Adult Special Education (ASE)

Program-Specific Transfer Guide Project

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Introduction:

In British Columbia's public post-secondary institutions, Adult Special Education (ASE) programs respond to the needs of a diverse group of learners. Individuals with disabilities, or with a combination of barriers to education, employment or independence, as described in Appendix A, are eligible to enroll in these programs/courses in accordance with each institution's guidelines (Douglas College, 2009). ASE programs also respond to industry and community needs, and relate directly to local labour market trends. 15 BC post-secondary institutions offer ASE courses and programs.

The topics in ASE programs and courses include, but are not limited to, skills that increase independence, literacy and numeracy, computer literacy, employment transition, employment readiness, and vocational skills training. Learning is enhanced by the use of student-centered best practices. ASE programs and courses emphasize skill development for the workplace, and promote independence, community inclusion, and lifelong learning.

The purpose of the ASE Program-Specific Transfer Guide is to provide information to learners, parents, caregivers, instructors, employers, community agencies and counselors throughout British Columbia regarding the purpose of ASE articulation, learning outcomes for general program type offerings and a table of programs offered at each institution. The Guide will help its users with program awareness and identify transferability among ASE Employment Readiness Programs, many of which are not eligible for inclusion in the BC Transfer Guide because they are categorized as developmental or preparatory courses. The creation of the Program-Specific Transfer Guide is also intended to encourage participating institutions to articulate their current offerings, to identify potential learner pathways, and to identify areas for the development of new programs and courses.

HISTORY OF ADULT SPECIAL EDUCATION IN BRITISH COLUMBIA'S PUBLIC POST-SECONDARY SYSTEM

Adult Special Education (ASE) in British Columbia has a long history of supporting individuals with disabilities, or with a combination of barriers to education, employment or independence. Over the years, considerable emphasis has been placed on transitioning individuals from the community and the K-12 education system into programs at post-secondary institutions. Specialized programs were created for self-development, employment training, skills development for career readiness, and lifelong learning. In the 1960s and 1970s, ASE was primarily based in sheltered community workshops, focusing on day activities, where goals focused on community integration and socialization increasing individual's life and work skills. This model evolved into quasi-industrial programs promoting self-help, life skills training, and

introduction to employment. ASE has now transformed into the diverse set of programs offered today in post-secondary institutions across British Columbia.

Currently, 15 BC institutions offer ASE programs or courses. These have prescribed outcomes ranging from skills for independence, literacy and numeracy, computer literacy, employment transition, and career readiness to targeted vocational skills training and work placements. These programs and courses are presented in a myriad of learning formats.

The following table provides a chronological summary of historical events influencing the development of Adult Special Education programming in British Columbia's post-secondary education system.

Table 1: History of Adult Special Education in the BC Post-Secondary System

Year	Event
1960	The federal government passes the Technical and Vocational Training Assistance Act (Lyons, 2002). This enables the federal and provincial governments to jointly fund capital costs for vocational training facilities.
1963	The BC government amends the *Public Schools Act* (Dennison, 1971) and establishes regional post-secondary colleges.
1967	The federal government introduces the *Adult Occupational Training Act* (House of Commons, n.d.) to provide short-term retraining for unemployed and underemployed workers. The initial review leading to the Act identified a need for this population sector to be provided with basic academic skills and vocational training to improve their employability.
1973	The federal government funds the *Basic Training and Skills Development* (BTSD) program, for students to gain prerequisites for vocational training through academic upgrading, and the *Basic Job Readiness Training* (BJRT) programs to help adult learners requiring extended training programs to gain literacy and life skills, job search techniques, and work experience leading to employment.
1979	The first Career Readiness programs are offered in the BC post-secondary system.
1982	The BC Ministry of Education implements a policy recognizing the need for students with a disability to have reasonable access to appropriate learning opportunities in the public post-secondary system. The policy encourages "[a] wide range of educational opportunities for disabled adults throughout BC. Each

	institution will be encouraged to provide disabled adults.... with access into existing programs, and specifically designed programs ..."
1985	The United Nations ' *Decade of Disabled Persons* declaration outlines full participation and equality for persons with disabilities, and identifies three guiding principles of equal access, economic integration, and effective participation through enhanced partnerships.
1988	The BC government's *Provincial Access Report* reaffirms the government's commitment to adults with disabilities with a recommendation relating to increased supports. The *Access for All* initiative advocates continued pressure on institutions to meet student demand, valuing equity, individual choice and responsibility. Demand for participation and lifelong learning opportunities increases, with emphasis on skill requirements and development. The Adult Special Education Articulation Committee is established through the BC Centre for Curriculum and Professional Development.
1989	The Ontario Human Rights Commission publishes guidelines for assessing accommodation, stating that "the needs of persons with disabilities must be accommodated in a manner which respects their dignity, which maximizes their integration and promotes their full participation in society".
1989 - 1991	The BC Ministry of Advanced Education Training and Technology conducts a comprehensive review of all BC programs and services offered to students with a disability (Ministry of Advanced Education, Training and Technology, 1990). The review results in guidelines for Best Practice. This collaborative effort involves several ministries, post-secondary institutions and agencies within BC. Approximately 5% of college and institute students have disabilities even though 13% of BC's population has a disability.
1990	A BC Ministry of Advanced Education Training and Technology's Environmental Scan recognizes the need to improve educational opportunities for those with disabilities, and to meet demands for social equity through post-secondary education and training. The scan identified four Lower Mainland colleges providing programming: Capilano, Kwantlen, Douglas and Vancouver Community College. Funding for specialized programs in ASE increases to support up to 711 full time equivalent seats.
1991	A discussion paper on the "Door to Independence" emphasizes the importance of post-secondary access for students with disabilities, as access directly correlates to economic independence and community membership (Douglas

	College, 1991). The paper represents a recognition by governments, institutions and communities that educational attainment has been long underestimated, further marginalizing this population, and that changes are needed.
1999	21 BC colleges and post-secondary institutions provide a variety of services to students with disabilities. The size of this group of students is estimated at approximately 5,533, with 400 disclosed students enrolled in ASE programs. Only those that were identified through the support of Centers for Students with Disabilities (CSD) were counted (Ministry of Advanced Education, 1999/2000). (Note: not all students enrolled in ASE programming use CSD services prior to or during attendance; therefore this number is likely an under-estimate.)
2000	Partnerships for Transitions between BC secondary and post-secondary schools develop programs for students in Grade 12 to participate in college-level ASE programs.
2006	A Cohort Study identifies 42 ASE-related programs offered in 15 BC public post-secondary institutions. 73% are employment preparation programs, 56% are vocational skills training programs, 56% are personal access programs, 35% are academic skills development, and 10% are "other". 54% are full time programs, 25% are part time or full time, and the remainder are part time only. 637 students are enrolled in these programs in the September 2006 semester (Ministry of Education, 2006).
2008	Changes to the *University Act* create new special purpose teaching universities. The mandate of these new institutions includes programming for Adult Special Education (Province of BC, 2008).
2011	A Resource Directory of ASE Programs and DSS Services for Students with Disabilities in Public Post-Secondary Institutions identifies 15 BC institutions offering more than 40 ASE courses or programs (Ministry of Education, 2009).
2012	Enrollment in ASE programs across BC exceeds 1000 students. Programs are offered in 15 institutions throughout British Columbia's public post-secondary system: Camosun College, Capilano University, College of New Caledonia, College of the Rockies, Douglas College, Kwantlen Polytechnic University, North Island College, Northern Lights College, Northwest Community College, Okanagan College, Selkirk College, Thompson Rivers University, University of the Fraser Valley, Vancouver Community College, and Vancouver Island University.

2013	The ASE Articulation Committee appointed a working group to construct a Program Specific Guide, Generic Learning Outcomes for Employment Readiness Programs, and a Programs/Courses Table of offerings in the 15 participating BC post-secondary institutions.
2014	The first ASE Program Specific Guide was produced, accepted and posted to the BC Council for Articulation and Transfer site.

The ASE Articulation Process

The Purpose of Articulation

Articulation provides an opportunity for post-secondary institutions to exchange information on programming and student access, encourages diversity in programming and qualifies courses/programs through the articulation process. This process ensures that learners have access to quality programming with established learning outcomes and facilitates transfer among participating institutions (bccat.ca).

The BC Council on Admissions and Transfer (BCCAT) works to further the aim of transitions for learners. For further information on the work and publications of BCCAT, please visit bccat.ca

The Goals of ASE Articulation

The goals of ASE articulation are:

1. To recognize ASE programs and to articulate outcomes that create pathways for students to further education, community involvement and/or employment.
2. To develop generic learning outcomes for program/course levels.
3. To assess equivalent learning outcomes while respecting the autonomy of participating post-secondary institutions, and ensuring quality programming.
4. To facilitate the use of common terminology across participating institutions.
5. To identify educational opportunities for students and to facilitate transfer from one post-secondary institution to another.
6. To exchange relevant information and best practices.
7. To provide a forum for discussion of provincial and program educational issues in ASE.
8. To be a common voice when communicating and collaborating with external bodies.
9. To exchange curriculum resources and explore educational opportunities.

ARTICULATION GUIDELINES FOR ASE EMPLOYMENT READINESS COURSES

Goal Statement

The goal of Employment Readiness (ER) programs is to provide post-secondary opportunities for adult learners with a disability/barrier to learn workplace skills, demonstrate employment readiness skills, and to explore opportunities for future learning and employment in a changing and diverse society.

Generic Topic Learning Outcomes

Employment Readiness (ER) includes a broad range of skill development. It is recognized that the following skill topics represent the scope of programming across BC, and that the exact content of individual course/program content may vary. There are a total of 11 skill topic areas, and two groupings in which ER courses/programs may be placed on the table (Level 1 and Level 2). When a course/program is accepted by the Articulation Committee for placement on the ER Programs Table, the Articulation Committee is satisfied that the course/program meets the exactly stated learning outcomes for that level.

Courses/programs represented on the **Level 1** table **must** include the following:

- A minimum of **50%** of the learning outcomes identified in each of the **3 Mandatory Skills** areas: Communication Skills, Education and Employment Explorations Skills, and Employability/Workplace Skills.
  Example: List of learning outcomes described on Institution's Program Curriculum Guideline
  Communication Skills A1, A2, A3, A4, A5
  Education and Employment Explorations Skills B3, B4, B5, B6
  Employability/Workplace Skills C1, C2, C4, C5, C6, C7, C12, C13

- A minimum of **50%** of the learning outcomes identified in **2** or more of the **Optional Skill** areas are required.
  Example: List of learning outcomes described on Institution's Program Curriculum Guideline
  Interpersonal Skills F1, F2, F5, F6, F7, F8
  Literacy and Numeracy Skills H1, H3, H4, H5, H6, H7, H8, H12
  Customer Service Skills K1, K2, K3, K4, K5, K6

Courses/programs represented on the **Level 2** table **must** include the following:

- A minimum of **70%** of the learning outcomes identified in each of the **4 Mandatory Skills** areas: Communication Skills, Education and Employment Explorations Skills, Employability/Workplace, and Work Training Experience.
  Example: List of learning outcomes described on Institution's Program Curriculum Guideline
  Communication Skills: A1, A2, A3, A4, A5, A6, A7, A8
  Education and Employment Exploration Skills: B1, B2, B3, B5, B6
  Employability/Workplace Skills: C1, C2, C3, C5, C6, C7, C8, C10, C12, C13, C14
  Work Training/Experience: D1, D2, D3, D4, D6, D7, D8

- A minimum of **70%** of the learning outcomes identified in **4** or more of the **Optional Skills** areas.
  Example: List of learning outcomes described on Institution's Program Curriculum Guideline
  Technology Skills: E1, E2, E3, E4, E5
  Interpersonal Skills: F1, F3, F5, F6, F7, F8, F9, F10, F11
  Personal Awareness: G1, G2, G3, G4, G5, G6, G7, G8, G10, G11, G12, G14
  Job Search Skills: I1, I2, I3, I4, I5, I6, I7, I8, I9, I12, I13, I15, I16, I17
  Customer Service Skills: K1, K2, K3, K4, K5, K6, K7

Generic Topic Learning Outcomes

Mandatory Skills

A. Communication Skills

The learner will:
1. Recognize and define the elements of communication (sender, message and receiver)
2. Identify barriers to communication and use strategies to overcome barriers
3. Ask for clarification and demonstrate techniques (i.e. paraphrasing, asking questions) to assist communication
4. Display/use effective communications
5. Engage in active listening
6. Differentiate between passive, aggressive and assertive communication
7. Express their needs and ask for assistance
8. Respond to instructions and or feedback

B. Education and Employment Exploration Skills

The learner will:
1. Complete various inventories/assessments related to education and employment, and develop and participate in personal, education and career planning
2. Become familiar with the BC Human Rights Code, BC Employment Standards Act and federal Employment Equity Act and his/her rights as a worker and citizen in BC
3. Identify and describe reasonable education / workplace accommodations/adjustments and support
4. Research job profile and education/training opportunities
5. Participate in goal planning and/or information interview
6. Identify and assess personal skills, abilities, work skills, habits, performance and compatibility with the type of work chosen

C. Employability/Workplace Skills

The learner will:
1. Demonstrate an understanding of the behavioural expectations an employer has when looking for a potential employee
2. Participate in verbal and non-verbal feedback
3. Follow instructions and directions, written and verbal
4. Demonstrate good organizational skills and work habits
5. Demonstrate initiative, dependability and reliability on the job
6. Recognize the importance of accepting feedback and criticism
7. Demonstrate positive workplace values
8. Present themselves at job interviews in a professional manner
9. Respond to interview questions by representing their strengths
10. Ask relevant questions of potential employers
11. Respond to different forms of feedback positively, considering the information to support positive changes.
12. Employ appropriate conversational skills with fellow students, coworkers and employers
13. Understand the responsibility of asking for assistance on the job
14. Demonstrate organizational skills (e.g. use planning tools, follow schedules, maintain punctuality and attendance)

D. Work/Training Experience – Mandatory for Level 2 Courses/Programs; Optional for Level 1 Courses

The learner will:
1. Identify and demonstrate safe work practices as per WorkSafe BC guidelines
2. Participate in work site training orientation
3. Identity and evaluate safe and unsafe work sites
4. Complete a minimum of one work experience in an identified job, based on interests, skills and abilities when applicable
5. Plan transportation to participate in an interview and work placement, as required
6. Set goals and participate in evaluations
7. Demonstrate good workplace habits and positive attitudes
8. Plan and complete tasks as per instructions

Optional Skills

E. Technology Skills

The learner will:
1. Access a computer for word processing
2. Demonstrate a basic level of skill in using digital resources
3. Access an email account, compose and reply to messages
4. Understand and use safe internet protocols
5. Construct resumes, cover letters, and thank-you letters
6. Upload resumes to submit a job application online

F. Interpersonal Skills

The learner will:
1. Identify and demonstrate attitudes for success
2. Identify and demonstrate workplace expectations
3. Demonstrate respectful interactions in a diverse multi-cultural learning/work environment
4. Explore multicultural diversity in the workplace
5. Demonstrate cooperative workplace behaviours
6. Identify ways of demonstrating initiative on the job
7. Demonstrate appropriate interpersonal skills with supervisors, coworkers and customers
8. Develop strategies for getting along with others, co-workers, supervisors, customers and other stakeholders
9. Define conflict and demonstrate conflict resolution strategies.
10. Demonstrate problem-solving strategies
11. Give and receive feedback in an effective manner

12. Define and demonstrate ethical behaviors

G. Personal Awareness

The learner will:
1. Identify personal learning strategies
2. Describe personal attributes, strengths and challenges

3. Identify supports for educational/vocational success
4. Develop awareness of vocational strengths and challenges
5. Set learning goals, and review and discuss progress
6. Identify common stressors and strategies for stress management
7. Develop personal coping strategies to deal with change
8. Identify ways to build self-esteem
9. Recognize different personal and workplace styles for work settings
10. Understand the responsibility of asking for assistance on the job
11. Understand the relationship between personality, attitudes and actions
12. Identify personal values and how they apply to job satisfaction
13. Develop awareness of community resources and leisure
14. Identify personal-based and social-based resources, including family and friend relationships and spiritual supports

H. Literacy and Numeracy Skills

The learner will:
1. Develop knowledge about wages, personal finances and budgeting
2. Identify payroll terms and payroll deductions
3. Demonstrate ability to use calendars, planners, and timetables
4. Recognize, read, write and order numbers
5. Demonstrate the ability to solve real-life problems using basic numbers operations
6. Recognize and count coins and paper money
7. Create and respond to written and digital workplace communications
8. Use basic number operations in daily tasks
9. Identify and use currency in monetary transactions
10. Identify taxes, PST, and GST
11. Recognize typical gratuities expected for certain services
12. Demonstrate an ability to use a calculator for basic calculations (adding, subtracting, multiplying and dividing)
13. Demonstrate an ability to prepare a personal budget
14. Read and decode a pay cheque/pay stub
15. Read and decode bills, invoices and receipts

I. <u>Job Search Skills</u>

The learner will:
1. Collect all related information to prepare a resume
2. Identify his/her personal job search network
3. Prepare and practice responses to communication skills for interviews
4. Prepare for an interview
5. Participate in role plays
6. Present himself/herself at job interviews in a professional manner
7. Respond to interview questions by representing his / her strengths
8. Ask relevant questions of potential employers
9. Identify local public and private employment agencies
10. Conduct a local job market analysis
11. Describe elements of and create a supported or independent job search plan
12. Identify and outline individual employment support and training needs
13. Demonstrate effective goal setting and time management skills
14. Demonstrate an understanding of the strategies needed to start and maintain a job search
15. Develop appropriate job-targeting cover letters
16. Demonstrate effective job search techniques
17. Identify the pros and cons of when and how to disclose one's disability

J. <u>Health and Wellness</u>

The learner will:
1. Describe the inter-relationship of mental, emotional physical and spiritual health
2. Explain the relationship between positive health behaviours and the prevention of injury illness and diseases
3. Describe and demonstrate ways to reduce risks related to unhealthy behaviours and attitudes affecting physical health
4. Demonstrate a practical knowledge of the main areas of health and wellness
5. Identify community resources for health maintenance in independent living
6. Demonstrate a greater understanding of health and/or disability
7. Set goals in area of health management e.g. nutrition, fitness, stress management, leisure

K. Customer Service Skills

The learner will:
1. Identify the impact and importance of first impressions
2. Demonstrate positive customer service skills and an understanding of the importance of excellent customer service skills
3. Demonstrate effective customer service communication, including responding to nonverbal communication
4. Identify and demonstrate the use of empathetic listening skills when responding to customer needs
5. Identify and demonstrate treating customers in a respectful manner
6. Identify and demonstrate appropriate responses to customer inquiries
7. Identify and demonstrate ways of dealing with challenging customers

ASE Employment Readiness Programs Table

Institution Name	Level 1	Level 2
Camosun College	Certificate in Employment Training Level 1	Certification in Employment Training Level 2
Capilano University		Discover Employability Education and Employment Access
College of New Caledonia		Job Education and Training (JET) Techniques for Access, Reaching Goals, and Employment Training (TARGET)
College of the Rockies		Education and Skills for Employment Program
Douglas College	Transitions	Career and Employment Preparation Program
Kwantlen Polytechnic University		Work Exploration Program Job Preparation Program
North Island College	Practical Academics for the Workplace Workplace Professionalism	Employment Transitions Program
Northwest Community College		Workplace Skills Training (WST Program) Retail Service Plus Program (RSPP)
Okanagan College	Independent Living Skills Program (Basic Academic Skills Certificates Level A & B, & Advanced Skills Certificate Inclusive Post-Secondary Education	Preparing for Access to Careers and Education Program (PACE) Supported Access to Modified Education Program (SAME)
Selkirk College	Foundations: Skills for Adult Living	Discovery: Skills for Employment
Thompson Rivers University		Education and Skills Training Career Exploration (ESTR)
University of the Fraser Valley		Workplace TASK (Training in Attitudes, Skills and Knowledge)
Vancouver Community College	Computer Applications Managing your Money Reading & Writing Level 3 Reading & Writing Level 4	Career Awareness Deaf & Hard of Hearing Job Readiness Program
Vancouver Island University		Workplace Essential Skills and Training Program (WEST)

The institutions listed on this table have agreed that the programs recorded at each of the current two levels are equivalent to each other for the purpose of facilitating student mobility and recognizing student's achievements/credits. Program length is not a factor in deciding placement on the table recognizing that different delivery models are used to enhance learning opportunities for this diverse group of learners.

Courses/Programs at Level 1 **must** include the **3 mandatory skill** areas (Communication, Education and Employment Exploration Skills, Employability and Workplace Skills) + a minimum of **2** of the **Optional Skill** areas. The programs will have met a minimum of 50% of the learning outcomes of each of the skill areas selected.

Courses/Programs at **Level 2** must include all **4 mandatory skill** areas (Communication, Education and Employment Exploration Skills, Employability and Workplace Skills, and Work Training Experience) + a minimum of **4 optional skill areas**. Each of the skill areas selected must meet a minimum of 70% of the learning outcomes.

ARTICULATION GUIDELINES FOR ASE SECTOR SPECIFIC SKILLS TRAINING Programs

Goal Statement:

The goal of Sector Specific Skills Training programs is to provide post-secondary opportunities for adult learners with a disability/barrier in job specific and employment readiness skills training.

Generic Topic Learning Outcomes

Sector Specific Skills Training learning outcomes are intended to form a guide to be used in setting program content in each training area. A minimum of 70% of the identified learning outcomes in the 9 areas of competency is recommended for each program represented on the Post-Secondary Table.

A. Employability and Workplace Skills

The learner will:
1. Use resources and supports in the workplace (i.e. Checklists, mentors, etc.)
2. Demonstrate positive work site attitudes and ethics
3. Meet common workplace expectations
4. Demonstrate an awareness of employers' expectations at the worksite
5. Exhibit work habits to industry standards in selected work experiences
6. Exhibit effective time management
7. Participate actively as a team member
8. Demonstrate interview skills
9. Utilize stress management strategies
10. Set work-related short and long term goals
11. Articulate methods of evaluation in the workplace
12. Use effective workplace communication
13. Demonstrate positive customer service skills
14. Identify the rights and responsibilities of the employer and the employee

B. Workplace Safety

The learner will:
1. Demonstrate the ability to request a safety orientation
2. Identify hazards and apply appropriate responses
3. Follow the hazard reporting process for a given work site
4. Follow workplace policy and procedures
5. Identify the importance of using an organizational tool to keep schedules and appointments
6. Identify an explain principles of health and occupational health and safety
7. Identify strategies for incorporating health safety and wellness principles in personal and workplace settings

C. Personal Awareness

The learner will:
1. Evaluate personal skills and abilities, work skills, habits and performance
2. Measure personal compatibility with type of work chosen
3. Use confidence and self-esteem building skills to improve employability
4. Identify work and personal values
5. Apply hygiene and grooming principles to maintain a professional appearance
6. Apply professional workplace attitudes and habits.

D. Communication and Customer Relations

The learner will:
1. Demonstrate presentation skills
2. Exhibit effective communication exchanges in the workplace and in an educational setting
3. Identify and apply conflict resolution techniques
4. Employ active listening skills
5. Identify acceptable communication for both public and private situations
6. Adhere to workplace confidentiality
7. Exhibit positive customer service practices
8. interact in a professional manner

E. Employment Readiness

The learner will:
1. Demonstrate behaviours that maintain positive workplace relationships
2. Use strategies to problem solve
3. Articulate ways to improve workplace relationships
4. Identify barriers to employment
5. Identify strategies to enhance employability
6. Develop and practice self-management skills for work
7. Exhibit initiative and independence

F. Job Search skills

The learner will:
1. Understand the importance of social networks to identify potential employers
2. Identify strategies required for a successful job search
3. Prepare a resume and cover letter
4. Exhibit the skills needed to set up and participate in an employment interview
5. Identify appropriate community agencies and services to assist with a job search
6. Participate in interview skill building
7. Identify the stages of the interview process
8. Participate in job search
9. Identify job search engines
10. Submit online application
11. Use an application follow-up plan

G. Work Experience/Practicum

The learner will:
1. Demonstrate good time management
2. Meet industry expectations in specific areas of training
3. Demonstrate an understanding of employer's expectations
4. Perform safe work practice on a work site
5. Transfer acquired sector specific skills to the workplace
6. Follow workplace rules, policies and assigned work schedule
7. Recognize and meet entry-level quality and production levels
8. Demonstrate initiative on the job
9. Participate in workplace practicum interview

H. Sector Specific Training

The learner will:

1. Identify common hazards in specific training area
2. Identify the roles and responsibilities of the position
3. Identify the role of WorkSafe BC and employer/employee responsibilities
4. Understand and use workplace forms
5. Use health and safety practices in the workplace
6. Exhibit safe operation of equipment
7. Utilize tools and equipment in a safe and efficient manner
8. Use sector specific vocabulary
9. Acquire relevant certification
10. Demonstrate mastery of skill set in area of training
11. Identify sector specific industry standards
12. Adhere to general workplace policies

I. Workplace Literacy

The learner will:

1. Define and use work-related terminology related to field of study
2. Define gross/net pay, and deductions
3. Apply work-place related numeracy skills
4. Use digital technology safely
5. Access online job search
6. Access and apply work-place information (i.e. training manual, policies, signage)

J. Certification as Applicable to Sector

The learner will:

1. Demonstrate the skills required in each certificate area
2. Articulate the certification required for employment in the specific sector.

The following table represents vocational programing in post-secondary institutions offered across British Columbia in employment sector areas. Each program listed on the ASE Sector Specific Skills Training Programs Table has met the minimum requirement of 70% of the identified learning outcomes in the 9 areas of competency and approved by the ASE Articulation Committee.

The Table includes a brief description of the general objective of each program to provide basic information to learners, parents, caregivers, instructors, employers, community agencies and counselors for awareness and selection.

ASE Sector Specific Skills Training Programs Table

Institution	Sector Specific Programs Offered	Objective
Camosun College	Certificate in Employment Training – Level 1 • Construction Materials Handler • Customer Service • Food and Customer Service • Gardening and Customer Service	Employment Training and Preparation programs specifically designed for students who are unable to meet the entrance requirements for other college training programs in these sectors, and for whom traditional upgrading is not an option or currently an option.
	Certificate in Employment Training – Level 2 E.A.R.T.H. Gardening Certificate	Provides learners with a knowledge of local, sustainable food production & knowledge and skills for entry level employment in the landscaping & nursery industries. This training is offered during the winter semester.
Douglas College	Basic Occupational Education Programs • Electronic and General Assembly • Retail & Business • Food Services	Vocational skills training for entry level employment in all three sector areas. These programs are full time, 10 – 12 months in length, and are continuous intake
	Customer Service and Cashier Training Program	Specific training for retail environments. This full time program is a one semester offered in September and January. The program is open to student with a barrier to education/employment.
	Warehouse Training Program	Specific training for warehouse positions. This full time program is a one

		semester offered in September and January. The program is open to student with a barrier to education/employment.
Kwantlen Polytechnic University	Vocational Skills Training Program (VST) • Automotive Assistant • Food Services Assistant • Child Care Aide • Early Childhood Educator Assistant • Clerical Assistant	Vocation skills training for entry level employment. The program in offered each September and runs until June. Programs are offered on the Surrey and Richmond campuses and are currently under review.
Selkirk College	Food Service Worker	Vocational training for entry level positions in the food services sector. Program is offered September to April and can be attended part-time.
	Retail Support Worker	Vocational training for entry level positions in the retail sector.
	Agriculture Exploration	Specific skills training with in the agriculture sector, focusing on local food security, native plants and basic gardening skills. Program will be offered part-time.
	Applied Arts	Specific skills training for exploring the arts sector. Skills are guided by the unique interests of the learner(s) and collaborations with local mentors.
Thompson Rivers University	Kitchen Assistant Retail Assistant Automotive Assistant	Students receive specific training and skill development in their chosen vocational area. Students divide their time between classes, labs, and work placements. The programs are full-time for nine months (September – May).
North Island College	Employment Transition Culinary Assistant Program	Employability and relevant certificate courses, culinary skills development courses in a professional kitchen, a job shadow practicum, and a full time supported work experience placement

	Employment Transition Construction Access Program	Employability and relevant certificate courses, carpentry/construction skills development courses in a carpentry shop, a job shadow practicum, and a full time supported work experience placement
Northwest Community College	Retail Service Program Basic Warehouse Training	Vocational skills training for entry level employment
Vancouver Community College	Food Service Careers Certificate Retail and Hospitality Careers Certificate	Entry level job acquisition, kitchen assistant. Full time, 12 week work experience. Entry level job acquisition, retail, grocery, and hospitality industry. Full time, 12 weeks work experience

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Appendix: A   CATEGORIES OF DISABILITY (Douglas College, 2009)

Typically students in ASE programs are seen to fall within one or more categories:

1. **Documented Disabilities**
Individuals have been assessed by a registered psychologist or school psychologist in cases of a developmental disability or learning disability, or have been formally diagnosed by a certified professional related to the area of the disability (e.g., medical doctor for medical/physical disabilities, audiologist for hearing impairments, psychiatrist for mental health disabilities) and have documentation of disability. With the exception of developmental disabilities and brain injuries prior to 18 years, documentation would typically be less than five years old.

2. **Undiagnosed or Students Without Documentation of Disability**
Students may have out of date documentation or may have had documentation which is no longer available. Students may clearly have a disability; however, they may not have been assessed, may be supported by other agencies, do not wish to apply for PWD (Persons with Disabilities) status and / or accept support from Community Living British Columbia (CLBC), or do not wish to be labeled. Many people with learning disabilities or mental illness fall into this category. Individuals may be disabled according to the commonly accepted World Health Organization definition of disability; however they may not meet the Province of British Columbia definition of disability which entitles them to receive PWD benefits. ESL students and aboriginal students with disabilities often fall into this group.

3. **Barriers**
Typically consist of two or more of the following: alcohol and drug illness; undiagnosed or undocumented mental illness; undiagnosed FASD; slow learner; at-risk; borderline intelligence (therefore does not qualify for CLBC support); poor academic skills; low self-esteem. A disproportionate

number of aboriginal students may be found in this group. The vast majority of ASE students fall within the first two categories; however, there is considerable anecdotal and other evidence that the number of individuals who would be identified as having barriers vs. documented disabilities is growing rapidly. Two examples of this are the doubling of the homeless population in Vancouver over the past three years and the growth in the numbers of individuals (K-12) displaying autistic tendencies and / or other mental health issues. On average, under 20% of the total enrollment in ASE programs would typically be identified as having barriers; however, the complexity of these individuals may be considerable. On the other hand, the outcomes leading to employment are strong. ASE programs appear to be providing an effective balance in addressing the needs of the full spectrum of the disabled and multi-barriered community.