stage 3

Providers delivering microcredentials as part of Stage 2 or Stage 3 grants must report on their student enrolments in TCSI within 14 days after census date for the microcredential, in addition to other data required by the system. The Department will provide further assistance to providers regarding reporting via TCSI.

Providers delivering microcredentials as part of Stage 2 or Stage 3 grants must also provide progress reports describing the objectives and outcomes achieved in relation to the grant activities. The requirements for reports are outlined within Conditions of Grant. The Department will provide report templates to providers.

Q42. Report templates

The Department has developed report templates within the Qualtrics platform.

The links to the report is being emailed to providers in advance of report due dates (outlined in Conditions of Grant).

Offline versions are attached to emails to assist clearance procedures and for familiarising with the questions. Please only commence the online Qualtrics survey when you are ready to complete it, creating 'test' versions distracts the Department from assessing completed surveys and may erode data validity.

Q43. How to report international students on TCSI?

Providers may enrol international students in Pilot microcredential courses; however, these enrolments will not be able to be captured nor reported through the Tertiary Collection of Student Information (TCSI) due to system limitation for Course Code 52 for course of study type (E310).

Instead, please include any international student enrolments in your progress reports, as this information will support the evaluation of the Pilot program.

Please note that grant funding is only payable for domestic students, up to the applicable cap.

Payment administration

Q44. When are grant amounts paid?

Providers are required to report enrolment data within 14 days of the census date within the Tertiary Collection of Student Information (TCSI). Payments will be processed after census date and based on admissions data 14 days after census. Where data is completed later than 14 days after, payments will be processed for the next available pay date.

Q45. Does the provider need to invoice the Department?

No. Payments are processed by the Department without need for an invoice. You will be informed by email of payment details.

Q46. How do I find out if the provider has received the payment?

You will need to contact your finance/accounting area. The payment will be found under 'Higher Education and Domestic Microcredentials.'

Tertiary Collection of Student Information (TCSI)

Q47. What are the requirements for creating a course?

Parameters have been set in the Tertiary Collection of Student Information (TCSI) system for approved providers and approved new microcredential courses.

Provider code (E306)

Providers approved to deliver a microcredential course use the existing provider code.

Course of study type (E310)

Course code 52 must be used to create the new course. Once the course is created and it has admissions associated with it this code cannot be changed.

A course cannot be posted with a date prior to 1 January 2025 for Round 2 approved courses.

Discipline code (E464)

Must match a discipline code that are only specific Fields of Education listed below:

Table 1: Fields of National Priority

ASCED Code	Description
01	Natural and Physical Sciences
02	Information Technology
03	Engineering and Related Technologies
06	Health
07	Education
0907	Behavioural Science

EFTSL/duration code E339

This code accommodates 2 decimal points i.e. 0.25 EFTSL required for the approved course.

A Real Time Validation (RTV) has been developed that will be triggered where the requirement for the total sum of EFTSL (E339) for all Unit Enrolments and/or AOU's (etc.) is not less than or equal to 0.49.

The total sum of the EFTSL (E339) of all Unit Enrolments (UID16) and/or AOU's (UID19) linked to the Course Admission record (UID15) linked to the Course (UID5) linked to the Course of Study (UID3) that has Course of Study Type (E310) '52' where the Remission Reason Code (E446) is blank (null) and the Unit of Study Status Code (E355) is '3' or '4', must be less than or equal to 0.49.

Course of study load (E350)

The Course of study load (EFTSL) for the microcredential courses must be the minimum of 0.25 EFTSL (one approved course is 0.375 EFTSL for Round 1). The sum of smaller units of learning are able to be created, up to the approved total EFTSL.

Census date/s (E489)

The microcredential must have one census date after the commencement of the course. E609 Effective from date must be no earlier than July 2023 or no later than May 2026.

Student status (E490)

To link a student to the Course of study type 52, the student status code must be:

230: Deferred all or part of Award or Enabling course tuition fee through FEE-HELP

302: Paid full Award or Enabling course tuition fee

Q48. What checks are there for EFTSL/Course of study load?

EFTSL is confirmed via an active Microcredential Course admission that is linked to Microcredential Course of Study Type (E310 =52) and does not have the Course Outcome Code (E599) as 2 Withdrawn, 3 Enrolment cancelled.

The upper EFTSL limit will be checked when a Unit Enrolment is reported. It will stop further enrolments in the unit if it crosses the Upper EFTSL limit.

The lower EFTSL limit will be checked and will produce a notification report with a warning to the provider that they did not meet the Lower EFTSL Limit at the Course Completion Date.

Q49. How to report microcredential outcome on TCSI for students who has not completed their assessment?

If a student has not completed their assessment and will not receive a badge/credential, but has not failed their units, providers can use either of the following [E355: Unit of study status code](#) could be applicable:

'1' (Withdrew without academic penalty)

A code of '1' can apply for students who withdraw from the unit. The Unit of Study outcome date is also to be updated to indicate the date that the student formally withdrew from the Unit of Study. What constitutes a formal withdrawal is at the provider's discretion.

Q50. What information needs to be input on students?

Details of student demographics will help ensure data captured will assist analysing access and interest in microcredentials.

Q51. Is a Unique Student Identifier (USI) required?

Yes, a USI is mandatory in TCSI.

Q52. Is a Commonwealth Higher Education Student Support Number (CHESSN) required?

No, it is not required for students accessing FEE-HELP.

Contacts

Policy and program management

If you have further questions on the content within these FAQs, please contact the Department via email to HEMicrocredentials@education.gov.au.

TCSI Support

For technical support, please email TCSIsupport@education.gov.au. Further details are at [Contact Us | TCSI Support](#).