

Adult Learning Program LIV

ALPE1001 and ALPE1002

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Rationale for ALPE 1001/2

ALPE 1001/2 encourages the expansion of learning opportunities for ALP students by having them explore more in depth a future career goal as part of their studies. ALPE 1001/2 is a partnership involving the NSCC School of Access and the other four academic NSCC schools; Health and Human Services, Trades and Technology, Applied Arts and New Media, and Business.

This elective enhances students' career development and their understanding of the workforce and labour market values. This unique opportunity will improve students' understanding of employment requirements and the links between their knowledge, skills, and attitudes that they are acquiring through ALP and their future goals. They will develop skills including specific career, occupation, and job skills; labour market knowledge and through a process of self reflection, an understanding about what they will need to demonstrate to accomplish their career goals.

Completion Requirements

Successful completion of ALPE 1001/2, along with successful completion of a one NSCC regular course credit, (at least 60 hours of instruction), provides students with a double credit; an elective credit towards their Nova Scotia High School Graduation Diploma for Adults, that also stands as an NSCC regular program credit. ALP students may receive up to two ALP elective credits through this process; ALPE1001 and ALPE1002.

Goals

The central goals of ALPE 1001/2 are to:

- help prepare students for the opportunities, responsibilities, and experiences of working life
- foster, promote, and develop student self-esteem and confidence to pursue their chosen occupation
- build on the action plans developed in ALP Career Skills Level IV, and make adaptations to see these plans become reality
- provide opportunities for ALP students to experience the requirements of post-secondary programs and courses
- provide ALP students with practical applications of [essential and employability skills](#)
- provide ALP students with practical experiences of the expectations of employers in their preferred work occupation
- promote self reflection that results in personal growth
- provide real opportunities for ALP staff to collaborate with other NSCC colleagues about employability and career coaching
- reduce student load in subsequent core program

Credit Information

The ALPE1001/2 credit is only awarded when the NSCC regular course and all of the outcomes of ALPE1001/2 are successfully completed. The ALPE1001/2 portion of the credit is documented as either a complete or incomplete on a transcript. A mark is associated only with the NSCC regular course.

This dual credit elective process provides opportunities for students to experience college learning in an NSCC school program and course that moves them closer to their career and employment goals.

Through this dual credit process, ALP students receive opportunities to:

- schedule learning and assignments within a fixed timetable
- interact with NSCC regular faculty and students
- reflect on how their employability skills compare with the demands of this employment choice
- plan for improvement of their employability skills to succeed in their chosen field of employment

Integrated Studies

Students obtaining elective credits will integrate their activities in the NSCC regular course with reflection outcomes and activities of ALPE1001/2. The intent of the elective credit is to provide integrated career exploration through this process.

ALPE 1001/2 Pre Work

Eligible students must enroll in ALPE1001/2 before the NSCC regular course begins as students are required to complete Outcome 1 prior to starting the NSCC regular course.

Roles and Responsibilities

Academic Chairs

ALP Academic Chairs will assist with the implementation of ALPE 1001/2 by:

- by being familiar with the Conference Board of Canada's employability skills
- communicating with other schools of NSCC programming, in particular by communicating with the NSCC academic chairs, to facilitate the smooth integration of ALP students into the regular courses
- supporting ALP faculty and counselors from the selection of appropriate students, to problem-solving during the time they take the course
- assisting with planning and resolving schedules to accommodate instructor and student time demands

ALP Counsellors

ALP counsellors will assist each ALPE 1001/2 student before and while taking the NSCC regular course:

- by being familiar with the Conference Board of Canada's employability skills
- in collaboration with Academic Chairs ensure that each student is suitable to enroll in ALPE 1001/2 including any required prerequisites based on the following criteria: academic progress, attendance, length of time in ALP, readiness
- to select an NSCC regular course that suits his/her affinities, strengths, and identified career path choice
- to ensure that the student is properly registered in ALPE 1001/2 so that all transcripts will correctly capture any ALP and regular course credits

- through regular communication with the ALPE faculty regarding each ALP student's progress
- by problem solving to meet each student's needs through working as part of a team consisting of the ALP faculty, as well as NSCC student success support specialists and NSCC regular faculty

ALPE 1001/2 Instructors

ALP instructors will assist each ALPE 1001/2 student before and while taking the NSCC regular course:

- by being familiar with the Conference Board of Canada's employability skills
- assist with the selection of an NSCC regular course that suits the students affinities, strengths, and identified career path choice
- by setting and keeping regular meeting times
- through regular communication with the NSCC course faculty regarding each ALP student's progress
- by assessing each outcome thoroughly, expecting quality thinking and genuine engagement
- by problem solving to meet each student's needs through working as part of a team consisting of the ALP chair, counsellor, and other ALP faculty, as well as NSCC student success support specialists and NSCC regular faculty

NSCC Regular Course Instructors

NSCC Regular Course instructors are requested to assist each ALPE 1001/2 student before and while taking the NSCC regular course:

- through communication with the ALPE 1001/2 faculty and students prior to enrollment in the course regarding the suitability of the course for each ALP student
- through regular communication with the ALP E 1001/2 faculty regarding the progress of each ALP student in the regular course
- through regular feedback and communication to each ALPE student with emphasis on assisting student success in the course
- by problem solving to meet each student's needs through working as part of a team consisting of the ALP chair, counsellor, ALP faculty, as well as NSCC student success support specialists and NSCC regular faculty

ALPE 1001/2 Students

ALP students registering in ALPE 1001/2 should:

- be prepared to complete ALPE 1001/2 outcome requirements before, during and at the end of taking an NSCC regular credit
- build on their coursework from ALP LIV Career Skills Development to select an NSCC regular course that moves them closer to their chosen career path
- become familiar with the employability skills required for their chosen field of employment and the NSCC regular course
- be open to reflection about their employability skills
- demonstrate reliability for attendance and assignment completion
- demonstrate strategies for independent learning and problem-solving
- be flexible to receive feedback from two instructors simultaneously; the regular NSCC faculty the regular course, and the ALP instructor guiding the ALPE 1001/2 reflection process
- continued participation in ALP
- enroll in courses for ALPE 1001 and ALPE 1002 that work to move them closer to their employment goal

ALPE 1001/2 Outcomes and Course Design

ALPE 1001/2 students will be attending and completing all assignments for their choice of regular NSCC course. Their focus for ALPE 1001/2 will be:

- recognition about which [essential and employability skills](#) (refer to appendix) are being developed through this NSCC regular course
- exploration about what [essential and employability skills](#) will be sought after by employers hiring in this occupation
- self-reflection to genuinely assess the suitability of their employability skills for this field of employment

The course consists of three outcomes to be completed at the following times while the student takes an NSCC regular course:

ALPE 1001/2 Outcomes and Course Design		
Time Frame	Outcome	Demonstration
Before starting the NSCC regular course	Outcome 1 Set personal goals to develop and improve employability skills through the regular course.	1.1 identify how the employability skills are applied in the course 1.2 set specific personal learning and career goals 1.3 describe possible paths to achieve these goals through the regular course work
While taking the NSCC regular course	Outcome 2 Document and reflect on their development of skills through experiences in the regular course.	2.1 document the employability skills developed through the regular course 2.2 reflect on regular course experiences 2.3 demonstrate problem solving to maximize the value of the regular course experience
At the end or shortly after finishing the NSCC regular course	Outcome 3 Evaluate personal preparedness for an occupation represented by the regular course and program.	3.1 compare personal development of the appropriate employability skills with those required by the cluster of occupations 3.2 reflect on the appropriateness of the action plan to achieve personal goals

Outcome 1

Set personal goals to develop and improve employability skills through the regular course.

Demonstrations	Suggestions for Teaching and Learning
<p><i>Students will be expected to</i></p> <ol style="list-style-type: none"> 1.1 identify how the employability skills are applied in the course 1.2 set specific personal learning and career goals 1.3 describe possible paths to achieve these goals through the regular course work 	<p><i>Instructors can</i></p> <ul style="list-style-type: none"> ▪ Assist students to take a NSCC Program Test Drive for a hands on experience to explore career options ▪ Have students explore career and occupation choices through online self assessment tools as well as through the expertise of Centre for Student Success counsellors. ▪ Have students develop interview or survey questions for a variety of people related to the cluster of occupations of interest Interview questions may be developed for: Academic Chairs, regular course faculty, students in the regular course program, graduates of the program, people working in these occupations, etc.(See Appendix Sample Interview Questions). ▪ Have students research employability skills through a variety of sources and identify the similarities and differences. ▪ Have students identify the employability skills required in the cluster of occupations connected to the regular course and program. Which of these seem most important? Which of these might be the most personally challenging to acquire? ▪ Have students explore the regular course (e.g. outcomes, outline, resources and materials used in the classroom, expectations for assessment). ▪ Have students brainstorm a variety of goals that might be achieved through this elective experience and identify a few key goals to be their central focus. ▪ Have students compare their goals to the regular course work to ensure a useful experience. ▪ Support students to plan ahead to identify ways that regular courses operate differently than Adult Learning Program courses, paying particular attention to: <ul style="list-style-type: none"> - time management skills and tools - agendas to keep track of required course work and assignments - identification of challenging course materials, (e.g. reading or numeracy skills challenges), along with potential ways to manage these challenges ▪ Discuss students' concerns about participating in the regular course and assist them to problem solve.

Outcome 1

Set personal goals to develop and improve employability skills through the regular course.

Methods for Assessment	Notes and Resources
<p><i>Students will</i></p> <ul style="list-style-type: none"> ▪ Demonstrate an understanding of the employability skills required by the cluster of occupations represented by the selected regular course and program. ▪ Provide evidence of research from a variety of sources of information, including the Centre for Student Success, and Career and Transition Specialists (CATS), ALP Counsellors. ▪ Present their key goals and describe their action plan to achieve these goals. 	<p>See Appendix:</p> <p><i>Web Resources</i></p> <p><i>Sample Questions for Employers</i></p> <p><i>Sample Questions for Employees</i></p> <p><i>Sample Questions for Academic Chairs</i></p> <p><i>Sample Questions for Regular Faculty</i></p> <p><i>Sample Questions for Regular Students</i></p> <p><i>Rubric: Outcome One - Action Plan for Goal Setting</i></p> <p>Exploration of Career choices through <i>Career Cruising</i> – see NSCC Centre for Student Success counsellor</p>

Outcome 2

Document and reflect on their development skills through experiences in the regular course.

<i>Demonstrations</i>	<i>Suggestions for Teaching and Learning</i>
<p><i>Students will be expected to</i></p> <p>2.1 document the employability skills developed through the regular course</p> <p>2.2 reflect on regular course experiences</p> <p>2.3 demonstrate problem solving to maximize the value of the regular course experience</p>	<p><i>Instructors can</i></p> <ul style="list-style-type: none"> ▪ Brainstorm with students about how best to document their regular course experiences. Explore a variety of methods of note-taking and reflection tools, taking into account individual learning needs and strengths. Include and encourage multi-media options such as diaries, audio files, blogging, photo diaries with captions, etc. Discuss how the regular course work experience might be represented in their portfolio. ▪ Schedule regular meetings with predetermined agendas and clearly communicated requirements for documentation of the regular course experience. ▪ Respond to the students' regular journal entries providing feedback about: <ul style="list-style-type: none"> - the quality of the journal entries - the quantity of the journal entries - the students' recognition of the employability skills encountered in the regular course - their genuine engagement with this process of exploring a regular program as a path for future employment ▪ Encourage students to develop a support network, including good communication with the regular course instructor. ▪ Discuss the appropriateness of items that students select for their portfolio.

Outcome 2

Document and reflect on their development of employability skills through experiences in the regular course.

<i>Methods for Assessment</i>	<i>Notes and Resources</i>
<p><i>Students will</i></p> <ul style="list-style-type: none"> ▪ Document their regular course experiences regularly including; <ul style="list-style-type: none"> - at least one entry for every five hours of regular class time - evidence of reflection and engagement with the regular course experience - evidence of thinking about the employability skills integrated into the regular course work ▪ Meet regularly with the Regular Elective Instructor to discuss the regular course experience and: <ul style="list-style-type: none"> - demonstrate reflection of their experiences in the regular course - celebrate positive experiences - identify potential problems and concerns and possible solutions - receive feedback about the their documentation - show evidence of follow-up to feedback from previous meetings 	<p>See Appendix:</p> <p><i>Web Resources</i></p> <p><i>Outcome # 2 Evaluation</i></p> <p><i>Rubric: Outcome Two - Reflections on Core Course</i></p>

Outcome 3

Evaluate personal preparedness for an occupation represented by the regular course and program.

<i>Demonstrations</i>	<i>Suggestions for Teaching and</i>
<p><i>Students will be expected to</i></p> <p>3.1 compare personal development of the appropriate employability skills with those required by the cluster of occupations</p> <p>3.2 reflect on the appropriateness of the action plan to achieve personal goals</p>	<p><i>Instructors can</i></p> <ul style="list-style-type: none"> ▪ Have students compare and reflect on specific areas of strengths and weaknesses with the demands of the cluster of occupations represented by the regular course. ▪ Assist students to identify, with evidence from the experience of taking the regular course, the employability skills integrated into the regular course as well as into the cluster of occupations represented by the regular course. ▪ Through discussion, ask students to reflect on the appropriateness of their original goals set prior to taking the regular course. Consider: <ul style="list-style-type: none"> - What goals would they set now, after having this regular course experience? - Based on this experience, what might be the most effective way for them to attain these goals?

Outcome 3

Evaluate personal preparedness for an occupation represented by the regular course and program.

<i>Methods for Assessment</i>	<i>Notes and Resources</i>
<p><i>Students will</i></p> <ul style="list-style-type: none"> ▪ Summarize their experience participating in the regular course. This summary should: <ul style="list-style-type: none"> - identify their knowledge of the employability skills required by the regular course. - compare their skills strengths and weaknesses with the skills required by the cluster of occupations represented by the regular course. - identify skills needing improvement and how ALP course work can support the development of these skills. - identify alternate occupational paths more suited to personal skill sets and affinities. 	<p>See Appendix:</p> <p><i>Web Resources</i></p> <p><i>Occupational and Personal Career Search Inventories</i></p> <p><i>Outcome # 3 Employability Skills Evaluation</i></p> <p><i>Rubric: Outcome Three - Evaluation</i></p>

Appendix

Employability Web Sites

Type the following into a web browser:

- novascotiacaareeroptions.ca
Nova Scotia Department of Education Document Depot of Labour Market Information
- Top 100 Internet sites for Learning and Employment
Categorized listing of sites compiled through the Government of Canada; also available in print, free of charge
- *Canada Prospects*
Canada Prospects magazine website — information and exercises regarding career explorations
- Canadian National Occupation Classification 2006
National occupations with job descriptions, salary, essential required skills
- Centre for Education and Work
Self-assessment tools, career information, etc.
- [Essential Skills — Human Resources and Social Development Canada](#)
There are nine essential skills listed: reading text, document use, writing, numeracy, working with others, continuous learning, oral communication, computer use, and thinking skills. This site lets you explore some 200 occupational profiles to see how these skills are used in different ways and occupations. You can also search a collection of authentic workplace materials to see how these skills are used on the job.
- TOWES
Test of Workplace Essential Skills developed by SkillPlan and Bow Valley College
- Applications of Working and Learning
A professional development project for educators
- Conference Board: Employability Skills Toolkit
Employability skills toolkit
- Canadian Occupational Projection System (COPS)
Labour market information for career decision making

Personal Career and Employability Skills Inventories

Type the following into a web browser:

1. The Conference Board of Canada has developed the "Employability Skills" on line assessment tool.

www.conferenceboard.ca/education/learning-tools/employability-skills.htm

- Complete the online Skills Credentialing Tool for Individuals to self-assess essential skills and employability attitudes and behaviours.
- Research Employability Skills.

2. Human Resources and Social Development Canada

www.hrsdc.gc.ca/en/hip/hrp/essential_skills/essential_skills

http://srv108.services.gc.ca/english/general/news_new_profiles.shtml

- On line assessments for Essential Skills.
- Essential Skills Toolkit to help improve Essential Skills.

3. Holland Code

<http://www.roguecc.edu/counseling/HollandCodes/test.asp>

Sample Questions for Employers

What are the entry level positions that are available for people who graduate from the >>>>>>>>>>>>>>> program?

What kinds of skills do you look for in the employees you hire for these positions?

What are the day-to-day responsibilities of this job?

What kinds of experience do you look for in the employees you hire for these positions?

What are the characteristics of your most successful employees?

Which courses or experiences do you suggest to be a successful employee?

What are the reasons that people stay on or are kept on in this company?

Sample Questions for Employees

What are the entry level positions that are available for people who graduate from the >>>>>>>>>>>>>>> program?

What are the day-to-day responsibilities of your job?

What are the most important skills required to do this job well?

What are the characteristics of the most successful employees doing this job?

Which courses or experiences do you suggest to be a successful at this job?

What made you choose this company and why do you stay?

What's the one thing that most surprised you about this company?

Are there aspects of the job that you really like? Really dislike?

How do you deal with the parts of your job that you don't really like?

Do you have some advice for someone who is considering this type of employment?

Sample Questions for Academic Chairs

What are the entry level positions that are available for people who graduate from the >>>>>>>>>>>>>>> program?

What are the characteristics and skills of the most successful students graduating from this program/course?

What are the most common barriers (difficulties) keeping students from being successful in this program/ course?

What are some of the potential career and employment options open to someone graduating from this program?

Do you have some advice for someone who is considering taking this type of program?

Sample Questions for Regular Faculty

What are the entry level positions that are available for people who graduate from the >>>>>>>>>>>>>>>>> program?

What are the most important skills required to do these jobs well?

What are the characteristics of the most successful students graduating from this program/course?

What skills do the students need to have before they start this program/course if they are to be successful in the course?

When students are struggling to pass this course, what skills do they lack?

What time commitment do you expect your students to apply in order to be successful in this course?

Do you have some advice for someone like me who is considering taking this type of program?

Sample Questions for Regular Students

Are you enjoying this program/ course? Why?

What are the most important skills required to do well in this program/ course?

What are the characteristics of the most successful students graduating from this program/course?

What skills do the most successful students have when they start this program/course?

What time commitment is required in order to be successful in this program /course?

Do you have some advice for someone like me who is considering taking this type of program/ course?

Rubric: Outcome One - Action Plan for Goal Setting

Category	Meets expectations	Needs improvement	Does not meet expectations
General knowledge of employability skills	Provides accurate information about the employability skills.	Provides mostly accurate information about the employability skills.	Provides inaccurate information about the employability skills.
Action Plan	Three clearly articulated (realistic, timed, based on personal strengths) goals.	Three goals showing that may need to be refined	Incomplete goals with significant gaps.
Quality of research	Evidence that a range of sources was consulted	Evidence that more than one source was consulted	Insufficient research was conducted

Outcome # 2 Optional Evaluation Tool

Discussion of the documentation of the development of your skills through your experiences in the regular program.

From Date: _____ to Date: _____

Faculty/ Instructor: _____ Regular Course/ Program: _____

ALP Student: _____

Documentation includes:	Meets expectations	Needs improvement	Does not meet expectations
<ul style="list-style-type: none"> • identification of each goal 			
<ul style="list-style-type: none"> • tracked progress towards each goal 			
<ul style="list-style-type: none"> • reflection on the progress being made: e.g. "Am I making the progress I expected? Why? What has contributed the most to my progress?" 			

Documentation includes:	Meets expectations	Needs improvement	Does not meet expectations
<ul style="list-style-type: none"> • direct links to employability skills 			
<ul style="list-style-type: none"> • suggestions for revision/ adjustment of goals, if required 			
<ul style="list-style-type: none"> • suggestions for revision/ adjustment of action plan, if required 			
<ul style="list-style-type: none"> • Other 			

Rubric: Outcome Two - Reflections on Core Course

Category	Meets expectations	Needs improvement	Does not meet expectations
Frequency of Documentation	Documented 1 entry for every 5 hours of class	Missed no more than 2 entries for every 5 hours of class	Missed significant amount of entries
Quality of Documentation	Demonstrates engagement of the process	Demonstrates appropriate responses to feedback	Demonstrates limited responses, or inappropriate responses to feedback
Quality of Discussion	Demonstrates detailed, and reflective entries on each goal	Some areas of discussion are not fully developed	Many areas of discussion are not fully developed

Outcome # 3 Employability Skills Evaluation

Evaluate personal preparedness for the _____ occupation.

From Date: _____ to Date: _____

Regular Faculty/ Instructor: _____ Course/ Program: _____

ALP Student: _____

Employability Skills		
	Use of e- skill in this occupation	My e-skill competencies for this occupation
Communicate	<input type="checkbox"/> Used extensively <input type="checkbox"/> Used frequently <input type="checkbox"/> Used occasionally <input type="checkbox"/> Not required	<input type="checkbox"/> I meet occupation requirements <input type="checkbox"/> I do not yet meet occupation requirements Reflections & plans:
Manage Information	<input type="checkbox"/> Used extensively <input type="checkbox"/> Used frequently <input type="checkbox"/> Used occasionally <input type="checkbox"/> Not required	<input type="checkbox"/> I meet occupation requirements <input type="checkbox"/> I do not yet meet occupation requirements Reflections & plans:
Use Numbers	<input type="checkbox"/> Used extensively <input type="checkbox"/> Used frequently <input type="checkbox"/> Used occasionally <input type="checkbox"/> Not required	<input type="checkbox"/> I meet occupation requirements <input type="checkbox"/> I do not yet meet occupation requirements Reflections & plans:

Employability Skills		
Think & Solve Problems	<input type="checkbox"/> Used extensively <input type="checkbox"/> Used frequently <input type="checkbox"/> Used occasionally <input type="checkbox"/> Not required	<input type="checkbox"/> I meet occupation requirements <input type="checkbox"/> I do not yet meet occupation requirements Reflections & plans:
Work with Others	<input type="checkbox"/> Used extensively <input type="checkbox"/> Used frequently <input type="checkbox"/> Used occasionally <input type="checkbox"/> Not required	<input type="checkbox"/> I meet occupation requirements <input type="checkbox"/> I do not yet meet occupation requirements Reflections & plans:
Participate in Projects & Tasks	<input type="checkbox"/> Used extensively <input type="checkbox"/> Used frequently <input type="checkbox"/> Used occasionally <input type="checkbox"/> Not required	<input type="checkbox"/> I meet occupation requirements <input type="checkbox"/> I do not yet meet occupation requirements Reflections & plans:
Demonstrate Positive Attitudes & Behaviours	<input type="checkbox"/> Used extensively <input type="checkbox"/> Used frequently <input type="checkbox"/> Used occasionally <input type="checkbox"/> Not required	<input type="checkbox"/> I meet occupation requirements <input type="checkbox"/> I do not yet meet occupation requirements Reflections & plans:

Employability Skills		
Be Responsible	<input type="checkbox"/> Used extensively <input type="checkbox"/> Used frequently <input type="checkbox"/> Used occasionally <input type="checkbox"/> Not required	<input type="checkbox"/> I meet occupation requirements <input type="checkbox"/> I do not yet meet occupation requirements Reflections & plans:
Be Adaptable	<input type="checkbox"/> Used extensively <input type="checkbox"/> Used frequently <input type="checkbox"/> Used occasionally <input type="checkbox"/> Not required	<input type="checkbox"/> I meet occupation requirements <input type="checkbox"/> I do not yet meet occupation requirements Reflections & plans:
Learn Continuously	<input type="checkbox"/> Used extensively <input type="checkbox"/> Used frequently <input type="checkbox"/> Used occasionally <input type="checkbox"/> Not required	<input type="checkbox"/> I meet occupation requirements <input type="checkbox"/> I do not yet meet occupation requirements Reflections & plans:
Work Safely	<input type="checkbox"/> Used extensively <input type="checkbox"/> Used frequently <input type="checkbox"/> Used occasionally <input type="checkbox"/> Not required	<input type="checkbox"/> I meet occupation requirements <input type="checkbox"/> I do not yet meet occupation requirements Reflections & plans:
Other Skill Required in Occupation:	<input type="checkbox"/> Used extensively <input type="checkbox"/> Used frequently <input type="checkbox"/> Used occasionally <input type="checkbox"/> Not required	<input type="checkbox"/> I meet occupation requirements <input type="checkbox"/> I do not yet meet occupation requirements

Employability Skills		
<hr/>		Reflections & plans:
Other Skill Required in Occupation: <hr/>	<input type="checkbox"/> Used extensively <input type="checkbox"/> Used frequently <input type="checkbox"/> Used occasionally <input type="checkbox"/> Not required	<input type="checkbox"/> I meet occupation requirements <input type="checkbox"/> I do not yet meet occupation requirements Reflections & plans:
Additional Comments:		

Overall, based on my experience in the _____ course:

- I would like to pursue a career in this occupation.
- I have the following strengths that are suited to this occupation:

- I would like to work on the following skill areas to prepare myself for training for this occupation:

- I would not like to pursue a career in this occupation.
- I have the following strengths that are not well suited to this occupation:

- I feel my strengths are more suited to the following occupation:
_____.
- I would like to work on the following skill areas to prepare myself for training in the following occupation: _____.

Regular Faculty Feedback Form: Conference Board of Canada Employability Skills

From Date: _____ to Date: _____

Faculty/ Instructor: _____ Course/ Program: _____

ALP Student: _____

Conference Board of Canada Employability Skills 2000+		
Fundamental Skills		
Communicate	<ul style="list-style-type: none"> • read and understand information presented in a variety of forms (e.g., words, graphs, charts, diagrams) • write and speak so others pay attention and understand • listen and ask questions to understand and appreciate the points of view of others • share information using a range of information and communications technologies (e.g., voice, e-mail, computers) • use relevant scientific, technological and mathematical knowledge and skills to explain or clarify ideas 	<input type="checkbox"/> Exceeds Expectations <input type="checkbox"/> Meets expectations <input type="checkbox"/> Does not Yet Meet Expectations Comments & Suggestions:
Manage Information	<ul style="list-style-type: none"> • locate, gather and organize information using appropriate technology and information systems • access, analyze and apply knowledge and skills from various disciplines (e.g., the arts, languages, science, technology, mathematics, social sciences, and the humanities) 	<input type="checkbox"/> Exceeds Expectations <input type="checkbox"/> Meets expectations <input type="checkbox"/> Does not Yet Meet Expectations Comments & Suggestions:
Use Numbers	<ul style="list-style-type: none"> • decide what needs to be measured or calculated • observe and record data using appropriate methods, tools and technology • make estimates and verify calculations 	<input type="checkbox"/> Exceeds Expectations <input type="checkbox"/> Meets expectations <input type="checkbox"/> Does not Yet Meet Expectations Comments & Suggestions:

Conference Board of Canada Employability Skills 2000+		
Think & Solve Problems	<ul style="list-style-type: none"> • assess situations and identify problems • seek different points of view and evaluate them based on facts • recognize the human, interpersonal, technical, scientific and mathematical dimensions of a problem • identify the root cause of a problem • be creative and innovative in exploring possible solutions • readily use science, technology and mathematics as ways to think, gain and share knowledge, solve problems and make decisions • evaluate solutions to make recommendations or decisions • implement solutions • check to see if a solution works, and act on opportunities for improvement 	<input type="checkbox"/> Exceeds Expectations <input type="checkbox"/> Meets expectations <input type="checkbox"/> Does not Yet Meet Expectations Comments & Suggestions:
Teamwork Skills		
Work with Others	<ul style="list-style-type: none"> • understand and work within the dynamics of a group • ensure that a team's purpose and objectives are clear • be flexible: respect, be open to and supportive of the thoughts, opinions and contributions of others in a group • recognize and respect people's diversity, individual differences and perspectives • accept and provide feedback in a constructive and considerate manner • contribute to a team by sharing information and expertise • lead or support when appropriate, motivating a group for high performance • understand the role of conflict in a group to reach solutions • manage and resolve conflict when appropriate 	<input type="checkbox"/> Exceeds Expectations <input type="checkbox"/> Meets expectations <input type="checkbox"/> Does not Yet Meet Expectations Comments & Suggestions:
Participate in Projects & Tasks	<ul style="list-style-type: none"> • plan, design or carry out a project or task from start to finish with well-defined objectives and outcomes • develop a plan, seek feedback, test, revise and implement • work to agreed quality standards and specifications • select and use appropriate tools and technology for a task or project • adapt to changing requirements and information • continuously monitor the success of a project or task and identify ways to improve 	<input type="checkbox"/> Exceeds Expectations <input type="checkbox"/> Meets expectations <input type="checkbox"/> Does not Yet Meet Expectations Comments & Suggestions:

Conference Board of Canada Employability Skills 2000+		
Personal Management Skills		
Demonstrate Positive Attitudes & Behaviours	<ul style="list-style-type: none"> • feel good about yourself and be confident • deal with people, problems and situations with honesty, integrity and personal ethics • recognize your own and other people's good efforts • take care of your personal health • show interest, initiative and effort 	<input type="checkbox"/> Exceeds Expectations <input type="checkbox"/> Meets expectations <input type="checkbox"/> Does not Yet Meet Expectations Comments & Suggestions:
Be Responsible	<ul style="list-style-type: none"> • set goals and priorities balancing work and personal life • plan and manage time, money and other resources to achieve goals • assess, weigh and manage risk • be accountable for your actions and the actions of your group • be socially responsible and contribute to your community 	<input type="checkbox"/> Exceeds Expectations <input type="checkbox"/> Meets expectations <input type="checkbox"/> Does not Yet Meet Expectations Comments & Suggestions:
Be Adaptable	<ul style="list-style-type: none"> • work independently or as a part of a team • carry out multiple tasks or projects • be innovative and resourceful: identify and suggest alternative ways to achieve goals and get the job done • be open and respond constructively to change • learn from your mistakes and accept feedback • cope with uncertainty 	<input type="checkbox"/> Exceeds Expectations <input type="checkbox"/> Meets expectations <input type="checkbox"/> Does not Yet Meet Expectations Comments & Suggestions:

Conference Board of Canada Employability Skills 2000+		
Learn Continuously	<ul style="list-style-type: none"> • be willing to continuously learn and grow • assess personal strengths and areas for development • set your own learning goals • identify and access learning sources and opportunities • plan for and achieve your learning goals 	<input type="checkbox"/> Exceeds Expectations <input type="checkbox"/> Meets expectations <input type="checkbox"/> Does not Yet Meet Expectations Comments & Suggestions:
Work Safely	<ul style="list-style-type: none"> • be aware of personal and group health and safety practices and procedures, and act in accordance with these 	<input type="checkbox"/> Exceeds Expectations <input type="checkbox"/> Meets expectations <input type="checkbox"/> Does not Yet Meet Expectations Comments & Suggestions:
Other comments and suggestions:		

Regular Faculty Feedback Form

From Date: _____ to Date: _____

Faculty/ Instructor: _____ Course/ Program: _____

ALP Student: _____

Areas of Strength:

Suggestions for Improvement:

Additional Suggested Resources:

Rubric: Outcome Three - Evaluation

Category	Meets expectations	Needs improvement	Does not meet expectations
Completion of all CORE 1001/2/3/4 course requirements	Met deadlines with no prompting	Completed work with prompting and may have exceeded the deadline	Work incomplete
Course evaluation	Completed evaluation and provided evidence of additional reflection	Completed evaluation	Did not complete evaluation

Comparison of Employability and Essential Skills

The following chart demonstrates the alignment of the HRSDC's Essential Skills to the Conference Board of Canada's Employability Skills.

Employability Skills	Essential Skills
<p>Communicate</p> <ul style="list-style-type: none"> • read and understand information presented in a variety of forms (e.g., words, graphs, charts, diagrams) • write and speak so others pay attention and understand • listen and ask questions to understand and appreciate the points of view of others • share information using a range of information and communications technologies (e.g., voice, e-mail, computers) • use relevant scientific, technological and mathematical knowledge and skills to explain or clarify ideas 	<p>Reading Text refers to reading material that is in the form of sentences or paragraphs.</p> <p>Reading Text generally involves reading notes, letters, memos, manuals, specifications, regulations, books, reports or journals.</p> <p>Reading Text includes forms and labels if they contain <i>at least one paragraph</i>, print and non-print media (for example, texts on computer screens and microfiche), and paragraph-length text in charts, tables and graphs.</p> <p>Writing includes writing texts and writing in documents (for example, filling in forms), and non-paper-based writing (for example, typing on a computer).</p> <p>Oral Communication pertains primarily to the use of speech to give and exchange thoughts and information by workers in an occupational group.</p>
<p>Manage Information</p> <ul style="list-style-type: none"> • locate, gather and organize information using appropriate technology and information systems • access, analyze and apply knowledge and skills from various disciplines (e.g., the arts, languages, science, technology, mathematics, social sciences, and the humanities) 	<p>Computer Use indicates the variety and complexity of computer use within the occupational group.</p> <p>Document Use refers to tasks that involve a variety of information displays in which words, numbers, icons and other visual characteristics (eg., line, colour, shape) are given meaning by their spatial arrangement. For example, graphs, lists, tables, blueprints, schematics, drawings, signs and labels are documents used in the world of work.</p> <p>Document Use includes print and non-print media (for example, computer screen or microfiche documents, equipment gauges, clocks and flags), reading/interpreting and writing/completing/producing of documents.</p>
<p>Use Numbers</p> <ul style="list-style-type: none"> • decide what needs to be measured or calculated • observe and record data using appropriate methods, tools and technology • make estimates and verify calculations 	<p>Numeracy refers to the workers' use of numbers and their being required to think in quantitative terms.</p>

Employability Skills	Essential Skills
<p>Think & Solve Problems</p> <ul style="list-style-type: none"> • assess situations and identify problems • seek different points of view and evaluate them based on facts • recognize the human, interpersonal, technical, scientific and mathematical dimensions of a problem • identify the root cause of a problem • be creative and innovative in exploring possible solutions • readily use science, technology and mathematics as ways to think, gain and share knowledge, solve problems and make decisions • evaluate solutions to make recommendations or decisions • implement solutions • check to see if a solution works, and act on opportunities for improvement 	<p>Thinking Skills differentiates between five different types of cognitive functions (Problem Solving, Decision Making, Job Task Planning and Organizing, Significant Use of Memory, Finding Information). These functions are interconnected.</p>
<p>Work with Others</p> <ul style="list-style-type: none"> • understand and work within the dynamics of a group • ensure that a team's purpose and objectives are clear • be flexible: respect, be open to and supportive of the thoughts, opinions and contributions of others in a group • recognize and respect people's diversity, individual differences and perspectives • accept and provide feedback in a constructive and considerate manner • contribute to a team by sharing information and expertise • lead or support when appropriate, motivating a group for high performance • understand the role of conflict in a group to reach solutions • manage and resolve conflict when appropriate 	<p>Working with Others examines the extent to which employees work with others to carry out their tasks. Do they have to work co-operatively with others? Do they have to have the self-discipline to meet work targets while working alone?.</p>
<p>Participate in Projects & Tasks</p> <ul style="list-style-type: none"> • plan, design or carry out a project or task from start to finish with well-defined objectives and outcomes • develop a plan, seek feedback, test, revise and implement • work to agreed quality standards and specifications • select and use appropriate tools and technology for a task or project • adapt to changing requirements and information • continuously monitor the success of a project or task and identify ways to improve 	
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Employability Skills	Essential Skills
<p>Be Responsible</p> <ul style="list-style-type: none"> • set goals and priorities balancing work and personal life • plan and manage time, money and other resources to achieve goals • assess, weigh and manage risk • be accountable for your actions and the actions of your group • be socially responsible and contribute to your community 	
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<p>Learn Continuously</p> <ul style="list-style-type: none"> • be willing to continuously learn and grow • assess personal strengths and areas for development • set your own learning goals • identify and access learning sources and opportunities • plan for and achieve your learning goals 	<p>Continuous Learning examines the requirement for workers in an occupational group to participate in an ongoing process of acquiring skills and knowledge.</p>
<p>Work Safely</p> <ul style="list-style-type: none"> • be aware of personal and group health and safety practices and procedures, and act in accordance with these 	