

## AA28

## Essential Employability Skills

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Executive Sponsor:	Senior Vice President, Academic
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### PURPOSE

To comply with the Ministry of Colleges and Universities' Binding Policy Directive: *Framework for Programs of Instruction*, which requires the inclusion of Essential Employability Skills (EES) Outcomes in programs of study (Appendix 1)

### SCOPE

All Ontario College Certificate, Ontario College Diploma, Ontario College Advanced Diploma programs

### DEFINITIONS

Word/Term	Definition
COMMS	Course Outline Mapping and Management System
EES	Essential Employability Skills
Program of Study	A group of courses leading to a certificate, diploma or degree
Academic Administrator	Program Chair, Academic Manager, Course Chair, or Dean
PQAC	Program Quality Assurance Committee
PQR	Program Quality Review
PRC	Program Review Committee

### POLICY

1. Algonquin College recognizes the importance of preparing its graduates for their careers by ensuring that they meet the expectations of their future employers. In meeting the mandatory requirement for the inclusion of Essential Employability Skills (EES) in programs of study, the College has levelled the EES outcomes in a manner consistent with the credential being granted to increase the knowledge, skills and attitudes that students are required to demonstrate prior to graduation. (See Appendix B for performance expectations of levelled outcomes.)

2. All Ontario College Certificate, Ontario College Diploma, and Ontario College Advanced Diploma programs shall include the EES Outcomes (Appendix A) in compliance with Ministry of Training, Colleges and Universities' Binding Policy Directive: *Framework for Programs of Instruction* and College guidelines.
3. All programs of study shall include courses designed so that students can reliably demonstrate their achievement of the EES outcomes at a level appropriate to the credential. (See Appendix B for a description of the expected level of performance for each credential.) EES are taught and assessed in courses specifically designed for this purpose and/or are embedded in other courses throughout the program of study.
4. Curriculum maps demonstrating the inclusion of EES outcomes are included in all new program proposals prior to approval.
5. Each time a course outline is developed, revised or approved, the inclusion of EES outcomes is reviewed at the program level and documented at the course level. As well as linking course learning requirements to EES outcomes, learning activities and assessment strategies are aligned with applicable EES outcomes.
6. The mapping, teaching and assessment of the EES outcomes are reviewed during the cyclical Program Quality Review (PQR) process. Recommendations to ensure continued compliance with provincial and College policies are made and tracked as part of the PQR process.

## PROCEDURE

### Action

### Responsibility

#### **1. Implementation at the Course, Program, and College Level**

- |  |   |
|--|---|
| 1.1. Map the program courses against the EES outcomes at the level appropriate for the credential.   | Program Coordinator   |
| 1.2. Document how the EES will be taught and assessed and/or how learners will demonstrate achievement of a culminating performance.   | Professor(s) developing the course and writing the course outline |
| 1.3. Ensure that programs comply with EES requirements outlined in this Policy and that professors understand how the course contributes to the achievement of all program learning outcomes, including EES learning outcomes. | Program Academic Administrator                                    |
| 1.4. Teach and assess the EES as identified in the course outline.   | Professor teaching the course                                     |
| 1.5. Ensure that new programs and programs undergoing revision comply with EES requirements  | Program Review Committee/Program Coordinator                      |
| 1.6. Review and update EES policy, tools and support materials as  | Program Quality   |

necessary.

Assurance

- 1.7. Provide the resources needed to implement the EES requirements.

Deans, Senior Vice  
President, Academic

## **2. Inclusion of EES Learning Outcomes in New Program Development**

- 2.1. Before recommending final approval of a new program, verify that the curriculum meets the requirements of the EES learning outcomes, having received.

Program Review  
Committee

- 2.1.1. the EES program learning outcomes (See Appendix A);
- 2.1.2. a curriculum map that shows how EES learning outcomes are embedded in courses in the program of study. At least two culminating performances for each EES learning outcome are identified on the EES curriculum map. The EES curriculum map normally includes all core courses in a program of study; and,
- 2.1.3. the course descriptions and course learning requirements that embed the relevant EES learning outcomes.

- 2.2 Each academic year, identify EES resource people for the School to assist program developers to integrate EES into their curriculum.

Academic Administrator

- 2.3 Retain the curriculum plan as contained in the final approved program proposal electronically in Academic Development. In the case of suspended programs, the curriculum plan is retained for double the length of the program.

Curriculum Administrator

## **3. Documenting EES Learning Outcomes at the Course Level**

- 3.1. When developing or updating courses, embed the EES learning outcomes in the course curriculum based on the program EES curriculum map and ensure they are accurately documented in course outlines within COMMS.

Professors

- 3.2. Validate that relevant EES learning outcomes have been included in the course curriculum before approving the course outlines.

Course Academic  
Administrators

4. Provide support to the faculty in reviewing the EES learning outcomes through the PQR process.

- 4.1. Provide support to the faculty in reviewing the EES learning outcomes through the PQR process.

EES resources persons at  
the School level;  
Curriculum Consultants

- |  |  |
|--|--|
| 4.2. Provide evidence of learner achievement of the EES outcomes at a level appropriate for the credential. (See Appendix 2.)  | Program Team<br>(Professor)                |
| 4.3. As part of the review of the PQR self-study, review the EES maps and provide feedback to the PQR Team Leader and the Program Quality Assurance Administrator.   | Program Quality Review<br>Committee        |
| 4.4. As part of the final Program Quality Review Report, determine continued compliance with provincial and College policies on EES and if not compliant, ensure development of an action plan by the PQR team leader. | Program Quality<br>Assurance Administrator |
| 4.5. Monitor the implementation of the action plan, if applicable, as outlined in the Program Quality Assurance Policy.  | Program Quality<br>Assurance Administrator |

#### **SUPPORTING DOCUMENTATION**

- Appendix 1      Essential Employability Skills  
Appendix 2      EES Outcomes Levelled for Each Credential

#### **RELATED POLICIES**

- AA26      Course Outlines and Course Section Information  
AA13      Evaluation of Student Learning  
AA38      Program Quality Assurance

#### **RELATED MATERIALS**

Ministry of Training, Colleges and Universities. *Framework for Programs of Instruction*. Revised July 31, 2009.

<https://www.tcu.gov.on.ca/pepg/documents/FrameworkforPrograms.pdf>

## AA28: APPENDIX 1

### ESSENTIAL EMPLOYABILITY SKILLS

All graduates with the following Ontario College credentials, Ontario College Certificate, Ontario College Diploma and Ontario College Advanced Diploma, must be able to reliably demonstrate the Essential Employability Skills required in each of the following six categories:

SKILL CATEGORY	DEFINING SKILLS: Skill areas to be demonstrated by graduates:	LEARNING OUTCOMES: The levels of achievement required by graduates. The graduate has reliably demonstrated the ability to:
COMMUNICATION	Reading Writing Speaking Listening Presenting Visual literacy	1. <i>communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.</i> 2. <i>respond to written, spoken, or visual messages in a manner that ensures effective communication.</i>
NUMERACY	Understanding and applying mathematical concepts and reasoning Analyzing and using numerical data Conceptualizing	3. <i>execute mathematical operations accurately.</i>
CRITICAL THINKING & PROBLEM SOLVING	Analyzing Synthesizing Evaluating Decision making Creative and innovative thinking	4. <i>apply a systematic approach to solve problems.</i> 5. <i>use a variety of thinking skills to anticipate and solve problems.</i>
INFORMATION MANAGEMENT	Gathering and managing information Selecting and using	6. <i>locate, select, organize, and document information using appropriate technology and information systems.</i>

INTERPERSONAL	<p>appropriate tools and technology for a task or a project</p> <p>Computer literacy</p> <p>Internet skills</p>	7. <i>analyze, evaluate, and apply relevant information from a variety of sources.</i>
	<p>Team work</p> <p>Relationship management</p> <p>Conflict resolution</p> <p>Leadership</p> <p>Networking</p>	<p>8. <i>show respect for the diverse opinions, values, belief systems, and contributions of others.</i></p> <p>9. <i>interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.</i></p>
PERSONAL	<p>Managing self</p> <p>Managing change and being flexible and adaptable</p> <p>Engaging in reflective practices</p> <p>Demonstrating personal responsibility</p>	<p>10. <i>manage the use of time and other resources to complete projects.</i></p> <p>11. <i>take responsibility for one's own actions, decisions, and consequences</i></p>

Taken from the Ministry of Training, Colleges and Universities' *Essential Employability Skills* web site, February 22, 2006.

## AA28: Appendix 2

### EES OUTCOMES LEVELED FOR EACH CREDENTIAL

#### Ontario College Certificate

##### **Communication**

Skill areas to be demonstrated by graduates: reading, writing, speaking, listening, presenting and visual literacy.

1. ***Communicate clearly, concisely and correctly in the written, spoken and visual form that fulfills the purpose and meets the needs of the audience.***
  - Use existing guidelines, to plan, organize, and present communication according to purpose and audience.
  - Ensure that message conforms to the conventions of a format (e.g. letter, report, care plan).
  - Follow models to organize messages in patterns linked to purpose and situation (e.g. organize good and bad news messages differently; convey purpose in opening paragraph, present sections of a report in logical order).
  - Use an acceptable and consistent style, tone, and vocabulary throughout the message.
  - Revise a message, adjusting for errors in content and mechanics (e.g. spelling, sentence structure).
  - Use and respond to appropriate verbal, non-verbal, and visual signals.
2. ***Respond to written, spoken or visual messages in a manner that ensures effective communication.***
  - Use established strategies to read, listen and observe effectively (e.g. note-taking, skimming, asking for clarification).
  - Present an accurate spoken or written report of what has been read, heard and/or observed.
  - Examine the material used to support claims, distinguishing between fact and opinion.
  - Follow instructions to complete tasks, making use of the messages received.
  - Employ effective listening, visual and reading skills to gather feedback about one's communication.

##### **Numeracy**

Skill areas to be determined by graduates: understanding and applying mathematical concepts and reasoning, analyzing and using numerical data, and conceptualizing.

3. ***Executive mathematical operations accurately.***
  - Apply common mathematical terms, facts, methods, procedures, concepts and principles in an accurate manner to simple problems and routine situations.
  - Observe and record data using pre-determined methods, tools, and technology.

- Use calculators or other designed technological tools to perform calculations, estimates, and measurements precisely.
- Link verbal problems to require mathematical operations.
- Decide what needs to be measured or calculated.

### ***Critical Thinking and Problem-Solving***

Skill areas to be demonstrated by graduates: analyzing, synthesizing, evaluating, decision making and creative and innovative thinking.

#### **4. *Apply a systematic approach to solve problems.***

- Distinguish between fact and opinion in a problem-solving situation.
- Recognize or anticipate simple problems and apply given strategies in routine situations.
- Solve simple problems providing a rationale for solution.

#### **5. *Use a variety of thinking skills to anticipate and solve problems.***

- Identify at least two thinking skills used to anticipate and solve problems.

### ***Information Management***

Skill areas to be demonstrated by graduates: Gathering and managing information, selecting and using appropriate tools and technology for a task or a project, computer literacy and internet skills.

#### **6. *Locate, select, organize, and document information using appropriate technology, and information systems.***

- Follow guidelines to gather and select the appropriate information from a prescribed list of sources, including the Internet, to meet the purpose of the message.
- Document, using correct documentation format, sources of information.
- Follow guidelines to use a computer for storage and retrieval of electronic information.
- Follow guidelines for using an established protocol to manage sensitive documents with security and confidentiality in an electronic environment.

#### **7. *Analyze, evaluate and apply relevant information from a variety of sources.***

- Use given criteria to evaluate information obtained and use information to take action
- Use given technology and tools to analyze and evaluate information.
- Summarize and present information drawn from a prescribed list of sources.

### ***Interpersonal***

Skill areas to be demonstrated by graduates: team work, relationship management, conflict resolution, leadership and networking.

#### **8. *Show respect for the diverse opinions, values, belief systems, and contributions of others.***

- Treat others equitably and fairly within established guidelines.
- Link one's own values and beliefs to actions and decisions.
- Acknowledge contributions made by others.



**9. *Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.***

- List the common roles/tasks needed for any team to function effectively.
- Fulfill the role of an effective team member.
- Follow given guidelines to contribute to the work of a team.

***Personal***

Skill areas to be demonstrated by graduates: managing self, managing change and being flexible and adaptable, engaging in reflective practices and demonstrating personal responsibility.

**10. *Manage the use of time and other resources to complete projects.***

- Use established planning tools to achieve goals.
- Use identified resources efficiently to accomplish the task.
- Recognize the impact changes in the environment may have on one's ability to accomplish the task.

**11. *Take responsibility for one's own actions, decisions, and consequences.***

- Review the results of one's actions and self evaluate performance.
- Identify and act on constructive feedback.
- Function within given guidelines that identify rights and responsibilities of self and others.

**Ontario College Diploma**

***Communication***

Skill areas to be demonstrated by graduates: reading, writing, speaking, listening, presenting and visual literacy.

**1. *Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.***

- Plan, organize, and present communication according to purpose and audience.
- Choose format appropriate to purpose (e.g. memo, video, personal interview).
- Use strategies to convey conventional organizational pattern to audience (e.g. transitional phrases, summaries, overviews).
- Select and use style, tone, and vocabulary appropriate to a message, its situation, and its audience.
- Revise to improve structure, tone, content, and ensure that material is free from mechanical errors.
- Use and respond to appropriate verbal, non-verbal, and visual signals, and match non-verbal and visual signals to content of message.

**2. *Respond to written, spoken, or visual messages in a manner that ensures effective communication.***

- Develop and use strategies to read, listen, and observe effectively in order to meet the specific purpose (e.g. skimming, highlighting, writing down complex verbal instructions).
- Reframe original message in other formats to reflect content, proportions, and emphasis of original (e.g. written and spoken summaries, tables, diagrams, photographs and computer-generated graphics).
- Distinguish between main and supporting points accurately to summarize or restate key points.
- React appropriately to information (e.g. complete a work order, install equipment, prepare brief, make a decision).
- Employ effective listening, visual, and reading skills to gather feedback and to confirm that message has been received and understood.

### ***Numeracy***

Skill areas to be demonstrated by graduates: understanding and applying mathematical concepts and reasoning, analyzing and using numerical data, and conceptualizing.

#### **3. *Execute mathematical operations accurately.***

- Apply common mathematical terms, facts, methods, procedures, concepts, and principles in an accurate manner to a variety of problems and situations.
- Observe, record, and analyze data using pre-determined methods, tools, and technology.
- Select the appropriate measurement tools, calculate and verify calculations, estimates, and measurements for precision.
- Translate verbal material into formulas.
- Decide what needs to be measured or calculated.

### ***Critical Thinking and Problem-Solving***

Skill areas to be demonstrated by graduates: analyzing, synthesizing, evaluating, decision making and creative and innovative thinking.

#### **4. *Apply a systematic approach to solve problems.***

- Analyze facts, opinions and inferences in a problem-solving situation.
- Evaluate and choose problem solving models appropriate to a particular context.
- Evaluate one's own problem solving process for biases.

#### **5. *Use a variety of thinking skills to anticipate and solve problems.***

- Analyze a novel situation for potential causal factors and devise and apply several innovative strategies for solution.
- Analyze one's own creative thinking process, identify blocks and create strategies to deal with them.

### ***Information Management***

Skill areas to be demonstrated by graduates: gathering and managing information, selecting and using appropriate tools and technology for a task or a project, computer literacy and internet skills.

**6. *Locate, select, organize, and document information using appropriate technology and information systems.***

- Gather and select appropriate information independently from a variety of sources, including the Internet, to meet the needs of the situation, the audience, and the time frame.
- Document, using correct documentation format, sources of information.
- Use a computer independently for storage and retrieval of electronic information.
- Use an established protocol independently to manage sensitive documents with security and confidentiality in an electronic environment.

**7. *Analyze, evaluate and apply relevant information from a variety of sources.***

- Evaluate information independently and use information to take action.
- Choose appropriate technology and tools to analyze and evaluate information.
- Integrate, reframe, introduce, and explain the information to meet the needs of the message and audience.

***Interpersonal***

Skill areas to be demonstrated by graduates: team work, relationship management, conflict resolution, leadership and networking.

**8. *Show respect for the diverse opinions, values, belief systems, and contributions of others.***

- Contribute one's own ideas, opinions and information while demonstrating respect for those of others.
- Employ techniques intended to bring about the resolution of conflicts.
- Solicit and acknowledge contributions and opinions of others.
- Establish and maintain rapport with peers and co-workers.

**9. *Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.***

- Compare the roles and tasks of group or team members in a variety of contexts and situations.
- Fulfill a variety of roles in a team including team coordinator for stable teams with identified goals.
- Adapt strategies to accomplish team tasks and goals.

***Personal***

Skill areas to be demonstrated by graduates: managing self, managing change and being flexible and adaptable, engaging in reflective practices and demonstrating personal responsibility.

**10. *Manage the use of time and other resources to complete projects.***

- Monitor the process and goals and respond to change.
- Allocate the use of resources efficiently to accomplish tasks.
- Reflect on processes and practices used and identify how they can be adapted in a changing environment.

**11. *Take responsibility for one's own actions, decisions, and consequences.***

- Explain/justify decisions made and actions taken.
- Use an ethical decision-making model to resolve ethical issues.
- Accept accountability for one's own decisions, actions and subsequent consequences.

**Ontario College Advanced Diploma**

***Communication***

Skill areas to be demonstrated by graduates: reading, writing, speaking, listening, presenting and visual literacy.

**1. *Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.***

- Plan, organize and present communication, which is innovative, accurate, and relevant, to respond to the needs, purposes, and skills of a variety of audiences.
- Choose the appropriate format from a wide range (e.g. web page, news story, script, professional journal article).
- Use a wide variety of organizational patterns to achieve purpose and meet needs of audience (e.g. create suspense, create an executive summary).
- Select and use a range of stylistic techniques to achieve desired results.
- Revise own and others' work to polish structure, tone, content, and sentences.
- Interact with audience through a range of verbal, visual, and non-verbal signals, and guide others to identify and act on these signals.

**2. *Respond to written, spoken, or visual messages in a manner that ensures effective communication.***

- Draw on a wide range of strategies to read and listen as accurately and efficiently as the situation and purpose demand.
- Reframe messages accurately and in a variety of formats to fulfill a number of different purposes, and evaluate representations for consistency of meaning.
- Recognize emphasis and purpose of messages, distinguishing between main and subordinate ideas.
- Seek feedback on message and delivery, in a variety of ways, and act appropriately on it.

***Numeracy***

Skill areas to be demonstrated by graduates: understanding and applying mathematical concepts and reasoning, analyzing and using numerical data, and conceptualizing.

**3. *Execute mathematical operations accurately.***

- Apply a wide variety of mathematical terms, facts, methods, procedures, concepts, and principles in an accurate manner to solve complex problems and make decisions.
- Observe, record, analyze and evaluate the relevancy and adequacy of the methods, tools, and technology.

- Determine the degree of precision required for calculations, estimates, and measurements and perform appropriate calculations.
- Translate verbal material into formulas.
- Decide what needs to be measured or calculated.

### ***Critical Thinking and Problem-Solving***

Skill areas to be demonstrated by graduates: analyzing, synthesizing, evaluating, decision making and creative and innovative thinking.

#### **4. *Apply a systematic approach to solve problems.***

- Analyze and evaluate elements in a problem-solving situation and create, apply and evaluate logical solutions to those problems.
- Create and evaluate problem solving models to be applied in a variety of contexts.
- Evaluate how one's own values, assumptions, and biases affect one's problem solving process.

#### **5. *Use a variety of thinking skills to anticipate and solve problems.***

- Evaluate a complex decision-making situation and devise, apply and evaluate several possible innovative solutions.
- Evaluate one's own creative thinking process, identifying causes of blocks and potential strategies for overcoming them.

### ***Information Management***

Skill areas to be demonstrated by graduates: gathering and managing information, selecting and using appropriate tools and technology for a task or a project, computer literacy and internet skills.

#### **6. *Locate, select, organize, and document information using appropriate technology and information systems.***

- Develop and use a research plan to identify appropriate information from a wide range of sources, including the Internet, and perform an extensive search to achieve a specific desired result.
- Document sources using correct documentation format and explain the unique contribution of each source of information.
- Use a computer independently for storage and retrieval of electronic information.
- Develop a procedure to manage sensitive documents with security and confidentiality in an electronic environment.

#### **7. *Analyze, evaluate and apply relevant information from a variety of sources.***

- Evaluate information independently and use information to take action and direct others.
- Choose appropriate technology and tools to analyze and evaluate information.
- Evaluate, integrate and reframe information in a variety of formats to meet the needs of audiences and situations and provide the audiences with a detailed framework for interpreting information.

### ***Interpersonal***

Skill areas to be demonstrated by graduates: team work, relationship management, conflict resolution, leadership and networking.

**8. *Show respect for the diverse opinions, values, belief systems, and contributions of others.***

- Identify situations that can influence fair treatment of others and recommend/ implement changes to ensure equity.
- Employ techniques intended to bring about the resolution of conflicts.
- Anticipate situations likely to generate conflict and plan appropriate strategies to manage.
- Advocate for others when their rights are affected.

**9. *Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.***

- Match the compositions of groups or teams to an analysis of required tasks and team resources.
- Lead groups and teams in dynamic situations.
- Assume accountability for self and others in achieving the outcomes for a team.

### ***Personal***

Skill areas to be demonstrated by graduates: managing self, managing change and being flexible and adaptable, engaging in reflective practices and demonstrating personal responsibility.

**10. *Manage the use of time and other resources to complete projects.***

- Define reasonable and realistic goals.
- Monitor progress and use of resources, and anticipate future needs and possible changes to allocation of resources, to ensure work stays on schedule.

**11. *Take responsibility for one's own actions, decisions, and consequences.***

- Evaluate outcomes against goals and determine ways to increase efficiency and effectiveness.
- Select and use an ethical decision-making model to resolve ethical issues.
- Accept accountability for one's own decisions, actions and subsequent consequences.