Role of Standards in Bringing Order to the Chaotic Credentialing Marketplace

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Roy Swift, Ph.D., Executive Director, Workcred
INTRODUCTION TO WORKCRED
Workcred and ANSI Accreditation
Complementary but Separate Programs

ANSI Accreditation
- **Assesses** against an American National Standard and/or ISO Standard
- **Must comply** with ISO/IEC 17011 and remain neutral, objective, and impartial

**Workcred**
- **Maintains** separation from and respects the impartiality of ANSI’s accreditation services
- **Educates** stakeholders about quality credentials, when credentials are appropriate and how they fit in career pathways
- **Consults** regarding:
  - building quality credentials (which includes conformity to accreditation standards)
  - evaluating credentials
  - identifying, aligning, and appropriately stacking credentials
- **Conducts research** to address industry and public needs
Why Workcred?

- The ANSI accreditation processes identified major quality issues with both certificate and certification programs.
- Two major problem areas related to “certificate” programs are: (1) the lack of industry involvement to identify valid competencies, and (2) poor assessment of the learning outcomes.
- Of the more than 4,000 personnel certification bodies in the U.S. – a number which is rapidly increasing – less than 10% are accredited or reviewed by a third-party accreditation body.
- There is no common definition of quality or value, little confidence, and little consistency across industry sectors.
THE CREDENTIALING LANDSCAPE
The Credentialing System is a Confusing Maze

Understanding how to navigate it can be difficult
# How Do Credentials Differ?

<table>
<thead>
<tr>
<th>Certificate</th>
<th>Certification</th>
<th>Degree</th>
<th>License</th>
<th>Apprenticeship</th>
</tr>
</thead>
<tbody>
<tr>
<td>Awarded by</td>
<td>Education and training providers</td>
<td>Industry certification bodies</td>
<td>Education institutions</td>
<td>Government agencies</td>
</tr>
<tr>
<td>Awarded for</td>
<td>An exam at the end of a training or education course or a one-time assessment</td>
<td>Third-party, independent competency assessment</td>
<td>Course of study</td>
<td>Meeting requirements of an occupation</td>
</tr>
<tr>
<td>Indicates</td>
<td>Education/ knowledge/skills</td>
<td>Skill mastery/ competencies</td>
<td>Education, successfully passed courses</td>
<td>Legal permission</td>
</tr>
<tr>
<td>Time to complete</td>
<td>Variable, generally less than 2 years</td>
<td>Variable</td>
<td>Variable, generally 2 years or more</td>
<td>Variable</td>
</tr>
<tr>
<td>Time and renewal requirements</td>
<td>Often no time limit, no renewal requirement</td>
<td>Time-limited, includes recertification</td>
<td>No time limit, no renewal requirement</td>
<td>Time-limited, renewal generally required</td>
</tr>
<tr>
<td>Revocation process</td>
<td>Cannot be revoked</td>
<td>Can be revoked for incompetence or unethical behavior</td>
<td>Cannot be revoked</td>
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</tr>
<tr>
<td>Examples</td>
<td>CNC Machinist, Global Supply Chain, Mechatronics</td>
<td>AWS Certified Welder, Certified Quality Inspector, Certified Supply Chain Professional</td>
<td>Bachelor of Science in Engineering</td>
<td>Electrician, Professional Engineer</td>
</tr>
<tr>
<td>Standard for accreditation</td>
<td>ANSI/ASTM E2659, a globally recognized American National Standard</td>
<td>ANSI/ISO/IEC 17024, an international and national standard</td>
<td>National, regional, or programmatic</td>
<td>State law defines scope of practice</td>
</tr>
</tbody>
</table>

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THE ROLE OF STANDARDS
Standards for Certifications and Certificates

- **ISO/IEC 17024:2012**, *Conformity assessment – General requirements for bodies operating certification of persons*, sets the bar for quality certification programs.

ISO/IEC 17024

• Ensuring the validity, reliability, and quality of a personnel certification program
• Ensuring individuals pass who SHOULD PASS, and individuals fail who SHOULD FAIL
• Ensuring that applicants and candidates are treated “fairly”
• Ensuring a process that facilitates continued competence
• Ensuring that due process procedures are in place to “take away” the certification for unethical or incompetent behavior
• Ensuring a continuous quality improvement approach
ASTM E2659

• Why an accreditation program for “certificate” programs:
  – To distinguish between a certificate and a certification program
  – Certification programs applying for accreditation were really “certificate” programs
  – Used frequently in the workforce to enhance skill sets
  – Government and private-sector encouragement
  – Higher education accreditation says it is a “gap”
  – Industry says students do not come with skills as “advertised”
APPLICATIONS FOR STANDARDS PROFESSIONALS
Need for More Standards

- Boot camp certificates
- Micro-credentials
- Industry recognized apprenticeships
  - new apprenticeship created by DOL
- Certificates of completion
- Certificates of attendance
- Assessment-based certificates
- Certificates of competence
Work-Based Learning for Standards Professionals

- Create a standardized curriculum for each work-based learning models
  - Apprenticeships
  - Internships
  - Clerkships
  - Co-op
- SES could create an approval process to ensure the quality of the work-based model
  - SES would charge for this process
  - There would be an SES “approved list” on the web site
- Market models to university students
Career Pathways for Standards Professionals

• Analyze a sampling of diverse standards professionals
• Identify trends in this qualitative data
• Create pathways
  – Laddering and latticing
  – Competencies associated with each occupational role
• Distribute to current standard professionals and students
Recognition by the Department of Labor as an Official Occupation

- Use IAAR as a model for obtaining recognition
  - Management System Auditor