CONTENT PARTNERSHIPS PROGRAM - KEY COMPONENTS

Applicants must exercise creativity and ingenuity through the following key components of program delivery.

Key Components

- Design, development, and submission of content.
- Detailed content logistics and administration.
- Detail intellectual property (IP) and content licensing considerations.
- Develop a monitoring and evaluating plan to determine whether the program is achieving its outlined goals.

The detailed requirements for the above key components are found below:

1. **Content Design, Development, and Implementation**

Content Design & Focus

The content design must include the following components with rationale:

- A high-level syllabus and/or course outline with the proposal submission
- An outline of whether content pieces will focus on technical or non-technical programming.
- The type of learner that the content is geared towards:
    - Type of experienced worker, current occupation, and role
    - Years of experience
    - Prerequisite Knowledge Requirements
    - Outcome of micro-credential certification on occupation/role
- The sector segment that the content will focus on
- Elements that make the program innovative and designed for the unique learning needs of the automotive & mobility workforce
- Virtual/online delivery format that is asynchronous
- Information on micro-credential duration (time commitment needed)

When creating learning pathways for micro-credential development, please consider eCampus Ontario's [Micro-Credential Toolkit](#) as a reference guide.

Industry Consultation and Validation

Micro-credentials developed under any of the three streams below are required to consult with industry to ensure the content is reflective of the unique needs of the automotive and mobility sector. Applicants must describe in detail their plans to develop a dedicated industry advisory committee (or engage an existing industry advisory committee) in order to work collaboratively with industry partners, ensuring the input from industry is present throughout the development of the micro-credential(s).

Applicants should also refer to the Assessment Criteria section of the Program Guidelines document.

The description must include, but is not limited to:

- The need for their proposed micro-credential
- An outline of the specific groups within Ontario's automotive and mobility sector that would benefit from the micro-credential.
- The number of experienced members that the applicant anticipates will take the course – preference will be given to proposals that demonstrate their industry partners' commitment to taking the course through letters of support.
- OVIN requires applicants to develop a dedicated industry advisory committee (or engage an existing industry advisory committee) in order to work collaboratively with industry partners in the region, ensuring the input from industry is present throughout the development of the micro-credential(s).
  - The monetary value of this matching contribution will be determined by the number of hours that the members of the industry advisory committee spend and the cost of their time.

Applicants are required to submit industry survey elements with their proposal submission, including:

- Survey questions (ex: existing training opportunities for current employees, sourcing current real or perceived skills gaps, learning outcomes related to course content)
- Target audience for the survey
- Target survey completion number
- Proposed outcome of survey results in vetting micro-credential content to be developed through the Content Partnerships Program

Stream One

Electrification is a critical element of transition towards a sustainable future. As the automotive industry transitions to the low-carbon economy and embraces advanced digital and automation technologies, a workforce with a broader mix of skills, training and experience will be required.

Some of these emerging skills in the electrification value chain include digital skills, knowledge of advanced manufacturing, software development for vehicle electronics, and battery design. Additionally, skills related to battery and charging technologies, along with EV and infrastructure maintenance, and repair skills are expected to be high in demand.

Stream Two

We understand and recognize that there are institutions that are already successfully delivering courses and micro-credentials geared towards upskilling or training members of Ontario's automotive and mobility sector. Content developed under Stream Two will focus on existing automotive and mobility-related content that can be modified or adapted into micro-credentials for OVIN's Upskilling Platform.

Applicants must demonstrate how their proposed micro-credential will be relevant to experienced members of the workforce and how they plan to modify or adapt existing content to address specific current or anticipated skills gaps in the industry.

Applicants must also demonstrate how they successfully delivered the content in the past, including but not limited to:

- Testimonies from past learners who have taken the courses
- Metrics detailing past registration/attendance numbers and success outcomes
- Research showcasing the anticipated need and/or impact on members of the automotive and mobility workforce

Stream Three

Part of OVIN's Skills, Talent & Workforce Development initiatives are focused on workforce development & retention, as well as a strong emphasis on Equity, Diversity, and Inclusion within the sector. Through this lens, we recognize the need to set members of Ontario's automotive and mobility workforce up for success when it comes to online and virtual learning environments.

Many members of the automotive and mobility workforce have little to no experience with micro-credentials, learning management systems, or online learning. Applicants proposing micro-credentials under Stream Three must exercise creativity when considering content and topic areas to support adult learning readiness.

Applicants must also demonstrate their research and rationale for how their proposed micro-credential(s) would be relevant and valuable for experienced members of the workforce and indicate the specific areas of need within the industry. This could include micro-credentials that would be considered "level setting" topics, like "What is an EV?" or "What are the anticipated changes that are coming to the sector?", etc.

Applicants are also encouraged to consider content targeted towards advancing Equity, Diversity, and Inclusion initiatives (ex: gender diversity in auto, how management can improve recruitment, retention, and promotion of equity-deserving groups, etc.).

Content Development and Submission

Successful applicants will work to design and implement automotive and mobility course content for members of the workforce across Ontario while improving Equity, Diversity, and Inclusion (EDI) in the automotive and mobility sector. OVIN requires applicants to develop a program, inclusive of lesson plans and activities, for the Content Partnerships Program. This plan must be signed off and agreed upon by OVIN prior to the development and implementation stage.

Specifically, program content:

- Must be appropriate for members of Ontario's automotive and mobility workforce and bridge the gap between the sector and the recognized skills gaps.
- Must be developed using a competency-based approach, giving users the opportunity to demonstrate mastery of the skills they are learning.
- Must ensure there is a variety in the types of content pieces that are being offered (e.g., interactive, practical elements, includes shorter bursts of content along with longer course elements, community discussion board, testing at specific milestones along course journey) so the platform can be as accessible as possible and accommodate different types of learning styles.

- Should include activities/sessions that encourage active engagement from learners. The applicant should describe the tools that will be used to make the program interactive.
- Should consider bilingual accessibility for users in both English and French.

LearnDash Content Management System

The in-development Upskilling Platform uses a Learning Management System (LMS) called [LearnDash](#). In terms of online learning formats, LearnDash supports courses which consist of one or more lessons and the option of quizzes. LearnDash also supports topics, but that format is not currently in scope.

While Sharable Content Object Reference Model (SCORM) files are supported, it is recommended for the best experience, to build the course in the easy-to-use course builder on LearnDash. This platform supports SCORM 2004 4th edition (most recent version) and H5P files.

Lesson pages can be standard WordPress content, allowing them to contain a range of content. Video progression can be done by uploading each video to the media library and entering the resulting URL in the lesson settings. Supported formats are mp4, m4v, webm, ogv, wmv and flv, but content creators can also host the video externally (YouTube, Vimeo, or other) and use the associated URL.

Content population guidelines will be provided to successful applicants who have been approved to develop micro-credentials through this program. These applicants will work closely with OVIN's Skills, Talent & Workforce Development Project Lead, OVIN's technical team and the vendor that is developing the Upskilling Platform to ensure the applicant's content is compatible with the platform in advance of the early 2024 launch.

2. <u>Content logistics and administration</u>

Applicants must establish a plan for the successful deployment of the Content Partnerships Program. This plan must be approved by OVIN prior to development and submission.

Specifically, the logistics plan must:

- Outline what sector of the workforce is being targeted.
- Outline staffing requirements for the development of the micro-credential(s).
- Include the pre-requisites users should have before starting the course (this could be prior academic certifications, accreditations, current employment status, etc.).
- Outline course learning outcomes (CLO) and vocational learning outcomes (VLO), as applicable.
  - This includes the specific automotive and mobility focused skills and competencies that the content will address.
- Outline approval stages that may be required by your academic institution or governing body.
- Outline specific criteria that will be used to evaluate users' understanding of content.
- Ensure there is a mechanism for recognition of course completion that is aligned with industry standards (certificate, badge, micro-credential, etc.).
  - This includes metrics for assessments and what is required to demonstrate skill mastery (ex: in order to pass, learners must receive 80% or higher).

- Outline how many attempts are allowed per assessment stage of course/workshop/module.
  - Include a detailed preliminary curriculum (outlined), course outline, syllabus, and lesson plan
    - This includes relevant assignments, quizzes, evaluation criteria, etc.

Applicants must outline their logistics and administration plan for implementing the program. Applicants are encouraged to outline details of staff training, materials required to run the program, scheduling of activities, support for content development, and other activities relevant to the execution of the selected project.

Sustainability

Once the micro-credential has been delivered to OVIN, please describe the process for ensuring that updates or evolutions to course content can be implemented using a flexible and iterative design approach. This includes how long the credential will remain relevant for and the recommended timeframe for providing content updates to the micro-credential(s). OVIN should be able to administer and deploy micro-credentials efficiently independently and without the involvement of content developers.

Successful applicants will be required to perform regular maintenance and support assessments of course content to ensure there are no bugs or issues being experienced by users.

3. <u>**Intellectual Property (IP) and Content Licensing Considerations**</u>

Applicants must provide the policies and procedures they have in place related to IP (Intellectual Property) ownership and licensing requirements, as relevant for the content developed under OVIN's Content Partnerships Program.

The preference is that all Courses and materials related thereto, including IP therein developed under the program will be owned by the Ontario Centre of Innovation (OCI). OCI will discuss alternative approaches with respect to IP ownership proposed by applicants, such as an irrevocable and perpetual license granted to OCI by the applicant for the Courses and materials, where ownership of IP by OCI is not feasible.

OCI intends that the Courses provided by each applicant will include the trademarks, logos and branding (collectively, the "Marks") of the specific institution who has developed the micro-credential(s), under a prescribed format. As such, the applicant will grant a license to OCI to use the Marks for the purposes of co-branding the Courses it develops and to administer the micro-credential, including the issuance of any certificates of completion for such Courses.

All Courses created shall abide by Creative Common's Attribution 4.0 International License/ (CC BY 4.0) and shall be made available and free to copy, redistribute, transform, and/ or build upon the material for any purpose, even commercially.

4. **Monitoring and Evaluation**

- Applicants should consider how the content of their micro-credential(s) will inform the development of industry-recognized accreditation guidelines.
- Applicants must detail plans to use program outcomes and impact to track and collect data for future additions or updates to the content.
- Applicants must provide a preliminary and final assessment of a participant's skillset related to the subject matter. Specifically, this should include pre-requisite details at the beginning of the program relating to participants' skillset in the automotive and mobility sector and a final evaluation demonstrating mastery of new skills.

Applicants are required to outline their plan for measuring program impact and outcomes. Applicants should refer to the list of outcomes below to detail their data collection strategy:

- Support an Ontario-made approach to upskilling our workforce: connecting industry, post-secondary institutions, and learners across the province to a central online learning platform with Ontario-made content.
- Learner satisfaction with the design and deployment of the program (including participants from equity-deserving and underrepresented groups)
- Demonstrated mastery of skills related to the automotive and mobility sector as a direct result of participation in the program
- Demonstrated industry engagement in the validation and support of micro-credential development to navigate learning pathways through industry approved standard for credentials and accreditations.
- Successful integration of equity, diversity, and inclusion considerations into program
- Successful collaborations facilitated with partners across Ontario to help build and grow the talent pipeline for the automotive and mobility sector