

Developing a Standard for Competence-Based Workplace Learning Programs

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Roy Swift, Ph.D.
Executive Director
Workcred

Laurie Rains Rowe
Founder & Principal
Bufflehead Strategies, LLC

Nichole Torpey-Saboe, Ph.D.
Managing Director of Research
Strada Education Foundation

Krista Watkins, MBA
Project Manager, Global
Programming & Relations
Dallas College

Current Credentialing Standards

- There are currently two standards that serve to guide the development of quality certification and certificate programs:
 - ASTM 2659:18 - Standard Practice for Certificate Programs
 - ISO/IEC 17024:12 - Conformity assessment - General requirements for bodies operating certification of persons

Workplace Learning

- Workplace learning is extensively used by many corporations and organizations that lead to in-demand employment opportunities
 - But, there is a lack of standardization among workplace learning programs, which affects the quality of the learning outcomes
- Labor shortages demand more credentialing pathways to quality jobs that are industry validated
 - When workplace learning programs are competency-based and founded on appropriate learning theories, it becomes a fast and efficient pathway to a relevant and productive job



**NO MATTER
THE PROGRAM,**

STANDARDIZATION IS KEY TO QUALITY

Utilization Advantages: Industry and Government

- Reskilling and Upskilling
 - Strengthens employee retention, motivation, leadership, and supervisory skills. Employer support of structured employee career path and growth opportunities increases efficiency and reduces mid-level onboarding replacement costs while supporting industry or government program goals.
- Skilled Workforce Pipeline
 - Ability to create personalized learning programs tailored to the learner while emphasizing the skills required provides a steady pipeline of highly skilled talent meeting specific industry or government needs.
- Community Investment
 - Ability to build and implement programs in any location to serve industry or government demand. Focus on increasing profitability and productivity, community and local economic investment. Resulting in a reduction of under-employed or unemployed individuals in the community as a pipeline of skilled local workers are trained and employed.

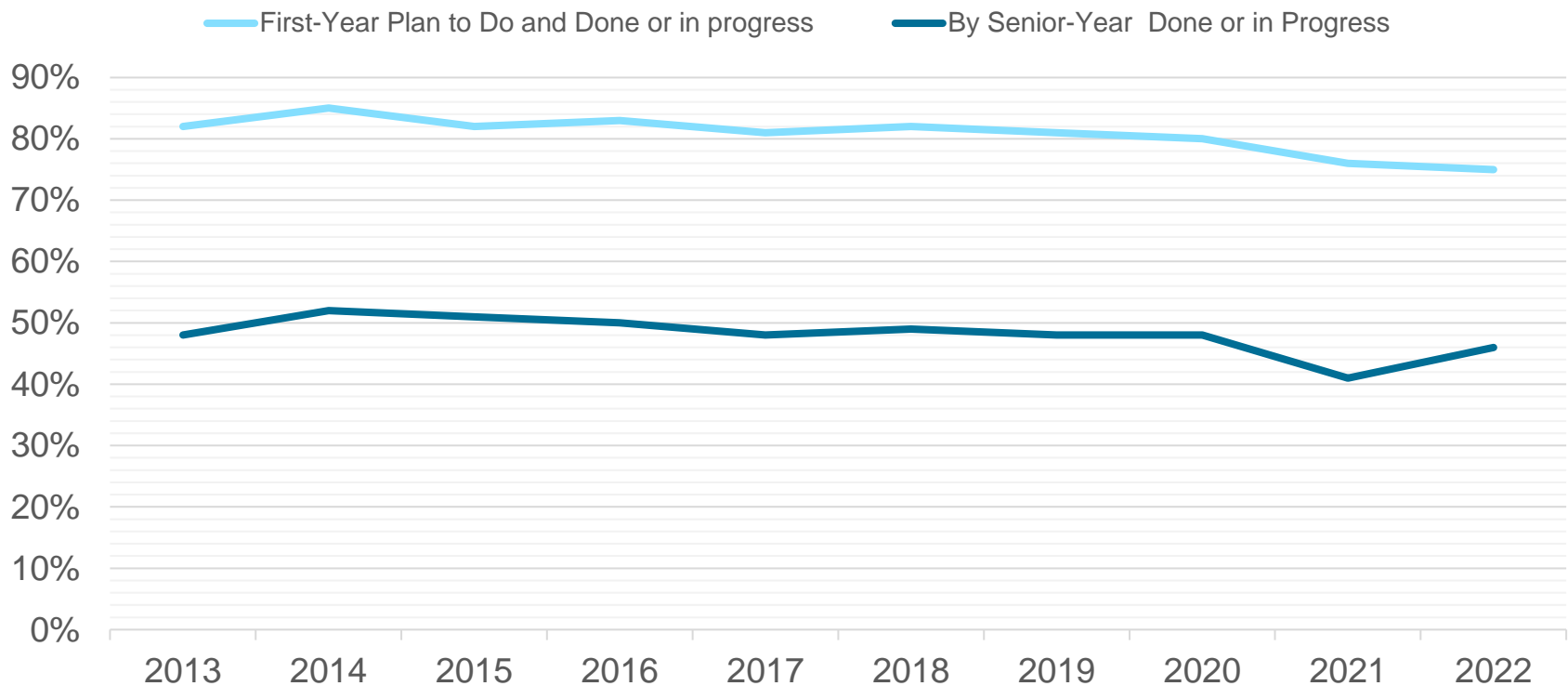
Academia Perspective

- Post-Secondary Outcomes
- Imbedding credentials into degrees
- Increased program outcomes
- Experiential learning
- Credit v Noncredit
 - Workforce Development (reskilling and upskilling workers)
 - Non-traditional talent pipelines
 - Prisoner Re-entry Population
 - Immigrants
 - Seniors

The Research Base for Integrating Learning and Work

Student interest in internships remains high, but participation has not increased over the past decade

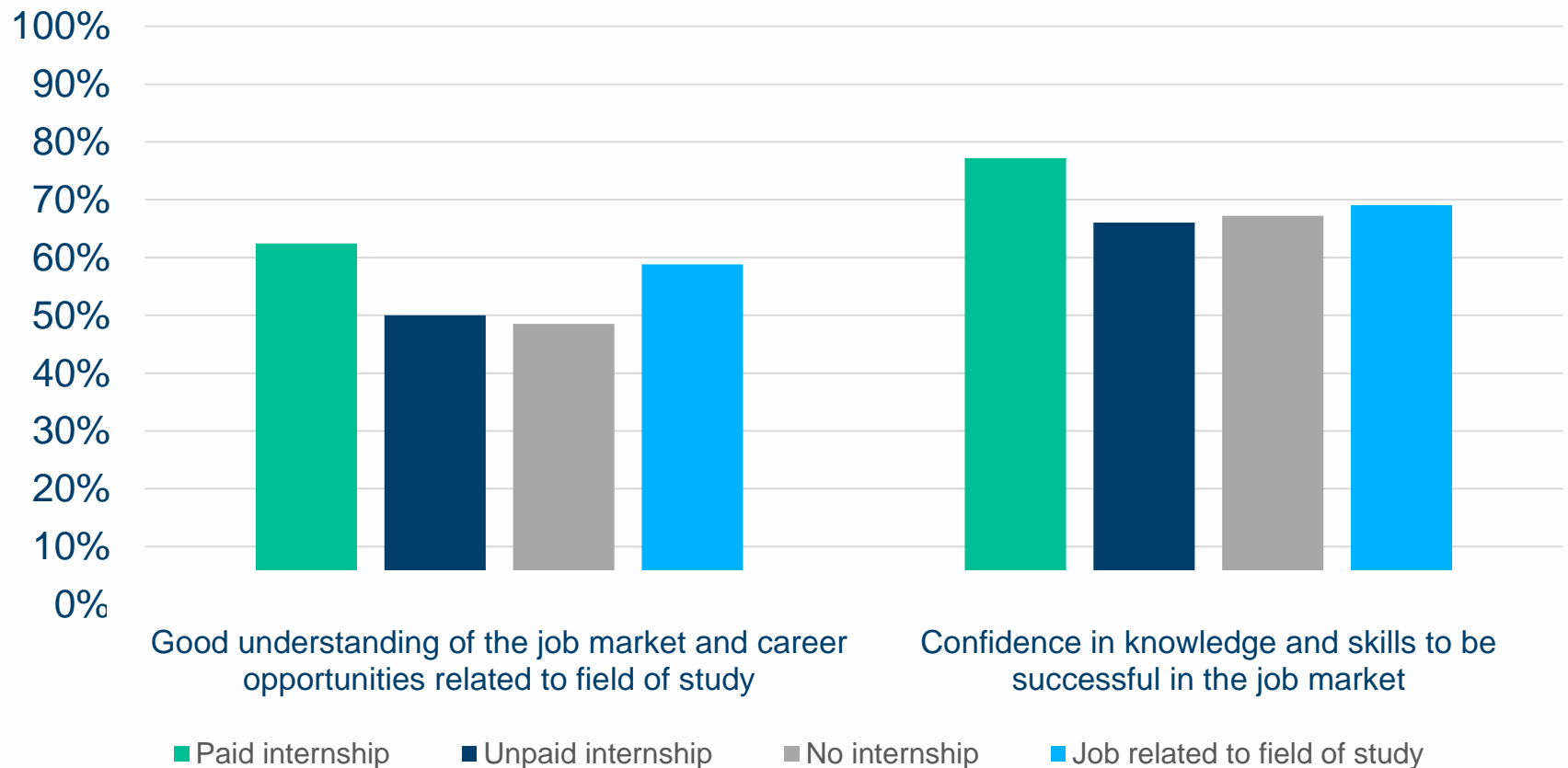
Internship First-Year Intent vs. By Senior-Year Participation



Source: National Survey of Student Engagement (NSSE) 2013-2022.

n= 2013: 115,420; 2014: 164,146; 2015: 138,965; 2016: 138,245; 2017: 138,117; 2018: 129,043; 2019: 133,152; 2020: 152,337; 2021: 89,758; 2022: 108,443.

Students who have had paid internships or jobs related to their field of study feel more confident and knowledgeable about career opportunities





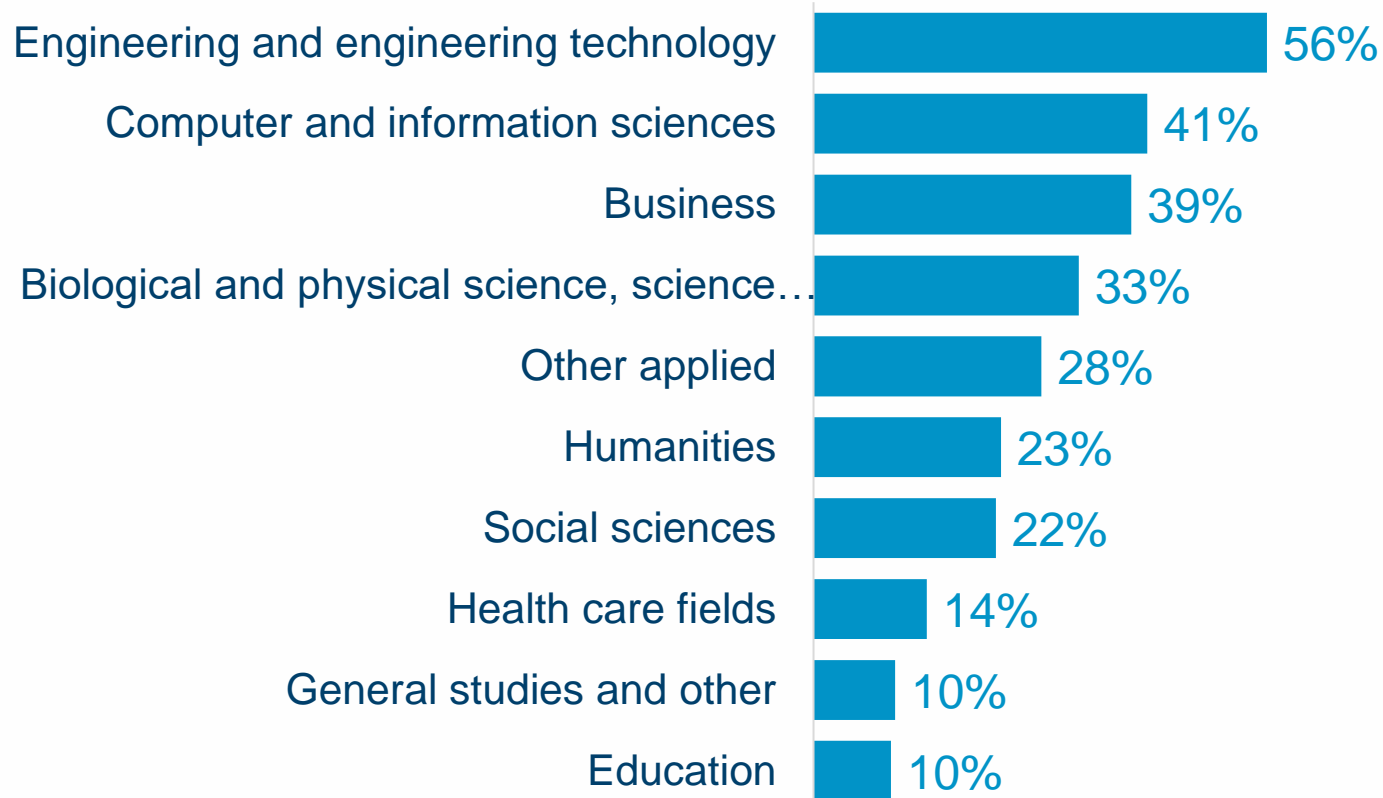
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Predicted boost in one-year post-graduation earnings associated with having a **paid internship**, controlling for gender, race/ethnicity, and field of study.

Source: Strada analysis of U.S. Department of Education, National Center for Education Statistics, Baccalaureate and Beyond: 2016/2017 (B&B), n=19,490, computation by NCES PowerStats.

Participation in paid internships varies widely by major

Participation in Paid Internship During Undergraduate Education



After controlling for field of study, access gaps remain

Less likely to have had a paid internship:

Women

-2

percentage points

Latino students

-8

percentage points

Black Students

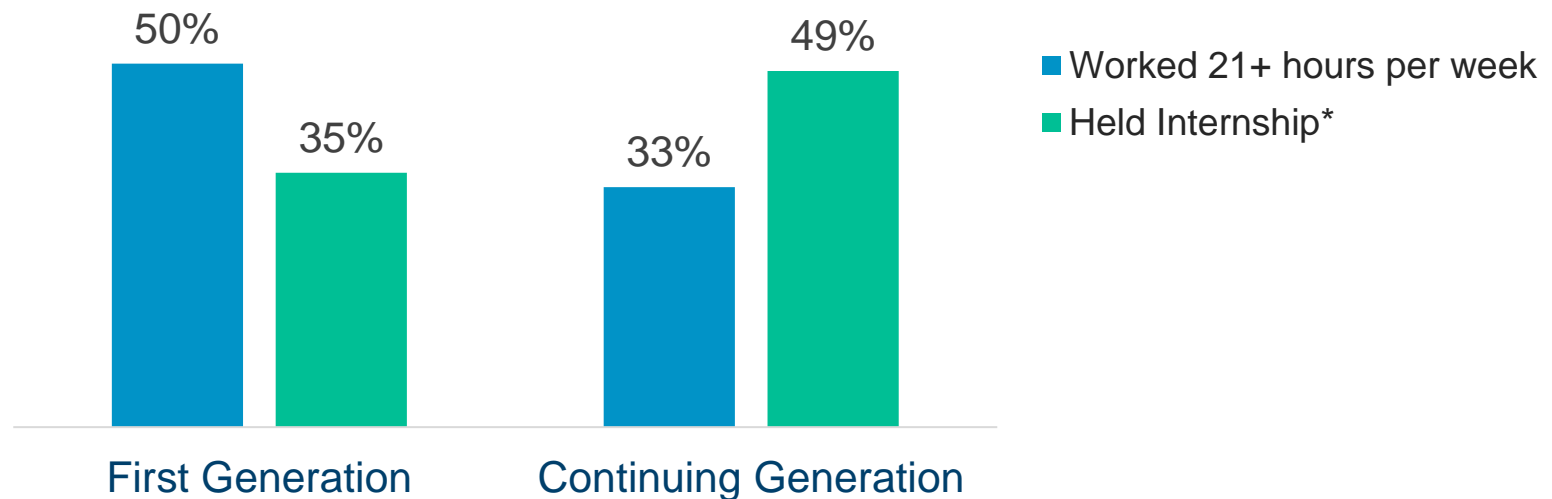
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percentage points

Strada analysis of U.S. Department of Education, National Center for Education Statistics, Baccalaureate and Beyond: 2016/2017 (B&B), n=19,490, computation by NCES PowerStats. Logistic regression, controlling for gender, race/ethnicity, and field of study.



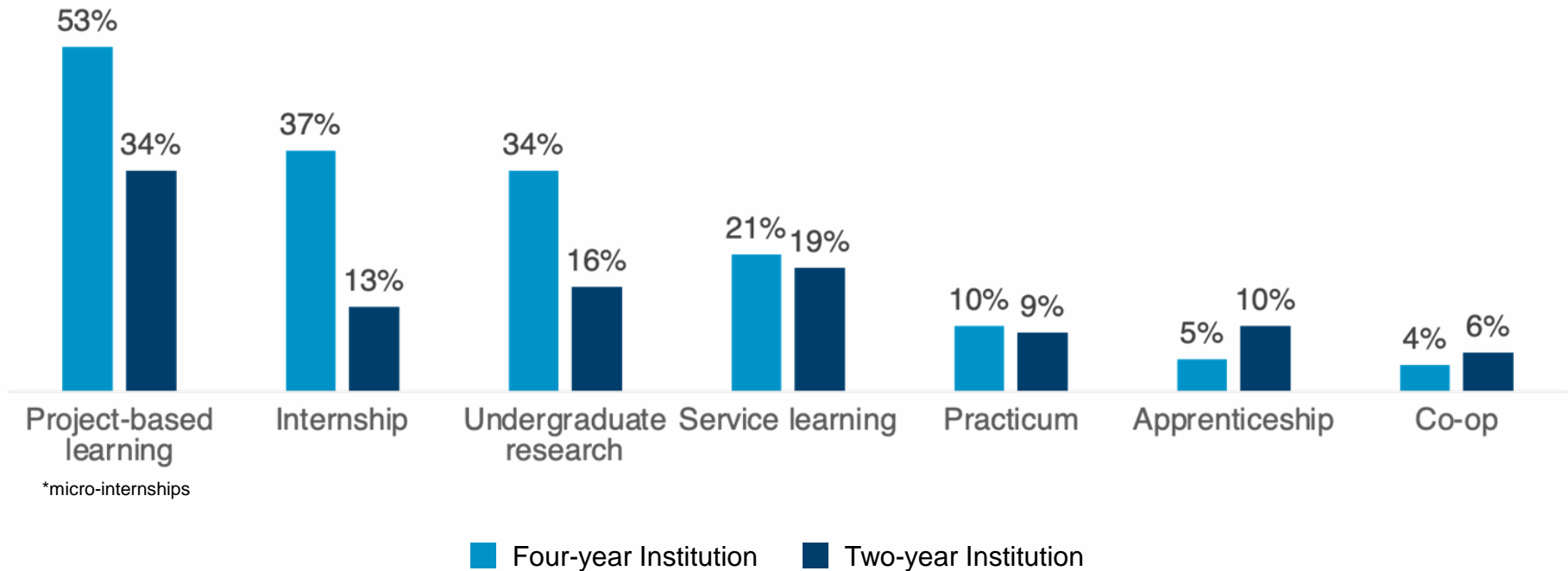
First-generation seniors are more likely to work over 20 hours a week and less likely to complete an internship



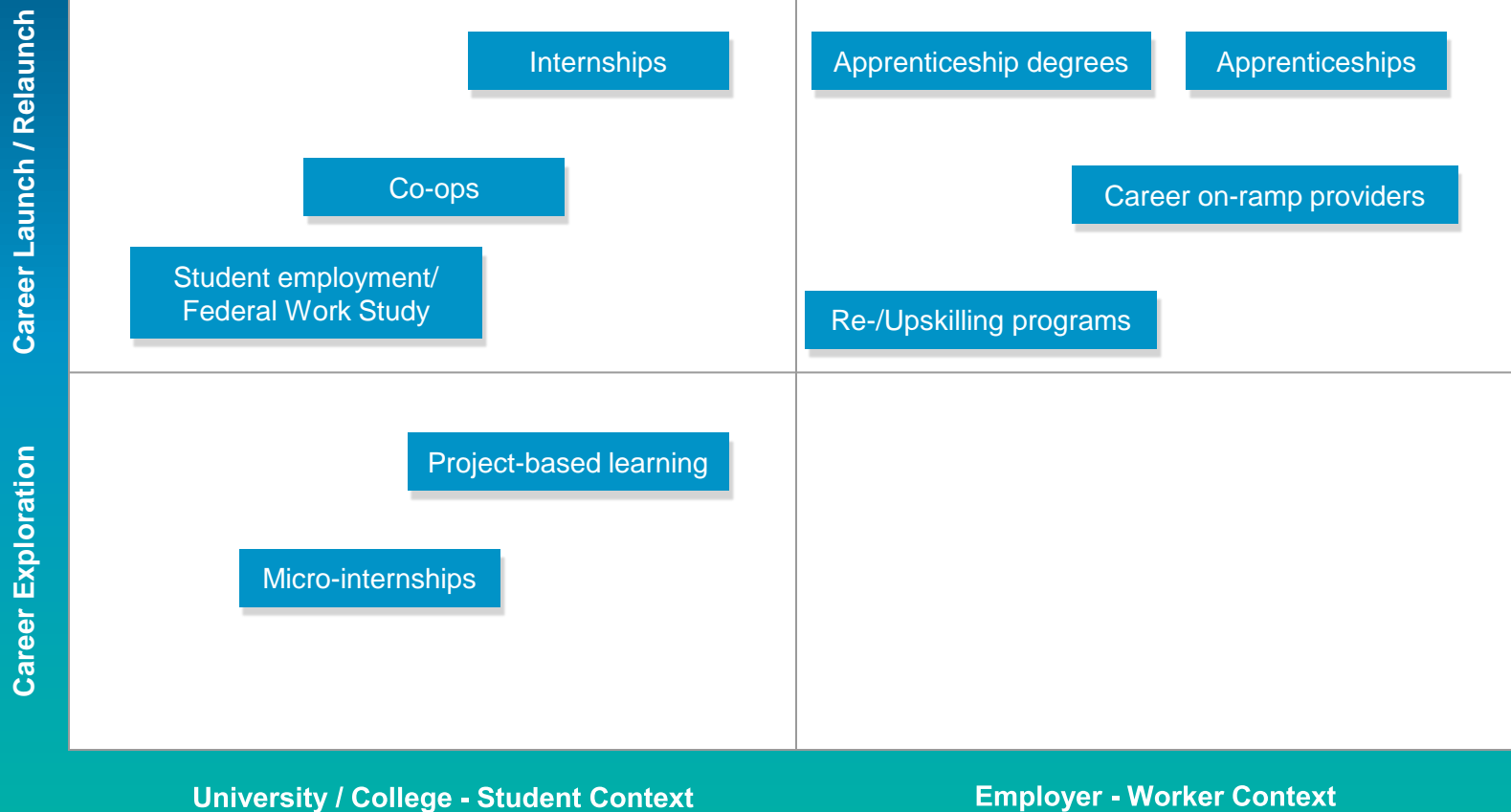
SOURCE: 2021 NSSE Career & Workforce Preparation Module

NOTES: Base = 55,277 participants at U.S. institutions, n=29,893 seniors. Responses represent seniors only. First-generation defined as neither parent having a bachelor's degree.
* Regardless of work status.

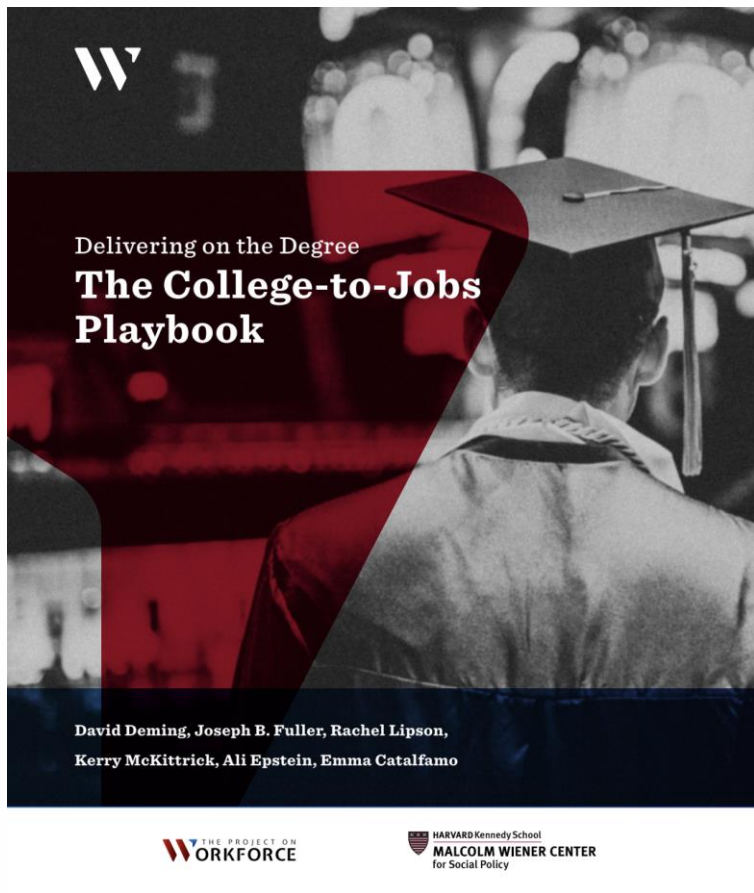
Undergraduates report participating in many types of work-based learning



Emerging Work-Based Learning Models



A Mixed Evidence Base



Harvard's College-to-Jobs Matrix

Intervention Category	Research Prevalence	Research Strength	Implementation Prevalence	Implementation Feasibility
Career coaching	Yellow	Yellow	Green	Yellow
Cohort programming	Red	Yellow	Yellow	Yellow
Career pathways initiatives	Yellow	Yellow	Yellow	Red
Career mentorship programs	Yellow	Red	Yellow	Green
Career readiness curriculum	Yellow	Red	Yellow	Green
Experiential learning coursework	Green	Yellow	Yellow	Yellow
Industry-recognized credentials	Yellow	Yellow	Yellow	Red
Last-mile bootcamps	Red	Red	Red	Yellow
Internships	Green	Green	Green	Green
Job shadowing	Red	Red	Yellow	Green
Co-ops	Yellow	Yellow	Red	Red
Apprenticeships	Green	Green	Red	Red
Subsidized youth employment programs	Yellow	Yellow	Yellow	Yellow

Future Directions for Research

1. Practices that drive skills, confidence, connections
2. Quality and impact of new models of work-based learning
3. Deconstructing barriers to access
4. Employer perspectives on work-based learning
5. Others?

Learn more at
StradaInsights.org

Standard Practice for Competency-based Workplace Learning Programs

Standard Practice for Competency-based Workplace Learning Programs

The soon-to-be-published standard will include:

- ✓ Scope
- ✓ Terminology
- ✓ Significance and Use
- ✓ Organization Structure and Administration
- ✓ Personnel
- ✓ Financial and Other Resources
- ✓ Public Information and Communications
- ✓ Information Security, Confidentiality, and Access
- ✓ Outsourcing
- ✓ Complaints
- ✓ Appeals
- ✓ Management System
- ✓ Scheme and Program
- ✓ Program Design
- ✓ Program Development
- ✓ Program Implementation
- ✓ Program Evaluation
- ✓ Credential Issuance and Use

Questions?

Workcred Contact

Roy Swift, Ph.D.
Executive Director
Workcred

1899 L Street, NW
Washington, DC 20036
www.workcred.org
info@workcred.org

Facebook: facebook.com/workcred/
LinkedIn: linkedin.com/company/workcred-inc/
Twitter: twitter.com/workcred/
YouTube: youtube.com/@workcred
Point of View: blog.ansi.org/workcred/