# Deliver

If you are seeking support for the delivery of a microcredential course please reach out to your appropriate institutional office to find supports. E.g., A School of Continuing Studies may offer course production and delivery services to divisions who do not have the resources or infrastructure to do so themselves.

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##### The following are key concepts and best practices for piloting and delivering a microcredential:

* Like other course development, a microcredential course outline and design plan should be developed to inform the build out in your delivery system (e.g., learning management system). The length of time a learner is given to complete a micro-credential must be stated in the microcredential course description or outline.
* Microcredentials that are stackable or create pathways to greater or larger certificates should be identified as such to the learners. For example, if three microcredentials are combined to earn a certificate, or if the credential is professionally recognized, describe the possible pathways. However, care should be taken to distinguish non-degree credits from degree credit bearing courses to avoid confusion or even legal repercussions.
* If learners are successful, and they are awarded the microcredential, it can be showcased with a digital badge or certificate of completion or achievement. A digital badge provides a trackable record that outlines the micro-credential earned.
* Learners can be encouraged to share the microcredential on their social media threads, such as LinkedIn, Twitter, Facebook, or to a wallet or resume.

## Prior learning and assessment recognition (PLAR)

Learners who believe they have already mastered the skill or competency that is being measured should be given an opportunity to measure their prior learning. The PLAR assessment should be the same summative assessment that is applied to learners taking the full micro-credential.

## Flexibility for learners

Learners should be able to work through microcredentials at a pace that works best for them. Because microcredentials are self-directed, a rigid learning plan outlining specific due dates should be avoided. The only timelines that should be presented and enforced are the end date of the micro-credential and when the summative assessment should be submitted. Therefore, once a learner has registered for a microcredential, they should be informed right away of how long they have to complete the required learning activities and assessments. There should be time allowed for learners who require two attempts to complete an assessment: this includes time to provide them with appropriate and constructive feedback, and for the second attempt.