



# LER ACCELERATOR

## PRINCIPLES OF LEARNING AND EMPLOYMENT RECORDS (LER) ADOPTION

### COALITION STATEMENT

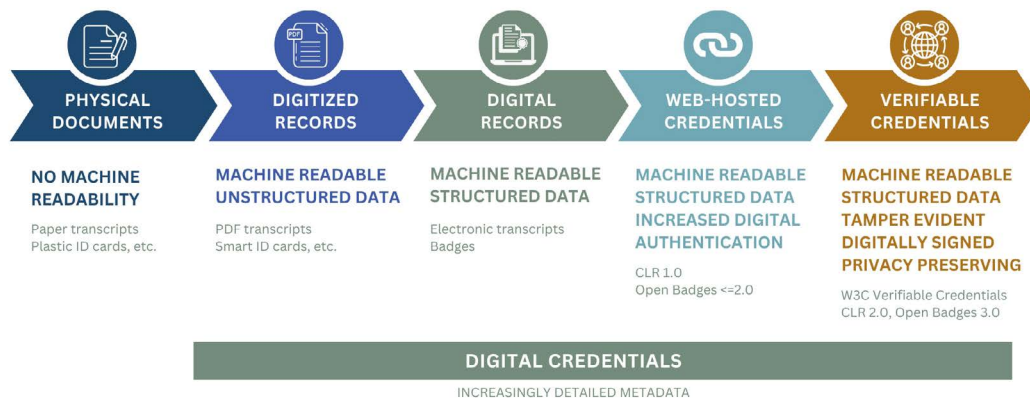
#### Overview

The LER Accelerator offers guiding principles to inform the institutional creation and adoption of Learning and Employment Records (LERs). These principles are endorsed by all members of the LER Accelerator coalition, which collectively represents the majority of higher education stakeholders for LERs. Drawing from research on organizations, prior statements, and other resources related to LER adoption, the principles emphasize accessibility, inclusivity, and the integration of diverse learning experiences, with a focus on user agency, privacy, and interoperability. Through the principles, the LER Accelerator coalition aims to support institutions in developing collaborative, equitable, secure, and interoperable systems that empower individuals to manage and share their credentials throughout their careers.

#### LERs as a Process

LERs are digital records that capture and communicate an individual's learning and employment information, including skills and competencies. The creation and adoption of LERs is a continuum, moving from physical documents to basic records to more sophisticated digital credentials. All postsecondary institutions can place themselves at some point on this continuum, shown below.

#### LER TECHNOLOGY & FUNCTIONALITY CONTINUUM





## Aspiration and Relevance

The LER Accelerator offers nine principles intended to guide institutions as they move along the LER continuum. It's important to note that some principles may be aspirational or not yet relevant to an institution, based on where the institution is positioned on the continuum. However, each principle will become relevant as the institution moves further along in their adoption of LERs.

## Nine Principles

Based on research from organizations, prior statements, and other resources, we offer the following principles, which show how LERs should aim to be:

- 1. Designed for All Users:** LERs should represent all learners and earners, ensuring accessibility, inclusivity, and engagement across diverse backgrounds, abilities, and experiences, with clear processes for feedback and equitable access to technology. LER platforms should be accessible, jargon-free, and easy to use.<sup>1</sup>
- 2. Skills-Centered and Competency-Focused:** LERs should allow for clearly defined and validated skills, knowledge, abilities, and achievements across diverse learning experiences, including formal education, workplace learning, military training, certifications, and other alternative learning pathways, and the performance evidence of the skills, knowledge, abilities, and achievements per individual learner and earner.<sup>2</sup>
- 3. Accessible and Boundless:** Systems should allow individuals to access and control their own LER, regardless of institutional or organization affiliation.<sup>3</sup>
- 4. Centered on Learner Agency:** Individuals should have full control over their LERs, allowing them to accept, manage, and remove credentials contained within them, view and share the asserted skills, and combine credentials from multiple issuers to create personalized presentations. They should be able to store credentials across various platforms, back up and recover them independently, and make informed decisions about their disclosure, all while ensuring privacy and security through transparent identity verification systems. LERs should empower individuals to control when, with whom, and for how long they share their credentials, ensuring they can manage access to their personal information as they choose regardless of institutional or organization affiliation.

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1. Cacicio, S., Tinsley, B., Miller, A., & Luke Luna, C. (April 2022). *Inclusive design principles for learning and employment records: Co-designing for equity*. [digitalpromise.dspacedirect.org/server/api/core/bitstreams/e9ec602e-4a3c-4119-b35d-67624ca99617/content](https://digitalpromise.dspacedirect.org/server/api/core/bitstreams/e9ec602e-4a3c-4119-b35d-67624ca99617/content).
2. Ibid.
3. Ibid.



5. **Privacy Protected and Secure:** LERs should protect individuals' data by complying with privacy and security standards and adhering to principles like personal data minimization, purpose limitation, transparency, and user consent, ensuring that individuals retain control over their personal information and that trust in the system is maintained.
6. **Collaborative:** LERs should involve as many relevant institutional and external stakeholders as necessary in their development, implementation, and management.
7. **Interoperable:** LER platforms should use as many interoperable and open standards as possible (such as W3C Verifiable Credentials, 1EdTech Consortium's Open Badges 3.0, and CLR Standard 2.0) to enable seamless, machine-readable data exchange across platforms, institutions, and industries, ensuring portability, shared meaning, and flexibility.<sup>4</sup>
8. **Able to Provide Assurance of Identity and Achievement:** LERs should follow best practices, such as the interoperable and open standards referenced above, that promote confidence that the learner is who they say they are, their credential was issued to and is now held by the person they claim to be, and the credential metadata contains the evidence of the claimed assertions.<sup>5</sup>
9. **Updatable and Time-Delineated:** LERs can be updated, revoked, or expired by the issuer.<sup>6</sup>

These principles represent a broad consensus across higher education stakeholders, ensuring a unified approach to user agency, privacy, and interoperability in credential management. By fostering collaborative, equitable systems, the LER Accelerator empowers individuals to securely manage and share their achievements throughout their careers.



The LER Accelerator is supported by: **StrategyForward** ADVISORS

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4. T3 Innovation Network. [www.t3networkhub.org](http://www.t3networkhub.org).
5. AACRAO. (2022). *Alternative credentials: Considerations, guidance, and best practices*. [www.aacrao.org/docs/default-source/work-groups/alternative-credentials/alternative-credentials-considerations-guidance-and-best-practices.pdf](http://www.aacrao.org/docs/default-source/work-groups/alternative-credentials/alternative-credentials-considerations-guidance-and-best-practices.pdf).
6. LERs issued as verified credentials may not be updated once they are digitally signed. Any modifications require reissuance, and some issuers may choose to revoke before reissuing.



## LEARN MORE

**About the LER Accelerator:** The Accelerator initiative seeks to promote the adoption of Learning and Employment Records (LERs) in post-secondary education (PSE) by addressing various challenges hindering their implementation.

**Unlocking Potential: Conveying Skills and Competencies Through Learning and Employment Records (LERs),** a brief white paper from the LER Accelerator.

See the organizations, prior statements, and resources related to LER adoption that informed these principles.

LER Accelerator Inventory in the [Learn & Work Ecosystem Library](#).

