Introduction to Workcred

Roy Swift, Ph.D.
Executive Director
Workcred
WORKCRED’S ROLE AND SERVICES
Workcred Mission & Vision

**Mission:** To strengthen workforce quality by improving the credentialing system, ensuring its ongoing relevance, and preparing employers, workers, educators, and governments to use it effectively.

**Vision:** A labor market which relies on the relevance, quality, and value of workforce credentials for opportunities, growth, and development.
Complementary but Separate Programs

- Assesses against an American National Standard and/or ISO Standard, or other programmatic requirements
- Must comply with ISO/IEC 17011 and remain neutral, objective, and impartial
- Does not provide consultancy

- Maintains separation from and respects the impartiality of the ANSI National Accreditation Board
- 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 accreditation process has identified major quality issues with both certificate and certification programs in the U.S.

• Two major problem areas related to certificate programs include:
  • the lack of industry involvement to identify valid competencies, and
  • poor assessment of the learning outcomes.

• And for personnel certification bodies – it is estimated that less than 10% are accredited or reviewed by a third-party.

• This leads to no common definitions of quality or value, low confidence, and little consistency across industry sectors about what a specific credential means or can do.

• The credentialing system is in chaos.
Higher Education Institutions

Industry and Employers

Certification Bodies

Professional Societies

Governments

©2022 Workcred, Inc. All Rights Reserved.
Workcred Services

Connecting Stakeholders
Connecting industry, education, credentialing organizations, and others to create a more integrated and effective credentialing system

Quality
Helping stakeholders better understand the quality, value, and effectiveness of credentials, and make informed decisions

Thought Leadership
Presenting at national workforce conferences; serving on national task forces, panels, and boards

Consulting
Building credentialing programs that meet quality standards; helping employers define their competency needs and select appropriate credentials; ensuring credentials match the current body of knowledge for an occupation; and more

Education & Training
Convening credentialing-focused workshops, conferences, and webinars

Research
Conducting research to address workforce credentialing issues
Workcred’s Unique Expertise

✓ Building quality credentialing (certificate/certification) programs that meet national and/or international standards
✓ Helping employers articulate competencies and design or select appropriate credentials
✓ Ensuring that credentials are aligned to the current body of knowledge for an occupation
✓ Determining the quality, effectiveness, and market value of a credential, and its impact on an industry
✓ Assessing competencies/learning outcomes
✓ Creating valid qualitative and quantitative research projects
✓ Aligning industry, education, and credentialing organizations
Workcred’s Areas of Research Interest

1. Examining the relationship between quality, labor market value, and effectiveness of credentials
2. Exploring the relationship among different types of credentials (e.g., certifications, degrees, certificates) to improve credential holders’ labor-market outcomes
3. Mapping and integrating the credentialing landscape to create more defined credential pathways
4. Using data to identify credential values and outcomes
Workcred Organizational Chart

WORKCRED BOARD OF DIRECTORS

WORKCRED STAFF

Dr. Roy Swift, Executive Director
Karen Elzey, Associate Executive Director
Dr. Isabel Cardenas-Navia, Senior Director of Research
Janet Forte, Senior Operations Manager
Francesca Andre, Program Administrator

EXPERT WORKFORCE ADVISORS

EXPERT RESEARCH ADVISORS

GOVERNMENT CREDENTIALING NETWORK

CREDENTIALING BODY ADVISORY COUNCIL
Workcred Board of Directors

- **S. Joe Bhatia, Chair**
  President and CEO
  American National Standards Institute

- **Beth Carlson**, Corporate Vice President, Talent
  Raytheon Technologies

- **Peggy Jensen, CPA, Treasurer**
  Senior Vice President and CFO
  American National Standards Institute

- **John Kessler**, Director of Global Certifications
  Accenture

- **Larry Lynch**, Senior Vice President of Health, Safety and Regulatory Services
  National Restaurant Association

- **Liz Mendez**, Principal Consultant, Talent Strategy Clinical Leader
  Kaiser Permanente

- **Fran Schrotter**, Senior Vice President and COO
  American National Standards Institute

- **Andy Updegrove**, Partner and Co-founder
  Gesmer Updegrove LLP

- **Cindy Woodley, Ed.D.,** COO and Psychometrician
  Professional Testing, Inc.

**Other Corporate Staff**

- **Gail Matthews, Secretary**
  Associate General Counsel
  American National Standards Institute

- **Jana Zabinski**, Director, Communications and Public Relations
  American National Standards Institute
THE CREDENTIALING SYSTEM
The U.S. post-secondary credentialing system is a confusing maze. Understanding how to navigate it can be difficult. Workcred is here to help.
Credential is an “umbrella term” to denote many types of credentials such as degrees, licenses, and certifications.

Credential is not the same as a certification or a certificate. The terms cannot be used interchangeably.

Certifications and certificates are types of credentials.
### How Do Credentials Differ?

<table>
<thead>
<tr>
<th></th>
<th><strong>CERTIFICATE</strong>*</th>
<th><strong>CERTIFICATION</strong></th>
<th><strong>DEGREE</strong></th>
<th><strong>LICENSE</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Awarded by</strong></td>
<td>Education and training providers, employers, labor unions, and industry associations</td>
<td>Industry certification bodies</td>
<td>Education institutions</td>
<td>Government agencies</td>
</tr>
<tr>
<td><strong>Awarded for</strong></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><strong>Indicates</strong></td>
<td>Education/ knowledge/skills</td>
<td>Skill mastery/ competencies</td>
<td>Education, successfully passed courses</td>
<td>Legal permission</td>
</tr>
<tr>
<td><strong>Time to complete</strong></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><strong>Time and renewal requirements</strong></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><strong>Revocation process</strong></td>
<td>Cannot be revoked</td>
<td>Can be revoked for incompetence or unethical behavior</td>
<td>Cannot be revoked</td>
<td>Can be revoked for incompetence or unethical behavior</td>
</tr>
<tr>
<td><strong>Examples</strong></td>
<td>CNC Machinist, Zurich Insurance Apprenticeship</td>
<td>CompTIA Cybersecurity Analyst, Certified Energy Auditor, Medical Laboratory Scientist, MLS(ASCP)℠</td>
<td>Bachelor of Science in Engineering, Associate of Arts in Business Administration</td>
<td>Electrician, Professional Engineer, Registered Nurse</td>
</tr>
</tbody>
</table>

* There are many types of certificates. Some examples include: certificates of participation, certificates of achievement, certificates of completion for apprenticeship, and assessment-based certificates.
DEGREES OF RIGOR
FOR THE MANY FACES OF CERTIFICATION

Accredited by a third party (e.g., ANAB, NCCA)

Ability to revoke certification for violation or unethical behavior

Recertification requirement

Standardized exam

Note:
Training that is followed by an assessment to measure the learning outcomes is an assessment-based certificate, not a certification as sometimes referred to.
CERTIFICATIONS: CAREER-LONG CREDENTIALS

Such as:
- Family Nurse Practitioner Certification (FNP-BC)
- Certified Information Systems Security Professional (CISSP)
- Certified Financial Planner™ (CFP®)

CAREER SPECIALIZATION

Such as:
- Medical Laboratory Scientist (ASCP)
- Senior Professional in Human Resources®
- Registered Health Information Administrator (RHIA®)

RESKILLING & UPSKILLING

Such as:
- Microsoft Azure Certification
- Project Management Professional (PMP)
- Certified Supply Chain Professional

CAREER ENTRY

Such as:
- CompTIA A+
- Mobile Crane Operator Certification
- AWS Cloud Practitioner

©2021 Workcred, Inc. All Rights Reserved.
Strengthen partnerships with industry that increase learning and employment prospects through quality work-based learning opportunities.

Create conceptual frameworks for curricula that lead to industry-endorsed programs and validated credentials.

Define competencies and align assessment tools with learning outcomes.

Evaluate methods for assessing learning to ensure that competencies have been measured and achieved.

Develop working relationships with credentialing bodies, industry, and other key players in the credentialing system.
Workcred Helps Employers and Industry Associations . . .

Build capacity to identify and articulate competency needs on an ongoing basis, and determine the need for new credentials.

- Build quality credentialing programs that meet national and international standards.
- Establish transparent career pathways with stackable, competency-based credentials.
- Understand different types of credentials and their appropriate use.
- Ensure that credentials are aligned to the current body of knowledge for an occupation.
- Identify quality credentials that are effective and have market value.
Workcred Helps Government . . .

- Identify quality certifications that could be used in licensure.
- Design quality credentialing programs that meet national and international standards.
- Identify quality credentials that are effective and have market value.
- Conduct research related to credentialing.
- Determine the need for new credentials.
- Build state and regional industry certification recognition programs that promote quality credentials that have labor market value and support improved employment prospects.
- Build working relationships with industry, credentialing bodies, and other key players in the credentialing system.
Workcred Helps Credentialing Bodies . . .

1. Build quality credentials that are effective and have market value.
2. Advance the industry of certification and certificates through research and educational activities.
3. Define competencies and align assessment tools with learning outcomes.
4. Raise awareness of the value of quality credentials for employers and workers.
5. Evaluate methods for assessing learning to ensure that competencies have been measured and achieved.
6. Create conceptual frameworks for curricula that lead to industry-endorsed programs and validated credentials.
For More Information

Roy Swift, Ph.D.
Executive Director
rswift@workcred.org
202-331-3617

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/