

Connecting Credentials

Using the Beta Credentials Framework

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Background

Lumina Foundation Mission

Lumina Foundation is an independent, private foundation in Indianapolis that is committed to making opportunities for learning beyond high school available to all. We envision a system that is easy to navigate, delivers fair results, and meets the nation's need for talent through a broad range of credentials. Our goal is to prepare people for informed citizenship and for success in a global economy.

Goal 2025

That 60% of Americans hold degrees, certificates or other high-quality postsecondary credentials by 2025—is essential to meeting our nation's growing need for talent.



Problem statement

Credentials (degrees, certificates, industry certifications, and more) are the currency through which skills and knowledge are recognized – connecting people to jobs, education programs and career pathways.

There is little clarity about what these credentials mean – their value, their quality and how they connect. That makes it difficult for employers and learners to trust and use them. It is an equity and an economic imperative to improve this.



How did the work begin?

Sub-degree credentials

The Degree Qualifications Profile (DQP)

Learning framework

Technology infrastructure

All learning counts



Research and Development

- International frameworks and published paper
 - 21 total, Ireland, UK, Germany, Australia, Ontario, Honk Kong
 - [Developing an American Credentials Framework: Learning from International Experiences and Re-Examining the U.S Credentialing System](#)
- Expert panel
 - Volker Rein, Bibb Germany
 - Dr. Keith Bird, KCTCS
 - Bob Sheets, GWU
- Industry panels
 - Manufacturing Healthcare Energy Information technology



Takeaways

- Many shared benefits and challenges
- Tight/Regulated/Reforming/Mandatory vs. Loose/De-Regulated/Communication/Reference
- Technology is an issue
- Visualization is key
- Must be living tools
- Content agnostic and leveled competencies not credentials
- Employability and lifelong learning/pathways are linked objectives
- Glossary or common language is key



Evolution of the work



Major milestones and bundles of work

- October 2015
- 200 Leaders from 150 Organizations
- 100+ Co-Sponsors



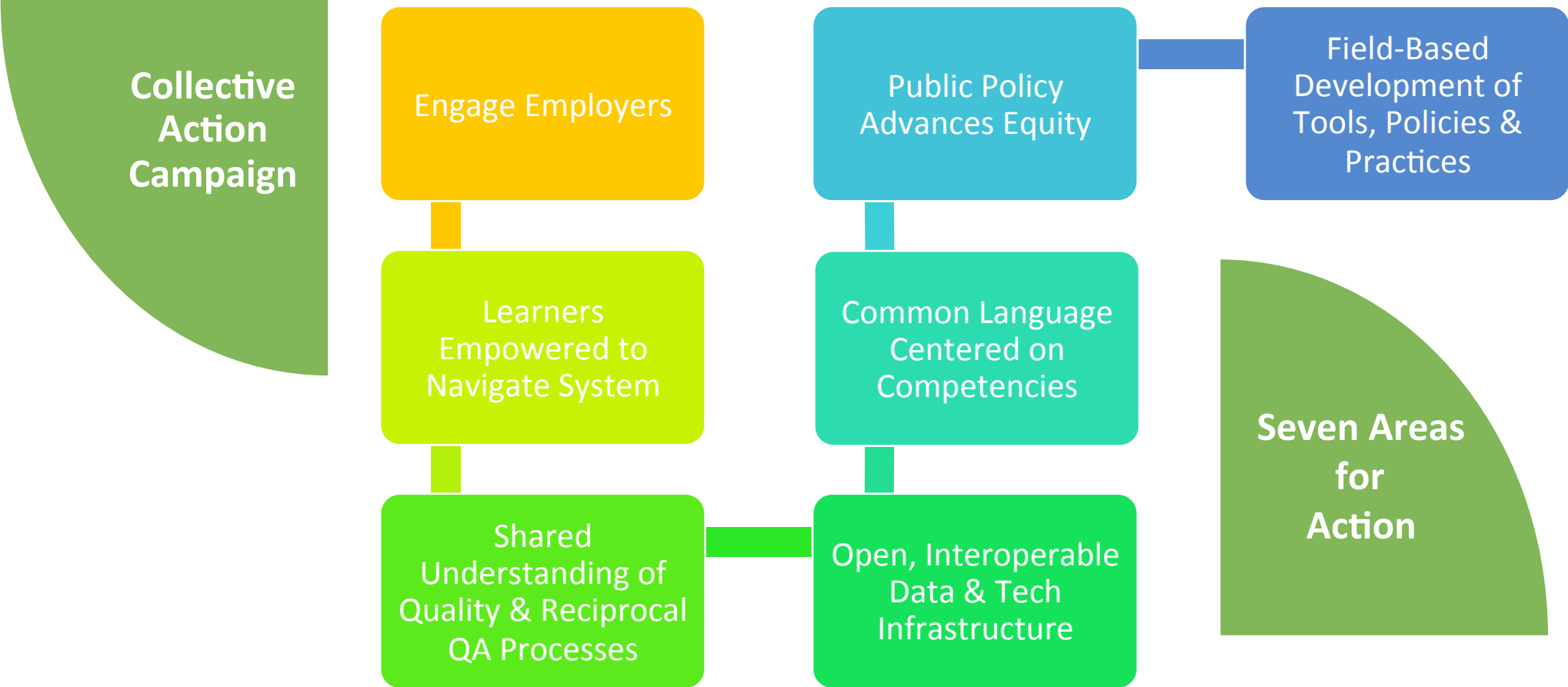
- Round 1 – 2016
- Round 2 – 2017
- Focused on priority areas in credentialing

- 2014 Research and development
- Field-Based Experimentation and refinement
- Digitization and deployment

- Action Plan Released September 20, 2016
- 39 webinars, brown bags, website, social media, e-news, events, community surveys, etc.
- Community of 3000+



Action Plan Priorities



Connecting Credentials

Beta
Credentials
Framework

Introduce
Applications

Dialogue



Credentialing Landscape

Highly Diverse & Decentralized

Many Types of Credentials

- Schools
- Industry Groups
- Occupational Groups
- Licensing Boards
- Accreditors
- and more . . .

Lots of Actors



- Different Purposes
- Different Quality
- Different Assurance
- Different Metrics
- Difficult to Understand

Fragmented, multi-layered, complex “system” that doesn’t work well for individuals, employers, educators

Vision of the Credentialing Eco- System

- **All learning matters – wherever it's obtained.**
- **All credentials are based on learning outcomes and competencies.**
- **Credentials are portable, transferable, transparent, useful, & easily understood by learners and employers.**
- **Learners & employers – the consumers of credentials – can make informed choices about the value of different credentials and about their investment in pursuing these credentials.**
- **Credentials are supported by comprehensive digital records that communicate what learners know & can do, aggregate learning from multiple providers, and provide access to learners' actual work products.**
- **Technology & common language enable transparent & interoperability among all credentials.**



Competency as Currency

Working Definition of a Competency Statement

A competency statement is a way to clearly describe what a person knows (knowledge) and is able to do (skills) within a specific learning environment, job, work function or situation.



Competency as Currency

Competencies are often defined and described as an absolute – you have them or you don't. This can be a challenge since competencies actually exist at different levels of proficiency. For example, we recognize when one person performs the same competency better than others but how do we make that more concrete.

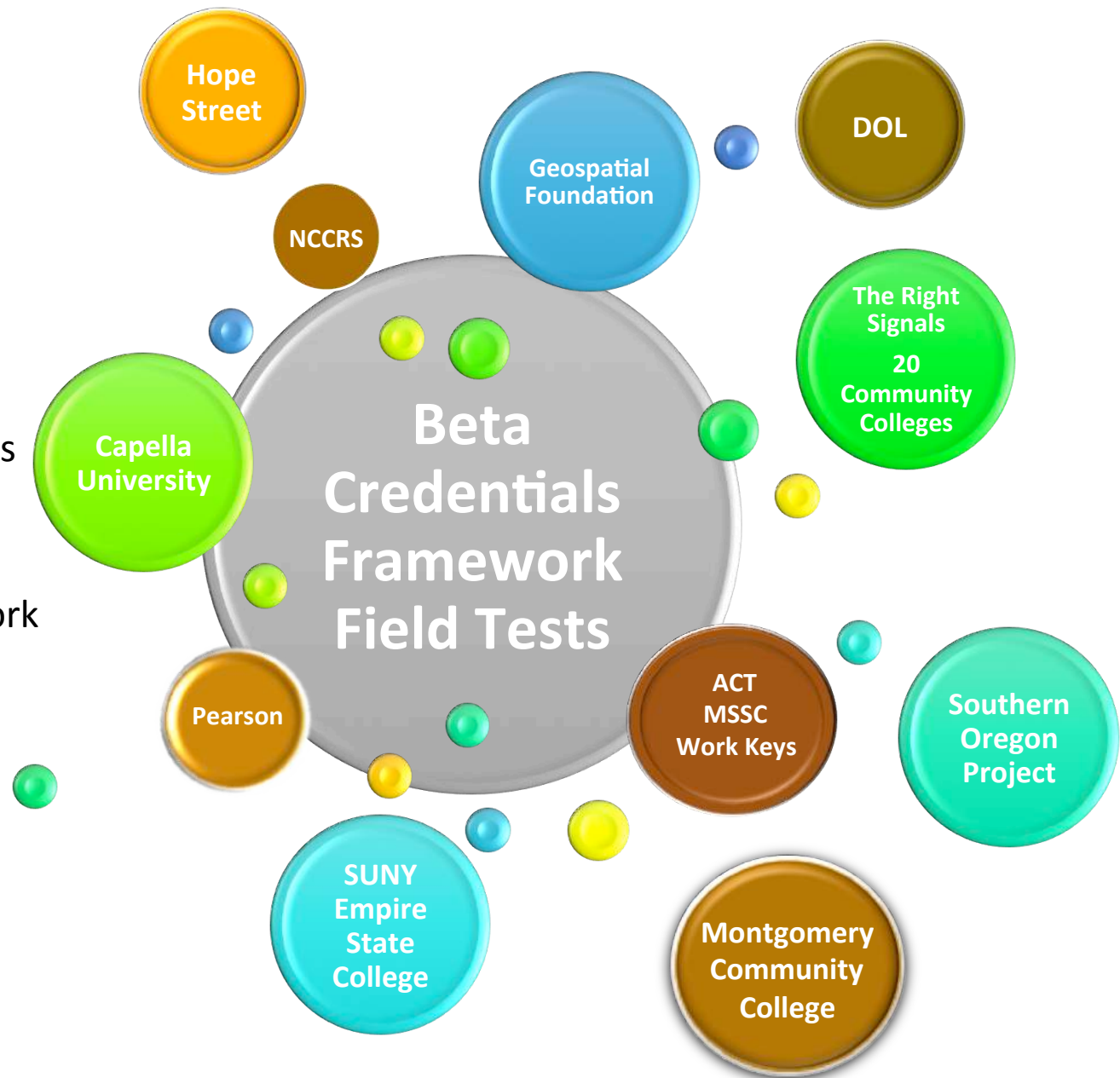
The beta Connecting Credentials is a tool to help achieve this outcome.



Connecting Credentials

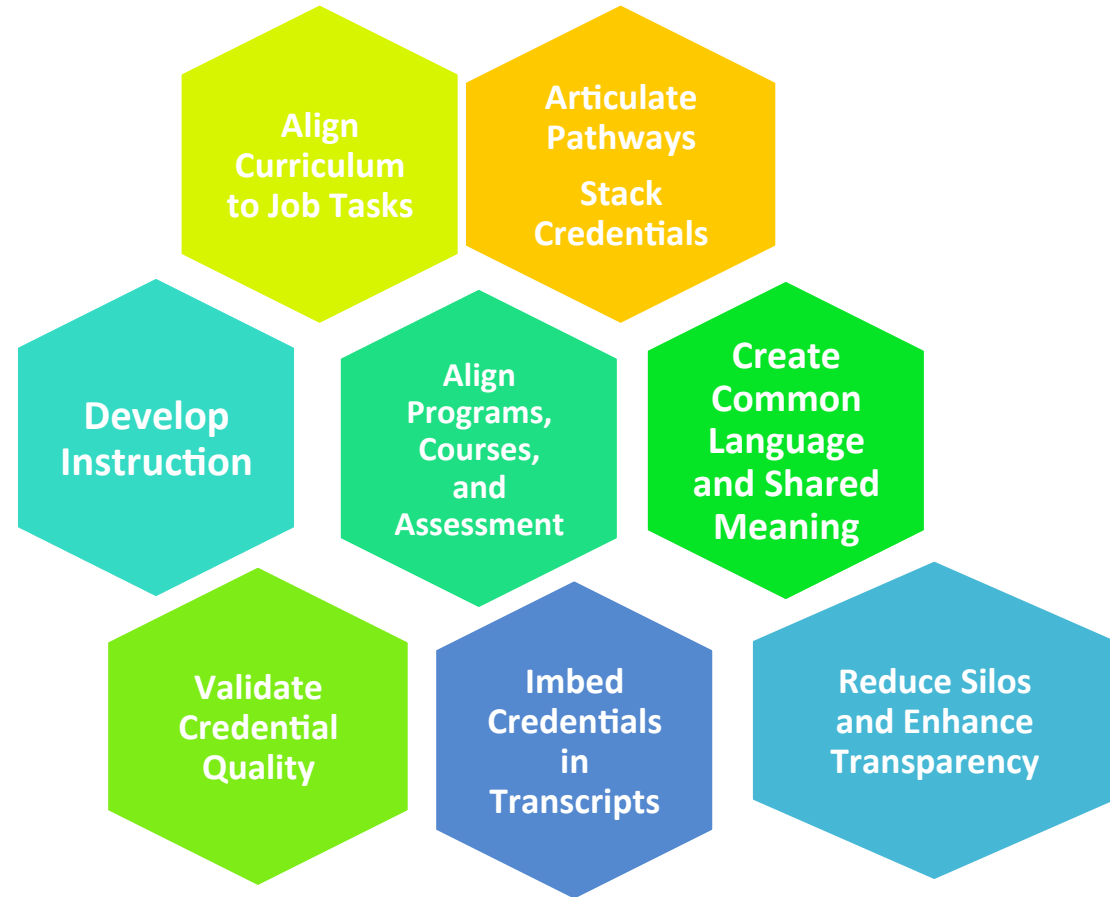
Field Tests:

- Provide a proof-of-concept platform
- Engage a variety of stakeholders/users in experimentation
- Identify utility and value
- Identify how to improve the Framework
- Create a network of users



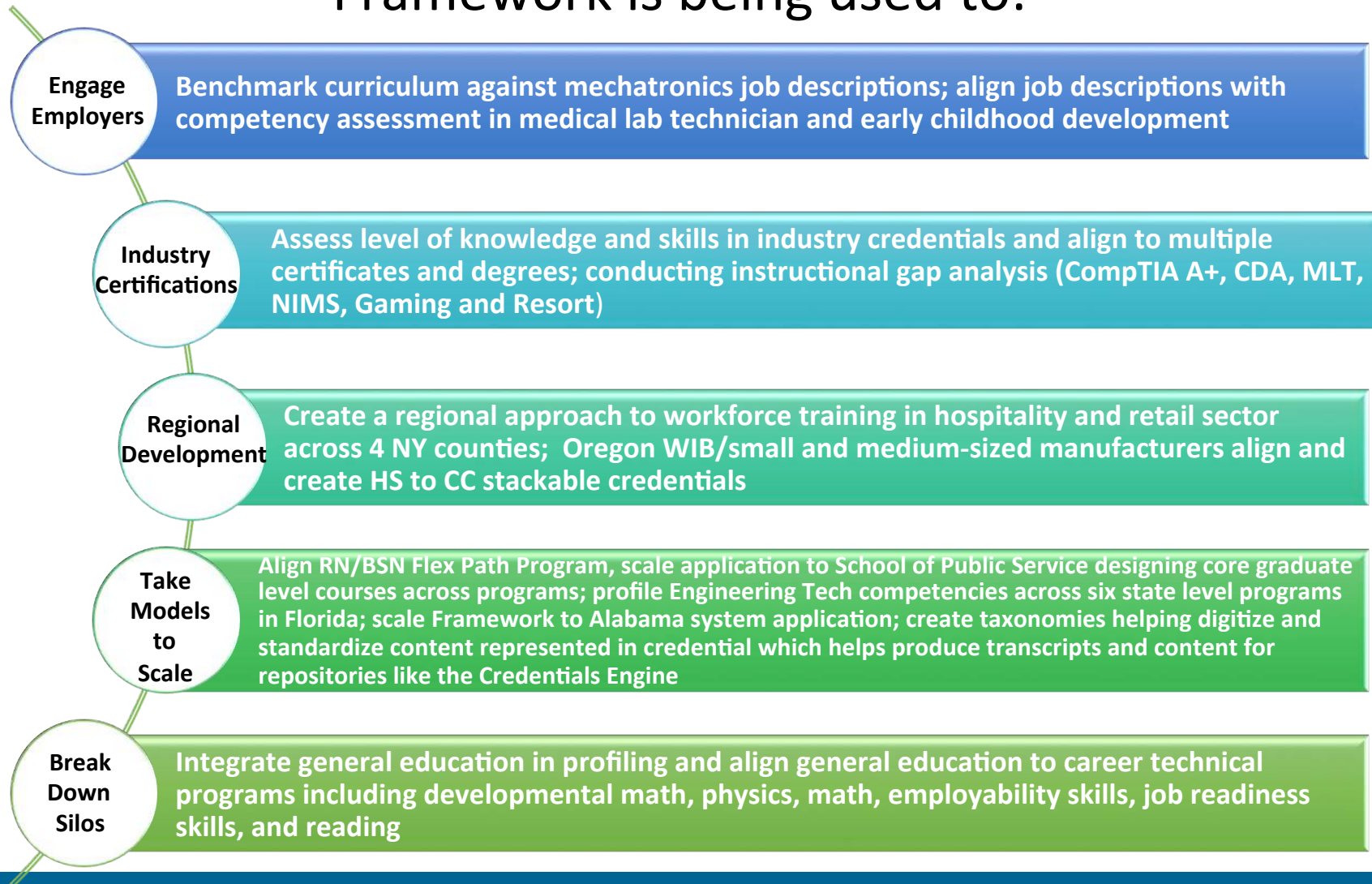
Connecting Credentials

Essential Question:
Does the Framework help
produce processes and tools that:

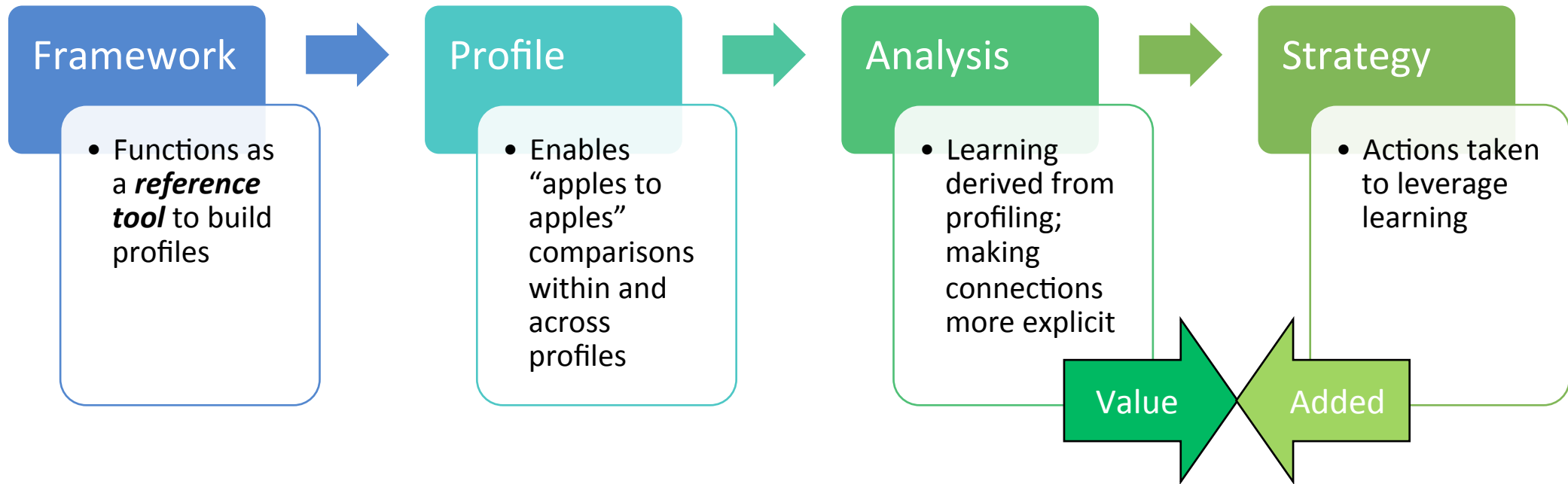


. . . and more?

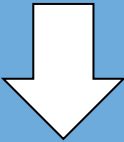
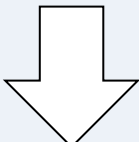
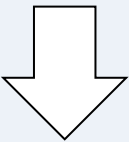
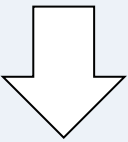
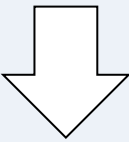
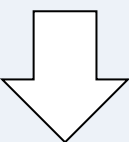
Framework is being used to:



Process to Use the Beta Credentials Framework



Snapshot of the Beta Credentials Framework

Levels	Knowledge	Skills			
The level requirements in study and work are described in terms of the degree of adaptability, range, complexity, and selectivity.	Knowledge describes what a learner knows, understands and can demonstrate. The requirements and competencies are described in terms of depth, breadth and dimension.	Skills describe what an individual can do in applying knowledge completing tasks, and solving problems (involving the use of logical, intuitive and creative thinking).	<p>Specialized Skills</p> <p>The requirements and competencies are described in terms of:</p> <ul style="list-style-type: none"> • Critical Thinking and Judgement; • Integrative Applications • Systems Thinking 	<p>Personal Skills</p> <p>The requirements and competencies are described in terms of:</p> <ul style="list-style-type: none"> • Autonomy • Responsibility • Self-Awareness and Reflection 	<p>Social Skills</p> <p>The requirements and competencies are described in terms of:</p> <ul style="list-style-type: none"> • Communication • Involvement • Teamwork and Leadership
Levels 1 - 8	Levels 1 - 8	Levels 1 - 8	Levels 1 - 8	Levels 1 - 8	Levels 1 - 8
					



Differentiating Concepts

1. Narrow, high structure, direct guidance
2. Routine, structure, overall guidance
3. Less #2, + some complexity, overall supervision
4. Subject to change, select principles & procedures, may involve overall supervision

1

Level 1 Demonstrates achievement of fundamental competencies to complete narrow and limited tasks within a highly structured field of study or work under direct supervision or guidance.

2

Level 2 Demonstrates achievement of fundamental competencies to complete technical, routine tasks within a structured field of study or work largely subject to overall direction or guidance.

3

Level 3 Demonstrates competencies for processing well-defined technical tasks that are less structured and include non-routine tasks. These tasks have some degree of complexity, assigned within a comprehensive field of study or occupational activity subject to some change and largely subject to overall supervision or guidance.

4

Level 4 Demonstrates competencies for the processing of specialized and complex tasks within a comprehensive field of study or an occupational environment that is subject to change. This requires theoretical knowledge and practical skills to select appropriate principles and procedures and may involve overall supervision.

5. Advanced competencies, select & apply theory & skills
6. Mastery in subareas w/ complexity & change
7. New and complex tasks, elucidate why in various contexts
8. Research, innovative, strategic, scientific, creative action

5

Level 5 Demonstrates advanced competencies for the processing of comprehensive tasks assigned within a complex and specialized field of study or occupational activity subject to change. This requires the ability to select and apply appropriate theoretical knowledge and practical skills to perform technical tasks in a broad range of contexts.

6

Level 6 Demonstrates mastery in the processing of comprehensive tasks and problems within subareas of a field of study or within a field of occupational activity characterized by a high degree of complexity and by frequent changes. This requires a high degree of theoretical knowledge and practical skills.

7

Level 7 Demonstrates competencies for the processing of new and complex professional tasks and problem settings within a scientific subject or an occupational field characterized by frequent and unpredictable changes. This requires the need to elucidate the major theories and the application of advanced specialized knowledge, research methods and approaches in various contexts.

8

Level 8 Demonstrates competencies for obtaining research findings in a scientific subject or for the development of innovative solutions and procedures in highly complex and novel problem situations within a field of occupational activity. This requires a capacity for a wide range of strategic and scientific thinking and creative action.

Connecting Credentials Framework Profiling Template

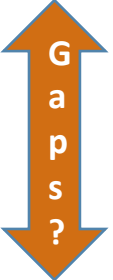
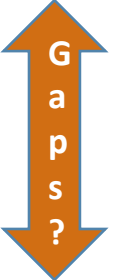
Competencies	Knowledge	Skills			Assessment Type and Proficiency	Rationale/Discoveries
		Specialized	Personal	Social		



Sample Framework Profiling Template

	Competencies	Knowledge	Skills			Assessment Type and Proficiency	Rationale/Discoveries
			Specialized	Personal	Social		
Lean Bronze	Demonstrate the ability to define and describe principles of cultural enablers within work cells or work groups	2	1	1	N/A		
Engineering Officer	Demonstrates the ability to motivate teams to work harmoniously and productively towards a common goal	4	4	6	6		
Lean Bronze	Apply a root cause analysis to analyzing a problem	3	3	3	N/A		
Engineering Officer	Demonstrates the ability to choose best practices and unorthodox approaches to reach a solution and accomplish the task	6	6	6	6		

Profile Example Showing Stacking

List Competencies or Learning Outcomes	Knowledge	Skills			Assessment Type and Proficiency (if relevant)	Rationale, Discoveries	
		<i>Specialized</i>	<i>Personal</i>	<i>Social</i>			
Potential Medical Assistant Badge 	Describe how to use the most current diagnostic coding classification.	2	2	N/A	N/A	Outcomes-based Written sequence of process	Routine, structure, overall guidance
	Perform diagnostic coding	2	2	N/A	N/A	Outcomes-based Written sequence of process	Routine, structure, overall guidance
RN/BSN 	Evaluate ways to promote safe, quality, evidence-based care to populations and communities in health care environments	4	4	4	4	Outcomes-based Written analysis Communication environment analysis	Subject to change, select principles and procedures, may involve overall supervisions Employability skills are implicit

Organizational Function	Related Work Functions	Cross-Cutting Competencies (Retail and Hospitality)	Framework Level				Within Work Context
			K	SS	P	S	Entry Level Mid-Level Manager
Customer Service	Assess and meet customer needs	Understands and identifies internal and external customers.	2	2	2	1	Entry-Level
		Is pleasant, courteous and professional when dealing with internal and external customers.	2	2	2	1	Entry-Level
		Attends to what the customer is saying, taking time to understand the points being made, ask questions, and does not interrupt at inappropriate times.	2	2	2	2	Entry-Level
		Applies company policies and procedures appropriately to meet customer needs.	2	2	2	1	Entry-Level
		Employs the most efficient interview technique when gathering information from the customer.	3	3	2	2	Entry/Mid-Level
		Provides prompt, efficient, and personalized assistance to meet requests, requirements and address concerns.	3	3	3	3	Mid-Level
		Tailors approach to meet the needs of customers with different demographic characteristics (e.g. age, cultural background, disability status) and personalities.	4	4	3	4	Mid-Level
		Establishes boundaries as appropriate for unreasonable customer demands.	3	3	3	3	Mid-Level
		Anticipates future needs of the customer.	3	3	3	3	Mid-Level

Siemens Level 1 Course 1 Profiling Template

Competencies	Knowledge	Skills			Assessment Type and Proficiency	Rationale & Discoveries
		Specialized	Personal	Social		
Read, analyze and utilize the technical documents such as data sheets, timing diagrams, operation manuals, schematics, etc. for a mechatronics system.						
Correctly localize, identify and document causes of malfunctions in electrical components based upon technical documentations						
Trace and describe the flow of energy in a given mechatronic system or subsystem						
Transfer knowledge learned from one system to another						



Vision of the Credentialing Eco- System

Ideas, Thoughts, Questions?



Download and review the Guidebook

<http://connectingcredentials.org/framework/>

The Guidebook contains:

- A list of applications and their purpose
- Step-by-step instructions for each application
- Application templates
- Instructions for individual or team engagement
- Guide to developing competency statements



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Thank You

