

<b>Procedures Title:</b>	<b>Micro-credentials Procedures</b>
Associated Policy:	AP 3.0 Micro-credentials Policy
Procedure Holder:	Office of the Provost and Vice-President Academic
Executive Lead:	Provost and Vice-President Academic
Original Date:	November 2024
Last Revised:	n/a
Next Review:	November 2026

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## 1. Purpose and Background

Yukon University recognizes that the understanding of how Micro-credentials can meet the needs of a changing economy and workforce is evolving and as such, these Procedures will need to evolve. The goal is that over time, Yukon University will work with our partners to put the mechanisms in place to ensure that Micro-credentials become fully integrated into the post-secondary system and recognized as an important and valuable credential option in supporting Yukon's future economy and workforce.

Micro-credentials will be stackable and transferrable<sup>1</sup> and provide opportunities for learners at any stage in their career journey, including those who have been reluctant to pursue post-secondary education, to gain the critical competencies and skills required to thrive in the future economy and workforce. At this point, Micro-credentials provide another option for Yukon University to further support the upskilling and reskilling of Yukoners for in-demand occupations. They are intended to complement current offerings and pathways in Yukon's public post-secondary system and enhance access to education for all Yukoners.

### *Collaboration with Indigenous communities and institutes*

Public post-secondary institutions are encouraged to partner with other organizations to deliver post-secondary programs in community settings, including Indigenous communities and institutes. In the spirit of Reconciliation and consistent with the Declaration on the Rights of Indigenous Peoples Act, institutions should work with Indigenous communities and organizations (including First Nations, Métis chartered communities, Indigenous-controlled post-secondary institutes and urban Indigenous organizations) to:

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<sup>1</sup> Yukon University Micro-credential transferability may be with other Canadian post-secondary institutions, but transferability may include but not limited to transferability among employers, First Nation governments, or sector-specific organizations.

- Jointly develop and implement relevant Micro-credential offerings that recognize and respond to community and economic needs and provide meaningful pathways for learners.
- Determine whether additional support is required for learners who face barriers to remote learning, such as lack of technology or diverse levels of digital literacy.

## **2. Guiding Principles**

### ACCESS:

Micro-credentials should increase access to post-secondary education and be accessible to a range of potential learners. They should provide flexibility, reduce barriers, and increase opportunities for employment and life-long learning. Tuition and fees should align with the duration, skill level, learners targeted and expected outcomes of a Micro-credential.

### QUALITY:

Micro-credentials will be developed and assessed through a process that assures learners of their value and facilitates recognition by employers and other post-secondary institutions.

### RELEVANCE:

Micro-credentials will provide opportunities for in-demand upskilling and reskilling, aligning with labour market demands, needs of employers and learners, needs of Indigenous communities and learners, government priorities, as well as post-secondary institutions' areas of specialty and expertise.

### COLLABORATION & COORDINATION:

Micro-credentials will be developed by Yukon University through engagement and collaboration with relevant education partners, Indigenous communities, and other stakeholders.

### EMPLOYER AND INDUSTRY ENGAGEMENT:

Employers and industry sectors will be engaged in the identification and development of Micro-credentials and ongoing refinements.

## CLARITY &amp; TRANSPARENCY:

To support informed choices, details on the purpose and benefit of each Micro-credential, how it will be offered, and the competencies it recognizes will be clear to learners prior to enrolment.

### 3. Definitions

- **Asynchronous / Synchronous:** Synchronous learning happens in real-time, when a group of learners and instructor meet and interact, such as in scheduled classes or virtual lectures. Asynchronous learning is when learners interact with materials and instructors outside of a specific time and place, often providing flexibility to learners in accessing content and instruction. Micro-credentials can be Synchronous, Asynchronous, or can blend both formats.
- **Blended learning:** learning that combines different delivery formats. For example, a course with both online and face-to-face components would be considered blended.
- **Community:** may refer to a specific geographic region or municipality, a group of individuals sharing common need or interest, or, where specified, an Indigenous community or organization (including First Nations, Métis chartered communities, Indigenous-controlled post-secondary institutes, and urban Indigenous organizations).
- **Competency-based:** is a specific unit of knowledge, skill or ability that can be assessed and applied in a setting such as work. Competency-based learning is tied to learning and assessing a specific competency or set of competencies.
- **Credit bearing / Non-credit bearing:** If a Micro-credential is “credit bearing,” it provides a learner with formal academic credit that is recognized on a post-secondary transcript or official record. If a Micro-credential is “non-credit bearing”, it does not receive formal academic credit that can be recognized on a post-secondary transcript or official record.
- **Digital Badge:** is used to represent completion-based learning through an activity offered by a Yukon University academic or service unit. It is not approved by Senate and is non-credit-bearing. It is verifiable, portable, and shareable.

- **Indigenous:** Includes First Nations, Métis and Inuit and is inclusive of all Indigenous peoples in the Yukon Territory, whether or not they have status or have a connection to a particular community; recognizing that many peoples prefer the terms that are specific and traditional to their communities.
- **Instructional program:** an institutionally approved matrix of courses, under the governance of Senate, leading to a recognized credential issued by Yukon University. The term applies to approved certificates, diplomas, bachelor's degrees (majors and minors), and post-graduate certificates/degrees. Program requirements are summarized on the Yukon University website.
- **Laddering:** refers to the ability of a learner to use the completion of an initial Micro-credential to move into another credential. For example, the completion of a Micro-credential may be used to meet entry requirements or as credit towards another (usually larger) credential.
- **Micro-course:** Micro-course is shorter in length and curriculum than a traditional course and results in less than three (3) credits. It may be a new, standalone offering, or a modular version of an existing Yukon University course. It is approved by Senate. Micro-courses that are competency-based may be proposed as Micro-credentials.
- **Micro-credential:** recognizes 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.
- **Open Badge:** is used to represent competency-based learning through a Yukon University Micro-credential. It contains information about the competency and whether the associated Micro-credential is non-credit-bearing, credit-bearing, or embedded within a credit-bearing course or program. It is verifiable, portable, and shareable.
- **Stackability:** refers to the ability to combine two or more Micro-credentials into a larger credential or component of learning.

- **Transfer credit:** enables learners to receive credit at one post-secondary institution for a course (or credit) that was taken at another post-secondary institution.

#### 4. Procedures

The Micro-credential approval process is expected to follow the same procedures as other forms of program and course development.

The following criteria have been developed to support shared understanding of key aspects of Micro-credentials across a wide range of education partners, including learners, employers, and post-secondary institutions. They identify key factors that should be considered in the development and implementation of Micro-credentials in Yukon's public post-secondary education system.

- 4.1. *Duration.* Individual Micro-credentials should be sufficient in length for learners to acquire the competency being sought and be shorter in duration than other formal post-secondary credentials, specifically a short certificate (under 288 hours).
- 4.2. *Delivery.* Micro-credentials can be delivered in a variety of flexible formats, including in-person, online or Blended, Synchronous or Asynchronous, or a combination of multiple formats. Delivery formats should support and be relevant to the competency being taught. In considering delivery formats, institutions should use processes to reduce barriers, increase access and mobility, and meet the unique needs of learners.
- 4.3. *Collaboration and coordination.* Yukon University will work with relevant employers/industry, non-profits, Indigenous communities, institutes and organizations, and other community stakeholders in the identification, development, and validation of Micro-credentials. Micro-credential development will be informed by evidence of labour market, community, and/or Indigenous needs.
- 4.4. *Quality assurance.* Micro-credentials will be developed, approved, and periodically reviewed through an institutional process that aligns with existing post-secondary standards and policies for credit and non-credit offerings to ensure value to learners in meeting education or employment goals.
- 4.5. *Assessment.* Assessment of a student's learning is required to ensure learners have achieved the intended competency. Assessment should be relevant to how employers recognize a competency has been obtained.

- 4.6. *Registry.* Further work is being undertaken to consider a common registry to facilitate access, understanding, and further development of the Micro-credential ecosystem.
- 4.7. *Learning pathways.* Micro-credentials may be Credit bearing or Non-credit bearing, and this should be made explicit to learners prior to enrolment. To create meaningful learner pathways, Micro-credentials should be developed in a manner that shows how they:
- relate to other Credit bearing and Non-credit bearing opportunities
  - connect with existing larger units of learning
  - remove barriers and create clear and varied pathways for learning
- 4.8. *Prior learning assessment and recognition.* Prior learning assessment and recognition (PLAR) should be considered when offering Micro-credentials.
- 4.9. *Post-secondary system recognition and transfer.* Micro-credentials should facilitate learner mobility across institutions, industries, and credentials, and not introduce barriers to learning, transfer or labour market participation. Credit bearing Micro-credentials should be recorded on a learner’s transcript or other official record. Recognition of non-credit bearing Micro-credentials should be done in a manner that supports identification of the specific competencies obtained. Micro-credentials, where possible, will integrate with existing credit transfer processes.

## 5. Exceptions to the Procedures

There are no foreseen exceptions to these Procedures.

## 6. Problem Solving

Any questions arising out of the content or communication of this Policy or disputes arising from a decision made as a result of applying this policy should be first reported to the Executive Lead who will endeavor to find a resolution with all stakeholders. Failing such a resolution, the matter should be reported to the University Secretariat.

## 7. Document History

Include all updates here, including non-substantive changes, beginning with formal approval.

<i>Date (Month DD, YYYY)</i>	<i>Update (Approver: change)</i>
November 20, 2024	New Policy and Procedures approved by Senate