

Introducing the BCcampus Micro-credential Toolkit for BC

Note: This webinar will be recorded

Ross McKerlich

BCcampus

rmckerlich@bccampus.ca

September 19, 2023

Territorial Acknowledgement

For thousands of years the sə'íl̓wətaʔł̓ təməx^w (Tsleil-Waututh), Skwxwú7mesh-ulh Temíxw (Squamish), W_SÁNEĆ, and the Esquimalt Nation and Songhees Nation of the Lək^wəŋən (Lekwungen) Peoples have walked gently on the unceded territories where we now live, work, and play. We are committed to building relationships with the first peoples here, one based in honour and respect, and we thank them for their hospitality.





Thank you to the Ministry

- This Micro-credential Toolkit would not have been possible without the support and funding from the Ministry of Post Secondary Education & Future Skills



Why Was The Toolkit Created?

- This toolkit was created to provide a practical resource that would help build capacity in BC to design, develop and implement Micro-credentials.





Other Capacity Building Initiatives

- Competency at the Core (February 2023). The resources are available online.
- Upcoming webinars that dive deeper into the toolkit. Details coming soon.



The Story of the Toolkit

- Introducing the author: Annie Prud'homme -
Généreux



BCcampus Micro-credential Toolkit for B.C.

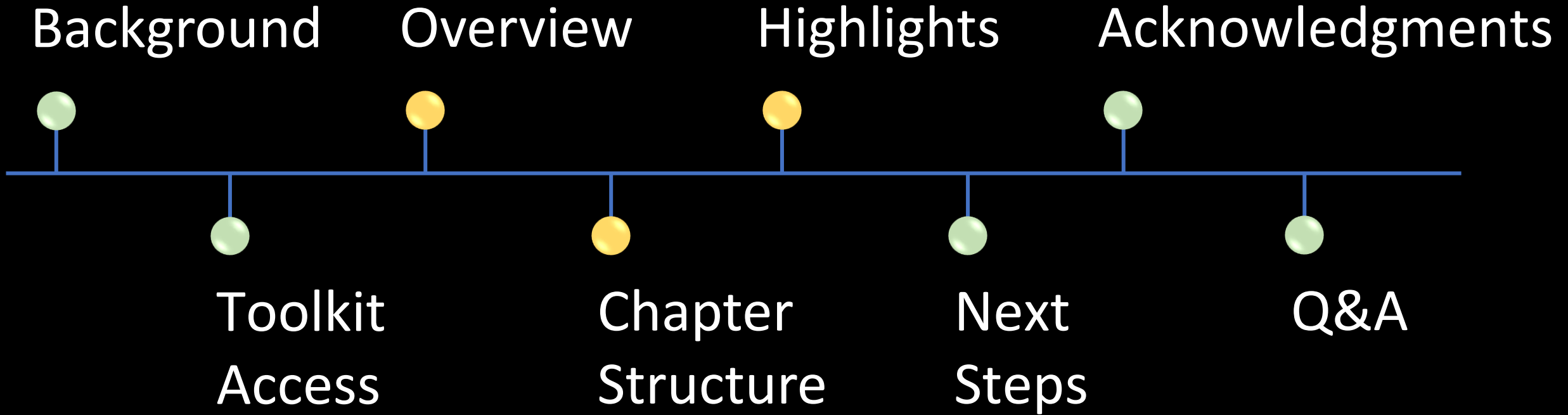
Author: Annie Prud'homme-Généreux, Ph.D.

Introducing the BCcampus Micro-credential Toolkit for B.C.

September 19, 2023 @ 11:30 am – 12:30 pm PST
Zoom

Annie Prud'homme-Généreux, (she/her)

Agenda



Background

Definition

Micro-credentials recognize stand-alone, short duration learning experiences that are competency-based, align with industry, employer, community and/or Indigenous community needs and can be assessed and recognized for employment or learning purposes.

B.C. Micro-credential Framework, 2021

Background

There is global Interest in micro-credentials.

Why?

- Unprecedented labour disruptions
(Baby Boomer retirement, COVID, remote work, AI & automation, etc.)
- 60-Year Curriculum

Background



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Post-Secondary Education and Future Skills

Micro credentials fast track to high-demand jobs

Translations

- [简体中文](#)
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Media Contacts

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Micro credentials are a key part of a new initiative that will fast-track British Columbians to gain the education and skills they need for high-demand jobs.

“Micro credentials are an exciting new initiative for B.C. post-secondary education that will enable learners to get the education and skills they need to access high-demand jobs,” said Anne Kang, Minister of Advanced Education and Skills Training. “My ministry worked with the post-secondary sector, which was quick to accept the challenge to develop and implement micro-credential offerings that would suit learners from a wide range of employment or education backgrounds. I’m confident that the first wave of 24 micro credentials will help people get the skills they need to get back to work and get ahead.”

A total investment of \$4 million (\$2 million from the Province and \$2 million through the Canada-BC Workforce Development Agreement) has enabled 15 public post-secondary institutions to provide short-duration micro credentials for more than 2,000 British Columbians who need to reskill or upskill, so they can take advantage of opportunities in high-demand sectors. These will be especially helpful for those individuals whose employment has been impacted by COVID-19.

“Today’s micro-credentials announcement is an important part of the Province’s economic recovery plan, where \$47.5 million is being invested to help thousands of people upskill or reskill to find their place in the post COVID-19 economy,” said Janet Routledge, MLA for Burnaby North. “I’m so proud that Burnaby and communities across the province will benefit from these micro credentials, as people find opportunities to quickly put their new skills to work for themselves, their families and their communities.”

Micro credentials represent an opportunity for learners to access post-secondary education or to enhance their recognized education and skills. Many micro credentials will be credited or recognized as a launching pad toward completion of longer programs. Over time, micro credentials could become “stackable.” This

Background

eCampusOntario's Micro-credential Toolkit

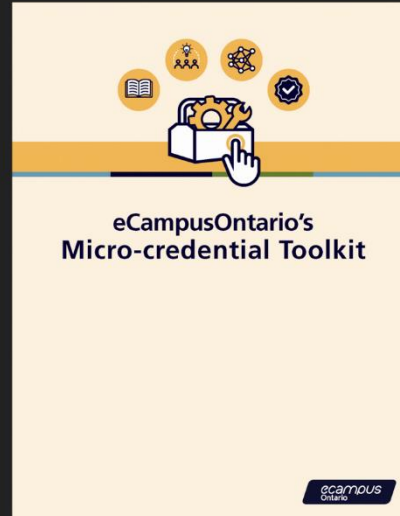
Alissa Bigelow; Colleen Booth; Bettina Brockerhoff-Macdonald; Dave Cormier; Christine Dinsmore; Sam Grey; Laurie Harrison; Aaron Hobbs; Sharon Lee; Pat Maher; Fiona McArthur; Tracy Mitchell-Ashley; Jennifer Mosley; James Papple; Jen Porter; Don Present; Jennifer Sommer; and Edmond Zahedi

eCampusOntario's Micro-credential Toolkit outlines how to navigate opportunities and challenges of developing micro-credentials around three core themes: collaboration, structures, and recognition. It also offers practical suggestions from practitioners who have developed micro-credentials at post-secondary institutions throughout Ontario. These practitioners share their knowledge on building micro-credentials based on their own experiences.



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June 2022
104 pages | 15 chapters
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<https://ecampusontario.pressbooks.pub/microcredentialtoolkit/>

Background

Does B.C. need its own toolkit?

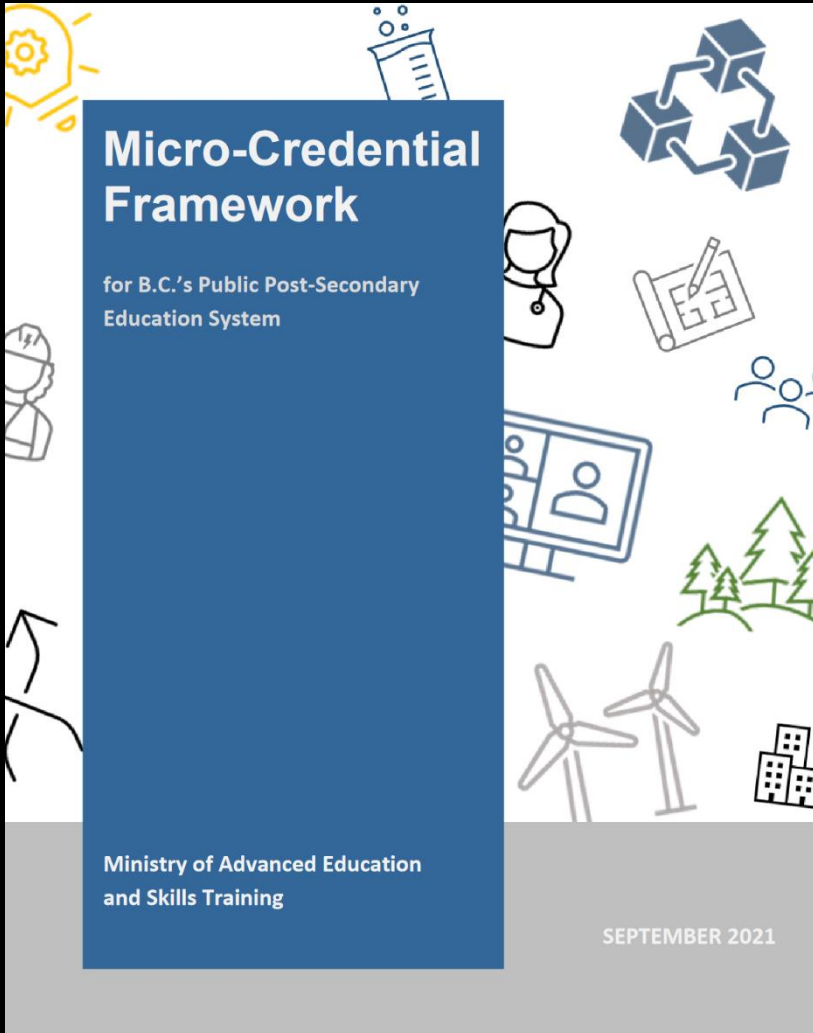
Background

Does B.C. need its own toolkit?

YES

We are in a different context...

Background

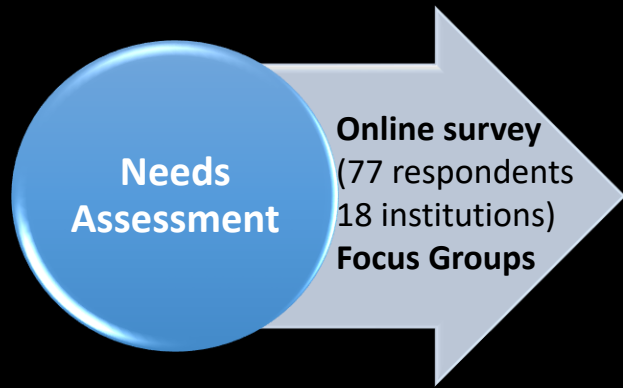


Unlike Ontario...

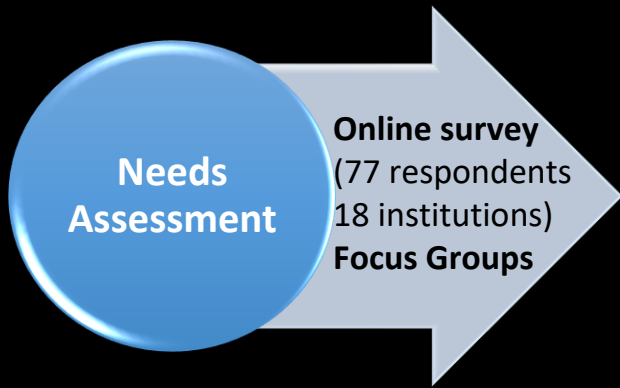
- B.C. **HAS** a provincial definition of micro-credential
- B.C. does **NOT** have a provincial credential framework

https://bccampus.ca/wp-content/uploads/2021/11/micro-credential_framework.pdf

Background

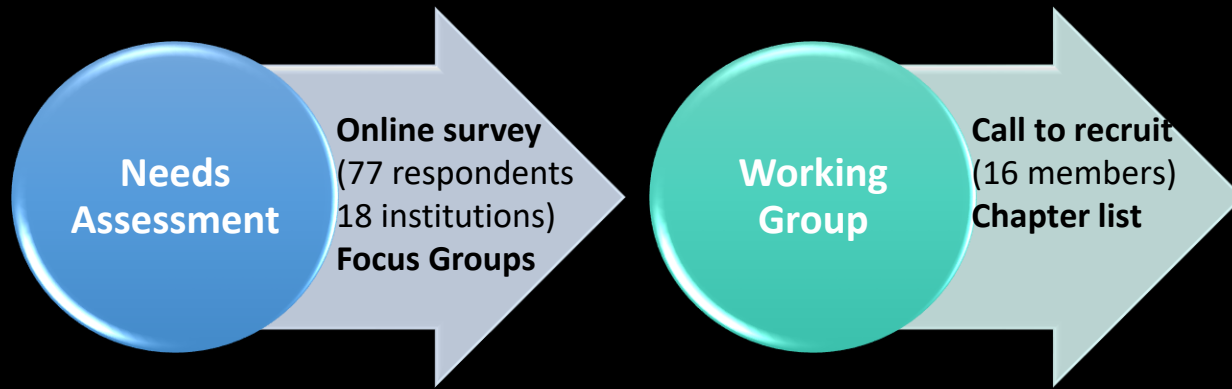


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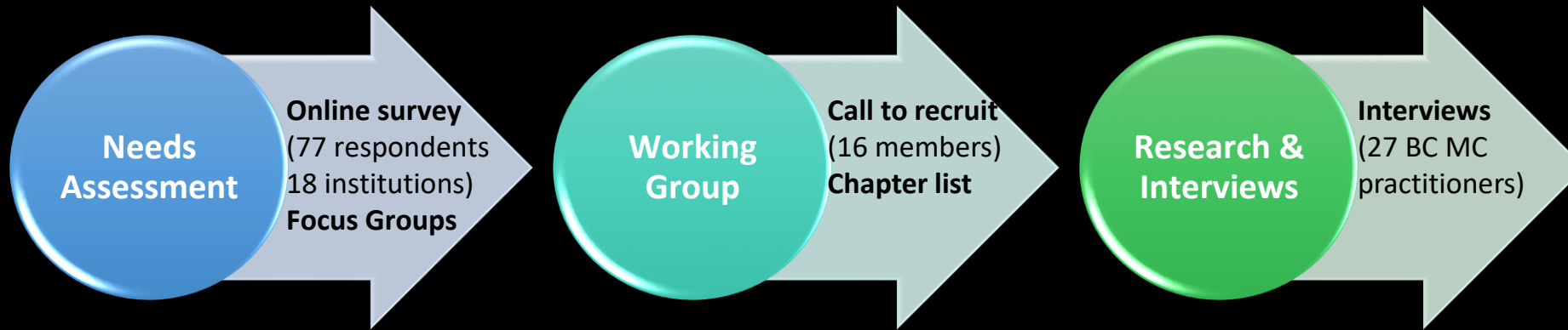


- Governance
- Cross-campus collaborations
- Laddering and educational pathways
- Sustainable funding and budgeting

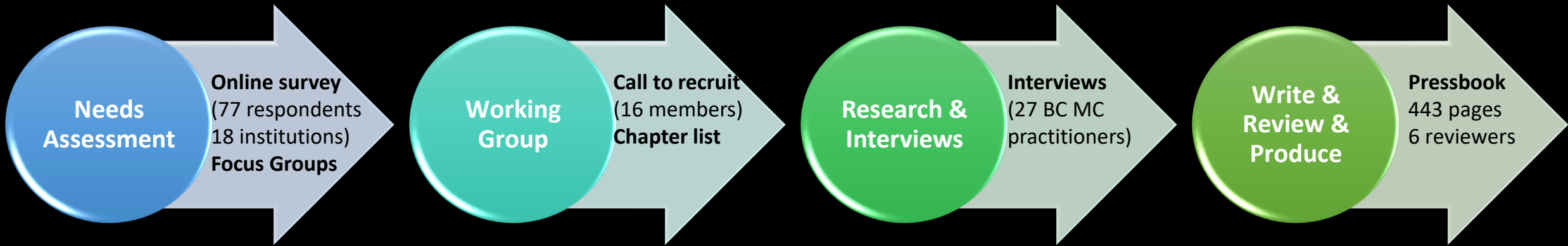
Background



Background



Background



Toolkit Access

<https://opentextbc.ca/bcmicrocredential/>



BCcampus Micro-credential Toolkit for B.C.

Annie Prud'homme-Généreux

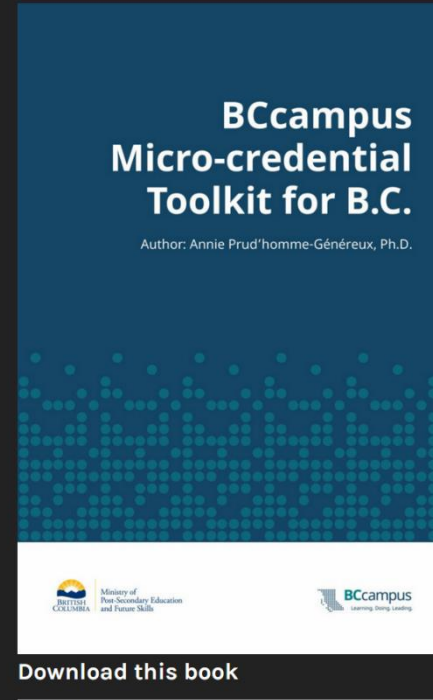
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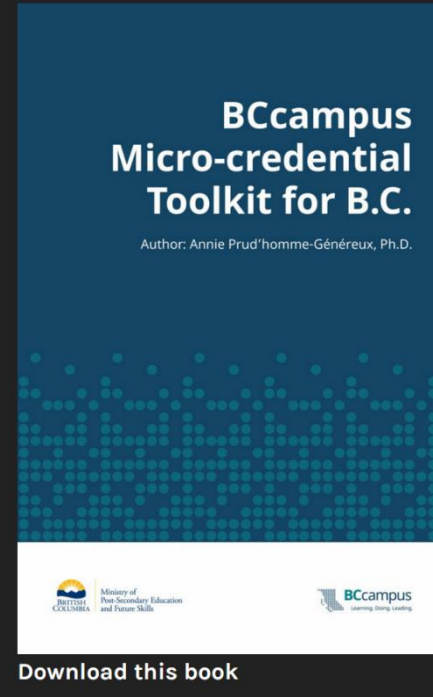
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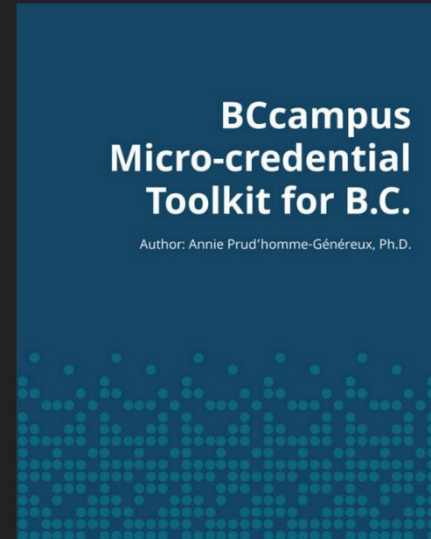
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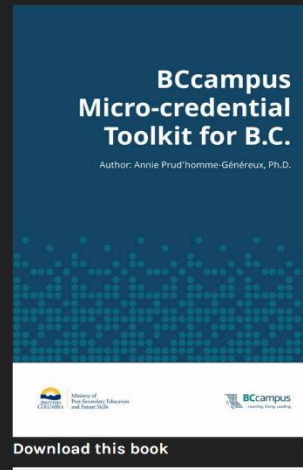
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BOOK INFORMATION

BOOK DESCRIPTION

This toolkit aims to support micro-credential practitioners – members of the B.C. post-secondary community who are developing and offering stand-alone, short duration learning experiences that are competency-based, align with industry, employer, community and/or Indigenous community needs

AUTHOR

Annie Prud'homme-Généreux

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Overview

Introduction

Implementation

Collaborations

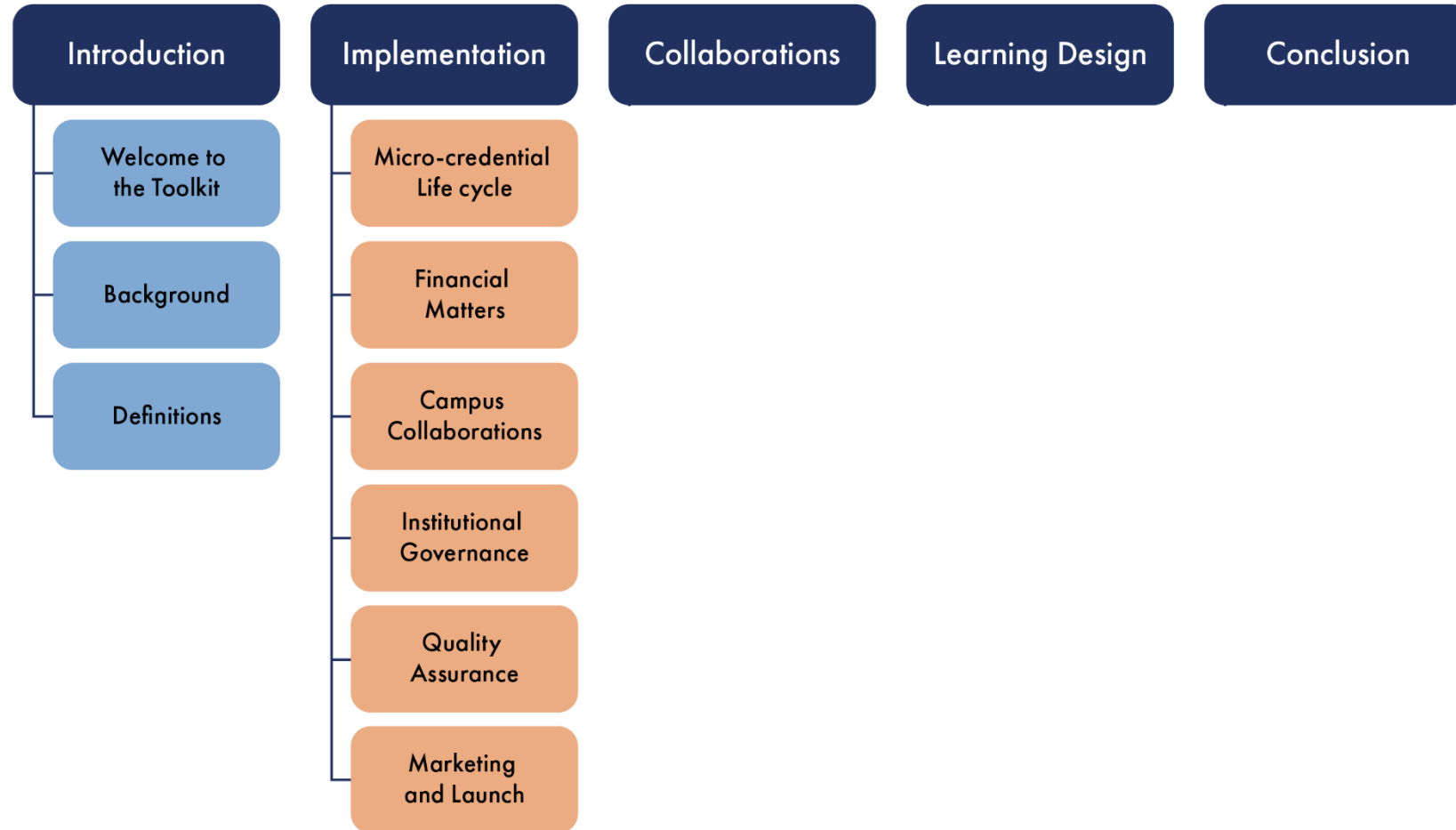
Learning Design

Conclusion

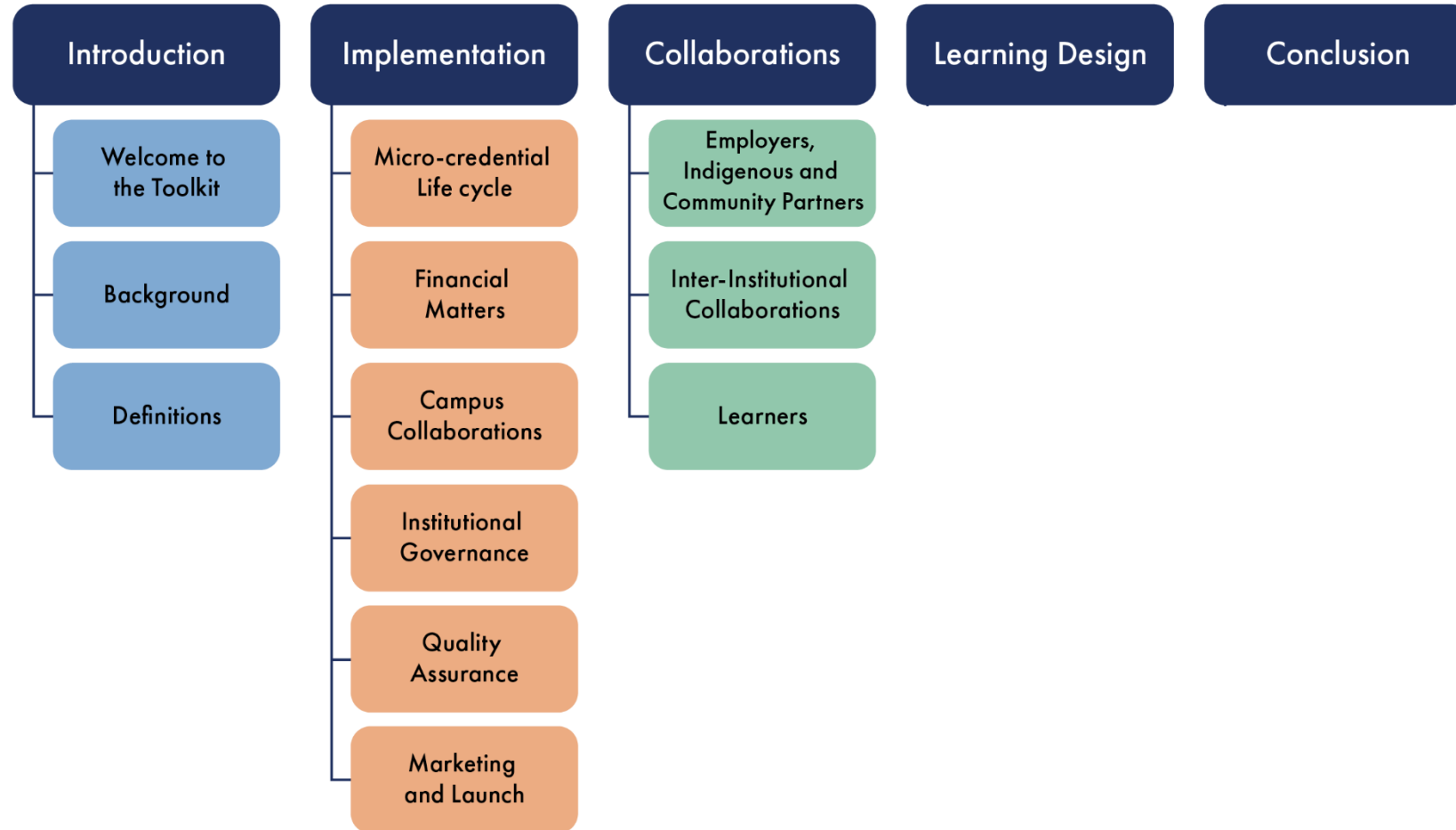
Overview



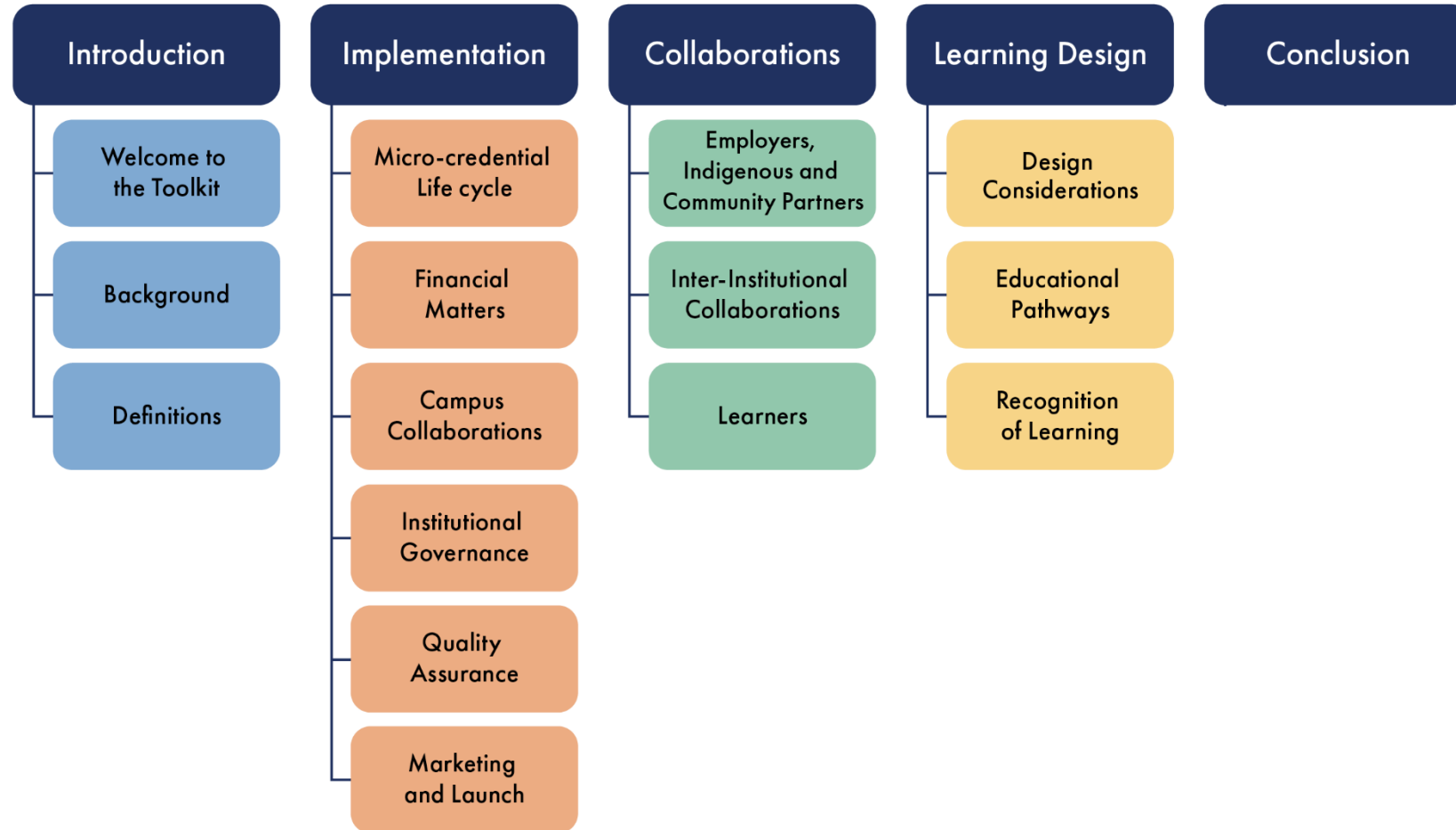
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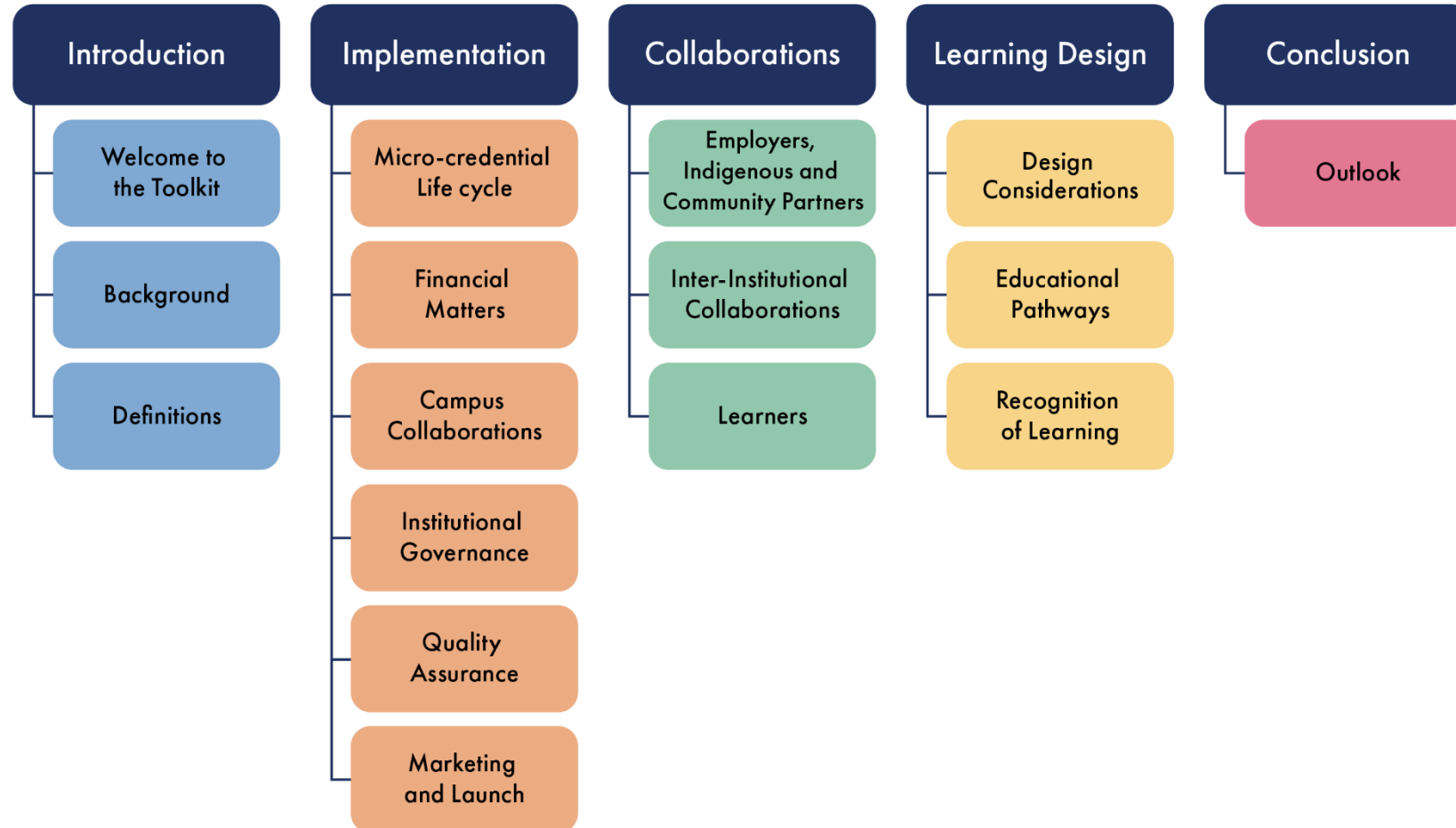
Overview



Overview



Overview



Chapter Structure

Welcome to the Micro-credential Toolkit for B.C.

This overview explains how the BCcampus Micro-credential Toolkit for B.C. came to be, what it contains, and how to use it for optimal impact.

Chapter Audience:



Administrators



Program Managers



Faculty

How Did This Toolkit Come About?

In February 2021, the Ministry of Post-secondary Education and Future Skills announced a [first round of funding](#) for the development of a new type of credential. **Micro-credentials** “recognize stand-alone, short duration learning experiences that are competency-based, align with industry, employer, community and/or Indigenous community needs and can be assessed and recognized for employment or learning purposes” (*Micro-credential Framework for B.C.’s Public Post-secondary Education System*, 2021, p. 6).

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In Ontario, eCampusOntario published a [Micro-credential Toolkit](#) in June 2022. Interest in this tool

Chapter Structure

The screenshot shows the top navigation bar with the BCCampus logo on the left and links for Home, Read, Buy, Sign in, and a search bar on the right. Below the navigation bar is a dark grey header with the text "BCCAMPUS MICRO-CREDENTIAL TOOLKIT FOR B.C." and a "CONTENTS" dropdown menu on the left. The main content area features a large heading "Welcome to the Micro-credential Toolkit for B.C." followed by a grey box containing an overview paragraph. Below this is a "Chapter Audience:" section with three icons: Administrators (red), Program Managers (blue), and Faculty (green). The next section is "How Did This Toolkit Come About?" which contains two paragraphs of text. The first paragraph discusses funding from the Ministry of Post-secondary Education and Future Skills in February 2021. The second paragraph explains that micro-credentials are competency-based and differ from traditional credentials. The text ends with a partial sentence about Ontario's eCampusOntario publishing a toolkit in June 2022.

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Each Chapter is a stand-alone resource

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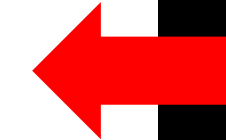
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Chapter title



Summary

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Summary



Target audience

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BCcampus

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← Chapter title

← Summary

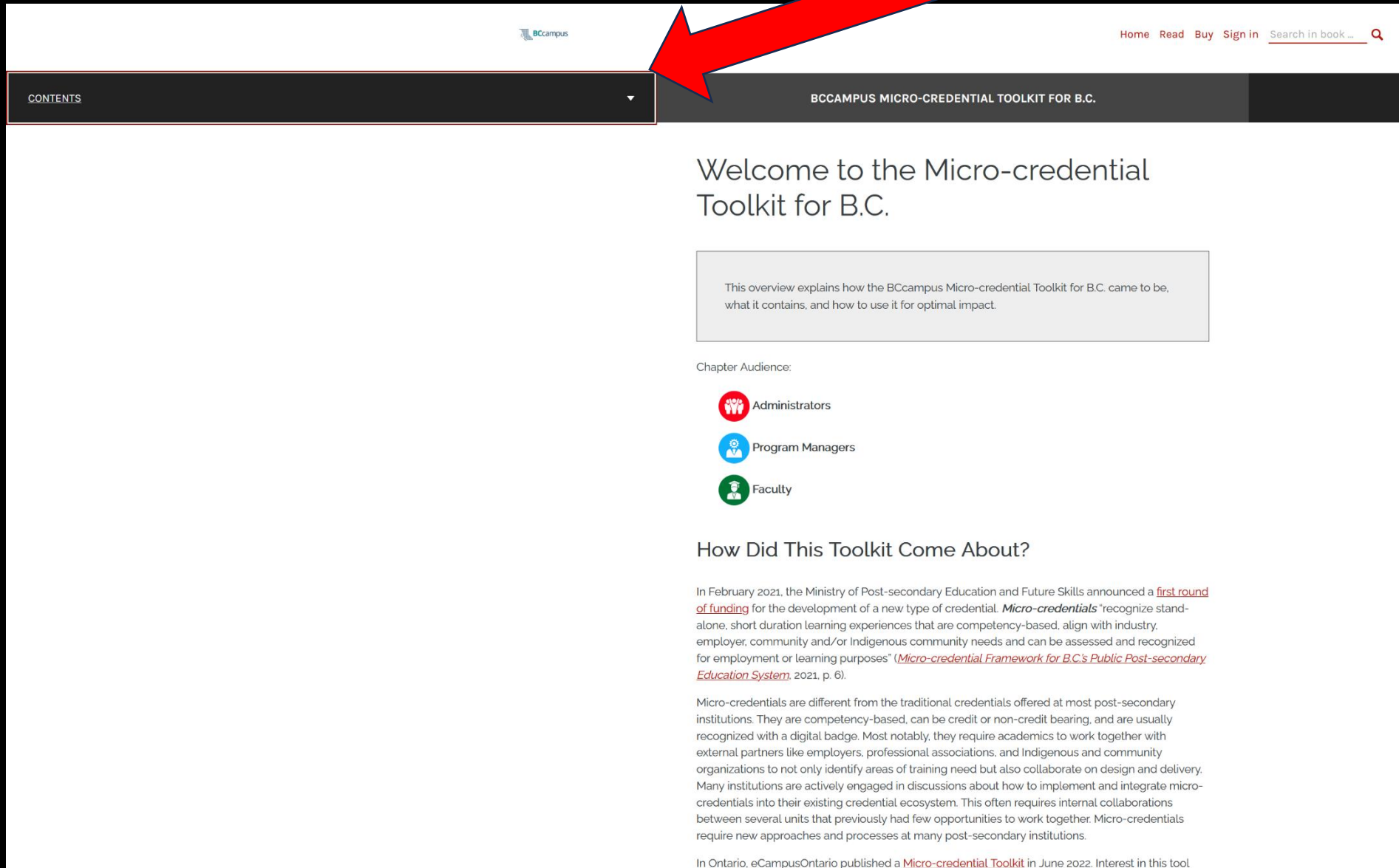
← Target audience

← Why | What | Who | When | How

- Questions to consider
- Interviews
- Tools | Templates
- Suggested Resources

Chapter Structure

Navigate the chapter (or toolkit)



The screenshot shows the top navigation bar of the BCCampus website. On the left, there is a dark grey menu with the word "CONTENTS" and a downward arrow. On the right, there are links for "Home", "Read", "Buy", "Sign in", and a search bar labeled "Search in book ...". Below the navigation bar, the main content area has a dark grey header with the text "BCCAMPUS MICRO-CREDENTIAL TOOLKIT FOR B.C.". A large red arrow points from the "CONTENTS" menu to the main content area. The main content area features a large heading "Welcome to the Micro-credential Toolkit for B.C." followed by a grey box containing an overview paragraph. Below this, there is a section titled "Chapter Audience:" with three icons representing "Administrators", "Program Managers", and "Faculty". The next section is titled "How Did This Toolkit Come About?" and contains two paragraphs of text. At the bottom, there is a small paragraph about the toolkit's publication in June 2022.

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In Ontario, eCampusOntario published a [Micro-credential Toolkit](#) in June 2022. Interest in this tool

Chapter Structure

The screenshot displays the BCCampus Micro-credential Toolkit for B.C. website. The top navigation bar includes the BCCampus logo, and links for Home, Read, Buy, Sign in, and a search bar. The left sidebar contains a table of contents with expandable sections. A red arrow points to the 'Welcome to the Micro-credential Toolkit for B.C.' link, which is currently selected. The main content area shows the title 'Welcome to the Micro-credential Toolkit for B.C.' and an introductory paragraph. Below this, the 'Chapter Audience' is listed with icons for Administrators, Program Managers, and Faculty. The section 'How Did This Toolkit Come About?' follows, containing two paragraphs of text.

BCcampus

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- Versioning History

BCCAMPUS MICRO-CREDENTIAL TOOLKIT FOR B.C.

Welcome to the Micro-credential Toolkit for B.C.

This overview explains how the BCCampus Micro-credential Toolkit for B.C. came to be, what it contains, and how to use it for optimal impact.

Chapter Audience:

- Administrators
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- > **Tell us about the structure of the micro-certificate in food safety management.**
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Top Tips from UBCV's Experience

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Stories from
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Interviewee
Role
Micro-credential
Institution

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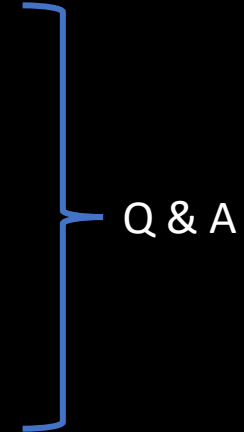
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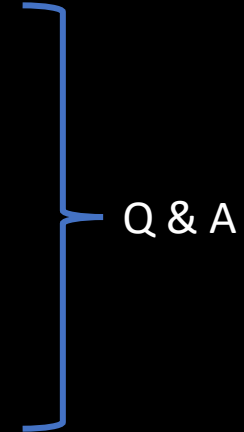
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"Of the three mandatory courses, two are offered through UBCV and one is offered at BCIT. With this structure, all learners are exposed to the approaches and expertise of instructors at each institution.

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Lessons learned / Advice

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Top Tips from UBCV's Experience

▼ 1. Identify the unique expertise of each institution.

If two institutions have similar specializations, there may not be significant benefit in collaborating on a new program. The key is to identify a partner with a related but distinct area of expertise. That way you can combine your knowledge and unique approaches to create something new that neither institution could offer alone.

Lessons learned / Advice

Highlights

Given the costs of development, it is not uncommon to search for funding to support this one-time significant expense. The development project is then treated separately from the routine offering of the program, which has its own budget.

Based on recent Ministry-funded micro-credentials, the development costs of the majority of programs fell within the range of \$35,000 to \$135,000, with the length of program between 45 and 117 hours.



Exclusive insights about the
B.C. micro-credential context

Identifying Sources of Funding

Due to the high costs associated with developing a new micro-credential, many institutions seek additional funding to support it. Some sources of revenue were identified in Budget Considerations.

Often institutions turn to funding opportunities, typically in the form of grants, to support the development of a new program. A listing of potential funders is too long to include here; however, sources to explore include:

Highlights

Several project charter templates are available, but the following one, created by Dave Cormier (2022), digital learning specialist at the University of Windsor, was developed especially for micro-credentials. It has been modified from the original document to include the list of deliverables, dates, and accountabilities. Users may add additional sections or delete existing ones based on their needs and context. The template is shown below and is available as a downloadable Excel file: [TEMPLATE - Micro-credential Project Charter \[XLSX\]](#).

Cormier provides the following instructions when using this template:

> **Micro-credential overview section**

> **Scope section**

> **Risks section**

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Micro-credential Project Charter

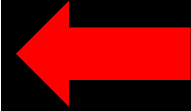
Micro-credential Name			
Date Created		Faculty Lead	
Admin Lead		Project Contact	
Other Contacts		Version #	
Target Start Date		Target End Date	
Estimated Funding Required		Funding Source	

Micro-credential Overview

Goals	(How will offering this micro-credential improve the current situation for learners, employers, or other stakeholders?)
Objectives	(What measurable changes will happen?)
Program Description	(How would this project be explained to a person not involved in it?)
Employer Connection	(Define the depth of integration with employers and name them.)
Desired End State	(How do we know this project is over?)

Deliverables

Deliverables	Responsible Person	Due Date



Tools designed by members of the community

Some are downloadable templates

e.g., Micro-credential Project Charter, by Dave Cormier

e.g., Tool for experts' review of micro-credential, Megan Lochhead, UBCO

Highlights

Table 1a. The Critical Information Summary – Core Fields

Core Field	Description
Institution	The institution or organization issuing the micro-credential.
Title	The title of the micro-credential.
Description	Description of the structure of the micro-credential and a summary of the content (key topics) that will be taught.
Delivery Mode	The method of delivery of a micro-credential, e.g., on site, online or a combination of both, and whether the micro-credential requires synchronous engagement or is asynchronous.
Learner Effort (estimated hours)	The commitment/ effort (volume of learning) required of learners. This estimate of hours should include: <ul style="list-style-type: none"> • # of hours of in person face-to-face contact with instructional staff. • # of hours of peer-to-peer engagement and its mode. • # of hours of asynchronous online content and reading/ viewing of audiovisual material, etc. • # of hours spent on assessment.
Pre-requisites (if applicable)	List any pre-requisites required before taking the micro-credential course or program.
Learning Outcomes	The knowledge, skills or competencies the learner will acquire upon completing a micro-credential, course, program, and credential assessment.
Assessment Method	The method and type of assessment (competency versus proficiency).
Credit/Other recognition	Credit towards other credit courses, credit towards vendor/ industry certifications, pathways or other recognition that can be given upon completion of a micro-credential.
Learner Pathways (stacking/laddering)	Any other micro-credentials that a micro-credential combines with that lead to an overall certification being awarded upon completion (stacking), or entry into a further credit course or program (laddering).
Quality Assurance Statement	The assurance that micro-credentials are developed and delivered in an educationally sound manner for learners. If there is a review cycle for the micro-credential, please specify.

Table 1b. The Critical Information Summary – Optional Fields

Optional Field	Description
Department	The department within the institution that developed and delivers the micro-credential.
Level	Intended level of learning for micro-credential. (e.g., 1st year, 2nd year, 3rd year, 4th year, graduate level).
Endorsement	The assurance that micro-credentials meet an industry need and reflect skills sought by employers. For example, a statement of support from industry.
Instructor Qualifications	The academic and/or industry certification required to teach the micro-credential.
Further information	Additional comments might include a statement about depth of learning, learner resources, linkages to an industry competency framework, or regulatory body for the micro-credential as non-credit for non-specified credit.

Proposed **Critical Information Summary** for Micro-credentials Offered in B.C.

Created by

the advisory committee for the pilot provincial micro-credential credit bank (with representation from RRU, VCC, KPU, UBCO, TRU, and BCCAT)

This format is likely to become adopted as the B.C. standard...

Next Steps

- Toolkit is **NOT EVERGREEN**
 - **CAPTURES** current community knowledge, practice, and focus
 - **UPDATES** coming soon
 - **SHARE** your Stories of innovation

Acknowledgements



This toolkit was funded by the **Ministry of Post-Secondary Education and Future Skills**.

The BCcampus Competency Working Group, for directing and reviewing the toolkit's contents.

Ashley Blacquiere, NIC
Larry Bouthillier, UBC
Lauren Couture, UFV
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Elle Ting, BCCAT
Rich McCue, UVic
Tiffany Snauwaert, Selkirk College
Simon Towner, PSFS

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Larry Bouthillier, UBC	Carolyn MacLaren, UFV
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Michelle Lamberson, UBCO	Laurie Therrien, BCIT
Megan Lochhead, UBCO	Patrick Weinmayr, NAIT
Adrian Lipsett, VCC	Michael Yue, VCC
Rich Louttet, eCampusOntario	

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The members of our community who took the time to fill out a lengthy **online survey** and participated in **focus groups** to inform the development of this resource..

**The super-duper competent
BCcampus team.**

Sally Glover
Ross McKerlich
Nancy Schiller
Jeseye Tanner
Kaitlyn Zheng



Q&A



What's Next

- Keep an eye out on our event page and newsletter for the Toolkit Story webinars.
 - Micro-credentials and Education Pathways **(November)**
 - Collaborating with partners when developing micro-credentials. **(January 2024)**



What's Next (Continued)

- An update from the Ministry of Post Secondary Education & Future Skills on what's next for Micro-credentials in BC. (**February or March 2024**)

