Foundations for the Future

Date of Presentation

17 July 2025

Presenter

Andrew Mulcahy
Technical Principal
andrew.m@mortarcaps.com

An introduction to MCDS

An introduction to the MortarCAPS Higher Learning Data Standard (MCDS), including benefits, University and Vendor Partners, Work to Date and Roadmap.

MCDS
HIGHER LEARNING
DATA STANDARD

Designed by the Sector, Built by the Sector,

Owned by the Sector.

About Us

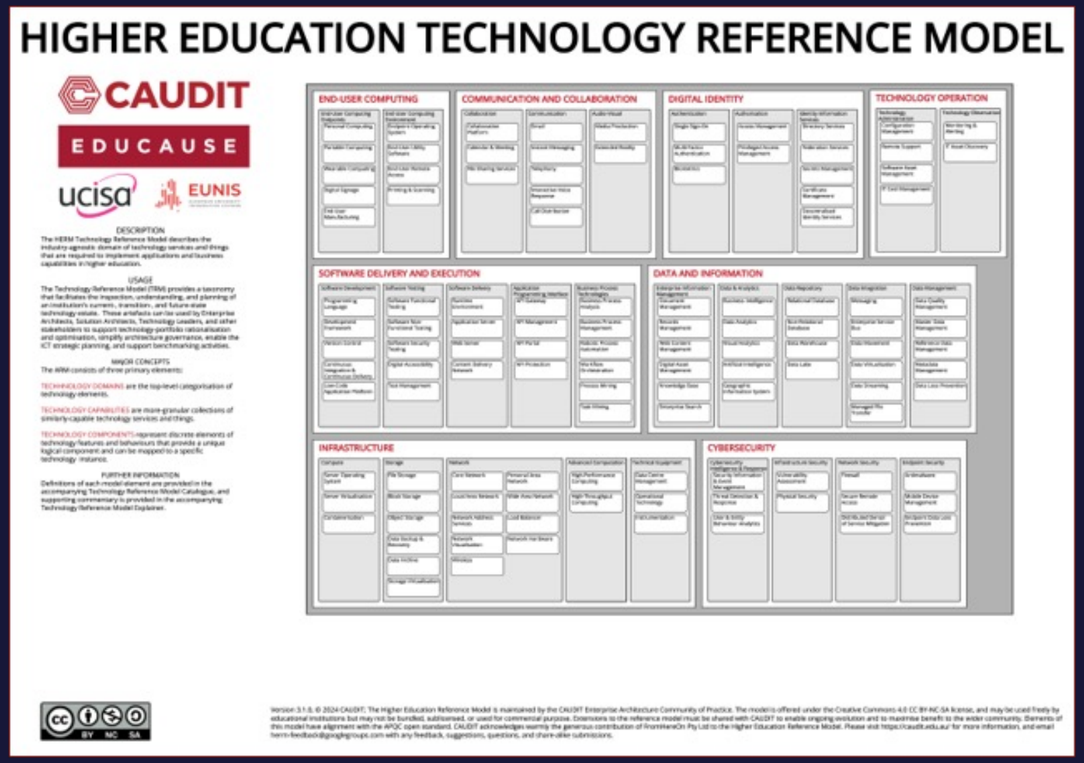
MortarCAPS Higher Learning Data Standard (MCDS) is the **first unified Commonwealth data standard,** aligned with the CAUDIT HERM, **built by the sector, for the sector.**

Developed alongside CAUDIT this partnership ensures MortarCAPS stays aligned with the industry's needs and true to its purpose of supporting the sector.

The data standard is being developed by a dedicated working groups comprising **representatives from over 70+ Australian, New Zealand & Canadian higher learning institutions.**

MCDS is an **open standard for the sector, funded by software vendors** through an annual fee, to ensure the cost of maintenance does not burden the industry member institutions.

MCDS represents a collective effort to future-proof the sector, and deliver transformative benefits to institutions and students alike.



MortarCAPS Charity

- MortarCAPS is a stand-alone Charity which is under the direction of CAUDIT through their role on the MortarCAPS Board of Directors.
- The constitution of the Charity outlines the purpose of MortarCAPS:
  To become the global benchmark for data standardisation in post-secondary education, transforming how institutions manage and share information.

Objective

The primary objective of MortarCAPS Data Standard is to establish and maintain an open (to the sector), global standard for data interoperability within the higher learning sector.

This includes:

- Pioneering a truly interoperable data framework, equiping higher learning institutions with the ability to adopt sector-wide agility, empowering them to move away from unnecessary complexity.
- Facilitating collaboration between educational institutions, technology providers, and other stakeholders.
- Supporting alignment across the global higher education landscape to enhance interoperability and improve data-driven decision-making.
- To support vendors to develop technology solutions which align with the standard and benefit the sector.
- **Move the focus from investment in commodity systems, and allow institutions to drive innovation and differentiation where it matters.**

The Challenges

Disconnected Systems

- Education providers use different systems that don’t talk to each other leading to a significant overhead of operating costs.
- It’s hard for students to move between providers or get recognition for past learning.
- Industry can’t easily access reliable data on skills and qualifications.

Outdated Qualifications Framework

- The education model hasn’t kept up with modern learning needs like microcredentials or short courses.
- It doesn’t reflect learning that happens in the workplace or online.

Skills Gaps

- Employers say many graduates don’t have the right skills for the jobs available.
- There’s no easy way to track or verify someone’s full skillset.

Lack of Lifelong Learning Options

- Education is only offered at a full award level, meaning it's expensive and not equitable (only those willing to pay or take on debt).
- It’s hard for adults to return to study, upskill, or retrain as careers change.
- Education isn’t flexible enough for modern workers.

Losing Ground Internationally

- Other countries are creating faster, more flexible ways to learn and recognise skills.
- Australia risks falling behind in global education and workforce competitiveness.

Founding Partnerships

We are grateful to the founders of this initiative who have chosen to prioritise what's best for the sector and fund the beginning of this revolution.

We look forward to finalising the partnerships with other critical vendors across the ecosystem.

Our **founding partners** are critical to ensuring the benefits of the standard are realised across the sector through RND investment in alignment with the standard.

We are also grateful to the implementation partners who are bringing this to life within institutions.

MOU Partnerships

The success of the data standard also hinges on acceptance by the various 3rd parties that collaborate with or support the institutions.

The following 3rd parties are the organisations that we have a signed MOU with:

We are also at various stages of discussions with these 3rd parties:

- HOSA (AUS)
- TAFE Directors Association (AUS)
- ACODE (AUS)
- ATAC (AUS)
- AAF (AUS)
- Future Skills Organisation (AUS)
- ATEC (AUS Gov)
- ESDC (Skills Canada Federal)
- CAUBO (Canada)
- BC Government (Canada Gov)
- CUCCIO (Canada)
- Polytechnics Canada
- Statistics Canada
- JISC (UK)
- ARC (UK)
- UCISA (UK)

MCDS Board Members

Warwick Calkin

Board Chair
Navitas CIO

Niranjan Prabhu

CAUDIT President

Kyle Dunsire

Ingenuity Holdings
CEO

Brian Stewart

CUCCIO Board
Representative

Shane Rigby

LIXI Data Standard
CEO

Rebecca Ostergaard

CSIRO CDO

Michael Burgess

Independent Advisory

MCDS
HIGHER LEARNING DATA STANDARD

Australian Working Group Leads

navitas
THE UNIVERSITY OF SYDNEY
UNSW SYDNEY
UNSW College
SWINBURNE UNIVERSITY OF TECHNOLOGY
THE UNIVERSITY OF MELBOURNE
UTS
DEAKIN UNIVERSITY
MONASH University
ECU EDITH COWAN UNIVERSITY
THE UNIVERSITY OF WESTERN AUSTRALIA
VICTORIA UNIVERSITY
Flinders University
NSW GOVERNMENT TAFE NSW
UNIVERSITY OF CANBERRA
Curtin University
THE UNIVERSITY OF NEWCASTLE AUSTRALIA
MU Murdoch University
UNIVERSITY of TASMANIA
MACQUARIE University SYDNEY·AUSTRALIA
JAMES COOK UNIVERSITY AUSTRALIA
Charles Sturt University
University of Otago
QUT
LA TROBE UNIVERSITY
Southern Cross University
Australian National University
BOND UNIVERSITY
ACU AUSTRALIAN CATHOLIC UNIVERSITY
WESTERN SYDNEY UNIVERSITY

Canadian Working Group Leads

SFU SIMON FRASER UNIVERSITY

UNIVERSITY OF ALBERTA

UNIVERSITY OF TORONTO

Université de Montréal

UBC

EMILY CARR UNIVERSITY OF ART + DESIGN

Langara. THE COLLEGE OF HIGHER LEARNING.

uOttawa

MacEwan UNIVERSITY

University of Manitoba

Western UNIVERSITY · CANADA

MOUNT SAINT VINCENT UNIVERSITY

Queen's UNIVERSITY

TRENT UNIVERSITY

THE UNIVERSITY OF WINNIPEG

BCIT BRITISH COLUMBIA INSTITUTE OF TECHNOLOGY

Red Deer Polytechnic

University of Regina

THOMPSON RIVERS UNIVERSITY

NIPISSING UNIVERSITY

Sheridan

Mount Allison UNIVERSITY

BCNET

University of Victoria

McMaster University

UNIVERSITÉ LAVAL

RRC POLYTECH

University of Windsor

VIU

CAMOSUN COLLEGE

okanagan college

COLLEGE OF THE ROCKIES

MOUNT ROYAL UNIVERSITY 1910

ACSENDA SCHOOL OF MANAGEMENT VANCOUVER

Justice Institute BRITISH COLUMBIA

NORTH ISLAND COLLEGE

UNBC

SuperStream – A Success Story for Data Standards

What is SuperStream?
An Australian Government initiative that made the process of paying superannuation contributions digital and standardised for all employers.

Why it was Needed

- Previously, super payments were slow, error-prone, and often paper-based
- Employers had to deal with many funds, each using different formats

How Data Standards Helped

- Created a single, consistent format for all super payments and messages
- Enabled faster processing, better tracking, and fewer mistakes

What this means for Australians

- Faster contributions into super funds
- More visibility over their retirement savings
- Fewer lost or unclaimed accounts

What this means for Employers & Funds

- Lower admin burden
- More accurate and efficient payments
- Easier compliance with super regulations

MCDS
HIGHER LEARNING DATA STANDARD

Open Banking

What is Open Banking?

- A government-led initiative that lets consumers safely share their banking data with other banks and apps to get better deals and more personalised services.

Why Do Data Standards Matter?

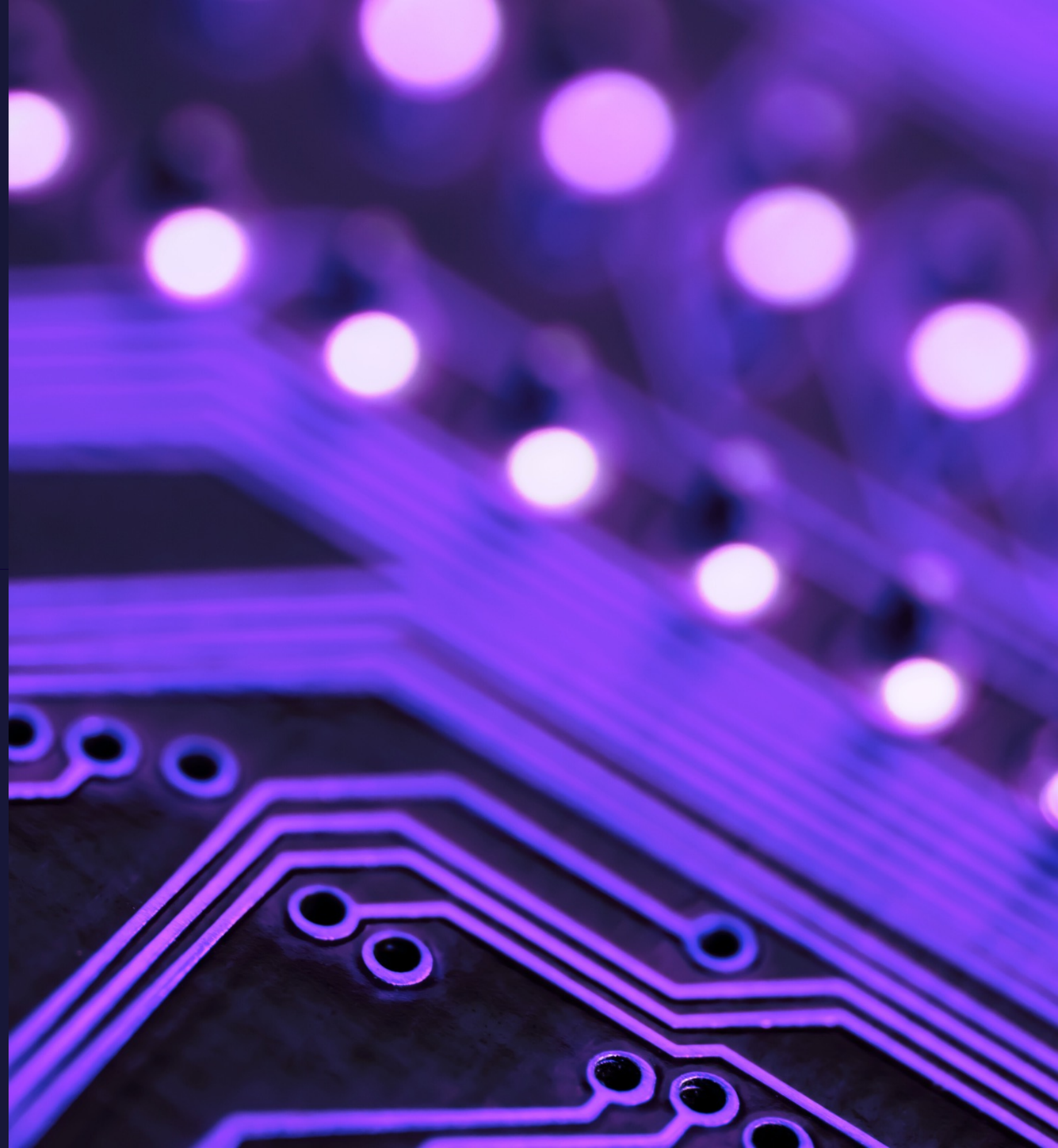
- Everyone uses the same "language" to share information, which makes it fast, accurate, and secure.
- Standards make sure data flows smoothly between systems, even if they're run by different companies.

What This Means for Consumers:

- **Easier switching** between banks or providers
- **Smarter tools** to manage money, savings, or credit
- **More control** over who sees their data and for what purpose

What This Means for the Sector:

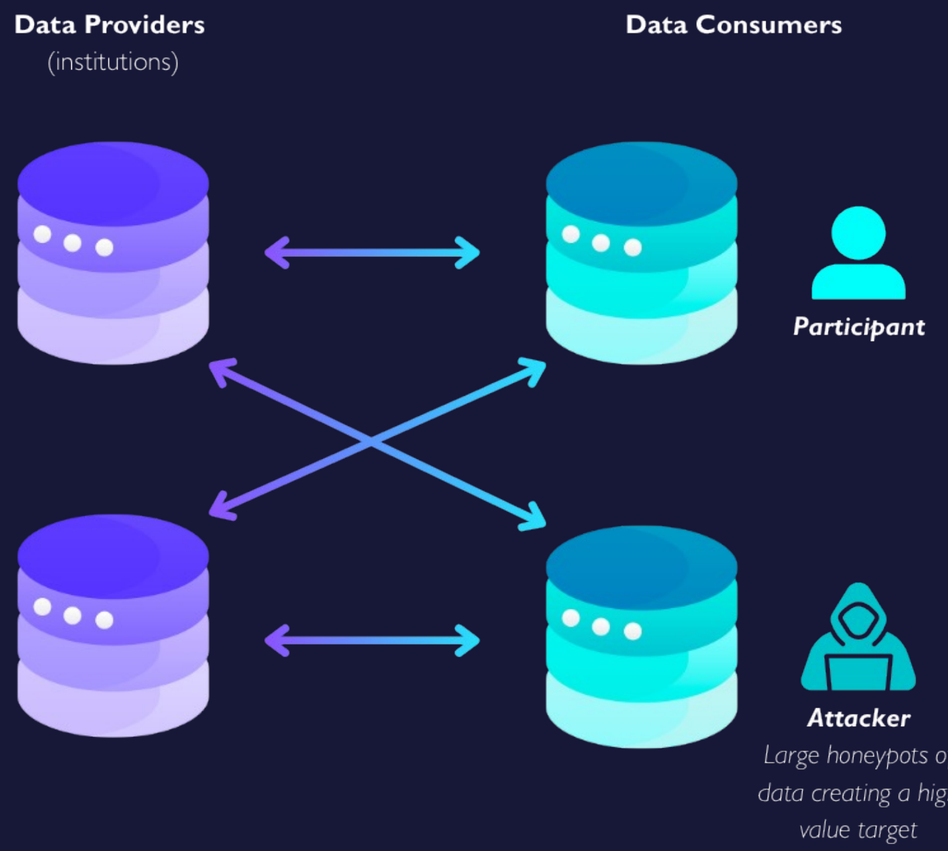
- Reduces costs and duplication of effort & data
- Encourages innovation by new players
- Increases trust in digital services



The Business Problem

Today to share data, every participant will have to establish Trust with every other organisation.

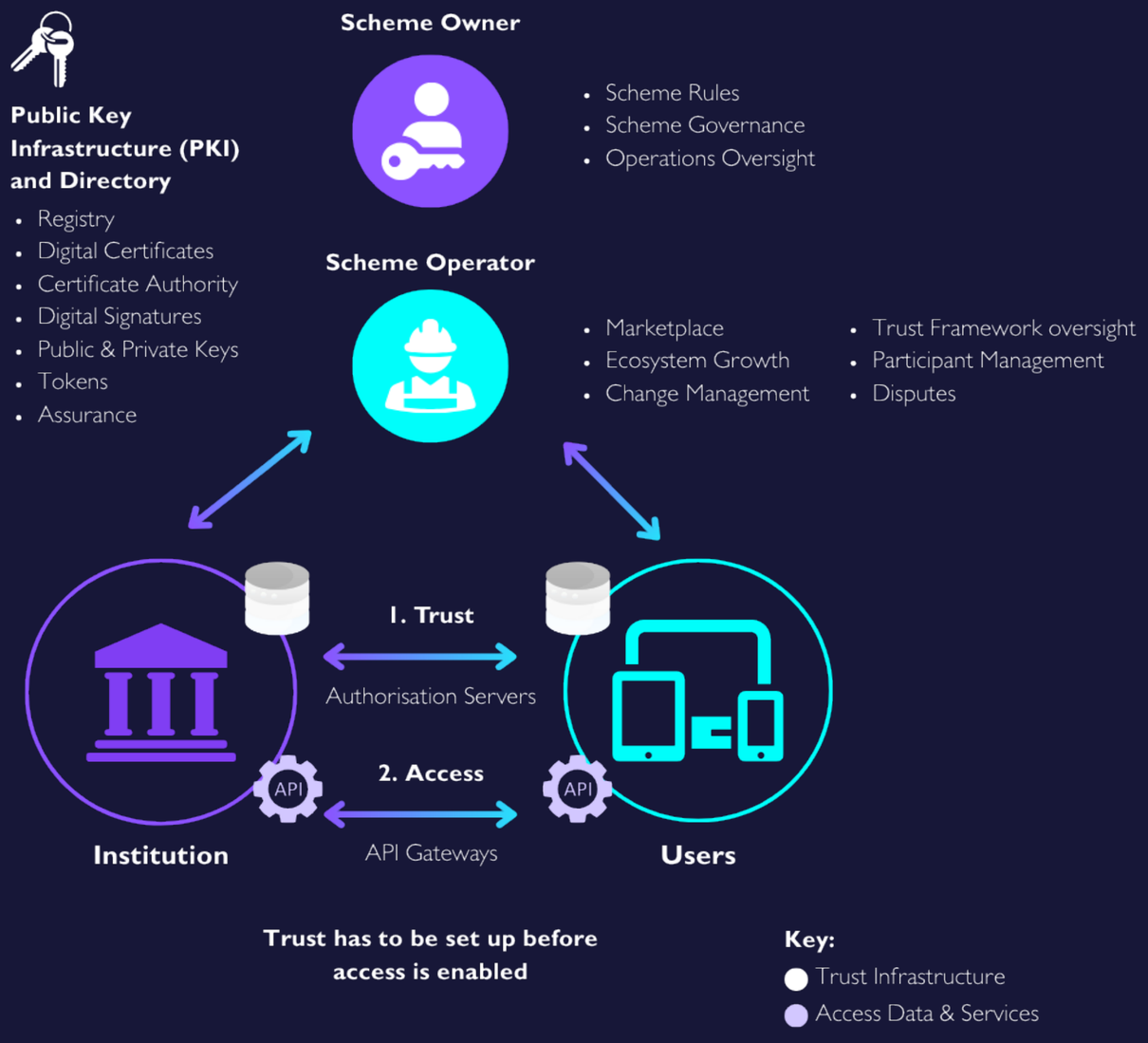
Approaching this separately with individual, customised bilateral agreements is a costly, complex and duplication of effort



Future Vision
Open Education

Before one organisation can securely and privately access a client's data and services in another organisation, digital and commercial "Trust" needs to be set up between the two organisation.

In this model, Open Education will use the secure encryption of Public Key Infrastructure to maintain secure, private data exchange between Data Providers and Data Consumers.



MCDS
HIGHER LEARNING
DATA STANDARD

The Future of Higher Learning is here

MCDS acts as the **foundation for all these initiatives**, ensuring **consistency, accuracy, and interoperability** across institutional systems. By adopting this framework, higher education providers can **future-proof their operations, improve student success, and drive financial sustainability**.

Institutional Benefits

MCDS establishes a **consistent, structured framework** for student and institutional data, allowing providers to **unlock powerful insights, automate processes, and improve decision-making**.

International Student Recruitment

- Institutions can create **automated risk assessment models** based on historical student success data, helping to identify low-risk applicants for expedited visa processing.

Financial Sustainability

- Revenue and enrolment trends can be analysed holistically across programs, and student demographics, enabling more accurate financial planning.

Financial Forecasting & Internal Decision-Making

- Data-driven financial forecasting becomes more accurate by integrating enrolment trends, funding models, and operational costs.

Retention, Student Support & Wellbeing

- Early identification of at-risk students becomes possible through a unified view of student engagement, performance, and wellbeing data across systems (LMS, student records, counselling services, attendance, financial aid).

Stackable Learning & Micro-Credentials

- A unified digital credentialing system ensures that learners can accumulate and stack credentials seamlessly across institutions.

Research Administration (Tracking Through Persistent Identifiers)

- Persistent identifiers for researchers ensure accurate tracking of research outputs, funding, and affiliations, reducing duplication and inefficiencies.

Government Reporting

- Regulatory reporting requirements are simplified through standardised data formats that align with government databases. (TCSI in Australia would have benefited from having this as a foundation).

Case Study: Navitas

WHO:

Navitas is a global education provider supporting over 70,000 students annually across more than 90 colleges and campuses in over 20 countries. In Australia alone, Navitas collaborates with more than 15 university partners to deliver pathway and higher education programs, working across a diverse ecosystem of systems, providers, and regulatory frameworks.

THE CHALLENGE:

Navitas faced a critical challenge: managing data across a fragmented technology landscape. Each institutional partner required unique formats and custom APIs, creating inefficiencies, high development overhead, and limited data portability.

SOLUTION:

Navitas adopted the MortarCAPS Higher Learning Data Standard (MCDS) to bring consistency and interoperability to their internal systems and partner integrations.

Key actions included:

- Mapping existing student and event data structures to the MCDS model
- Introducing standardised, open APIs to reduce reliance on bespoke interfaces
- Establishing real-time, event-driven data sharing across key touchpoints (enrolment, attendance, assessment)
- Aligning internal teams and governance to sector-wide data frameworks

OUTCOME:

By adopting MCDS, Navitas created a unified, interoperable data foundation that has:

- Reduced time-to-integrate by standardising external data exchange processes
- Created a scalable model for new systems, vendors, and campuses
- Enhanced internal alignment between IT, academic, and compliance functions
- Accelerated digital transformation
- Reduced duplication of data handling efforts
- Enabled faster decision-making through real-time reporting
- Opened new capabilities in AI, automation, and analytics

COMMENTS:

"MCDS gave us clarity and consistency. Now we can reuse integrations, scale with partners, and shift focus to student outcomes instead of middleware."

- Rob Shepard
Solution Architect, Navitas

Case Study: Practical Placements

WHO:

The Australian Government has established a new Commonwealth Prac Payment (CPP) for students to help them manage the costs associated with undertaking a mandatory placement (also known as a practicum) as part of a higher education course in teaching, nursing and midwifery, and social work; and nursing in vocational education and training (VET) courses.

SOLUTION:

The MortarCAPS Higher Learning Data Standard (MCDS) is being adopted by the sector to support the Commonwealth Practical Placement Initiative, ensuring:

1. Consistency in data reporting to government and institutional stakeholders
2. Alignment of business processes across education providers
3. Interoperability between core systems including:
4. Student Management Systems (SMS)
5. Customer Relationship Management (CRM) platforms
6. Placement and workforce systems
7. Finance and grants systems

OUTCOME:

By adopting MCDS, the Practical Placements Initiative will benefit from:

- Accurate, real-time tracking of student placements
- Reduced duplication and reconciliation effort across systems
- A shared approach to placement data management at scale
- Foundation for future reporting and performance benchmarking

SECTOR BENEFIT:

By embedding MCDS into their digital ecosystems, institutions are ensuring that placements are managed transparently, efficiently, and in line with national expectations, without requiring costly bespoke integrations.

MCDS
HIGHER LEARNING
DATA STANDARD

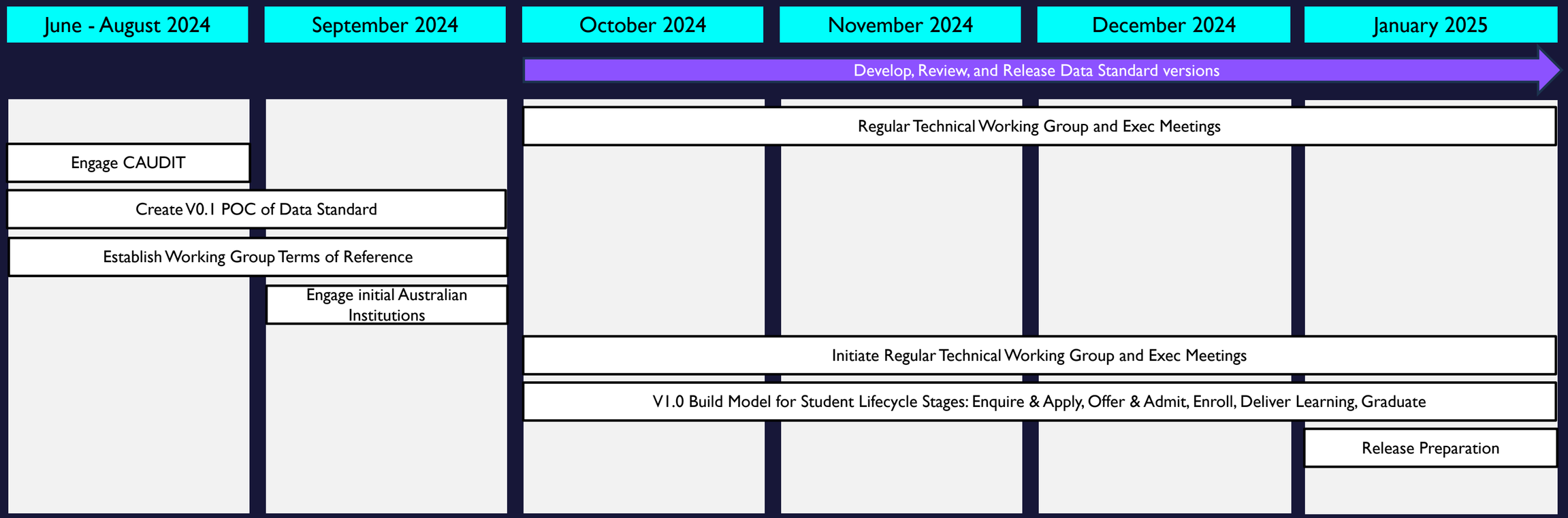
Foundations for Modernisation

Progress So Far

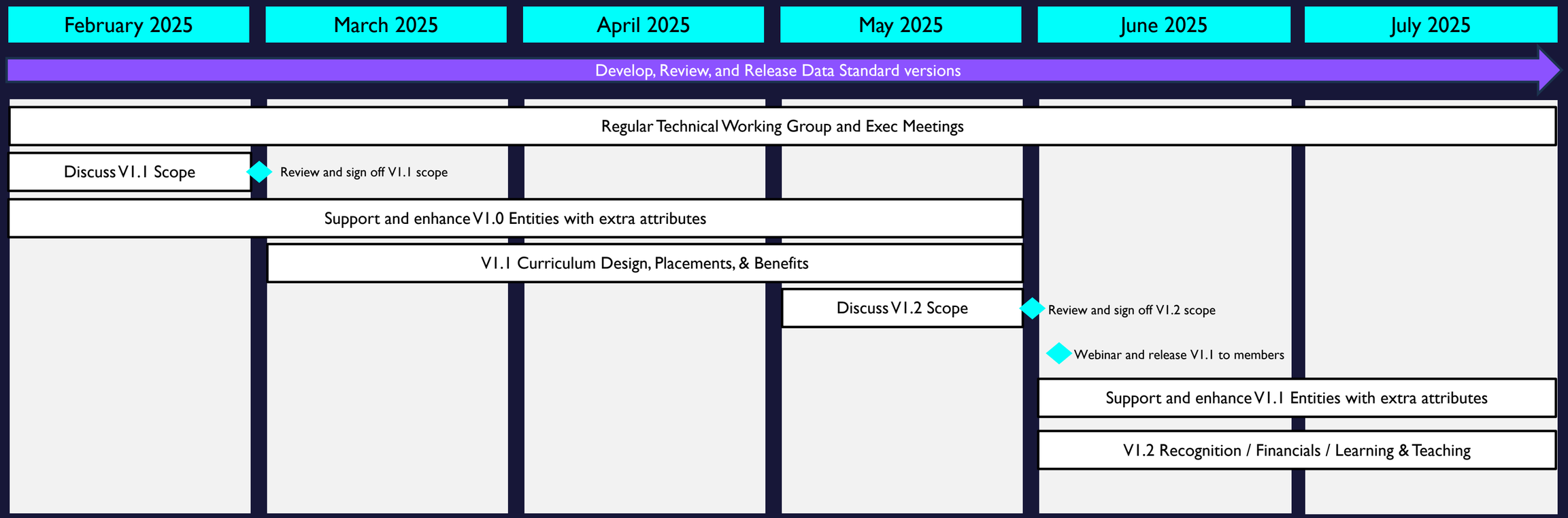
We've had a lot of productive discussions in our technical working groups over the past months and have already tackled a few hard topics.

- Party: Person & Organisation
- Contact Point & Location
- Calendar, Learning Period, & Intake
- Curriculum
- Document: ID & Recognition
- Credit → Recognition
- Fee & Financial Benefit
- Reference Data

V1.0


June - August 2024
September 2024
October 2024
November 2024
December 2024
January 2025
Develop, Review, and Release Data Standard versions
Regular Technical Working Group and Exec Meetings
Engage CAUDIT
Create V0.1 POC of Data Standard
Establish Working Group Terms of Reference
Engage initial Australian Institutions
Initiate Regular Technical Working Group and Exec Meetings
V1.0 Build Model for Student Lifecycle Stages: Enquire & Apply, Offer & Admit, Enroll, Deliver Learning, Graduate
Release Preparation

V1.1 & V1.2


February 2025
March 2025
April 2025
May 2025
June 2025
July 2025
Develop, Review, and Release Data Standard versions
Regular Technical Working Group and Exec Meetings
Discuss V1.1 Scope
Review and sign off V1.1 scope
Support and enhance V1.0 Entities with extra attributes
V1.1 Curriculum Design, Placements, & Benefits
Discuss V1.2 Scope
Review and sign off V1.2 scope
Webinar and release V1.1 to members
Support and enhance V1.1 Entities with extra attributes
V1.2 Recognition / Financials / Learning & Teaching

V1.2, V1.3, & V1.4

August 2025
September 2025
October 2025
November 2025
December 2025
January 2026
Develop, Review, and Release Data Standard versions
Regular Technical Working Group and Exec Meetings
V1.2 Development
Discuss V1.3 Scope
Review and sign off V1.3 scope
Webinar and release V1.2 to members
Support and enhance V1.2 Entities with extra attributes
V1.3 External Partnerships / Research Admin (In partnership with ARDC)
Discuss V1.4 Scope
Review and sign off V1.2 scope
Support and enhance V1.3 Entities with extra attributes
V1.4 Skills Taxonomy

Key Entities: V1.0

The following entities we're added to V1.0 of the Data Standard.

Student Lifecycle	Enquire/Apply	Offer/Admit	Enroll	Deliver/Graduate
Entities	Person (Prospect, Applicant), Organisation, Interaction, StudyApplication, ContactPoint, FinancialStudentBenefit, Fee, Document, Recognition (Credit), EntryRequirements, ProgrammeOfLearning, LearningPeriod, Calendar, Intake, Award, StudyPreference ProgrammeOfLearningAvailability, Interview	Person (Student), StudyOffer, NonAcademicRequirements, AcademicRequirements, ProgrammeOfLearningVersion, Admission, Location	Enrolment, UnitOfLearning, Timetable, Class, LearningResource, ElementsOfLearning, StudentProgress, AreaOfLearning	Person (Graduate), Assessment, Grade, LearningActivity, Placement, Attendance

Key Entities: V1.1

There are several key entities that have either been updated or are new and which form the backbone of V1.1.

General Entities:

- Party:
  - Person (and roles: prospect, applicant, student, graduate),
  - Organisation
- Application:
  - Study Application,
  - Benefits Application (new),
  - Placement Application (new)
- Offer: Study Offer
- Benefit (new)
- Placement (new)

Curriculum Elements:

- Programme of Learning
- Area of Learning
- Unit of Learning
- Elements of Learning
- Learning Outcome
- Learning Activity
- Learning Resource
- Assessment
- Unit of Learning Group (new)
- Unit of Learning Logic (new)
- Unit of Learning Relationship (new)

Party

Organisation

The Organisation is an exclusive sub-type of Party used to describe a non-Person Party, such as the institution, a school, faculty, department, or external groups like commercial, government, or non-government bodies.

Person

The Person is an exclusive sub-type relating to a specific individual. The Person may have many child roles, depending on their relationship with the institution, and any data from those roles that is a property of that individual, rather than the role, should also be reflected here.

Person Roles

Person roles are specific sub-types of the Person, containing information relevant to the role that Person played at a specific point in time. Example roles include Prospect, Applicant, Student, and Graduate.

Curriculum

Programme of Learning

Describes the intention, rules, and composition of an institution's qualifications. Also known as an academic programme, degree programme, course, programme, degree, or course of study.

Unit of Learning

Describes the intention, rules and composition of the sequence of learning activities that, on successful completion, guarantees credit towards a qualification (usually a Programme Of Learning). Also known as a subject, course, unit, or paper.

Area of Learning

Describes the structure, rules, and composition of a specialised field, and define the relationship with other Curriculum Components. Also known as a Specialisation, Major, Minor, Plan, Sub-Plan, Stream, Area of Study, Field, or Tripos.

Unit of Learning Relationship

Defines the relationship of a Unit Of Learning to others, either universally or when related to a specific Programme Of Learning.

Unit of Learning Group

Describes the intention, rules, and composition of a group of related Units Of Learning which are to be completed as part of a wider curriculum. Provides the link between a Programme Of Learning and Units Of Learning.

Unit of Learning Logic

Describes logical groupings of Units Of Learning for curriculum design (through Unit Of Learning Groups) and Unit Of Learning Relationships.

Curriculum Stages

Most Curriculum Components have a three-stage lifecycle, and thus these Components need three different entities to represent these phases. This structure currently applies to Programmes Of Learning, Units Of Learning, Assessments, and Placements.

This concept is not unique to Curriculum, and can be found elsewhere in the Data Standard, such as with Benefits.

Design

Describes the intention, defining what the Student is working towards, how this is accomplished, and outlining rules and conditions for enrolment and completion of the Curriculum Component, if relevant.

Instantiation

Makes a design Component available for Students to interact with at a specific time and place. Entities here may be called the "Offering / Availability / Instance" of their parent Design Component.

Engagement

Records an individual Student's interaction with the Curriculum Component, including their results and progress towards completion. Entities here are usually called the "Enrolment" of their grandparent entity (the Design Component).

Applications

Study Application

The Study Application is an exclusive sub-type of “Application” specifically related to a Person's request to study at an institution. Relates to Applicant, Study Preferences, and Study Offers.

Study Offer

The Study Offer captures the details of what has been offered to an Applicant after assessment of their Study Application by the institution. Relates to the Programme Of Learning Offering and Study Application.

Admission

The Admission object records all information related to the admission of a Student to a Programme Of Learning at an institution. It is a precursor to the Student's Programme Of Learning Enrolment. Relates to the Study Offer.

Placement Application

The Placement Application is an exclusive sub-type specifically relating to an Applicant's request to enroll in a Placement Offering. Relates to Applicant and Placement Offering.

Benefit Application

The Benefit Application is an exclusive sub-type specifically related to a Person's request for a Beneift, either financial or otherwise. Relates to Applicant and Benefit Offering.

Global Identifiers

Global Identifier Scope

- Ensuring that the ID's adhere to the Local Identifier Scope rules (previously raised) maintains schema validity, but will not be sufficient when exchanging data between systems within the institution application landscape, and certainly not when exchanging data with external institutions, partner organisations, or government reporting bodies. Below are example entities that will highly likely need to be identified as globally unique when being shared externally with other organisations, potentially across geographies:
  - organisation,
  - person (and all subtypes: prospect, applicants, student, graduate, staff etc),
  - programmeOfLearning,
  - unitOfLearning

- To ensure the records of these entities are globally unique, each entity will have an attribute that is an array of records of type "entityUniqueID" (for example the attribute "personUniqueIDs" is an array of "entityUniqueID" records).
- The structure of this record includes the following attributes:
  - The *country* that the organistion that is issueing the ID belongs to.
  - The *organisationUniqueIDType* is a code that defines the type of organisation. Examples:
    "CRICOS Code" → The Australian system for identifying education institutions, programmes of learning and units of learning.
    "ABN" or "ACN" → The Australian system for identifying businesses or companies.
    "USI" (Unique Student Identifier) → The Australian system for uniquely identifying students.
  - The *organisationID* → The external ID or code of the organisation that is created and managed by the owners of the associated identification system.
  - The *systemID*. The name of the system that mastered the ID.
  - The *entityID*. The final ID of the entity contained within the system. The combination of these fields *should* ensure that the record is globally unique.

Reference Data: The Challenge

Definition: Reference Data in an interoperability standard refers to standardized, shared lists of codes or values (e.g., country codes, currency codes, course types, or status indicators) and the plain language meaning of the codes to be used consistently across systems to ensure accurate data exchange and interpretation.

Why it's important: It ensures consistency, reduces ambiguity, and enables seamless communication between systems by aligning on common meanings for key values.

What capabilities does an international, interoperability Data Standard needs regarding Reference Data:

- Region specific
- Multi-Language Support
- Extensible

Can we just use Strings or Enums?

- These data types sit at either ends of a spectrum.
- Strings are the ultimate in flexibility, but they canot be checked for valid values at design or runtime, which will result in the wild west!
- Enums are fixed (ergo inflexible) in their values and can be validated at any time, but we will never be able to agree on the universally used set of enum values, which will slow down development and present a significant impediment to adopting the data stanard.

Reference Data: The Solution

We've introduced a data definition that is the best of both the "string" and "enum" worlds, the *Classification* entity, which has the following behaviours:

- Region specific data, with the same "topics".
  - Eg: Canada and Australia can have different values for "Countries", but the schema is the same.
- Multi-Language Support.
  - Eg: Canada can deliver English "en" and French Canadian "fr-CA" translations of the same Country record.
- Versioned. The data within the reference data files can be versioned using a "published date", allowing bodies like the ABS or StatCan to deliver updates.
- Extensible. More data of the same "topics" can be added (appended) to existing reference data files without schema changes and without breaking compatibility.
- Values are not validated at design time but can be validated with scripting or otherise in a build pipeline or at runtime with code.
- Hierarchical. Supports complex, multilevel hierarchies of reference data.
  - Eg. The ABS has 5 levels to describe the topic "occupations".
- Supports mapping to other jurisdiction reference data lists. Eg, map Country Codes from one classification system to another jurisdictions Country Codes.

Australian Bureau of Statistics

Table 5: Major, Sub-Major, Minor, Unit Groups and Occupations

OSCA - Occupation Standard Classification for Australia, 2024, Version 1.0

Identifier					Occupation
1	Managers				
	11	Business Administration and Promotion, and ICT Managers			
		111	Business Administration Managers		
			1111	Corporate Services Managers	
				111131	Corporate Services Manager
			1112	Finance Managers	
				111231	Finance Manager
			1113	Human Resources Managers	
				111331	Human Resources Manager
			1114	Policy and Planning Managers	
				111431	Policy and Planning Manager
			1115	Research and Development Managers	
				111531	Research and Development Manager

Australian Bureau of Statistics

1272.0 Australian Standard Classification of Education (ASCED), 2001

Released at 11.30am (Canberra time) 29 September 2015

Table 2 Field of Education classification

Broad Fields	Narrow Fields	Detailed Fields	
01	NATURAL AND PHYSICAL SCIENCES		
	0101	Mathematical Sciences	
		010101	Mathematics
		010103	Statistics
		010199	Mathematical Sciences, n.e.c.
	0103	Physics and Astronomy	

MCDS
HIGHER LEARNING DATA STANDARD

How you can help

1. Speak to your vendors!

2. Get involved in a working group

3. Public Support

Meeting Structure

Weekly Technical Meetings
- 1hr session, twice a week
- Deep-dives on specific topics
- Decisions on technical details, enterprise architects encouraged to attend

Monthly Executive Meetings
- 1hr session, once a month
- Exec Sponsors from member institutions to attend
- Review and endorsement of work to date
- Set direction for month ahead
- Assistance with decision making and promotion of the standard

Monthly Sub-Working Groups
- TechnologyOne
- General Architecture
- AWS

General Rule:
- *Avoid sessions that limit participation across timezones.*

**All times in AEST Time*

	Monday	Tuesday	Wednesday	Thursday	Friday
9					
10					
11			Monthly Executive Meeting		
12					
1		Weekly Technical Meeting		Weekly Technical Meeting	
2					
3					
4					
5					

MORTARCAPS
DATA STANDARD

Executive Responsibilities

Sign-off

At the end of each V1.X development cycle, we want this group to review and endorse the work done by the Technical Working Group.

Direction

We'll review the direction for the next version and highlight any focus areas that the Technical Working Group needs to be aware of or deep-dive into.

Assistance

We will assist with any decision making should the Technical Working Group reach an impasse.

Executive sponsors are also tasked with helping promote the standard to both vendors and the wider industry.

How To Use MCDS

The following are serious of potential next steps towards leveraging MCDS in your organisation.

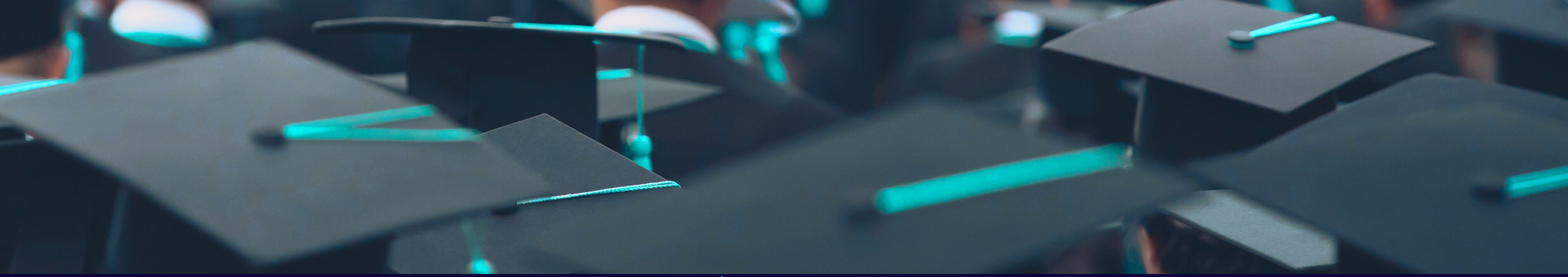
Education Institution

1. Form a cross functional working group and define an overall roadmap.
2. Review MCDS for applicability to your environment.
3. Engage and feedback to the MCDS team where there are functional gaps in the schema and when new versions of reference data are published.
4. Choose a manageable scope and implement in a discrete, low impact area.
5. Gather intel from that implementation and update your overall roadmap.
6. Suggest piloting on internal systems first before integrating external parties.
7. Focus on the integration systems and adapt them to support the standard.
8. Use validation tools to check data against the schema and reference data.
9. Work with MCDS to define the common set of services/operations (API's).
10. Share your successes with the MCDS community.

The MCDS team can provide consulting services to assist institutions in their MCDS adoption journey.

EduTech Vendor

1. Check Product Alignment by modelling your core entities against MCDS.
2. Engage and feedback to the MCDS team where there are schema gaps.
3. Focus initially on the integration layers and consider building connectors or adaptors from your core platform elements to support MCDS format payloads.
4. Work with MCDS team and the broader community to define and promote the common set of services or operations that would be used by other MCDS compliant products or platforms.
5. Update core platform by implementing services/operation (API's) that are aligned with MCDS schema elements.
6. Accelerate institution adoption of your products by providing libraries, templates, or tools.
7. Document and share use cases or success stories for those customers who have adopted MCDS using your products.



MORTARCAPS
FOUNDATION FOR LIFELONG LEARNING

Thank you!

Website

www.mortarcaps.org