

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, Universities, Research Excellence and Security's 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

Academic
Administrator

An Academic Administrator is a Program Chair, Academic Manager, Associate Chair, Dean, Testing Services Manager, or designated decision-maker.

Essential
Employability Skills

Essential Employability Skills are described in the Ministry of Colleges and Universities' Binding Policy Directive: Framework for Programs of Instruction. Essential employability skills are skills that, regardless of a student's program or discipline, are critical for success in the workplace, in day-to-day living, and for lifelong learning. They describe performances of the basic fundamental, personal management, and teamwork skills to get, keep, and progress in a job-of-choice. EES are determined provincially and are consistent across Ontario College credentials at all public colleges across the province. All Ontario College Certificate, Diploma and Advanced Diploma programs shall include EES outcomes.

Program Quality
Assurance
Committee

The Program Quality Assurance Committee is a committee that contributes to the continuous improvement of programs at Algonquin College by championing quality assurance principles, providing feedback on quality assurance policies and processes, and engaging in peer review activities.

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| Program Quality Review | The Program Quality Review (PQR) is a cyclical comprehensive review process, conducted every five to seven years for all programs which lead to an Ontario College credential, bachelor's degree, or apprenticeship qualification. Programs engage in a supported self-study, seeking feedback from stakeholders and analysing program data. Alignment with established quality criteria set by OCQAS or PEQAB, College policies, and external requirements are also verified. Analysis, feedback, and meaningful actions to support the continued success of the program are documented in a PQR report. Accountability for completing PQR actions and reporting on progress rests with Academic Administrators. |
| Program Review Committee (previously CRC Curriculum Review Committee) | An advisory committee reporting to the Senior Academic Leadership Team (SALT), responsible for reviewing all new program proposals and major program revisions to confirm alignment with College and Provincial policies, guidelines and strategic directions and for recommending new program curriculum for approval by SALT. |
| Program of Study | A Program of Study is the grouping of levels and courses for a program offering in the order determined by the Program Creation process. |

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 2 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 1) in compliance with the Ministry of Colleges, Universities, Research Excellence and Security's 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 2 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 and program modifications 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. Course Learning 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

| 1. | Action | Responsibility |
|-----|---|--|
| 1.1 | Include EES Learning Outcomes in New Program Development | |
| 1.2 | As part of the development phase, map the program courses against the EES outcomes at the level appropriate for the credential, identifying how EES learning outcomes are taught, assessed, and culminated over the program. | Professor / Program Developer |
| 1.3 | Before recommending final approval of a new program, verify that the curriculum meets the requirements of the EES learning outcomes, having received: <ol style="list-style-type: none"> 1. the EES learning outcomes (See Appendix 1); 2. a curriculum map that shows how EES learning outcomes are taught, assessed, and culminated in courses in the program of study. Two culminating performances for each EES learning outcome are typically identified on the EES curriculum map; and, 3. the course descriptions and course learning outcomes that embed the relevant EES learning outcomes. | Program Review Committee |
| 2.0 | 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 Planning and Implementation |
| 2.1 | Provide support to the faculty in reviewing the EES learning outcomes through the Program Quality Review process. | |
| 2.2 | Provide evidence of learner achievement of the EES outcomes at a level appropriate for the credential. (See Appendix 2.) | Program Team (Professor) |
| 2.3 | As part of the review of the PQR self-study, review the EES maps and provide feedback to the PQR Lead and the Chair, Program Quality and Renewal. | Program Quality Assurance Committee |

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| 2.4 | 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. | Chair, Program Quality and Renewal |
| 3.0 | Monitor the implementation of the action plan, if applicable, as outlined in the Program Quality Assurance Policy. | Chair, Program Quality and Renewal |
| 3.1 | Implement EES Learning Outcomes at the Course, Program and College Level | |
| 3.2 | Document the EES Learning Outcome map for new or revised in the Course Outline Mapping and Management System (COMMS) | Professor or Curriculum Planning and Implementation |
| | Document how the EES will be taught and assessed and/or how learners will demonstrate achievement of a culminating performance in the course outline. | Professor(s) developing the course and writing the course outline |
| | 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 |
| | Teach and assess the EES as identified in the course outline. | Professor teaching the course |
| | Review and update EES policy, tools and support materials as necessary. | Program Quality Assurance |
| | Provide the resources needed to implement the EES requirements. | Deans; Senior Vice President, Academic |

SUPPORTING DOCUMENTATION

Appendix 1: Essential Employability Skills

Appendix 2: EES Outcomes for each Credential

RELATED POLICIES

AA26: Course Outlines and Course Section Information

AA38: Program Quality Assurance

RELATED MATERIALS

[Ministry of Training, Colleges and Universities. Framework for Programs of Instruction. Revised July 31, 2009.](#)

Appendix 1: Essential Employability Skills

ESSENTIAL EMPLOYABILITY SKILLS

All Ontario college graduates holding the credentials of an Ontario College Certificate, Ontario College Diploma or Ontario College Advanced Diploma must be able to reliably demonstrate the Essential Employability Skills required in each of the following six skill categories:

- Communication
- Numeracy
- Critical thinking and problem solving
- Information management
- Interpersonal
- Personal

Graduates must also demonstrate the **defining skills** and **learning outcomes** within each of the six skill categories:

Communication

Defining skills

- reading
- writing
- speaking
- listening
- presenting
- visual literacy

Learning outcomes

The graduate has reliably demonstrated the ability to:

- communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience
- respond to written, spoken, or visual messages in a manner that ensures effective communication

Numeracy

Defining skills

- understanding and applying mathematical concepts and reasoning
- analyzing and using numerical data
- conceptualizing

Learning outcomes

The graduate has reliably demonstrated the ability to:

- execute mathematical operations accurately
-

Critical thinking and problem solving

Defining skills

- analyzing
- synthesizing
- evaluating
- decision making
- creative and innovative thinking

Learning outcomes

The graduate has reliably demonstrated the ability to:

- apply a systematic approach to solve problems
 - use a variety of thinking skills to anticipate and solve problems
-

Information management

Defining skills

- gathering and managing information
- selecting and using appropriate tools and technology for a task or a project

- computer literacy
- Internet skills

Learning outcomes

The graduate has reliably demonstrated the ability to:

- locate, select, organize, and document information using appropriate technology and information systems
 - analyze, evaluate, and apply relevant information from a variety of sources
-

Interpersonal

Defining skills

- teamwork
- relationship management
- conflict resolution
- leadership
- networking

Learning outcomes

The graduate has reliably demonstrated the ability to:

- show respect for the diverse opinions, values, belief systems, and contributions of others
 - interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals
-

Personal

Defining skills

- managing self
- managing change and being flexible and adaptable
- engaging in reflective practices
- demonstrating personal responsibility

Learning outcomes

The graduate has reliably demonstrated the ability to:

- manage the use of time and other resources to complete projects
- take responsibility for one's own actions, decisions, and consequences

Ministry of Colleges, Universities, Research Excellence and Security, *Essential Employability Skills* , updated Jan 11, 2024. <https://www.ontario.ca/page/essential-employability-skills>

Appendix 2: EES Outcomes for each Credential

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.***

Numeracy

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

- 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.
3. ***Executive mathematical operations accurately.***
Critical Thinking and Problem-Solving
 Skill areas to be demonstrated by graduates: analyzing, synthesizing, evaluating, decision making and creative and innovative thinking.
 - - 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 required mathematical operations.
- Decide what needs to be measured or calculated.

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.***

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.

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

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.***

Interpersonal

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

- 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.

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.***

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.

- 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.

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.***

Numeracy

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

- 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.

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

Critical Thinking and Problem-Solving

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

- 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.

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.***

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.

- 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.

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.**

Interpersonal

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

- 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.

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 .**

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.

- 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.

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

- Monitor the progress 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 audience needs (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.***

Numeracy

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

- 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.

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

Critical Thinking and Problem-Solving

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

- 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.

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 problem-solving process.

5. ***Use a variety of thinking skills 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.

- 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.

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 online, 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 an electronic device 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.***
Interpersonal

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

- 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.

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.

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

- 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.

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.