ILR PRIORITY USE CASE TEMPLATE

1. **Goal of Primary Actor** — Primary actor and the major goal.
2. **Actors** — The actors (humans, systems, and persona) involved in the use case including the primary actor initiating interaction with systems to achieve goals. Systems are identified either in Preconditions or in the Flow of Events sections.
3. **Preconditions** — List of the triggers, assumptions, and what must be true or present for the use case and flow of events.
4. **Flow of Events** — Numbered steps that describe the use case scenario where nothing goes wrong.
5. **Post Conditions/Success Criteria** — The ideal result in a successful scenario.
6. **Points of Failure** — List of the most significant and likely failures given current business processes and systems.
7. **Implications for Standards Development** — List of functional implications of the use cases for standards development and alignment.

ILR PRIORITY USE CASE ACTORS

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>TYPE</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human</td>
<td>Parents/guardians</td>
<td>For non-adult actors, parent or legal guardian must consent on data shared between issuing organizations.</td>
</tr>
<tr>
<td>Human</td>
<td>Persons seeking job and learning opportunities</td>
<td>Adults using their ILRs to: (1) create professional profiles for search and discovery, (2) explore career opportunities, (3) apply for, enroll in, and complete education, training and credentialing opportunities, (4) apply for and accept employment opportunities, and (5) manage career advancement and transition.</td>
</tr>
<tr>
<td>Human</td>
<td>Recruiters for education, training, and credentialing providers</td>
<td>Using search tools to identify potential students for their programs and credentials based on professional profiles and data from public-private data collaboratives.</td>
</tr>
<tr>
<td>Human</td>
<td>Recruiters for employers</td>
<td>Using search tools to identify potential job candidates that match hiring requirements based on their professional profiles and data from public-private data collaboratives.</td>
</tr>
<tr>
<td>System(s)</td>
<td>Assessment system(s)</td>
<td>Used by employers to conduct pre-hire assessments during the screening process.</td>
</tr>
<tr>
<td>System(s)</td>
<td>Background check system(s)</td>
<td>Used to capture and verify information about job applicants related to hiring requirements.</td>
</tr>
<tr>
<td>System(s)</td>
<td>Career navigation tool(s)</td>
<td>Used by persons to: (1) identify fast-growing occupations within a career pathway for a chosen labor market, (2) identify relevant job opportunities, and (3) identify education, training, and credentialing opportunities based on career goals, competencies, credentials, education, work and military experiences and other qualifications in learner records. These systems may depend on related systems that provide comparable information about job and education, training and credentialing opportunities.</td>
</tr>
<tr>
<td>System(s)</td>
<td>Data collaborative system(s)</td>
<td>Used by data collaboratives or intermediaries to link and manage learner records with other information (e.g., employment and earnings records) for data analytics.</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>TYPE</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>System(s)</td>
<td>Education application and enrollment system(s)</td>
<td>Used by education and training providers to: (1) obtain applicant information necessary to determine eligibility for programs, (2) analyze this information to make enrollment decisions, (3) manage enrollment, and (4) transfer data to student information systems after enrollment.</td>
</tr>
<tr>
<td>System(s)</td>
<td>Employer and recruiter search tool(s)</td>
<td>Offered by social networking site systems to search for potential job applicants and students using verifiable information on professional profiles.</td>
</tr>
<tr>
<td>System(s)</td>
<td>Human resource information system(s) (HRIS)</td>
<td>Used by hiring managers and HR managers to manage information on employees.</td>
</tr>
<tr>
<td>System(s)</td>
<td>ILR issuing system(s)</td>
<td>Used to issue learner records including credential and/or competency assertions and related information.</td>
</tr>
<tr>
<td>System(s)</td>
<td>ILR wallet(s)</td>
<td>System(s) that individuals use to manage and share their ILRs.</td>
</tr>
<tr>
<td>System(s)</td>
<td>ILR verification system(s)</td>
<td>Used to verify information in learner records including credential and/or competency assertions and related information.</td>
</tr>
<tr>
<td>System(s)</td>
<td>Professional profiling system(s)</td>
<td>Social networking sites and any other systems that contain similar services used by persons to create and update professional profiles.</td>
</tr>
<tr>
<td>System(s)</td>
<td>Recruiting/applicant tracking system(s) (ATS)</td>
<td>Used by employers to identify, recruit, screen and hire applicants and by applicants to apply for job opportunities.</td>
</tr>
<tr>
<td>System(s)</td>
<td>Tuition aid management system(s)</td>
<td>Used by employers to manage enrollment and reimbursements for postsecondary education.</td>
</tr>
</tbody>
</table>

**BACKGROUND: ILR PRIORITIZED USE CASES**

The Interoperable Learner Record (ILR) Prioritized Use Cases were developed with a task group of volunteers who are participants in the T3 Network’s Comprehensive Learner, Worker, Military Record Standards (CLWMR) Project and with input from other stakeholders who have participated in T3 Network meetings.

These ILR use cases are aggregations of a subset of use cases developed by the CLWMR project. This subset is aimed at the needs of learners and workers that cross-cut education, workplace, and military domains. These use cases also provide context for ILR pilot testing by emphasizing what learners are trying to accomplish in using their ILRs. It is anticipated that ILR pilots will not address the full scope of one or more of these use cases. Rather, ILR pilots will select elements or aspects of the use cases that fit their own scopes and priorities.
1. Goal of the Primary Actor

Actor is currently participating in an internship while transitioning from the military. The actor enrolled in a postsecondary program and would like to explore potential career options after she exits the military and completes her college program to earn her education and industry credentials.

Persona: Amanda

Amanda is a first-generation college student who recently transitioned from the military and enrolled at a community college near her home in a mid-sized Midwest metropolitan area. To build on her military training and courses already completed, she enrolled in an IT program to earn a college certificate and an industry certification in network administration in pursuit of her career goals in network administration and cybersecurity.

Access and Equity Considerations

This use case highlights where uneven access to tools and systems and opportunities to learn digital skills can result in learners not achieving career and educational goals in the use of their learner records.

2. Actors

**Humans (Primary Actor: Person with Persona: Amanda)**

- a. Parents/guardians
- b. Persons seeking job and learning opportunities
- c. Recruiters for education, training, and credentialing providers
- d. Recruiters for employers

**Systems**

- e. ILR wallet(s)
- f. ILR issuing system(s)
- g. ILR verification system(s)
- h. Professional profiling system(s)
- i. Employer and recruiter search tool(s)

3. Preconditions

- a. Employers, education, training and credentialing providers, and military issue and make available learner records to persons through ILR issuing and/or verification systems.
- b. Person has access and control over a learner record with verifications through a wallet necessary to complete a professional profile.

4. Flow of Events

- a. Person uses a professional profiling system to create/open her professional profile.
- b. Person uses the profiling system to insert/revise text describing career opportunities she is seeking to pursue.
- c. Person then uses her wallet to select parts of her learner records (within constraints provided by issuers through ILR issuing and/or verification systems) and transfers these selected parts to the professional profiling system to put into her professional profile including:
  - i. Work history—job titles (including internships), duties, accomplishments, competency assertions and evidence including types of verification, and employment start and end dates.
  - ii. Military history—job titles, duties, accomplishments, competency assertions and evidence, types of verification, and employment start and end dates.
  - iii. Education and credentials—diplomas, degrees, certificates, certifications, badges, other credentials including competency assertions and evidence, and types of verification—credential attainment, program completion and enrollment dates.
  - iv. Self-asserted competencies.
  - v. Student co-curricular and volunteer activities—roles, duties, accomplishments, competency assertions and evidence, types of verification, and start and end dates.
  - vi. Professional and student networks and organization memberships.
- d. Person includes which parts of her ILR are verified/verifiable such as credentials from colleges, universities, and certification organizations and work history based on employer-provided employment records.
- e. Person publishes the new/updated profile on a professional profiling system that provides her complete profile on the web which makes parts of her profile available for search on the web.
- f. Person selects the option on professional profiling systems to be notified of related career opportunities.
ILR PRIORITY USE CASE 1

Publish Selected Elements of Professional Profile for Search and Discovery on the Web

5. Post-Conditions/Success Criteria

a. Wallet is able to have access to and control over all ILRs from employers (including internships), education (college and high school) and military.

b. Professional profile is created/updated to reflect the most current ILRs without loss of information.

c. Employer and recruiter search tools are able to translate and match hiring and program eligibility requirements with professional profiles to produce useful recommendations on relevant career opportunities for the employer, education, training and credentialing provider, and person.

d. Employer and recruiter search tools are able to translate and compare competencies on the professional profile to competency hiring and program eligibility requirements.

6. Points of Failure

a. Employers, education, training and credentialing providers, and military do not issue and make available verifiable learner records through ILR issuing and/or verification systems.

b. Wallet does not have access to all learner records from employment (internship), education, and military.

c. Wallet has a delay in reflecting the latest information.

d. Wallet is not interoperable with professional profiling systems and social networking sites and requires the person to enter or re-enter and edit information directly on the professional profile managed by social networking sites.

e. Employer and recruiter search tools cannot successfully translate and compare competencies (including unintended bias) on the professional profile to competency hiring requirements and competency-relate eligibility requirements for credentials and programs.

7. Implications for Standards Development

a. Need for self-sovereignty protocols to provide the necessary access and control to accomplish her goals.

b. Need for standards alignment with relevant systems identified in the use case.

c. Standards for transport between wallet and professional profiling system.

d. Need for competency translation and analysis to identify matches between employer hiring requirements, postsecondary program eligibility requirements and professional profiles without unintended bias. No assumptions on a particular approach.
### ILR PRIORITY USE CASE 2

**EXPLORE CAREER OPPORTUNITIES**

#### 1. Goal of the Primary Actor

Actor is currently participating in an internship while transitioning from the military. While enrolled in a postsecondary program she would like to explore potential career options after she exits the military and completes her college program to earn her education and industry credentials.

**Persona:** Amanda

Amanda is a first-generation college student who recently transitioned from the military and enrolled at a community college near her home in a mid-sized Midwest metropolitan area. To build on her military training and courses already completed, she enrolled in an IT program to earn a college certificate and an industry certification in network administration in pursuit of her career goals in network administration and cybersecurity.

#### Access and Equity Considerations

This use case highlights where uneven access to tools and systems and opportunities to learn digital skills can result in persons not achieving career and educational goals in the use of their learner records.

#### 2. Actors

<table>
<thead>
<tr>
<th>Humans (Primary Actor: Person with Persona: Amanda)</th>
<th>Systems</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Persons seeking job and learning opportunities</td>
<td>a. Recruiting/Applicant tracking system(s) (ATS)</td>
</tr>
<tr>
<td>b. Career navigation tool(s)</td>
<td>b. Data collaborative system(s)</td>
</tr>
<tr>
<td>c. Data collaborative system(s)</td>
<td>c. ILR issuing system(s)</td>
</tr>
<tr>
<td>d. ILR verification system(s)</td>
<td>d. ILR wallet(s)</td>
</tr>
<tr>
<td>e. ILR wallet(s)</td>
<td>e. Professional profiling system(s)</td>
</tr>
</tbody>
</table>

#### 3. Preconditions

- Employers, education, training, and credentialing providers, and military issue and make available verifiable learner records through ILR issuing and/or verification systems.
- Person has access and control over all learner records with verifications necessary to complete a professional profile.
- Career navigation tools have access to openly available information to the full range of job opportunities and education, training, and credentialing opportunities.

#### 4. Flow of Events

- Person uses a career navigation tool that uses information from her professional profile and records from her wallet to search for jobs and education, training, and credentialing opportunities that best match her career goals within a region where she wants to live and work.
- Person curates competencies, credentials, employment, and other information in her learner records managed by her wallet and shares access through a recruiting/applicant tracking system (ATS).
- Person chooses to opt in to sharing selected elements of her ILRs from her wallet with similar data from millions of ILRs managed by a public-private data collaborative system. This data sharing enables her career navigation tool to better identify the most promising and realistic opportunities based on the career pathways of similar workers.
- Person uses her career navigation tool to select occupations within a career pathway and related job openings that best match her career goals and background. These opportunities are consistent with notices sent to her based on her online professional profile.
- Person then reviews the gaps identified by the career navigation tool between the job requirements for competencies, credentials, and work experience with her professional profile and learner records.
- The career navigation tool provides recommendations on how to fill these gaps with education, training and credentialing opportunities.
- Person chooses to pursue university certificate programs that she is qualified for that also allow her to obtain a related certification that would make her the best qualified for these types of job opportunities in the shortest time, at the lowest cost, with the best chances for success.
ILR PRIORITY USE CASE 2

Explore Career Opportunities

5. Post-Conditions/Success Criteria

a. Career navigation tools identify relevant career and education, training, and credentialing opportunities.

b. Person selects opportunities that best match career goals and background and how to apply for these opportunities using her professional profile and learner records.

6. Points of Failure

a. Employers, education, training and credentialing providers, and military do not create, issue and make available verifiable learner records through their ILR issuing and/or verification systems.

b. Wallet does not have access to all learner records from ILR issuing and/or verification systems for employment and past education and military experiences.

c. Wallet has a delay in reflecting the latest information.

d. Person does not have sufficient control over her records to use a career navigation tool.

e. Wallet is not interoperable with a career navigation tool and requires the person to enter or re-enter and edit information directly on the professional profile managed by social networking sites.

f. Career navigation tools do not have open access to the full range of job, education, training, and credentialing opportunities and comparable information about these opportunities to her learner records.

g. Search tools cannot successfully translate and compare competencies (including unintended bias) on the professional profile to competency hiring requirements and competency-relate eligibility requirements for credentials and programs.

h. Career navigation tools don’t allow a combination of recommendations to co-exist (e.g., liberal arts and visual design), instead provides linear or binary recommendations.

7. Implications for Standards Development

a. Need for standards alignment with relevant systems identified in the use case.

b. Need for self-sovereignty protocols to provide the necessary access and control to accomplish her goals.

c. Need for competency translation and analysis to identify matches between employer hiring requirements, postsecondary program eligibility requirements, and professional profiles without unintended bias. No assumptions on a particular approach.
ILR PRIORITY USE CASE 3

APPLY FOR, ENROLL IN, AND COMPLETE EDUCATION, TRAINING, AND CREDENTIALING OPPORTUNITIES

1. Goal of the Primary Actor

Actor just completed a college program and received an education certificate and industry certification and would like to apply for another education program in pursuing her career goals.

Persona: Amanda

Amanda is a first-generation college student who recently transitioned from the military and enrolled at a community college near her home in a mid-sized Midwest metropolitan area. To build on her military training and courses already completed, she enrolled in an IT program to earn a college certificate and an industry certification in network administration in pursuit of her career goals in network administration and cybersecurity.

Access and Equity Considerations

This use case highlights where uneven access to tools and systems and opportunities to learn digital skills can result in persons not achieving career and educational goals in the use of their learner records.

2. Actors

Humans (Primary Actor: Person with Persona: Amanda)

a. Persons seeking job and learning opportunities

Systems

b. Data collaborative system(s)

c. Education application and enrollment system(s)

d. ILR issuing system(s)

e. ILR verification system(s)

f. ILR wallet(s)

g. Professional profiling system(s)

3. Preconditions

a. Employers, education, training and credentialing providers, and military create and make available verifiable learner records through their ILR issuing and/or verification systems.

b. Person has access and control over learner records with verifications necessary to complete a professional profile.

c. Education, training and credentialing providers have access to and can use education and application enrollment systems that can take in and analyze learner records from ILR wallets.

4. Flow of Events

a. Person chooses to apply for two university certificate programs that also include internships and industry certifications.

b. Person curates competencies, credentials, employment, and other information into a profile view and shares access through an ATS system.

c. Person uses parts of her professional profile and learner records to complete the applications and provide all of the necessary verifications using education application and enrollment systems.

d. Education application and enrollment systems analyze a person’s records and determines she is eligible for enrollment and sends person information for enrollment and whether she is eligible for advanced standing, saving her time and money.

e. Person chooses to enroll in one of the programs that provides her with advanced standing based on an analysis of her current competencies and related credentials including competencies achieved in the military, employer internship, education program, and student co-curricular activities.

f. Person provides additional information from her learner records to complete her enrollment.

h. The education application and enrollment system transfers person’s data to the student information system.

i. The university, employer, and certification organization using their ILR issuing and/or verification systems to create and make available her verifiable learner records including employer-provided employment and earnings records.

j. This verifiable information is added to her learner record by her wallet for future use and, optionally, provided to the data collaborative system that she has opted to use.

k. This information also is used to update her information in a professional profiling system.
ILR PRIORITY USE CASE 3

Apply for, Enroll in, and Complete Education, Training, and Credentialing Opportunities

5. Post-Conditions/Success Criteria
a. Person applies for and enrolls in an education program using her professional profile and learner records.
b. Person completes a program and internship and receives an education certificate and industry certification.
c. Employer, education program and certification organization creates and makes available verifiable learner records through their ILR issuing and/or verification systems.

6. Points of Failure
a. Employers and education, training, and credentialing providers do not create and make available verifiable learner records through ILR issuing and/or verification systems.
b. Wallet does not have access to all learner records from current employment and past education and military experience.
c. Wallet has a delay in reflecting the latest information.
d. Person does not have sufficient control over her records to use for application and enrollment.
e. Wallet is not interoperable with application and enrollment systems and requires the person to enter or re-enter and edit information directly on the professional profile managed by social networking sites.
f. Application and enrollment systems cannot successfully translate and compare competencies (including unintended bias) on the professional profile and learner records to program eligibility requirements.
g. Application and enrollment systems cannot transfer data to student information systems for producing verifiable learner records.

7. Implications for Standards Development
a. Need for standards alignment with relevant systems identified in the use case.
b. Need for self-sovereignty protocols to provide the necessary access and control to accomplish her goals.
c. Need for competency translation and analysis to identify matches between employer hiring requirements, postsecondary program eligibility requirements, and professional profiles without unintended bias. No assumptions on a particular approach.
1. Goal of the Primary Actor

Actor recently completed a postsecondary program and received her education certificate and industry certification and would like to use her professional profile and learner records to apply for a job opening.

Persona: Amanda

Amanda is a first-generation college student who recently transitioned from the military and enrolled at a community college near her home in a mid-sized Midwest metropolitan area. To build on her military training and courses already completed, she enrolled in an IT program to earn a college certificate and an industry certification in network administration in pursuit of her career goals in network administration and cybersecurity.

Access and Equity Considerations

This use case highlights where uneven access to tools and systems and opportunities to learn digital skills can result in persons not achieving career and educational goals in the use of their learner records.

2. Actors

Humans (Primary Actor: Person with Persona: Amanda)

a. Parents/guardians
b. Persons seeking job and learning opportunities
c. Recruiters for employers

Systems

d. Assessment system(s)
e. Background check system(s)
f. Career navigation tool(s)
g. Data collaborative system(s)
h. Human resource information system(s) (HRIS)
i. ILR issuing system(s)
j. ILR verification system(s)
k. ILR wallet(s)
l. Recruiting/Applicant tracking system(s) (ATS)

3. Preconditions

a. This use case assumes a major transition from traditional approaches to more competency-based hiring approaches.
b. Employers, education, training and credentialing providers, and military create and make available verifiable learner records through their ILR issuing and/or verification systems.
c. Person has access and control over learner records with verifications necessary to complete an application.

4. Flow of Events

a. Person uses her career navigation tool that uses information from her updated professional profile and comprehensive learner records to search for jobs that best match her career goals and background.
b. Based on the results of the search, a person identifies and decides to apply for job openings using selected elements from her professional profile and learner records using recruiting/applicant tracking systems (ATS).
c. Using these ATS systems, a person enters basic personal identification and contact information. Then a person provides access to/submits required verifiable data for completing an application based on hiring requirements, including required and preferred competencies, work history, education, credentials, citizenship/employment authorization, residency, and security clearances.
d. Person curates competencies, credentials, employment, and other information into a profile view and shares access through an ATS system.
e. The ATS systems establish a candidate record for a person along with other candidates and then compares her information to hiring requirements and determine the degree of fit with the job requirements.
f. The ATS then recommends person and other candidates for further screening.
g. The hiring manager uses the data compiled by the ATS and its recommendations to select candidates for further screening. This includes the use of online assessment systems and background check systems that also include verification services for information in the candidate record that are not already verified.
h. This further screening data is captured in the ATS as part of the candidate record.
i. Hiring manager uses updated candidate records to make selections for face-to-face interviews.
j. After interviews, a hiring manager makes a hiring decision and is approved by an HR manager.
k. The HR manager transfers newly hired candidate data to the Human Resource Information System (HRIS) system for on-boarding new employees.
4. Flow of Events, continued

l. The hiring manager coordinates on-boarding including any further training and credentialing and updates employee records.
m. The HRIS system provides person access to and use of her learner records.
n. Person uses the HRIS system’s ILR issuing and/or verification system to update her learner records and, optionally, shares updated data with data collaborative system for future use.

5. Post-Conditions/Success Criteria

a. Person completes an application using an ILR wallet without loss of information.
b. ATS system accurately compares hiring requirements to learner records and makes an accurate ranking of fit including required and preferred competencies.
c. ATS transfers data accurately to the HRIS system.
d. HRIS system supports a person in using HR data to update learner records.
e. Person uses her wallet to transfer data to a data collaborative system.

6. Points of Failure

a. Employers do not create and make available verifiable learner records through their HRIS or ILR issuing and/or verification systems.
b. Person does not have full access and control of learner records necessary to complete an application.
c. Wallet is not interoperable with ATS, HRIS, and data collaborative systems.
d. Employer systems cannot accurately translate and analyze competency hiring requirements and competencies (including unintended bias) in candidate and learner records.
e. Person doesn’t have a unique identity across mentioned platforms/systems, making it either non-identifiable or multi-match.
f. Platform doesn’t sync up on a particular time point/event, making it unusable for the person to use holistically.

7. Implications for Standards Development

a. Need for self-sovereignty protocols to provide the necessary access and control to accomplish her goals.
b. Need for standards alignment with relevant systems identified in the use case.
c. Need for competency translation and analysis to identify matches between employer hiring requirements, postsecondary program eligibility requirements, and professional profiles without unintended bias. No assumptions on a particular approach.
ILR PRIORITY USE CASE 5
MANAGE CAREER ADVANCEMENT AND TRANSITION

1. Goal of the Primary Actor
Actor is currently a worker in a job and would like to use her professional profile and learner records to apply for career advancement opportunities.

Persona: Amanda
Amanda is a first-generation college student who recently transitioned from the military and enrolled at a community college near her home in a mid-sized Midwest metropolitan area. To build on her military training and courses already completed, she enrolled in an IT program to earn a college certificate and an industry certification in network administration in pursuit of her career goals in network administration and cybersecurity.

Access and Equity Considerations
This use case highlights where uneven access to tools and systems and opportunities to learn digital skills can result in persons not achieving career and educational goals in the use of their learner records.

2. Actors
Humans (Primary Actor: Person with Persona: Amanda)
   a. Persons seeking job and learning opportunities
   b. Recruiters for employers

Systems
   c. Assessment system(s)
   d. Career navigation system(s)
   e. Data collaborative system(s)
   f. Human resource information system(s) (HRIS)
   g. ILR issuing system(s)
   h. ILR verification system(s)
   i. ILR wallet(s)
   j. Recruiting/Applicant tracking system(s) (ATS)
   k. Tuition aid management system(s)

3. Preconditions
   a. Person has access and control over learner records with verifications necessary to complete an application through ILR issuing and/or verification systems.

4. Flow of Events
   a. Person participates in the on-boarding process and receives training that results in an industry certification and an employer issued badge.
   b. The Human Resource Information System (HRIS) system updates her learner records and provides person access to these records through ILR issuing and/or verification system.
   c. The certification organization also uses an ILR issuing and/or verification system to create a learner record and provides person access.
   d. Person adds this information to a professional profile in a professional profile system and ILRs managed by a wallet.
   e. Person curates competencies, credentials, employment, and other information into a profile view and shares access through a recruiting/applicant tracking system (ATS) system.
   f. Person then uses the company’s career guidance system and regular reviews with her manager to identify career advancement opportunities inside the company. She also continues to use her career navigation tool to search for other career advancement options outside the company based on data from the data collaborative system on career progressions of other comparable persons.
   g. Person enrolls in company training program.
   h. Person uses the company’s tuition assistance program to apply through the tuition aid management system and enroll in a management degree program offered through a university.
   i. Person applies for the management degree program using selected elements of her professional profile and learner records.
   j. The company and university create learner records through their ILR issuing and/or verification systems and provide access to a person.
   k. Person updates her professional profile and learner records and provides data to the data collaborative system.
## ILR Priority Use Case 5

### Manage Career Advancement and Transition

<table>
<thead>
<tr>
<th>4. Flow of Events, continued</th>
</tr>
</thead>
<tbody>
<tr>
<td>l. Person again uses notices sent to her through the social network sites based on her professional profile and uses her career navigation tool to identify job opportunities where she currently resides.</td>
</tr>
<tr>
<td>m. Person identifies and applies for job openings using selected elements from her professional profile and learner records from her wallet using application processes managed through employer applicant tracking systems (ATS).</td>
</tr>
<tr>
<td>n. Person is hired by a new company and makes the transition.</td>
</tr>
<tr>
<td>o. The company opens up an employee record and makes this record available to a person through its HRIS system’s ILR issuing and/or verification system.</td>
</tr>
<tr>
<td>p. Person then uses her wallet to update her professional profile, learner records and, optionally, makes this data available to the data collaborative system for future use.</td>
</tr>
</tbody>
</table>

### 5. Post-Conditions/Success Criteria

| a. Person completes an application using a professional profiling system and wallet without loss of information. |
| b. ATS system accurately compares hiring requirements to learner records and makes an accurate ranking of fit including required and preferred competencies. |
| c. ATS transfers data accurately to the HRIS system. |
| d. HRIS system support person in using HR data to update learner records through the ILR issuing and/or verification system. |
| e. Wallet transfers data to a data collaborative system. |

### 6. Points of Failure

| a. Employers and education, training and credentialing providers do not create and make available verifiable learner records through ILR issuing and/or verification systems. |
| b. Person does not have full access and control of learner records necessary to complete an application. |
| c. Wallet is not interoperable with ATS, tuition aid management systems, HRIS and data collaborative system systems. |
| d. Employer systems cannot accurately translate and analyze competency hiring requirements and competencies (including unintended bias) in candidate and learner records. |
| e. Person doesn’t have a unique identity across mentioned platforms/systems, making it either non-identifiable or multi-match. |
| f. Platform doesn’t sync up on a particular time point/event, making it unusable for the person to use holistically. |
| g. Varying levels of governance leads to inconsistent information sets that are not trustworthy in the long term. |

### 7. Implications for Standards Development

| a. Need for self-sovereignty protocols to provide the necessary access and control to accomplish her goals. |
| b. Need for standards alignment with relevant systems identified in the use case. |
| c. Need for competency translation and analysis to identify matches between employer hiring requirements, postsecondary program eligibility requirements, and professional profiles without unintended bias. No assumptions on a particular approach. |