

Dal Microcredential Approval Rubric



<p><b>Approval Requirements</b> Any combination of Groups A-C</p> <p>All criteria must be met in each section unless otherwise indicated.</p>	<p><b>Group A</b> Demonstrates greater assurance the skill/competency is valued by industry/employers and incorporates more robust adult education and UDL principles.</p>	<p><b>Group B*</b> There is some evidence that skill/competency is needed by industry. Incorporates robust practices in the design and assessment of the microcredential.</p>	<p><b>Group C</b> Represents the minimum standard expected in the design and assessment of a Dal Microcredential. There is some assurance that the skill/competency is needed by industry.</p>
<p><b>1. Industry Assurance</b></p> <p>The microcredential represents a skill or competency that is highly regarded by employers and/or professionals in the field.</p>	<p>A consultation session was hosted by Dal with 3 or more sector/industry partners to identify employer needs and required proficiency levels</p> <p>or</p> <p>Environmental scan that may include labour market data, job postings, etc.</p>	<p>Evidence was provided to show alignment with CEU credits or professional development hours</p> <p>or</p> <p>Applicant consulted with 2 or more professionals/employers to understand skill/competency gaps and expected proficiency levels</p> <p>or</p> <p>Applicant consulted with one professional group, or sector/trade group to understand any new performance expectations or education/training needs</p> <p>or</p> <p>Business, industry, NGO, or government engaged with Dalhousie for training (reskilling or upskilling) for existing employee group</p> <p>or</p> <p>Labour market data indicated a skills gap/need in a sector/industry</p>	<p>A subject matter expert/professional identified skills or competencies and/or performance expectations most in-demand in their field of expertise</p> <p>or</p> <p>Alignment was made with industry/professional competency frameworks</p>

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<p><b>2. Microcredential Design</b></p> <p>The microcredential represents the overall skill or competency that can be demonstrated within a learning experience.</p>	<p>Clearly communicates what the learner will be able to "do" at the conclusion of the learning experience</p> <p>The skill /competency highlighted represents a common requirement in a job posting or position description</p> <p>Outlines the sequential build up of knowledge and skills that comprise the overall skill/competency</p> <p>Shows evidence of opportunities for learners to make explicit connections with their prior knowledge /experience</p> <p>Outlines multiple modalities for learning that lend to the creation of a safe environment (i.e., self checks, peer learning, integrating UDL practices, cultural practices, and not grading all assignments)</p> <p>Indicates the relationship to other micro/credentials</p>	<p>Clearly communicates what the learner will be able to "do" at the conclusion of the learning experience.</p> <p>The skill /competency highlighted represents a common requirement in a job posting or position description</p> <p>Outlines the sequential build up of knowledge and skills that comprise the overall skill/competency</p> <p>Indicates the relationship to other micro/credentials</p>	<p>Clearly communicates what the learner will be able to "do" at the conclusion of the learning experience</p> <p>The skill /competency highlighted represents a common requirement in a job posting or position description.</p> <p>Indicates the relationship to other micro/credentials</p>

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<p><b>Approval Requirements</b> Any combination of Groups A-C</p> <p>All criteria must be met in each section unless otherwise indicated.</p>	<p><b>Group A</b> Demonstrates greater assurance the skill/competency is valued by industry/employers and incorporates more robust adult education and UDL principles.</p>	<p><b>Group B*</b> There is some evidence that skill/competency is needed by industry. Incorporates robust practices in the design and assessment of the microcredential.</p>	<p><b>Group C</b> Represents the minimum standard expected in the design and assessment of a Dal Microcredential. There is some assurance that the skill/competency is needed by industry.</p>
<p><b>3. Competency-based Assessment</b></p> <p>The learner successfully completes an assessment that evaluates the demonstration of that skill or competency.</p>	<p>Outlines the proficiency level(s) to which the learner must demonstrate the skill/competency</p> <p>The final assessment directly relates to the overall skill/competency and would result in the same or better outcome if repeated</p> <p>Shows the assessment occurs in as realistic a setting as possible with the instructor and/or expert present</p> <p>Outlines the evidence that will prove the outcome was achieved</p> <p>Allows skills/competencies to be demonstrated in a variety of ways when possible</p> <p>Indicates the learner will be provided a minimum of two attempts (with feedback) to demonstrate the skill for the final assessment</p> <p>States who will be evaluating the evidence</p>	<p>The final assessment directly relates to the overall skill/competency and would result in the same or better outcome if repeated</p> <p>Shows the assessment occurs in as realistic a setting as possible with an instructor and/or expert present</p> <p>Outlines the proficiency level(s) to which the learner must demonstrate the skill/competency</p> <p>Outlines the evidence that will prove the outcome was achieved</p> <p>States who will be evaluating the evidence</p>	<p>The final assessment directly relates to the overall skill/competency being assessed</p> <p>The skill/competency is demonstrated in realistic settings without supervision, or through pragmatic learning opportunities</p> <p>States how the learner experience is being measured against a set of criteria or standards</p> <p>Outlines the evidence that will prove the outcome was achieved</p> <p>States who will be evaluating the evidence</p>