

A Glimpse Into the Future of Micro-Credentials

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Overview



TRU & PLAR



The Partnership



Why



How



What We Learnt



Next steps



THOMPSON RIVERS UNIVERSITY



9
FACULTIES
AND
SCHOOLS



27,632

Headcount
All Students

On campus 14,525

Open Learning 14,996

Dually enrolled 1,889

Indigenous* 2,708

24%
International
Students

Headcount:

6,678

From
112 Countries

Total FTEs
13,306

Domestic: 9,001

Indigenous: 1,273*

Course Enrolments
114,287

On campus 82,064

Open Learning 32,223

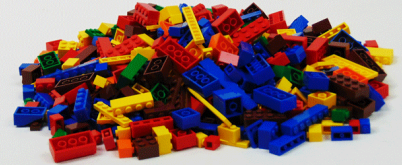
Prior Learning Assessment & Recognition (PLAR)

PLAR is a process to assess informal and non-formal learning

TRU has one of the largest PLAR programs in Canada and awards over 70% of PLAR credit in BC

There are multiple PLAR paths, including advanced entry, course-based, competency-based, challenge exams, and the...

...credit bank: pre-assessment of community-based programs, online course(s), private trainers, organizational training, and micro-credentials



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In January
2023, a
partnership
began...



DAVID PORTER + ASSOCIATES

Providing navigation and guidance for a challenging educational landscape

The Project

- ▶ Prototype, test, and document a repeatable process for assessing micro-credentials to assign academic credit
- ▶ Test existing processes, such as the TRU Credit Bank process for assessing prior learning, as potential tools for micro-credential assessment
- ▶ Explore how assessed credit might be applied to a BC PSI's certificate, diploma, or undergraduate degree programs
- ▶ Report findings and share recommendations with the Ministry, provincial education agencies, and post-secondary institutions



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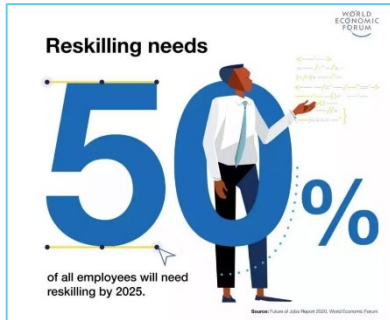
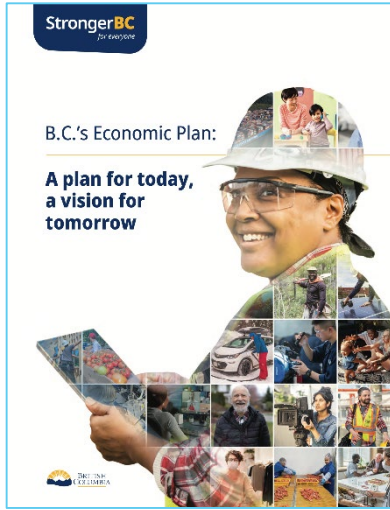
How



What We Learnt



Next Steps



Micro-credentials have emerged as a strategy to support upskilling and re-skilling requirements for the workforce

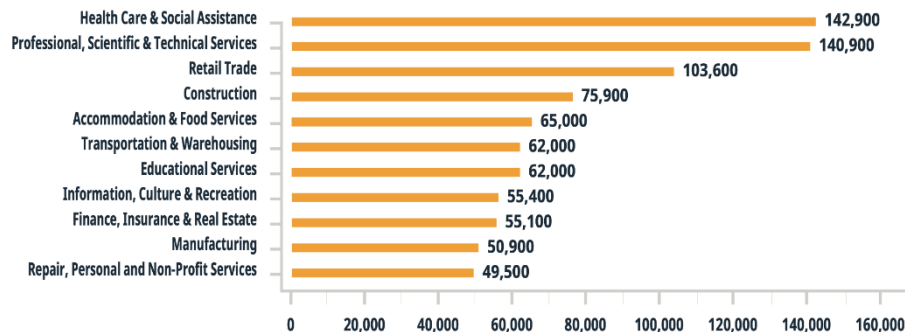
- As the *World Economic Forum Jobs 2020* report (2020) noted, there is an increasing need to provide short-timeframe opportunities for re-skilling and upskilling that will not diminish as we move forward
- Micro-credentials have been proposed as a strategy to enable the ongoing development of knowledge and skills across the workforce

The Future of Jobs in BC

Of the more than one million job openings in B.C. over the next 10 years:

- ▶ Almost 80 percent will require post-secondary training and education
- ▶ The highest demand jobs will be in the caring economy and scientific and technical services sectors
- ▶ The demand will not be met without meaningful steps to reduce barriers that will keep people out of the labour market

Job openings by Major Industry over the next decade



Courtesy: Labour Market Outlook 2021

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What We Learnt

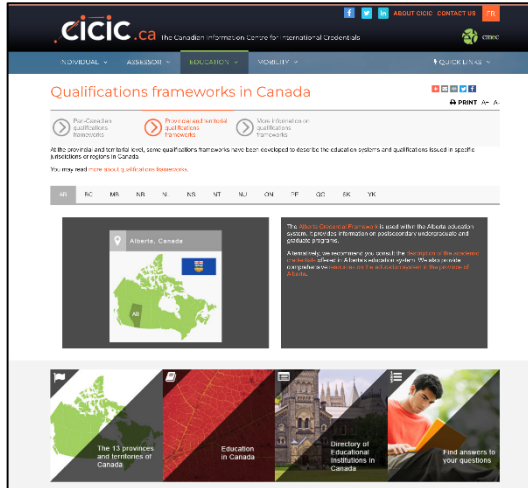


Next Steps

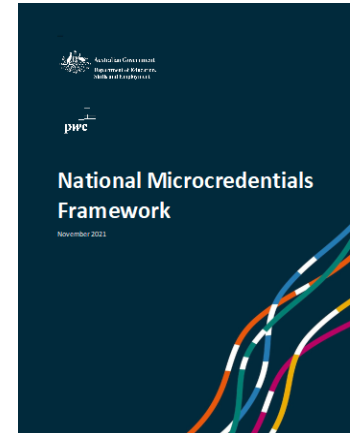
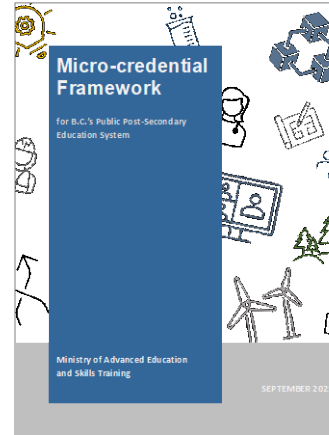


12 Key Project Activities

1. Started with needs assessment and environmental scan on micro-credential practices - how improve TRU's process?



In Canada, five provinces have qualifications frameworks:
AB, ON, NB, NS, PEI



Quality features required of all micro-credential programs

Relevant



Consulted or involved industry/community

Accredited



Recognized or issued by a professional accrediting body

Standardized



Meets a government-set quality standard

Assessed



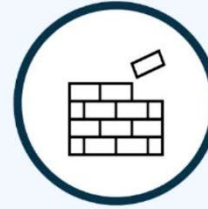
The learner must demonstrate skills/knowledge to earn the credential

Flexible



The pace and/or structure of learning can be personalized

Stackable



Can be "stacked" or combined toward a larger credential, e.g. a diploma or degree

Source: Pichette, J., Brumwell, S., Rizk, J., Han, S. (2021) *Making Sense of Microcredentials*. Toronto: Higher Education Quality Council of Ontario.

2. Assembled a steering committee



KWANTLEN
POLYTECHNIC
UNIVERSITY



OKANAGAN



3. Selected micro-credentials to assess

- ▶ Mass Timber Construction
- ▶ Quantifying Forest Health Using RPAS
- ▶ Production Assistant in Film
- ▶ Introductory Drawing
- ▶ Climate Adaptation Fundamentals
- ▶ Skills in Industrial Automation
- ▶ Metabolomics
- ▶ Essential Skills for Data Literacy
- ▶ Strategies and Actions for Independent Living
- ▶ Introduction to Hospitality



4. Developed a prototype data collection form and operational handbook for participants
5. Collected data on micro-credentials using a self-study process
6. Collated and summarized data
7. Surveyed participants for feedback on the data collection process
8. Redesigned data collection form

INSTITUTION OR PROVIDER INFORMATION REQUIRED			
1. Institution	• Assessor's comments	2. Institution Department	• Assessor's comments
3. Institution leads and position	• Assessor's comments	4. AEST MC Funding Phase	• Assessor's comments
MICRO-CREDENTIAL INFORMATION			
5. Title of micro-credential	• Assessor's comments	6. Pre-requisites (if any)	• Assessor's comments
7. Content description	• Assessor's comments	8. Learning outcomes	• Assessor's comments
9. Delivery mode: pace and structure	• Assessor's comments	10. Assessment methods	• Assessor's comments
11. Course syllabus/lesson plans and inherent requirements	• Assessor's comments	12. Learner effort, volume of learning and contact hours	• Assessor's comments
13. Existing credit recognition status if any	• Assessor's comments	14. Pathways associated with MC: stacking or laddering	• Assessor's comments
15. Quality assurance process or statement	• Assessor's comments	16. Additional comments (Possibly: depth of learning, linkage to an industry competency framework)	• Assessor's comments
MICRO-CREDENTIAL INSTRUCTOR/ASSESSOR INFORMATION			
17. Instructor qualifications and/or organizational policy on instructor hiring	• Assessor's comments	18. Assessor(s)	• Assessor's comments
ADDITIONAL INFORMATION			
19. Award recording, transcription, or method of recording of the micro-credential at institution offering the course	• Assessor's comments	20. Endorsements by industry or employer groups	• Assessor's comments
ASSESSMENT SUMMARY AND RECOMMENDATION			
21. Assessment summary	Assessor's summary		
22. Assessment recommendation	Assessor's recommendation		

9. Developed criteria for assessors; recruited and trained assessors

- ▶ Demonstrated expertise in subject matter for assessment
- ▶ Analytical and critical thinking
- ▶ Understanding of learning outcomes and assessment methods
- ▶ Ethical conduct
- ▶ Experience in program evaluation

10. Conducted second assessments with 2-3 SME per micro-credential for TRU credit bank

- ▶ 8/10 micro-credentials gained credit recommendation
- ▶ Credit ranged from first year to graduate level

11. Surveyed participants for feedback on the process

12. Produced a summary report of findings; conducting a webinar in November



MICRO-CREDENTIAL ASSESSMENT HANDBOOK - PILOT PROJECT V1.0

DRAFT ONLY

Handbook draft for use with institutions' self-study of micro-credentials for assessment

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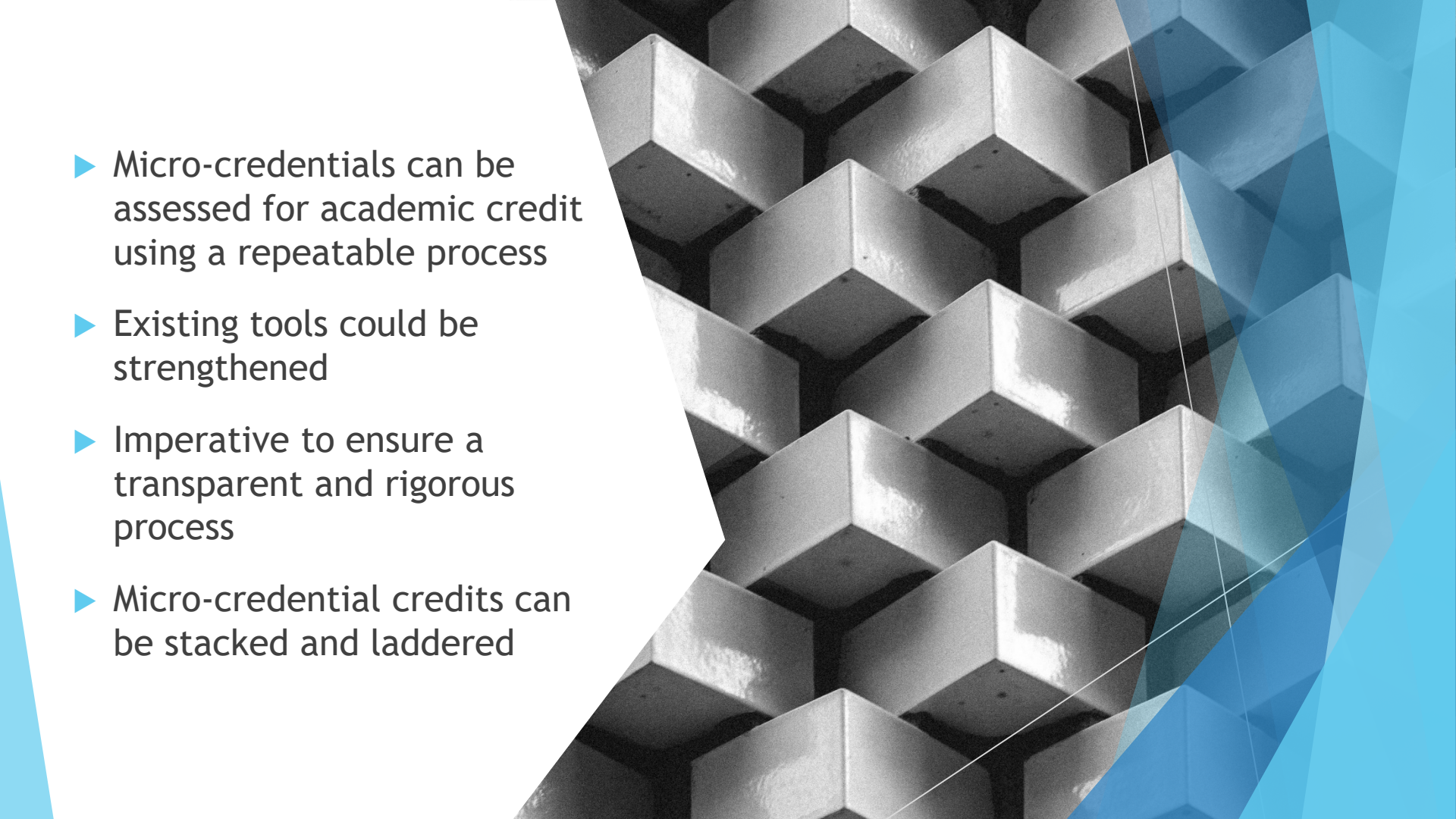
How



What We Learnt



Next Steps

- 
- ▶ Micro-credentials can be assessed for academic credit using a repeatable process
 - ▶ Existing tools could be strengthened
 - ▶ Imperative to ensure a transparent and rigorous process
 - ▶ Micro-credential credits can be stacked and laddered

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Next Steps

Use same process to assess
40-50 micro-credentials?

Provincial credit bank?



Questions & Comments

