

Modern Employment and Digital Credentials

Case Studies













Modern Employment and Digital Credentials

Professional Recognition and Membership bodies

World Chefs Dora Timar, City & Guilds













Worldchefs Global Culinary Certification

Dora Timar
Senior Manager:
Recognitions and Frameworks
City & Guilds





About Worldchefs



Est. 1928



Global Worldchefs membership: 10 million ch



Chefs become members of Workerland

Chefs
associations are
merije of
Worlden fs

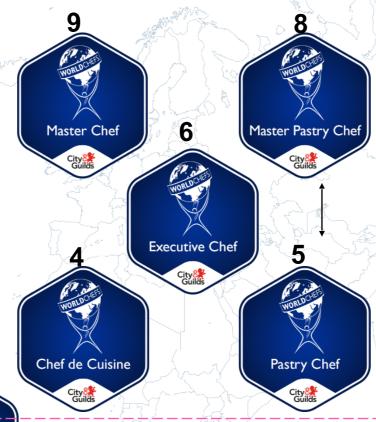
Chefs are
members of
national
associations
Over 100
member
countries

The recipe for a masterchef

Career progression stepping stones



Sous Chef









End point for traditional qualifications

Workforce developmen



Worldchefs badge show an employer?

The 'issuer':

Worldchefs is the 'issuer'.

They manage a team of assessors, assigned to the differ The assessment process:

- Chefs apply for the level they are working it and upload evidence from their day-to-day job work.
- Assessors, located across the world, review
- The standards: and make a judgement on
 There are nine levels. Each level is linked to a career stage and has a clearly defined standard behind it
- The Chefs must be in employment to apply. partner:
- City & Guilds collaborated in the design.
- We also externally quality assure the assessment to confirm every outcome is valid, reliable and viable.

Entry requirements:

- Relevant experience
- Employment status

Witness testimony (or ownership declaration)

- Technical and interpersonal skills
- Profes Photographs
 - Technical expertise

Written tasks

- Culinary knowledge
- Experience in working at the level applied for

level applied for Documentary evidence

- Recipes, menus, reviews, articles, editorials, news stories and competition awards
- HACCP or Food Safety or Sanitation certificate
- Titles and certification(s) achieved
- Lessons plans (for Culinary Educators)

What evidence do chefs need to submit?

Executive Chef



Routes to certification



GO TO WORLDCHEFS

Chefs can use existing exidence The Fast-track' routeplicant provides evidence of 'fast track eligibility' (qualifying certification)

Worldchefs verifies qualifying certification

Worldchefs issues badge





GO TO FAST TRACK **BADGES**

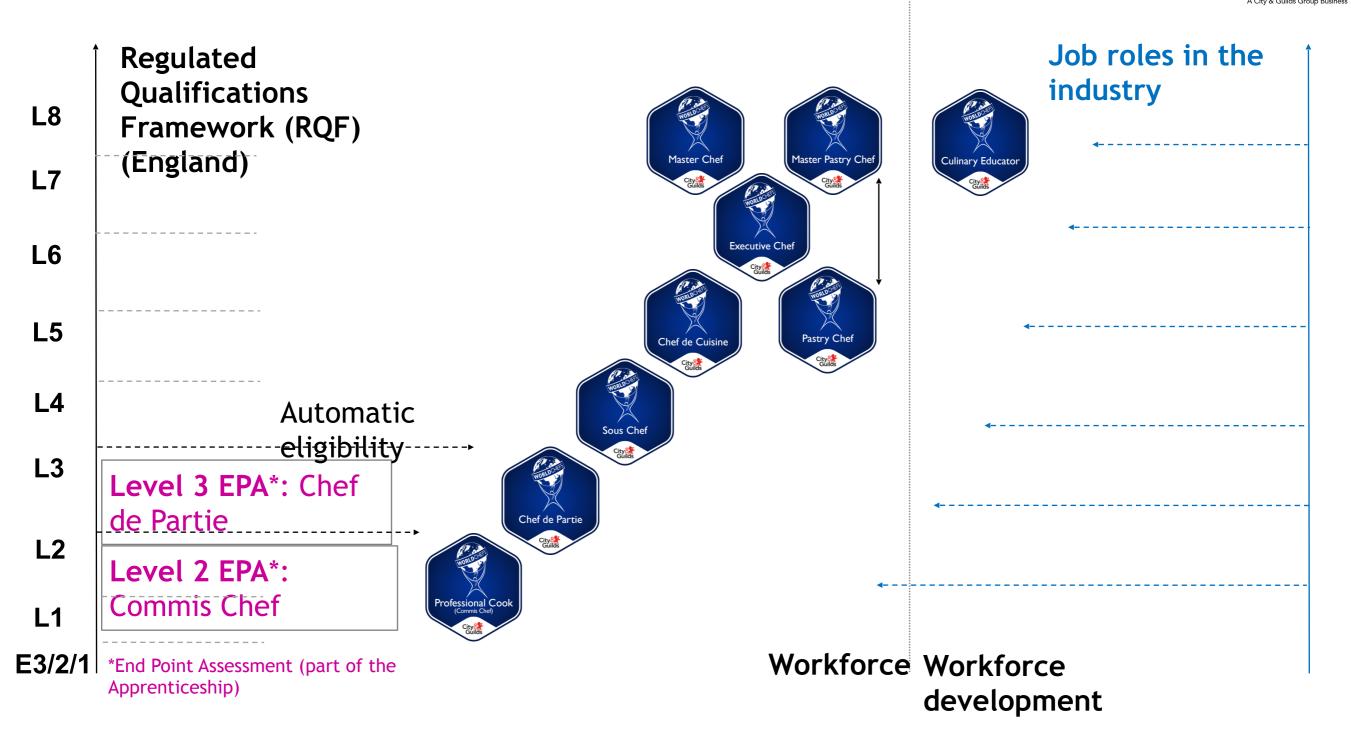
Chefs can join at any level The 'Standard'

route applicant provides all evidence, against the standard

- Worldchefs assesses all evidence
- Worldchefs issues badg [If all requirements are met]

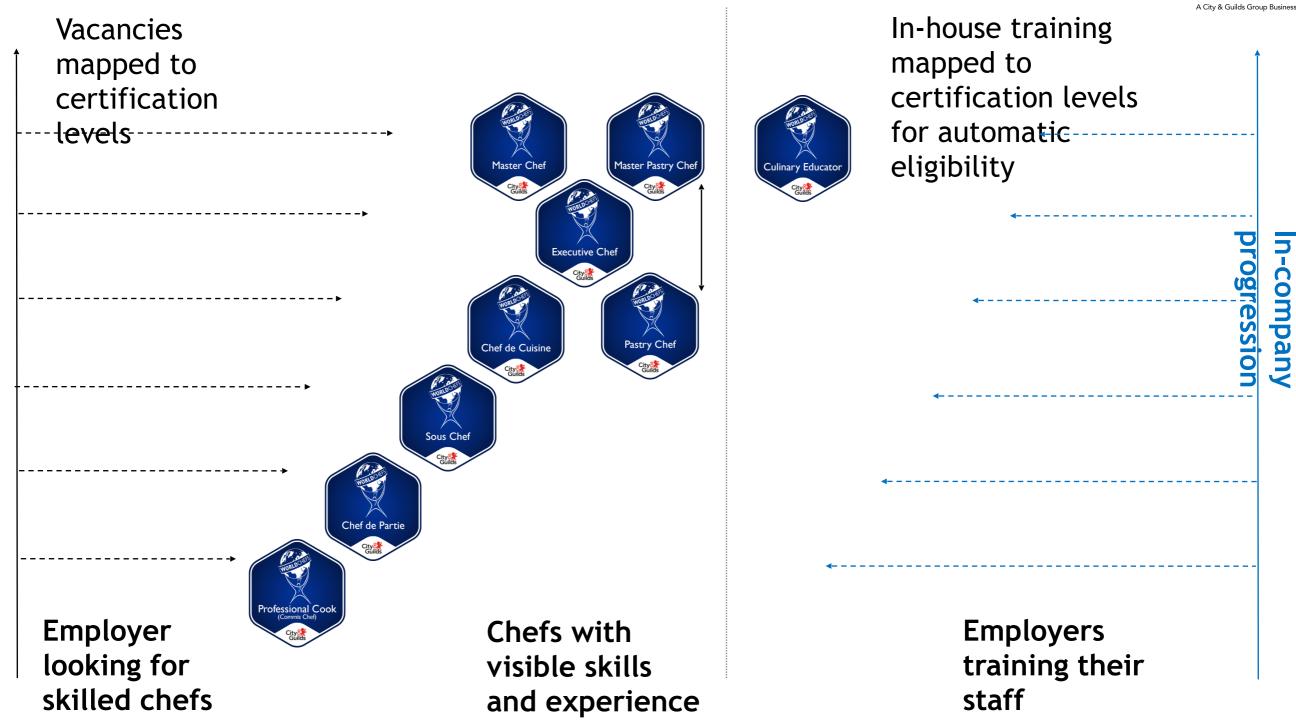
Progression in national systems





A tool for recruitment and training





Links to national industry certifications









Federation of Awarding Bodies

'Outstanding achievement in awarding, a major contribution to the development to the world of education and skills.'



Featured in government publication



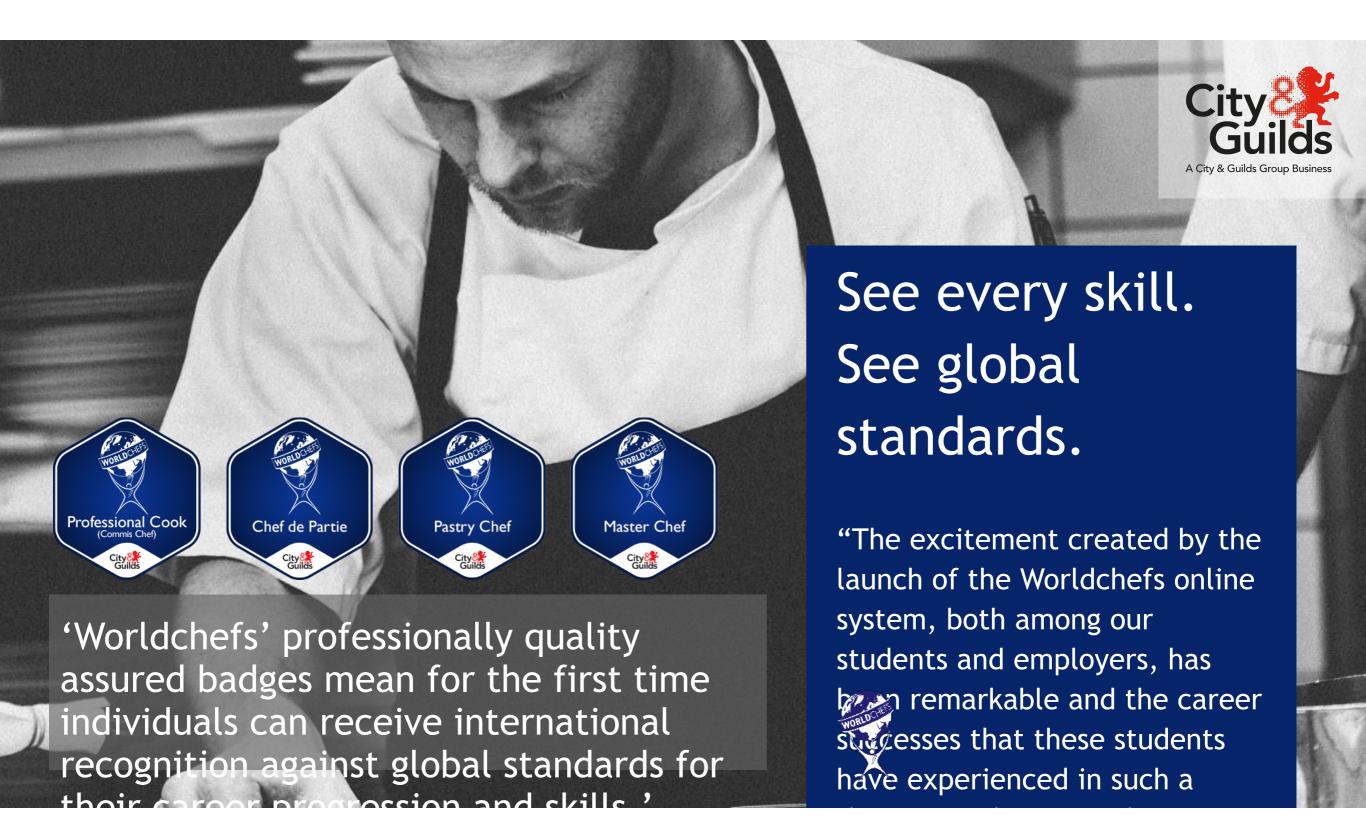
CASE STUDY

'World Chefs' have worked with DigitalMe and City & Guilds to create digital badges that cover a range of levels and different specialisms within the culinary sector. These badges allow people to follow a schedule and submit their evidence to the awarding company, for example around dishes created or support given to others in the workplace. If their evidence meets the criteria they are then awarded the badge which contains all the information about what exactly they did to achieve the badge and they can take it with them through their working lives. World Chefs would like these badges to become the global industry benchmark.

Lifetime Learning

The Review heard from workers in industries that did not exist before smartphones or where the skills required were fundamentally different to a generation ago. We





Socially shared







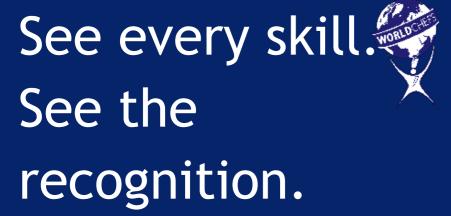
See every skill. See the potential.

"Having the title doesn't change who I am as a chef... but it is an achievement and something that I think more chefs should aspire to. You can learn a lot about yourself - the more you put yourself out there. I think you are forever a student and as things evolve and new correpts and cuisines are established you are always earning and adapting to changes

say to truly

trends. They





"This is a unique development for the global hospitality Industry, which has long been seeking standards that reflect the highly mobile nature of its workforce.

Millions of highly talented chefs from around the world who could not afford take time out





Modern Employment and Digital Credentials

Corporate Perspective

AXELOS Amrit Saroya, AXELOS





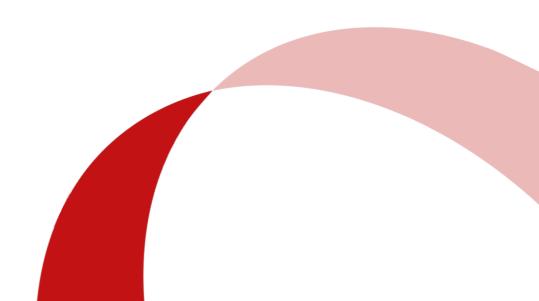














THE WORLD'S LEADING PROVIDER OF GLOBAL BEST PRACTICE



WELCOME TO AXELOS

- AXELOS is responsible for developing best practice methodologies in project, programme and portfolio management, IT service management and cyber resilience.
- The methodologies include ITIL[®], PRINCE2® and MSP®
- They are adopted by private, public and voluntary sectors in more than 150 countries to improve employees' skills, knowledge and capability in order to make both individuals and organizations work more effectively.









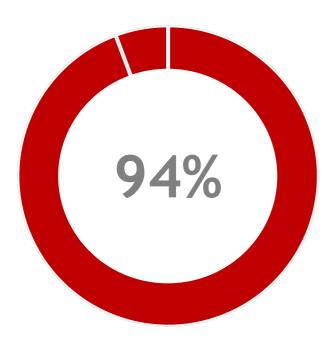
An online membership that equips you with a wide range of content, templates, toolkits, online resources and best practice guidance





BADGE PERFORMANCE

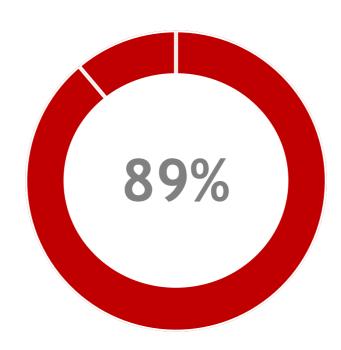
Acceptance Rate



Definition - Percentage of users who accepted their badge and made it public.

Benchmark - For professional badges, we like to see over 60% for real-time badge issuance.

Share Rate



Definition - Percentage of users who promoted a badge online at least once after accepting it.

Benchmark - For professional badges, we like to see over 30%.

Views per share



Definition - Number of clicks generated each time a badge is shared online.

Benchmark - For professional badges, we like to see over 2 views per share.



BADGE PERFORMANCE

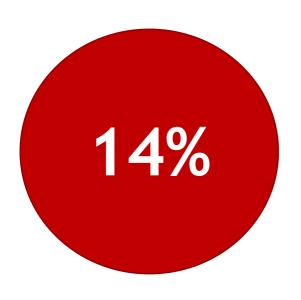




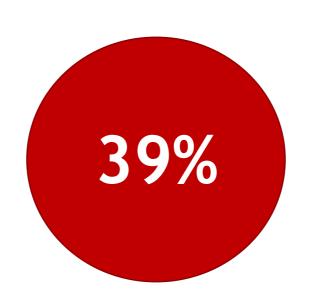








No digital badge claimed



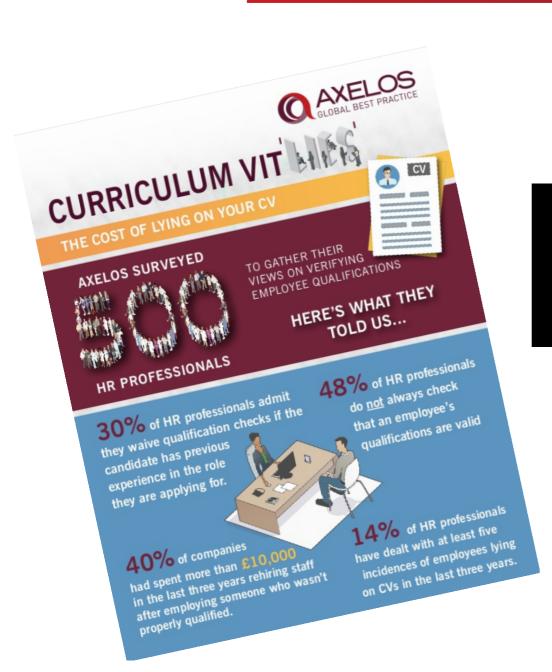
Digital badge claimed but insufficient CPD points



Digital badge claimed and 20 points of CPD logged.



POSITIVE PR - CV LIES



100,000 job applicants lie on their CV in order to secure

employmen





ComputerWeekly





WHAT OUR MEMBERS

promoting myself is important. It's part of my personal marketing, to show the world that I'm not just someone who certified 10-15 years ago, but that I am working hard to be up

As a consultant I can see the value of the digital badges; everybody who wants to hire an internal or external consultant places considerable importance on their certifications.

Peter Moll - Programme and Project Manager, Heidelberg University Hospital

I put them on my LinkedIn profile to demonstrate that I am constantly updating my knowledge. The great news is that I'm seeing them pop up in different places, and that people have been asking me how to get one!

Digital badges are helpful for people looking to build their career, and for businesses looking to hire. Spiros Karasavvidis - IT manager,

Lidi



CONFIDENTIAL





- How do we get organizations to start asking for Digital Badges?
- How can Digital Badges be used alongside online recruitment systems?
- How can we influence recruiters to ask for Digital Badges?
- How do we reinforce the value of verification?



THANK YOU!

AMRIT SAROYA
HEAD OF MEMBERSHIP

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Modern Employment and Digital Credentials

Higher Education Perspective

Patrina Law, OU Ruth Drysdale, JISC John Domingo, OU Kate Radionoff, Madison College













- >>> Proliferation of qualifications, so employers want more information about achievements during a degree
- >> Changing employment models
- >>Globalisation (more competition) and digitisation (more opportunities)
- >>Increase in fraud

..... so need CVs to move from self assertion to verifiable achievements

More than a classification: Ist 2.1 2.2 or 3rd

- »In 21st century employers want more information about students' achievements
 - > UK implementation of the EU Diploma Supplement directive: HEAR
 - > Started in 2012 led by registrars rather than tutors
 - > Issues around developing cost effective processes to verify additional achievements
 - > Issued extended transcript as paper or pdf rather than in machine readable formats

Emerging evidence so far:

- >> Technically feasible to issue a University document, in a Digital Badge, to a student or graduate who can upload it to a LinkedIn profile.
- Data needed by students for applications prior to graduation
- >> If HEAR achievement data available during period of study, there is a positive association with increased student engagement

Evidence of sharing credentials in a digital world?

- »Applications that match students to employers;
 - > GradIntel matching students to potential employers using machine readable data within the system
 - > Online systems for placements, internships as well as employment
- »Many Colleges and Universities are issuing open badges
- >> Qualification blockchains: APPII, Gradbase (by students)
- >> LinkedIn

Students to be able to share their verifiable achievements, securely online with whom they want, when they want

Next steps:

- >>> Connect University policy, marketing, careers, HR, academics and employers to refine and spread the vision
- >>> Policy makers to see the vision and so agree to seed fund the infrastructure
- >> Pilot the infrastructure with Universities and employers getting the iterative innovation cycle started and gain momentum
- >>OB spec includes URI (ie username, password, URL) to a file (eg HEAR pdf) but OBA nor Credly currently support this feature.





Ruth Drysdale

Senior CoDesign Manager: Student Experience (HE)

Ruth.Drysdale@jisc.ac.uk www.jisc.ac.uk





USING OPEN BADGES TO SUPPORT STUDENTS

John Domingue, The Open University Ruth Drysdale, JISC Patrina Law, The Open University Kate Radionoff, Madison College

#OpenBadgesHE

INTRODUCTIONS

RUTH DRYSDALE







http://blockchain.open.ac.uk/

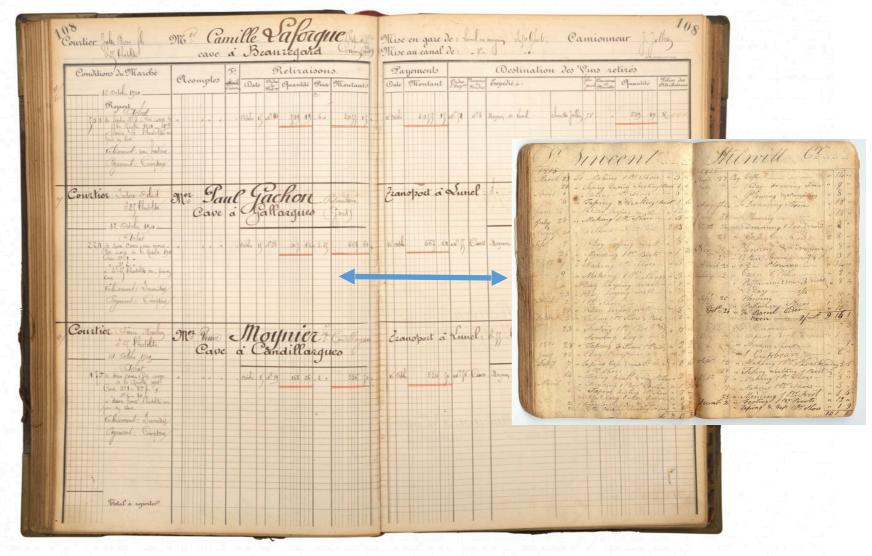
Prof. John Domingue (@johndmk)

Director, Knowledge Media Institute,

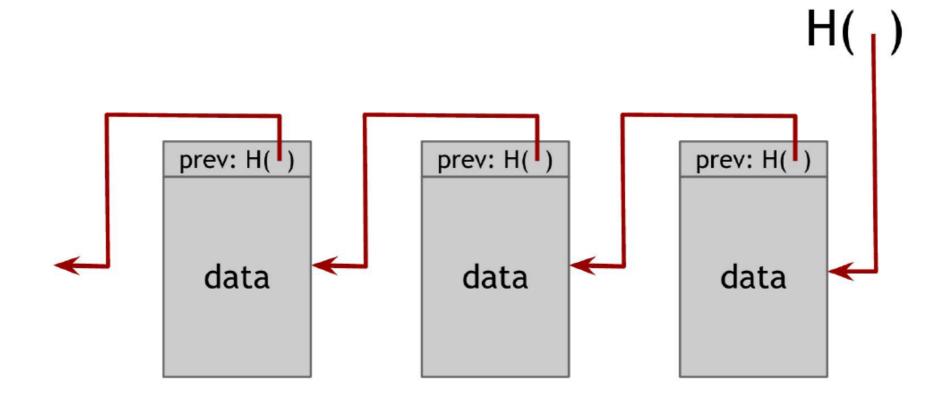
the Open University, UK



Ledaers



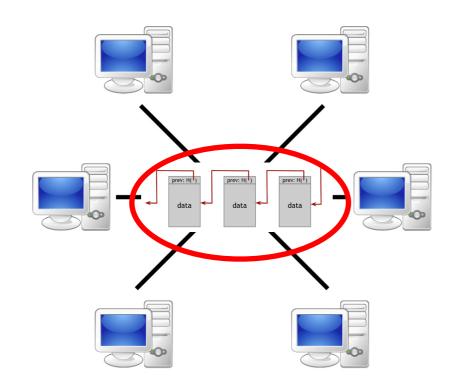
Blockchain is a Linked List



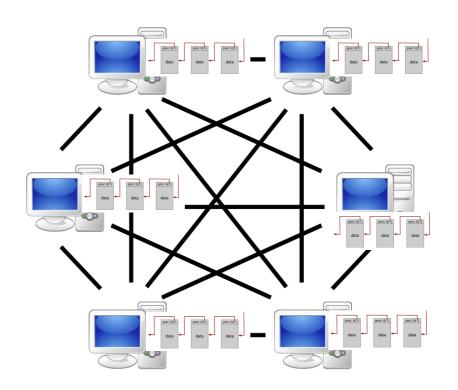
A blockchain can be thought of as a linked list of transactions that is built with hash pointers instead of pointers
Source: Bitcoin and Cryptocurrency Technologies - Arvind Narayanan, Joseph Bonneau, Edward

Felten, Andrew Miller, Steven Goldfeder

Peer to Peer Network Who Next?

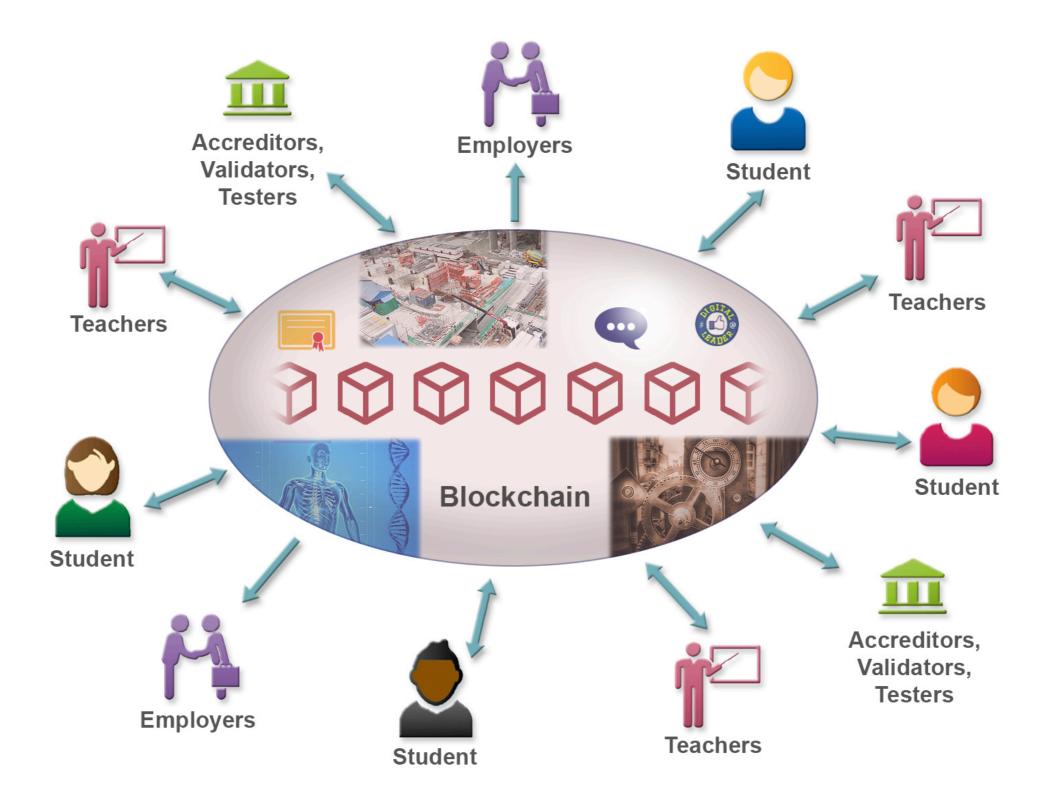


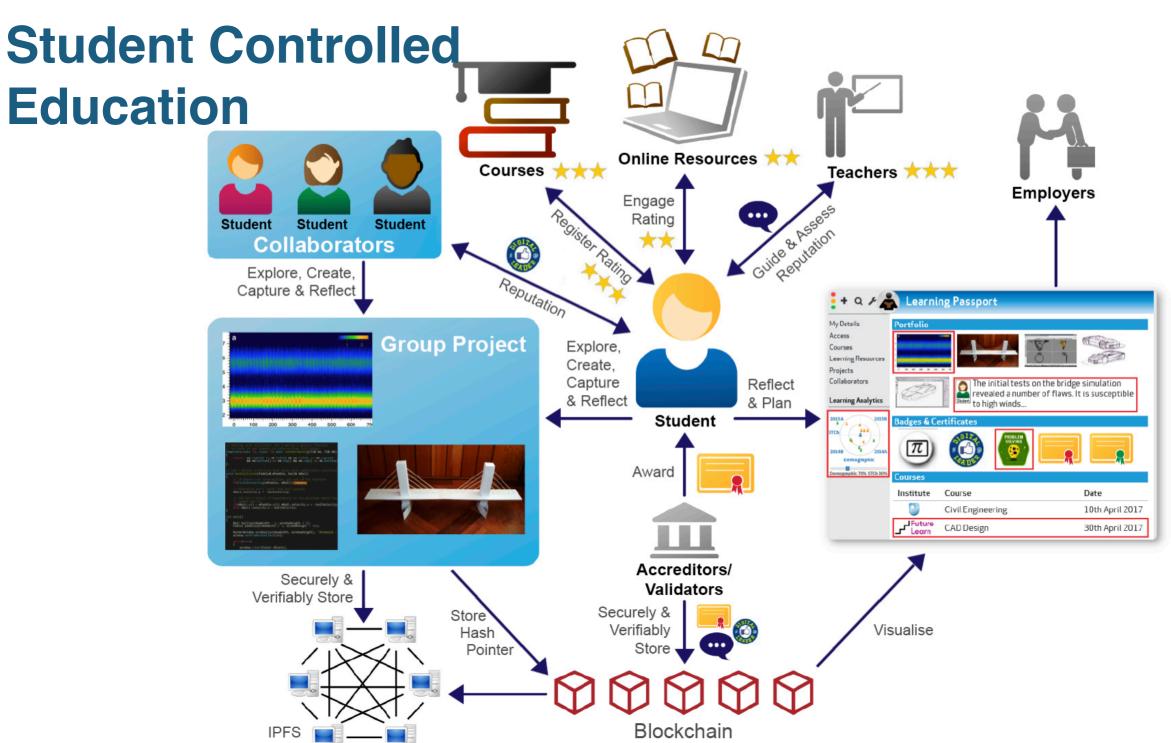
Server-based



P2P-network

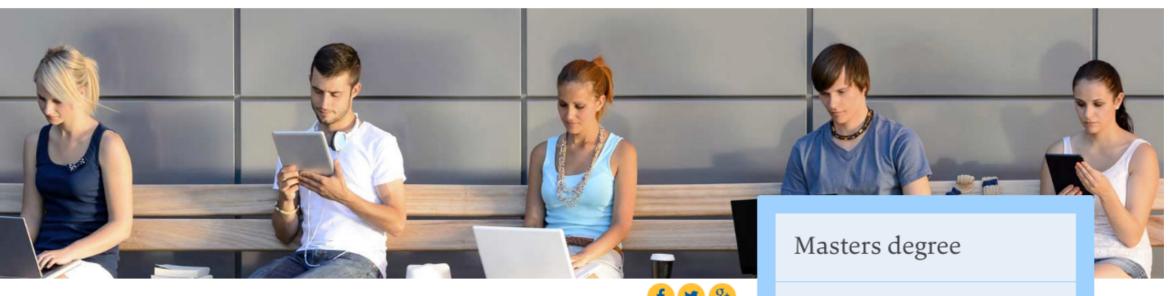
http://www.terndrup.net/2015/10/27/Building-a-P2P-Peer-Client-with-Node-js/













MA in Online and Distance Education

This innovative MA offers you the unique opportunity to study the theory and practice of online and distance education through materials created by experts from The Open University's Institute of Educational Technology – who are reinventing digital learning through the innovative use of new media and technologies. You'll develop your understanding of technology-enhanced learning, from design, selection and use to evaluation and continuing development. A wide choice of modules enables you to contextualise your learning in topics of relevance to your own practice, including e-learning at work, social media, supporting disabled students, and research methods.

Key features of the course

- Our study environment enables you to collaborate with students from around the world
- There is scope for individual study and you'll receive individualised feedback from you tutor
- Puts your learning at the forefront of the latest developments in digital learning.

Postgraduate loans

This qualification is eligible for a Postgraduate Loan available from Student Finance England. For more information, see <u>Fees and funding.</u>

Course code

F10

Credits ?

180

How long it takes

Minimum – 2 years Read more about how long it takes

Study method

Distance learning

Find out more in Why the OU?

Course cost

See Fees and funding

Entry requirements

Find out more about entry requirements.

OpenLearn Badges on the Blockchain (1/3)

Blockchain Badge Viewer

Badge Assertion Address: 0xca7c1ff5612e8f

0xca7c1ff5612e8fde71a87504ef6d0989c78f1c55

View badge

Assertion

Assertion Blockchain address: 0xca7c1ff5612e8fde71a87504ef6d0989c78f1c55

Assertion Contract Owner: 0x4e475617f95ce4b2e50fb52fa798a8d7356beec8

Badge Contract Address: 0x8c76d957a25a5f742024448a5e970638983db347

Recipient Contract Address: 0x0cdc2e08b7b94b75328dac465a7b92db2e9c94c4

Evidence Contract Address: 0x62d0cd0c2ebce10dae0c3a05f2e4c80277b93ea6

Issued on: 26 Aug 2015

Expires on: never

Revoked: false

Revoked Reason:

OpenLearn Badges on the Blockchain (2/3)

Recipient

Recipient Blockchain address: 0x0cdc2e08b7b94b75328dac465a7b92db2e9c94c4

Recipient Contract Owner: 0x28ad986bf1f51676d89a968103e9eeeb1b409219

Identity: sha256\$0f110300986c7d30daee547509eeb412c22138bc4a27452f21685e4b24c4b15a

Identity type: email
Identity hashed: true

Identity salt: badges1343741481

Badge

 Badge Blockchain address:
 0x8c76d957a25a5f742024448a5e970638983db347

 Badge Contract Owner:
 0x4e475617f95ce4b2e50fb52fa798a8d7356beec8

Name: English skills for learning

Description:This badge has been issued for participating in the activities in the free non-accredited course English: skills for

learning. This course supported demonstration of the following learning outcomes: follow an active reading method to help you read academic texts and make notes; critically read source texts and appropriately use the information they contain in your writing; link ideas in your writing so that your readers can easily understand your ideas; make use of vocabulary and grammatical structures to express yourself more formally; make the most of online dictionaries

and look at wave to record now words for future uses understand how to erganise and numericate contained to

Image:



OpenLearn Badges on the Blockchain (3/3)

Issuer

Issuer Blockchain address: 0x9aef0a92fd8e7f0a3431515bd0a0e9e1767830d

Issuer Contract Owner: 0x4e475617f95ce4b2e50fb52fa798a8d7356beec

Name: OpenLearn

Description: The home of free learning from The Open University

Image:

Email:

http://www.open.edu

Url: openlearn@open.ac.uk

Evidence

Evidence Blockchain address: 0x62d0cd0c2ebce10dae0c3a05f2e4c80277b93ea6 **Evidence Contract Owner:** 0x4e475617f95ce4b2e50fb52fa798a8d7356beec8

Evidence Links:

http://www.open.edu/openlearn/ocw/badges/badge.php?hash=933512f2a6b53b9ba73b5985c58209b6f839bbf5

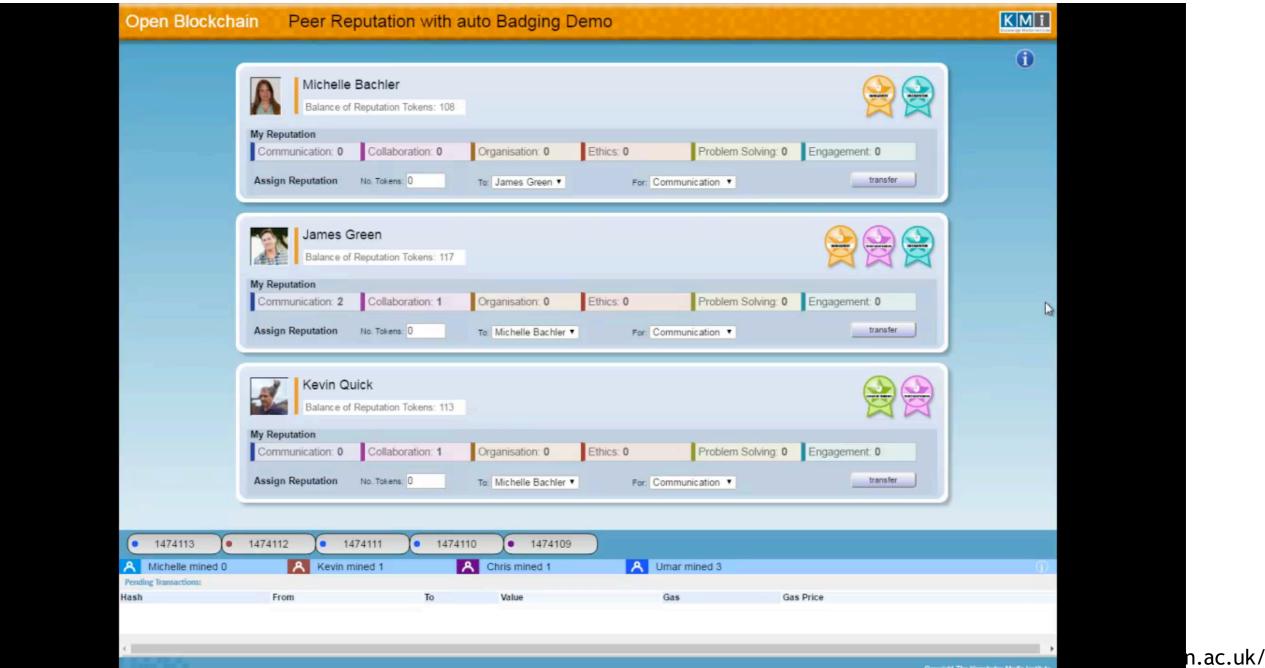
Criteria

Alignment

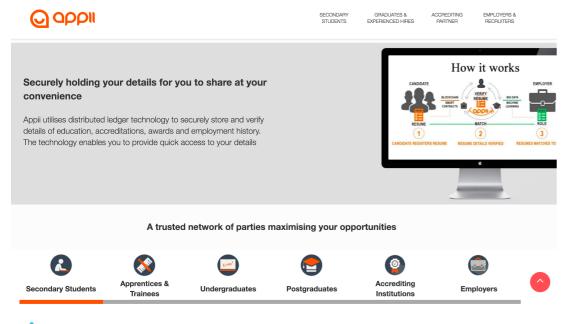
Criteria Contract Owner:

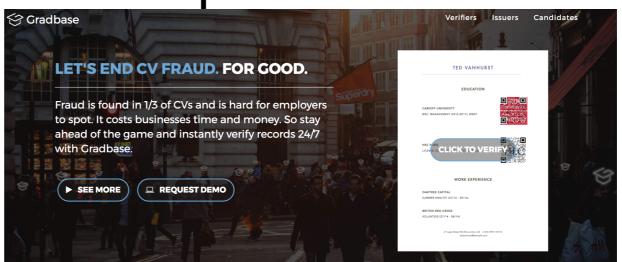
Alignment Contract Owner:

Peer Reputation and Badging



CV/Accreditation Space







The Banking of Educational Experiences

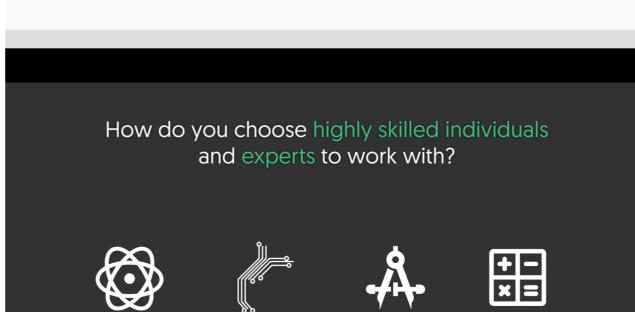
The current methods of issuing accreditations are broken. Slow, print based physical pieces of paper that have to be verified, notarized and stamped before people even believe it's real. What if there was another way? What if the same way our bank accounts come with us on our phone, your degree, qualification or certificate could come too?



[Search, Accredit & Validate - Coming Soon!]

. . . .

accredit.ly



KATE RADIONOFF

Dietary Manager Certificate

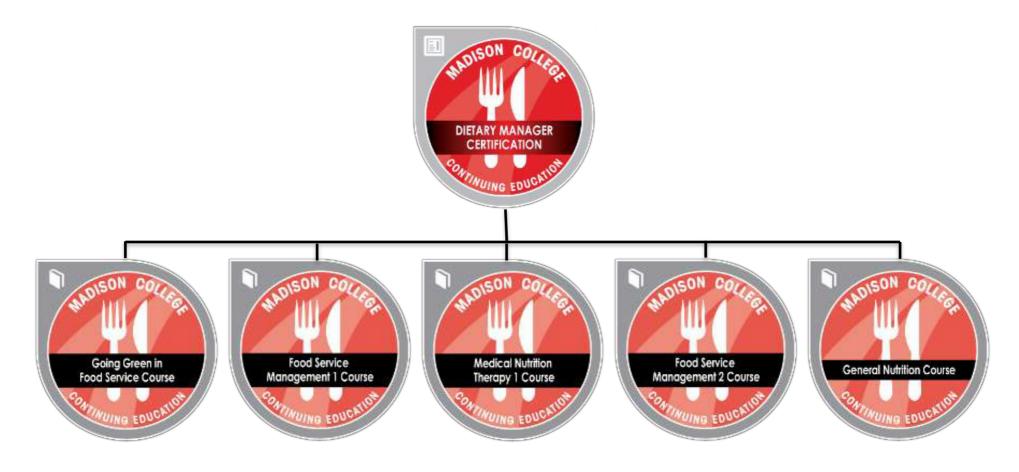
- Creating a Digital Badge
- Designing the Badge Hierarchy
- Aligning learning outcomes to National Standards







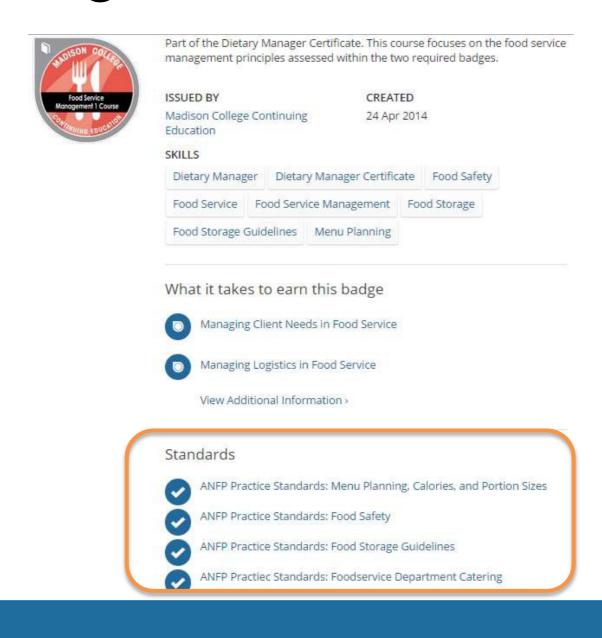
Digital Badge Hierarchy







Aligning to National Standards





AACC "Right Signals" Grant

20 Technical colleges across the US invited to participate Convey the "Right Signals" to employers about our students' KSA's Medical Assistant credit program – technical skill badges School of Health Education – soft skill badges 2 semesters of badges issued





AACC "Right Signals" Grant

Developing the badges





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value
of the

skills





Badge Alignment to Existing Course Content

Badge	Program Courses Rubric	31509301 Medical A sistant Administrative	31509302 Human Body in W Health & Disease	31509303 Medical Assistant Lab Proc1	31509304 Medical Assistant Clinical Proc1	31509305 Medical Assistant Lab Proc2	31509306 Medical Assistant Clinical Proc2	31509307 Med Office Insurance & Finance	31509309 Medical Law, lethics & Profess	31509310 Medical Assistant Practicum
Vital Signs Badge	304 Measuring Adults and Children		, 00		X		i			7
That orgino Daugo	304 Measuring and Recording Pulse and Respirations				X					- 1
	304 Measuring and Recording Temperature				X			C.		
	304 Taking the Blood Pressure of Adults and Older Children	1		-	X			Ż.		8 8
Phlebotomy Badge	305 Collect Blood Specimen					X				
Medication Administration Badge	306 Administer Oral Drugs						X	Ĭ		
	306 Perform Intradermal Injection						X			
	306 Perform Intramuscular and Subcut neous Injection						X			
EKG Badge	306 Obtain an EKG Rubrics used to	j					X			
Diagnostic and Procedural Coding	307 Locate an ICD-10-CM Code assess student							X		
Badge	307 Locate a CPT Code							X		
Patient Intake Badge	304 performance				X		ĺ		When	
Infection Control Badge	303			X		ĺ		c	is Per	
First Aid Badge	304				X				2622	
Clinical Badge	310								-60	
Legal/Ethical Badge	309								X	
Basic Laboratory Skills Badge	302		X					2		
Electronic Health Records Badge	301	X				S.		SC.		2 3
Professionalism Badge	Professionalism Badge									X
Teamwork Badge	Teamwork Badge	X	X		X	X	X	X	X	X
Communication Badge	Communication Badge		X		X	X	X		X	X
Soft Skills Comprehensive Badge	310					<u>.</u>		×		X
Medical Assistant Comprehensive Badge	Awarded after all badges are earned.									



Medical Assistant Diagnostic and Procedural Coding

CAAHEP accreditation requires 100% of all medical assistant graduates to pass 100% of all competencies. In addition to passing 100% of all competencies, to earn this badge a student performed diagnostic coding and procedural coding at an exceptional level. As well as successfully complete the psychomotor, affective, and cognitive domain assessments as outlined below.



This badge is issued by Madison College: School of Health Education

SKILLS

Clinical Coding Diagnostic Coding ICD-10 Procedural Coding

WHAT IT TAKES TO EARN THIS BADGE



Earn an "Exceeds" on the in class activity "Procedures 18-4 Locating and ICD-10-CM Code" assignment.



Earns exceeds on both diagnostic and procedural coding competency verification. In addition, the learner must earn 93% or better on the written exam.

View Additional Information >

STANDARDS

IX Procedural and Diagnostic Coding

IX.P.1. Perform procedural coding

IX.P.2. Perform diagnostic coding

IX.P.3. Utilize medical necessity guidelines





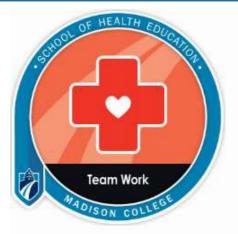
SoHE Soft Skill Badges

- Created from industry validated "needed skills"
- Participation from 17 different School of Health Education (SoHE) programs
- Broad enough to work across health care disciplines
- Piloted within Medical Assistant program for 2016-17
 Keep learning.

Implemented into other SoHE programs

Fall 2018





SoHE Teamwork

Teamwork is a skill listed as important by local employers in the healthcare industry. Notes for Employers: This is a "point in time" assessment. The student was observed by an instructor during a course at Madison College. Earning a badge means the student performed Exceptionally - "Exceeds basic expectations. Consistently demonstrates superior performance and behavior, Serves as a role model for others." during the observation in all categories listed below.



This badge is issued by Madison College: School of Health Education

SKILLS

Teamwork

WHAT IT TAKES TO EARN THIS BADGE



Work cooperatively to support common goals



Contribute to group with ideas, suggestions, and effort



Complete own share of tasks necessary to complete a project



Empower team members by active listening and validating other's contributions



Negotiate differences for the benefit of the team



Advocate for best practice

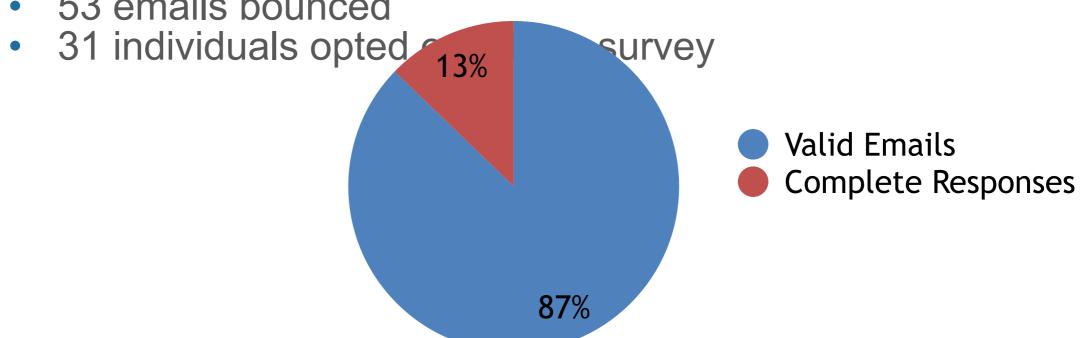




Non-Credit Badge Earner Survey Results

Survey sent to 1550 individual badge earner emails

53 emails bounced







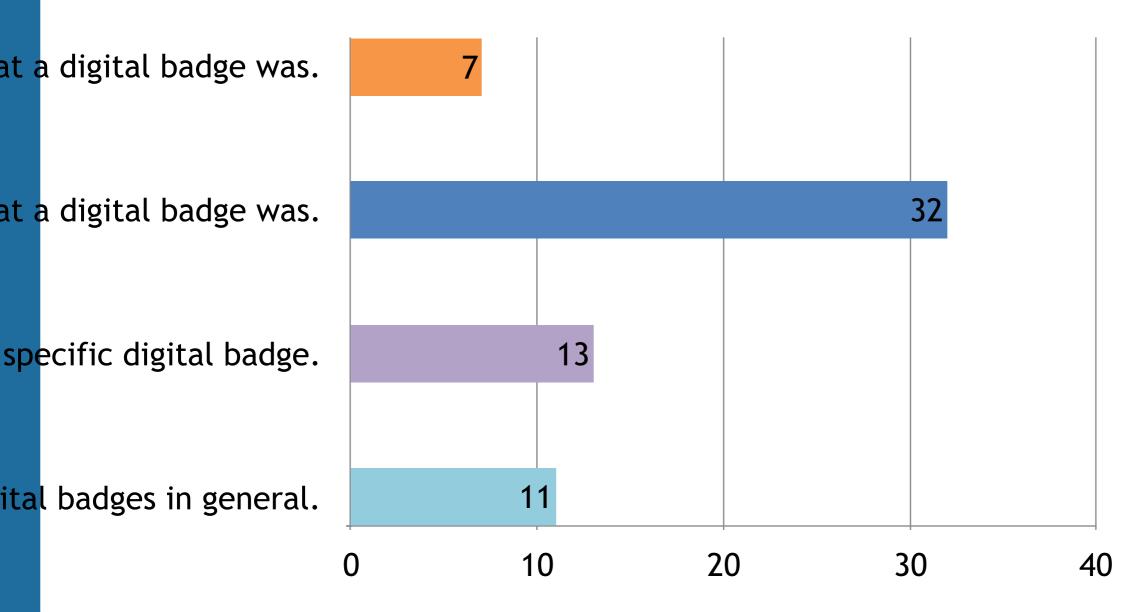
High-Level Overview

- 21% of respondents have not shared their digital badge(s).. yet
- 12% of those who have shared their digital badges have been asked about them
- 50% of respondents like, and place great value on their digital badges





"The employer I spoke to digital badges..." (check all that apply)



How did you create awareness about your digital badge(s) when applying for jobs? (check all that apply)

Verbally talked about it/them in my interview 31.52%

Embedded or talked about in my Cover Letter URL to my LinkedIn profile 40.02%

The biggest *perceived* barrier to digital badges is that employers do not know what they are or why they have value.





"I've had a lot more people reaching out to me on LinkedIn that are looking to fill positions."

"The badge has encouraged my employer to take an active look into the programs that award them."

"I actually like having a verified stamp of my skills - instead of me trying to promote what I know, there is actual verifiable proof that I learned these things that isn't just coming from me."

"After posting my achievement on social media, some colleagues and friends shared congratulations. What surprised me was some even inquired further about what was involved in the course and seemed genuinely interested in my achievement and possibly looking into further education themselves."





PATRINA LAW

DIGITAL BADGING ON FREE COURSES:

REACHING THE UNDERSERVED









Awarded the first Regius Professorship in Open Education

12 million community of OU learners 174,000 formal studen



88%
of the FTSE 100 have sponsored staff with the OU

61,000
STEM Students

1 in 8

Open University students has a disability (22,664)



3 in 4 students are already in work



Why do we provide free learning?



The Royal Charter

As part of its commitment to access, The OU freely releases educational materials into the public realm. This helps support the twin pillars of core OU activity:

> Social Mission

Public awareness of, and easy access to, life-long learning opportunities, including free, informal learning.

> Business Mission

Brand awareness, student registration, asset and archive exploitation / re-use in formal learning and income from fee-paying customers.



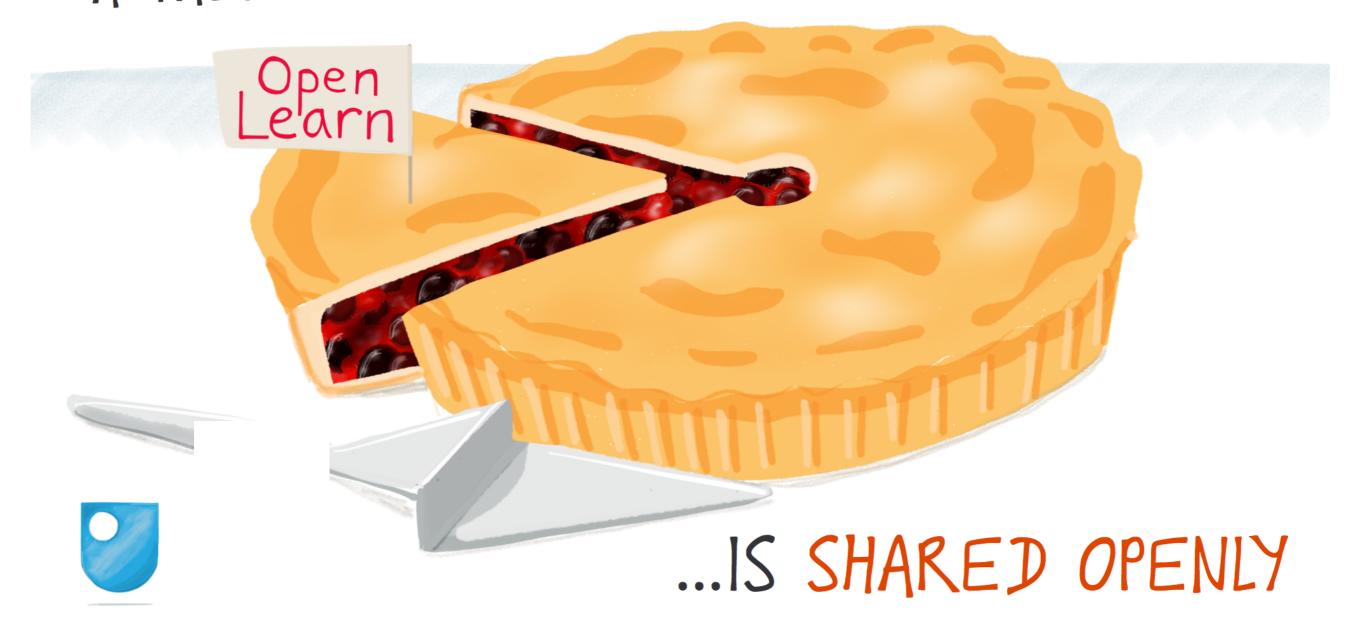
ELIZABETH THE SECOND by the Grace of God of the United Kingdom of Great Britain and Northern Ireland and of Our other Realms and Territories

Oueen, Head of the



A TASTY SLICE OF EVERYTHING WE MAKE ...

@bryanMMathers



Who are our OpenLearn learners?







How do they feel?





More likely to take another free course.



More likely to recommend OU content to



Declare improved confidence in ability to study.



Are students. 29% of Physique of Physique of Physique of Physique of Physique of the original of the students. Next module choice is



Want OU-branded recognition for informal learning.

'Fees are now too high for me to consider continuing my degree'

'The free extracts of courses gave me confidence to enroll in my first module...

I have also been using them to prhatice dinformation in the module of the properties of the

CV'

The challenge





- Increase student registrations
- Provide more for informal learners:
 - tests to gain evidence of learning
 Withagfritining bedefing
 Decrease in team capacity





Student debt

£50,800

Average student debt at graduation

£5,800 Average interest accrued before graduation

£57,000 Average amount owed by poorer students after grants cut

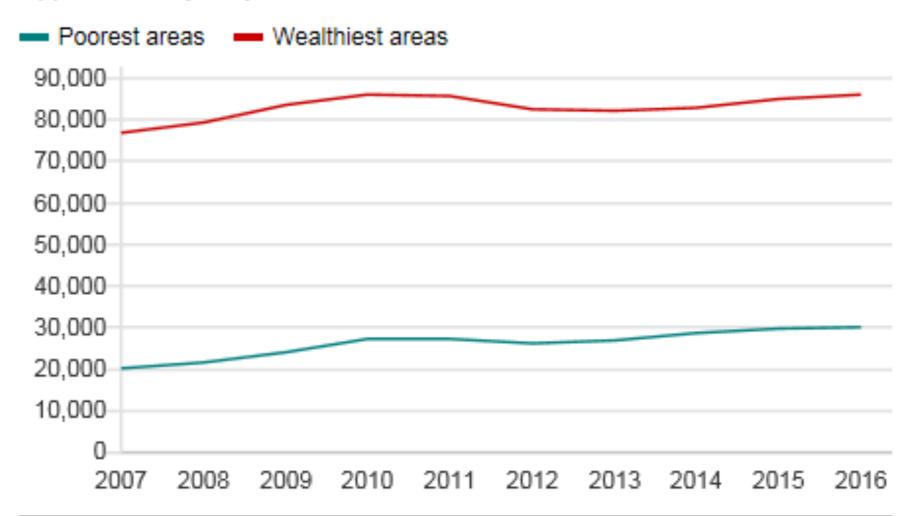
£21,000 Repayment threshold frozen until 2021

Source: IFS



Poorer students less likely to go to university

Applications by 18-year-olds in the UK



Poorest areas are those with the lowest higher education participation rates, while the wealthiest areas have the highest rates of participation. Source: UCAS





Can't afford

to pay for a diploma or degree, open learning is the **next** best thing.

can't afford the costs of the full OU courses since it all went

much now and so it's a big risk to take. I can definitely say that I wouldn't have taken the risk of paying so much to do a degree if I hadn't been able to test the water through open learn.

preparation for my first module, to get me used to thinking after a long break Confidence to
enroll on the
module, otherwise
it's a lot of
money for
something I may not
be able to complete







OpenLearn learners want OUbranded recognition for their learning.







Development of automated

Week 1: Developing career resilience - a personal approach

Introduction

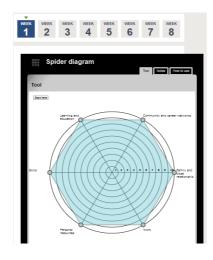
To start your work this week, watch the following video in which Lynne Johnson introduces Careers Service at The Open University and has worked in adult career guidance for over course will start with a short video in which Lynne will tell you what will be covered in that v



A 'face' to each course



Short animations to liven up learning, downloadable and with transcripts



Online activities



Re-use of existing footage



Low cost interviews with volunteers

Large scale courses – no overheads



4 Resilience and change

One way of thinking about career and personal resilience is that developing resilienc change. Psychologist John Fisher (2012) has developed a model of personal change Figure 2) – through work that examined how individuals responded to changes that v organisations. Fisher's work is based on, and advances, earlier work in psychology c work on death, loss and grief in 1973.

Fisher identified eight stages of transition in the workplace – although not all stages are each person, even within the same changing organisation.

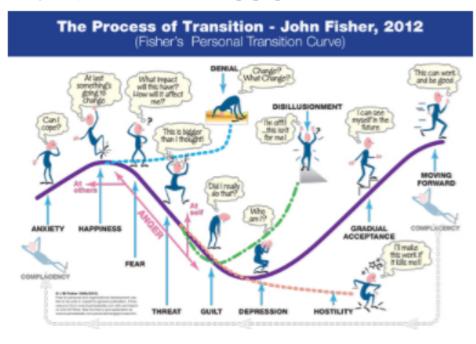


Figure 2 Fisher's Personal Transition Curve - larger version available

Use of others' free educational resources



Development of progress tracking and activity records in learner profile



Each page linking to OU formal qualifications















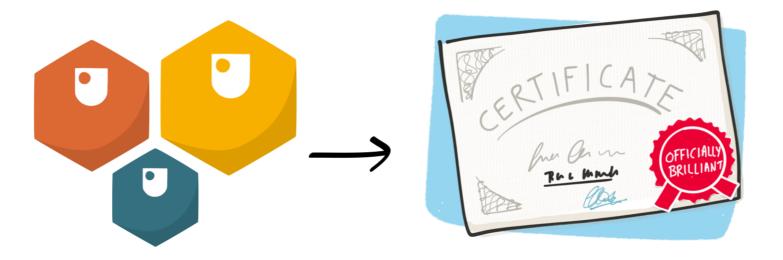












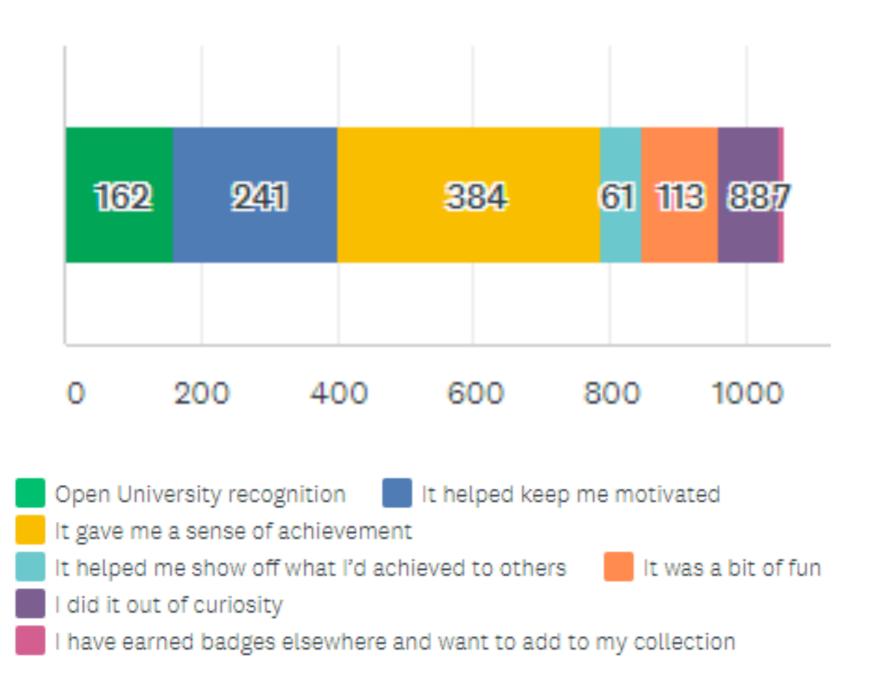


Learning with meaning

- Giving informal learners the recognition they've requested.
- Providing prospective students the skills to be prepared for undergraduate study.
- Allowing current students a means of developing and displaying skills relevant to career progression.

home of free learning from Open University since 2006





Source: Succeed with maths - Part 1. End of course survey

Impact



- Visitors to BOCs since launch = 530,000
- Completion rates higher than other online courses

Average click through rate of OpenLearn learners = 6%

- Average click through rate of BOCs learners on OpenLearn = 20% (highest 25%)
- > 6,000 OU prospectus requests
- > 8,000 badges awarded
- Satisfaction rate 98%
- >55% declaring they'll share with an employer

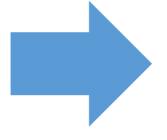
The future



The challenge was met in the face of...

- Budgets still being culled in the face of reducing numbers of students in parttime study.
- But... the budget for digital credentials remains safe!
- Of the 32 badged courses in production, 8 are funded by sponsors and 9 are being developed by updating existing courses.
- We are further refining processes to make courses more cost-efficient to produce.
- We are continuing to research impact to further improve our offering.





The OU supporting its framework for employability skills delivered online with OpenLearn The home of free learning from The Open University since 2006 Original paages ...

IMPOSSIBLE



OpenLearn

DISCUSSION