



MICRO - CREDENTIALS

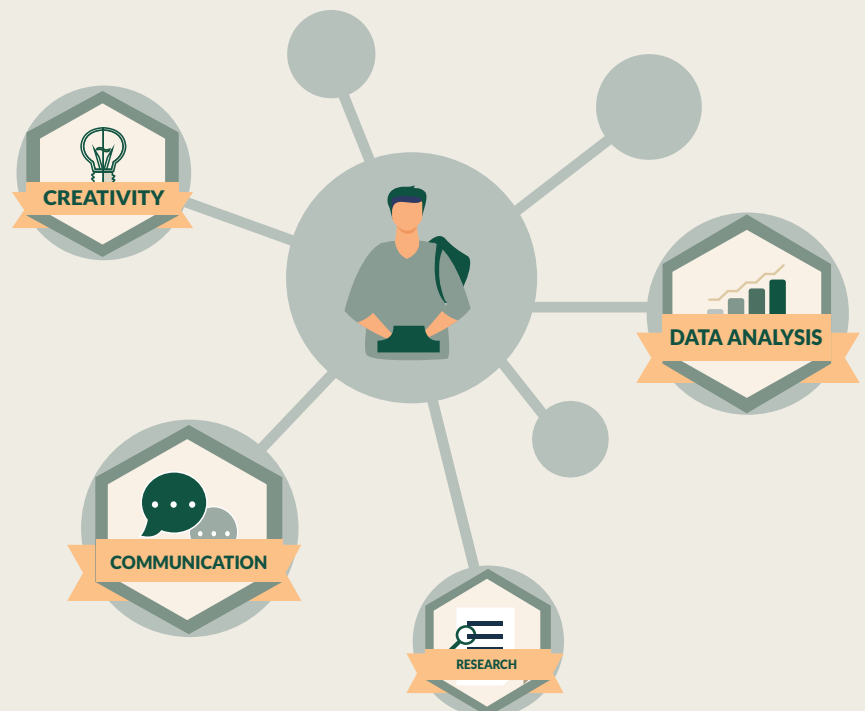
TRENDS IN CREDIT TRANSFER & CREDENTIALING

This study offers insights into current micro-credentialing practices, motivations, and perspectives at Canadian higher education institutions and beyond. The environmental scan, the pan-Canadian survey as well as expert interviews highlighted the need of establishing shared definitions that fit the purpose intended.

(This infographic is a summary of key findings. The full report is available at bccat.ca/search/publications)

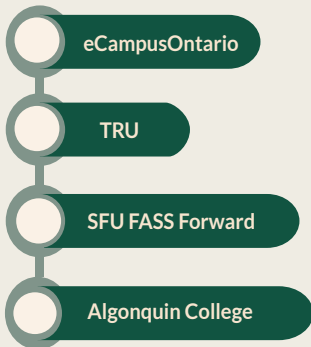
DEFINING MICRO-CREDENTIALS

Micro-credentials provide validated evidence of what a person knows and can do in a focus area, skill, or competency at a granular level; these credentials tend to be very specific to their purpose

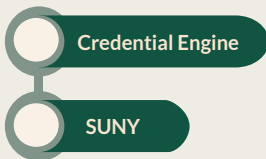


Some Micro-Credential Initiatives

Canada



USA



More Canadian and International examples can be found in the full report

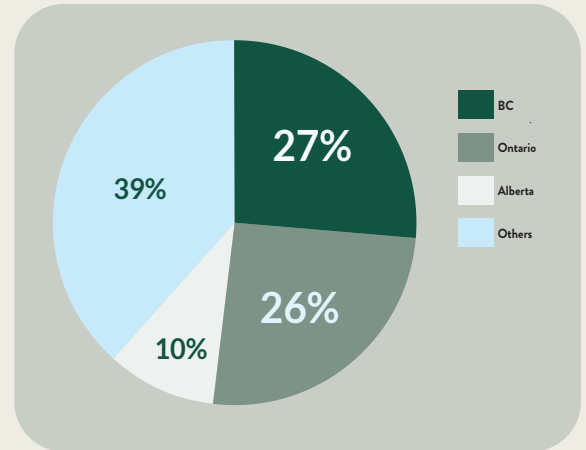
(TRU=Thompson Rivers University; SFU= Simon Fraser University; FASS=Faculty of Arts & Social Sciences; SUNY=State University of New York)

PAN-CANADIAN SURVEY - FALL 2019 -

Survey Respondents

90 Institutional staff & faculty

8 Expert interviews



51% University

32% College

7% Post-Secondary Institute

4% Other

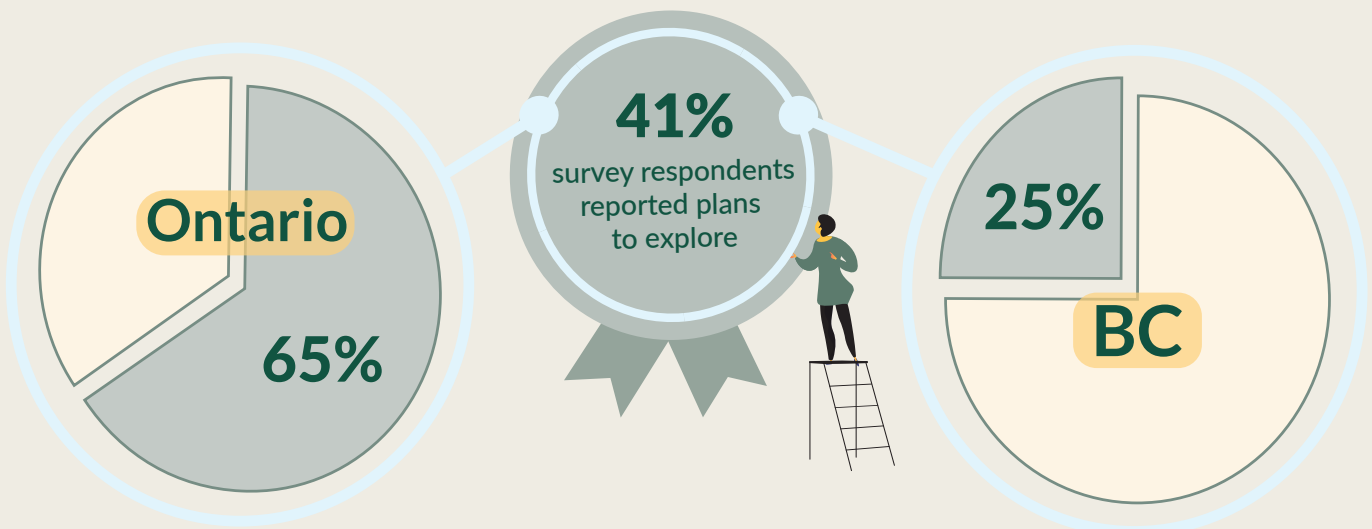
3% Government

1% Professional Association/ Council

1% Credential Evaluation Organization

Respondents Reported Plans to Explore Establishing Micro-Credentials

- Fall 2019 -



Most credentials were awarded through Continuing Education departments



Terms Respondents Used For Micro-Credentials

"Certificates"

67%

"Badges"

39%

"Micro-credentials"

33%

5/22

BC survey respondents used micro-credentials for admissions and transfer

22%

18/81

Institutional respondents indicated they were exploring micro-credentials



"Developers would be well-served by answering the questions, What learning experiences are these micro-credentials representing? Could they and should they be credit bearing or count formally in some way towards formal learning experiences? Can intentions for future admission and transfer be considered in the original design of a micro-credential?" (p. 27)



Some Options for Stacking Micro-Credentials

1



Vertical

One credential combined with another to achieve a successively higher credential

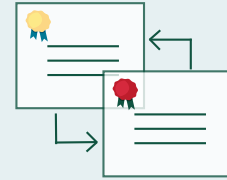
2



Horizontal

Credentials are pursued in related fields that collectively support achieving access to an occupation

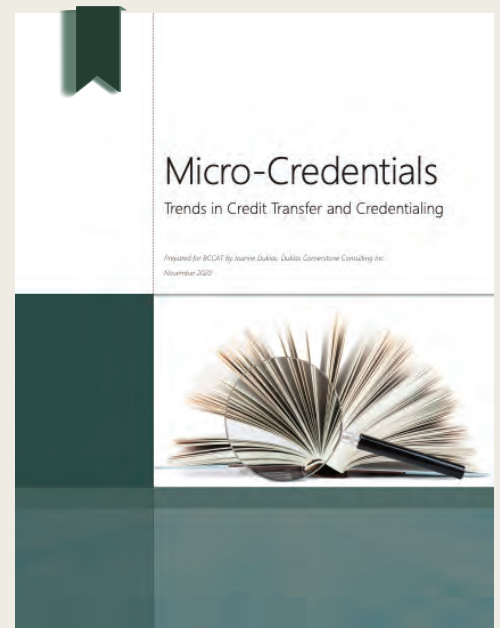
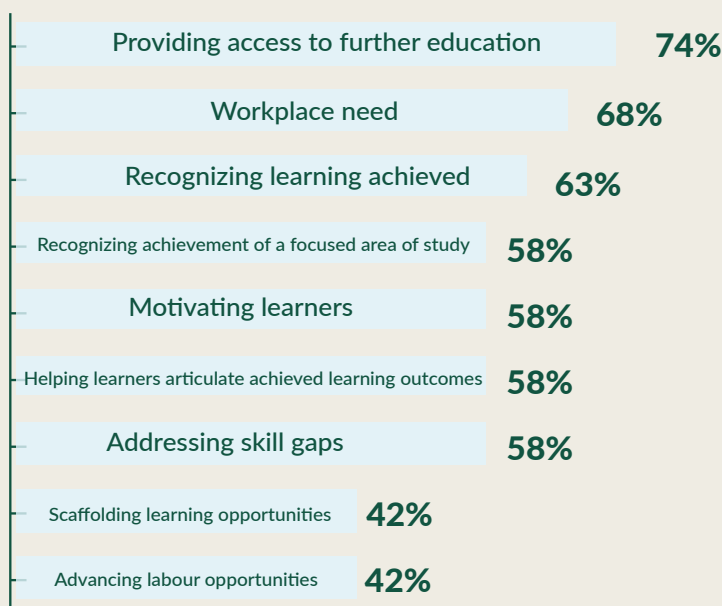
3



Complementary

Adding expertise in a related or complementary area and bundling credentials to better prepare for employment or further studies

Motivations for Offering Micro-Credentials



BCCAT reports & resources are available at:
bccat.ca/search/publications