

Approval Authority: Education Council**Last Approved:** December 14, 2022**Administrative Responsibility:** Education Council**Next Review:** 2025

PURPOSE

The purpose of this framework is to guide the development and utility of micro-credentials at NVIT. As a public post-secondary institute with an Indigenous mandate, NVIT's micro-credentials will consider our mission and vision to align with NVIT's strategic directions. This framework is to be used as a reference tool to design and develop a micro-credential at NVIT. As the micro-credential system advances, this framework will be reviewed and updated regularly to ensure that it remains relevant and meaningful to the institution and the learners we serve.

DEFINITION

With consistency in mind, NVIT recognizes the definition of micro-credentials as shared by the Ministry of Advanced Education and Skills Training.

"Micro-credentials recognize stand-alone, short duration learning experiences that are competency-based, aligned with industry, employer, community and/or Indigenous community needs and can be assessed and recognized for employment or learning purposes" (MAEST, 2021).

Micro-credentials offer short-term training in a specific skill area and are intended to support life-long learning with retraining and upskilling

NVIT'S GUIDING PRINCIPLES AND MICRO-CREDENTIALS

The guiding principles of NVIT's micro-credential framework is grounded in the strategic directions.

- **Learner-Centred**
 - Preference for relevant programs that ladder into further credentialing at NVIT or direct employment
 - Clearly defined skill development and competencies
 - Accessible as barriers for entry and further pathways have been removed
- **Academic Excellence**
 - Design, purpose, and intent are clearly defined and transparent
 - For credit micro-credentials will support learner mobility and honour transferability
- **Community Relevance**
 - Focused on the needs of community partners with industry support

- Organizational Accountability
 - For credit micro-credentials will be developed by program areas and subject to the Education Council approval process.

STRUCTURE

This framework considers two micro-credential streams: non-credit and for-credit.

1. Non-Credit Micro-Credentials:
 - No assessment
 - Outcome-based
 - Accessible
 - Skill development or enhancement (ex: Essential Skills)
 - Credit range: 0 credits (hours vary)
 - Module deliveries
 - Supported and recognized by industry
 - Informed by labour market
 - Delivered through Continuing Studies
2. For-Credit Micro-Credentials:
 - Includes assessment and grading
 - Outcome-based
 - Accessible
 - Credit range: 6 - 18 credits (90 to 270 hours)
 - Bridges or ladders into a credentialled program at NVIT
 - Supports student preparedness or enhances student experience
 - Course deliveries
 - Education Council approved
 - Informed by industry needs

For-credit and non-credit micro-credentials reflect the needs of learners, industry partners, and institutions. Micro-credentials are accessible, flexible, and involve different modalities of design, including online (synchronous or asynchronous), hybrid, and face-to-face.

Upon successful completion of a micro-credential, learners will receive a certificate from NVIT.

DEVELOPMENT PROCEDURE

Non-Credit Micro-Credentials:

Typically, the industry partner will provide training materials for micro-credentials for essential skill development, upskilling, or retraining. Under most circumstances, NVIT does not develop these resources any further; however, if the micro-credential is designed to bridge to a for-credit program, Faculty and staff may engage in the development process.

Non-credit micro-credentials are delivered through NVIT's Continuing Studies Department and programming is not subject to the curriculum approval process or the quality assurance review.

For Credit Micro-Credentials:

If the idea aligns with institutional priorities, a micro-credential can be initiated in the following ways:

- NVIT is approached by a potential industry partner to deliver training to meet an identified sector need, skill, or competency.
- A program area identifies a need to address learner preparedness that bridges program entry
- Administration recognizes a specific area that requires upskilling or competency-based training.

A for-credit micro-credential will follow *Policy A.3.1 Course Approval Process*.

In the development phase, a working group may be established to ensure that the micro-credential meets the requirements of the program approval process. The working group may consist of subject matter experts consisting of faculty, staff, a Dean, and representatives from the sector. Other areas of the institution like the educational technologist or IT may be engaged to ensure adequate online delivery support.

The working group is urged to consider the following components:

- Skills and competencies
- Industry alignment
- Instructional hours for skill mastery
- Goals and objectives
- Assessment
- Delivery method
- Certification and Credit (or other recognition and pathways)
- Alignment with institutional priorities or mandate

Quality Assurance Review

Micro-credentials will be reviewed after one-year of implementation for efficacy and to ensure that the goals and objectives of all stakeholders are being met.

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