Badging at Company X

Microcredentials and Badges

Microcredentials and badges both offer competency-based digital recognition of a participant's mastery of a skill set. They are designed to be personalized, flexible, and performance-based.

Company X anticipates using micro-credentials and badges in three basic ways:
- To showcase skill sets demonstrated by learners in PBE programs
- To highlight skills demonstrated by learners through workforce trainings
- To share through competency-based transcripts

Distinguishing Between Microcredentials and Badges

Microcredential:
- Participants demonstrate more complex skill sets that are learned over a longer period of time.
- All micro-credentials are aligned with competencies that have been vetted by Company X content-matter experts, instructional teams, and advisory boards.
- Note: these should be earned across several courses or learning experiences, as opposed to moving from introduction to mastery in a single course.

Badge:
- Participants demonstrate skill sets that are acquired during short-term experiences (workshops, etc.).

To Propose a Micro-Credential or Badge (Pre-Launch)

Teams can submit proposals for microcredentials and badges by completing the Microcredential Development Form.

Note: you'll need to make a copy of this document before you fill it in; when you are ready, share it with the Company X Center for Excellence. Contact Peter Parker with any questions or to begin your review process.

If you'd like more information on micro-credentials and badges, in general, here are some great resources:
- Digital, Verified, and Less Open
- Bibliography of Micro-Credentialing Research
- Credly's Resource Collection

Critical Work Functions

A Guide for Team Leaders

What Are Critical Work Functions?

Critical Work Functions (CWFs) are the "principle responsibilities required to perform the key purpose, or work-related goal, of the occupation, as indicated in the skill standards" (National Skill Standards Board 2000). Across a field of study, one might find a small number of critical work functions that most individuals would be expected to be able to perform as part of their positions.

How Are Critical Work Functions Developed?

At Company X, each department is likely to have between 6-8 critical work functions (with a maximum of 10). Three of these CWFs will be consistent across *all* departments: professional skills (ex: time management, organization, etc.), resume-building/interview skills, and general-education skills. The remainder will be drawn from cross-course categories/domains and common skill sets.

The shared critical work functions are:

- Demonstrate professional skills, including time management, organization, communication, collaboration, goal setting, and decision making
- Develop job application materials (resumes, portfolios, etc.) and interview skills
- + one Gen Ed/Dev Ed for reading/writing/math, etc.

Each department will also write critical work functions that are specific to their program and industry.

The following questions can be used to help determine CWFs:
- What are the major job responsibilities for people in this field?
- If you were interviewing candidates for this field, how would you describe the responsibilities that would take a significant amount of their time if they were hired?
- Would everybody in this industry know what is being described by this CWF?

Critical Work Functions (cont.)

What Are Characteristics of a Critical Work Function?

Critical Work Functions should be:
- Clear so that a person in the job or familiar with the job can easily understand them.
- Stated using common and understandable terminology consistent with the job. Critical Work Functions should avoid technical jargon, abbreviations, and acronyms.
- Unambiguous, so it has the same meaning for all those familiar with the job.
- Broad, so that Critical Work Functions describe the highest level of job responsibilities (not universal - "Review Reports"; "Manage Projects").
- Brief. Most Critical Work Functions can be stated in about 10-15 words.

What Do Critical Work Functions Look Like?

Action + Object Modifier + Object + Statement Modifier

Example: Produce architectural plans to facilitate construction of residential homes

What Should Be Included in Critical Work Functions?
- KSAs that apply across the program/industry
- Higher-level demonstration of skills
- Object
- Object Modifier
- Statement Modifier

Sample CYS Program-Specific CWFs:
Adapted from Workforce Framework for Cybersecurity (NICE Framework)

- Provide the support, administration, and maintenance necessary to ensure effective and efficient system performance and security
- Identify, analyze, and mitigate threats to systems/networks with appropriate countermeasures
- Perform monitoring and auditing of network traffic and operations to locate potential threats, vulnerabilities, or system compromise
- Investigate cybersecurity events or crimes for evidence of criminal activity, of policy violations, and in response to an incident

Tips for Deconstruction

Writing Course Competencies and Learning Objectives

Course Competencies (CCs) are overarching, broad goals for the course. They should invite authentic engagement by creating opportunities for students to apply the Knowledge, Skills, and Abilities (KSAs) that they have been working with in Learning Objectives. Course Competencies are measurable, and students must succeed on the connected assessments in order to succeed in the course.

Learning Objectives (LOs) are the specific mini-goals needed in order to achieve the Course Competencies (CCs). They represent groupings of KSAs, and they will encompass what is needed for each Domain/Category.

Pro-Tips for Writing Course Competencies and Learning Objectives:
- Imagine an invisible "Students will be able to" at the beginning of each statement.
- Courses should have 3-9 competencies, as a general rule. Each competency will usually have roughly the same number of learning objectives (6 +/- 3).
- Competencies should demonstrate how students can apply their new learning in ways that are authentic to work environments whenever possible.
- Competencies are aligned with mastery assessments (summative assessments). Learning objectives are often aligned with formative assessments (ex: checks for understanding, etc.).
- Competencies and learning objectives should be concise - under 15 words, if possible.
- Follow the numbering system; CC#.#, where the first # represents the competency number and the second # represents any directly related competencies. These are often associated with Domains/Categories. The first category will often be numbered CC1.1, CC1.2, etc.
- Map WECM/ACGM outcomes to course competencies and/or learning objectives. Format: (CO1, CO3, CO4) at the end of CC/LO.

Things to Consider:
- How would professionals in this field demonstrate competence in industry? Are there projects or skills that would help to scaffold these skills for students in this course now? What are some real-world applications of this course content?
- What kinds of skills should students be able to do as they prepare for the competency? How can you scaffold their learning?

Remember that the deconstruction document is a living document and will go through several iterations throughout the life-cycle of a course; as part of that process, competencies may also evolve to reflect changing programmatic and industry needs.

List course competencies and their related learning objectives like this:
CC5.2 Apply money management and related strategies for financial responsibility
LO5.2.1 Create a plan to manage money
LO5.2.2 Compare various types of financial aid
LO5.2.3 Assess the importance of budget management and credit