Structured Work Experience Placement Handbook

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B.C. Post-Secondary Adult Special Education Programs

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The handbook provides an overview of practices specifically related to the work experience component of Adult Special Education (ASE) Employment Readiness (ER) programs in B.C. The handbook will also articulate promising and recommended practices and detail specific practical applications. It may also serve as a foundation to initiate further discussion regarding provincial articulation standards in relation to high-impact work experience practices in ASE. While other aspects of ASE programming have been more thoroughly addressed through provincial articulation exercises and meetings, there has been relatively little discussion at the provincial level around practices explicitly related to work experience activities. To aid in further articulation activities, a suggestion for the adoption of common language for use within BC's ASE ER programs is presented. This resource was created based on findings related to experiential education practices in work-integrated education settings. In compiling this guide, an effort was made to gather information from each of the 15 ER programs in BC as well as from other ER-type programs in other parts of Canada and the United States. In the past, ASE ER programs have been often asked to justify their existence and to explain the impact and significance of accepted standard practices in ER programs, such as the focus on experiential education and work experience activities. To this end, a rationale for the importance of the Structured Work Experience component of these programs is also included. Finally, sample documents and a list of potentially useful resources for practitioners are included throughout the handbook as well as in the appendices.

This handbook includes both a summary of information gathered and outlines of promising and recommended practices in relation to the key areas below:

1. The importance and value of structured work experience in ASE ER programming
2. The rationale for including work experiences in employment readiness programs
3. Definitions and common language related to work experiences
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The term "Adult Special Education" is specific to B.C. and is currently the official government designation in post-secondary programming, although discussions regarding a name update at the provincial level are underway. Many institutions have already made changes to this designation within their institutions. A similar discussion has been raised regarding the "Employment Readiness" categorization of these programs and courses due to the negative perceptions around "readiness" programs in general in the larger field of special education. This resource guide specifically focuses on those practices related to the work experience component of the BC Adult Special Education programs categorized as "Employment Readiness" programs (levels 1 &2), as designated in the recently updated 2018 *Adult Special Education Program-Specific Transfer Guide Project*. These programs/ courses are offered at 15 post-secondary institutions in B.C. While content areas in these programs vary, the Transfer Guide states, "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."[1]

1. Lowndes, D. (2018, May). Adult Special Education (ASE) Program-Specific Transfer Guide. Retrieved from British Columbia Council on Admissions and Transfer: http://www.bccat.ca/pubs/aseguide2018

Accessibility Disclaimer

We recognize that this book's image accessibility may be insufficiently suited for the visually impaired.

Acknowledgements

PART I
BACKGROUND AND CONTEXT

This section includes a brief history and overview of Adult Special Education in the post-secondary environment.

> 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 ... are eligible to enroll in these programs/courses in accordance with each institution's guidelines. [1]

Access to post-secondary education opportunities for adults with intellectual and developmental disabilities is relatively recent both in BC and elsewhere in the world. The roots of Adult Special Education in B.C. can be traced to the 1980's when the disability rights agenda focused on community integration. Government worked closely with disability organizations during the deinstitutionalization movement and focused on community living with the development of group

1. Douglas College (2009) Review of Adult Special Education Programming. New Westminster: Douglas College.

homes, sheltered workshops, and Special Education Programs. [2]

> **The UN International Year for Disabled Persons (IYDP), celebrated in 1981, represented a high mark in the pursuit of disability rights in Canada. The IYDP and the subsequent UN Decade of Disabled Persons (1983–92) fostered an unprecedented level of public and political interest in Canada regarding the rights and opportunities afforded to people with disabilities. This increased general awareness of disability issues fueled campaigns to include disability in the Charter of Rights and Freedoms** [3] **.**

ASE programs gained a foothold in B.C. colleges in the early 80's when the B.C. government issued a policy statement regarding the education of adults with disabilities and appointed an ASE Coordinator. ASE grants were made available to post-secondary institutions to provide services and resources for adults with disabilities. In 1983, a policy statement was issued which laid the foundation for system change. The *Ministerial Policy Statement on the Provision of Adult Special Education in the Public Education System of British Columbia*, called for increased emphasis on fair and equitable access to post-secondary programming for adults with disabilities. Specifically, the statement recognized "adult special education

2. Neufeldt, A. H. (2003). Disability in Canada: An Historical Perspective. In H. Enns & A. H. Neufeldt (Eds.), In Pursuit of Equal Participation. Captus Press, Ontario, 22-79

3. The Canadian Encyclopedia. (April 23, 2015). Historica Canada. Retrieved March 1, 2018, from The disability rights movement in Canada: http://www.thecanadianencyclopedia.ca/en/article/disability-rights-movement/

as an integral part of the total education enterprise." [4]
Consequently, Adult Special Education programs have been
offered at some B.C. post-secondary institutions since the early
1980's. The vast majority of original ASE programming was
categorized as "career education," [5] however, there were also
some offerings of "academic upgrading" and "life skills"
options.

The foundation for the emphasis on vocational
programming may have resulted from a combination of
influences from community, government, secondary and post-
secondary sources. The prevalent viewpoint in secondary
education at that time emphasized non-academic options for
"special education" students. In fact, "For many years, the only
mode of special education intervention for students, at grade
8 level and above, was the Occupational Program." [6] Csapo
states this emphasis "was established as a direct response to
the Chant Report (The Report of the Royal Commission in
Education: 1960)" which recommended the "establishment of
a Junior Vocational course – a three-year terminal program
for the slow stream of secondary pupils. [7] A 1983 Ministry of
Education discussion paper entitled "Career Education for
Mentally Handicapped Adults" included a model for
"comprehensive career education" which provided "some

4. Lindsay, J. (1982, March). ED253663.pdf. Retrieved February 4, 2018,
   from files.eric.gov: https://files.eric.ed.gov/fulltext/ED253663.pdf
5. Lindsay, J. (1982, March). ED253663.pdf. Retrieved February 4, 2018,
   from files.eric.gov: https://files.eric.ed.gov/fulltext/ED253663.pdf. p. 50
6. Csapo, M. (1977). The Hamilton occupational program study. Research
   and Development Grant Study Report, Ministry of Education.
7. Csapo, M. (1978, Spring). Towards diversification of secondary special
   education in British Columbia. B.C. Journal of Special Education, 1(1),
   17-25.

indications of future directions in the education of mentally handicapped adults." [8]

In 2015/16, post-secondary institutions reported delivering 687 full time equivalents (FTEs) in ASE.

The Ministry of Advanced Education, Skills and Training uses student FTEs as its key measure of student enrolment activity at each public post-secondary institution. One FTE may represent one student with a full-time course load, or as many as five or six students carrying fewer courses. ASE students tend to be enrolled in full-time programs, thus the 687 FTEs represent a headcount of 903 individual students. (Province of British Columbia , 2016)

Adult Special Education, along with Adult Basic Education (ABE) and English as Second Language (ESL), is currently classified as "Adult Education" by the Ministry of Advanced Education, Skills and Training, and as a "developmental" offering by BC Council on Admissions and Transfer (BCCAT) in post-secondary education. According to the Ministry of Advanced Education, Skills and Training website, the aim of Adult Education offerings is to "explore options for mature

8. Cassidy, F. (1983, Winter). Adult special education in B.C.: Toward a lifelong learning approach for persons with mental handicaps. B.C. Journal of Special Education, 7(4), 310-306.

students who want to graduate high school or take courses to meet post-secondary program requirements" (British Columbia, Government, n.d.). The Ministry website further states, "Adult Special Education (ASE) programs offered at B.C. public post-secondary institutions are available to students with permanent disabilities or a combination of learning difficulties that hinder scholastic success" (British Columbia Ministry of Advanced Education, n.d.). While there is no specific definition or criteria of "permanent disabilities" or "combination of learning difficulties" by the Ministry, a document created by Douglas College, and included in the BCCAT publication, Adult Special Education (ASE) Program-Specific Transfer Guide Project, provides an overview of the "categories of disability" typically represented in ASE classes. (See box below)

CATEGORIES OF DISABILITY[9][10]

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

Documented Disabilities

Individuals have been assessed by a registered psychologist or school psychologist in cases of a developmental disability or learning disability, or

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9. Douglas College (2009) Review of Adult Special Education Programming. New Westminster: Douglas College.
10. Lowndes, D. (2018, May). Adult Special Education (ASE) Program-Specific Transfer Guide, p. 24. Retrieved from British Columbia Council on Admissions and Transfer: http://www.bccat.ca/pubs/aseguide2018

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.

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.

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.

"Developmental Disabilities" is an umbrella term that includes intellectual disability but also includes

other disabilities that are apparent during childhood.

Developmental disabilities are severe chronic disabilities that can be cognitive or physical or both. The disabilities appear before the age of 22 and are likely to be lifelong. Some developmental disabilities are largely physical issues, such as cerebral palsy or epilepsy. Some individuals may have a condition that includes a physical and intellectual disability, for example Down syndrome or fetal alcohol syndrome.

Intellectual disability encompasses the "cognitive" part of this definition, that is, a disability that is broadly related to thought processes. Because intellectual and other developmental disabilities often co-occur, intellectual disability professionals often work with people who have both types of disabilities. [11]

In the Final Report of the Adult Special Education 2006 Cohort Study (the last one conducted in this format) a breakdown of students responding to the ASE Survey indicated that, at that time, 79% of students identified as having an intellectual or developmental disability, followed closely by students who identified as having a learning disability (p. 6).

11. American Association on Intellectual and Developmental Disabilities, 2018 https://www.aaidd.org/intellectual-disability/definition/faqs-on-intellectual-disability (retrieved in 2018)

[12] At that time, the majority of programs had a "focus on developing vocational and employment skills, with an emphasis on employment preparation, job search and work experience" (Government of British Columbia). More recent data, from the Canada B.C. Labour Market Agreement for Persons with Disabilities 2016 Accountability Report, shows more diversity in the range of disabilities represented in ASE classes. (See box below)

> ASE students are adults with cognitive, developmental and/or learning disabilities that hinder scholastic success and are barriers to employment and independence.
>
> An earlier study of ASE students indicated that 46% have developmental disabilities; 25% identify mental health problems such as ADHD, anxiety attacks, Bipolar Disorder; 23% have speech or language difficulties; 21% have vision loss; 20% have a neurological disability such as a brain injury, Cerebral Palsy or Epilepsy; 15% have hearing loss. Individual students may have one or more disabilities that create barriers to learning success. [13]

12. Ministry of Advanced Education. (2006). *Final Report of the Adult Special Education 2006 Cohort Study. http://www.llbc.leg.bc.ca/public/PubDocs/bcdocs/430571/ASE_Omnibus_Report.pdf*
13. British Columbia Ministry of Advanced Education and Labour Market Development. (n.d.). Ten-year employment outlook for British Columbia. Retrieved from Government of Canada: http://www.aved.gov.bc.c Canada B.C. Labour Market Agreement for

The following excerpt is taken from the Institute for Community Inclusion website and outlines definitions for three main categories of PSE programming.

There are **three main types of PSE models**: mixed or hybrid, substantially separate, and totally inclusive. Within each model, a wide range of supports and services is provided. Each model is described in the order of prevalence.

1. **Mixed/hybrid model**: Students participate in social activities and/or academic classes with students without disabilities (for audit or credit) and also participate in classes with other students with disabilities (sometimes referred to as "life skills" or "transition" classes). This model typically provides students with employment experience on- or off-campus.
2. **Substantially separate model**: Students participate only in classes with other students with disabilities (sometimes referred to as a "life skills" or "transition" program). Students may have the opportunity to participate in generic social activities on campus and may be offered employment experience, often through a rotation of pre-established employment slots on- or off-campus.
3. **Inclusive individual support model**: Students receive individualized services (e.g., educational coach, tutor, technology, natural supports) in college courses, certificate programs, and/or degree programs, for audit or credit. The individual student's vision and career goals drive services. There is no program base on campus. The focus is on establishing a student-identified career goal that directs the course of study and employment

Persons with Disabilitiesa/labourmarketinfo/reports/
COPS_BC_Unique_Scenario_2007-2017%20.pdf

experiences (e.g., internships, apprenticeships, work-based learning). Built on a collaborative approach via an interagency team (adult service agencies, generic community services, and the college's disability support office), agencies identify a flexible range of services and share costs. [14]

While much has changed since the inception of ASE programs in B.C. in the early 1980's, the scope of post-secondary options accessible to adults with intellectual and developmental disabilities in B.C. is still very limited. The majority of current Adult Special Education programming offerings are employment-related, falling either under the category of "Employment Readiness" or "Sector Specific Skills Training" and would be categorized as either "mixed/hybrid" or "substantially separate" models, based on the definitions presented above. There are a limited number of other academic options, such as upgrading and technology courses, as well as very limited access to fully inclusive post-secondary education (IPSE) opportunities following the "inclusive support model" and supported through BCIPSE (the British Columbia Initiative for Inclusive Post Secondary Education – see Appendix). The BC IPSE website states that IPSE students access and engage in the same courses and opportunities to study, work, and play as any other student enrolled at college or university." [15] Additionally, Kwantlen Polytechnic University

14. Hart, D. G. (2006, August). Postsecondary education options for students with intellectual disabilities: Research to practice 45. Retrieved from Institute for Community Inclusion: https://www.communityinclusion.org/article.php?article_id=178
15. BC IPSE. (2018, June 12). British Columbia initiative for inclusive post-secondary education. Retrieved from British Columbia initiative for inclusive post-secondary education: https://www.bc-ipse.org

currently has an innovative fully inclusive, for credit, pilot project (Including All Citizens Project).

Program Objectives

ASE programs support individuals with disabilities that create barriers to education, employment and independence. The programs provide classroom-based instruction and training opportunities to help adults acquire the literacy, life and employment skills necessary for further education, employment and ultimately independence. (Government of British Columbia, 2016)

Under the terms of the Canada-British Columbia Labour Market Agreement for

Persons with Disabilities (LMAPD), performance of ASE programs is monitored annually for "Client Outcomes and Impact Indicators" related to "enhanced employability" or "employment". For that reason, there is an incentive for the

ASE programs also respond to industry and community needs, and relate directly to local labour market trends. [16]

16. Lowndes, D. (2018, May). Adult Special Education (ASE) Program-Specific Transfer Guide. Retrieved from British Columbia Council on Admissions and Transfer: http://www.bccat.ca/pubs/aseguide2018

emphasis of most ASE programs, to remain heavily focused on employability skills and employment, or enhanced employability as these are the main impacts measured in the LMAPD agreement. As per the agreement, "British Columbia will report annually to citizens on programs and services funded under this framework to demonstrate the activities undertaken to improve the employment situation of persons with disabilities" (Government of Canada). (See box below)

Client outcomes and impact indicators:

Enhanced employability

- Proportion who indicate they are prepared for new or better employment as a result of intervention, by intervention type;
- Proportion who earn credentials/ certification as a result of intervention, by intervention type; and,
- Proportion who indicate career advancement (e.g., promotion, increased responsibilities) as a result of intervention, by intervention type.

Employment

> - For those unemployed pre-intervention, proportion of clients by employment status at 3 and 12 months post-intervention (employed/unemployed, hours worked, hourly earnings), by intervention;
> - For those employed pre-intervention, proportion of clients by employment status at 3 and 12 months post-intervention (employed/unemployed, hours worked, hourly earnings), by intervention type;
> - Proportion of clients indicating employment is closely related to educational background / work undertaken during intervention; and,
> - Proportion of clients satisfied with intervention, by intervention type.

A similar vocational focus exists in post-secondary education (PSE) programming in the United States.

PSE programs were designed to enable greater career development opportunities for youth with intellectual and developmental disabilities, with the ultimate goal of competitive employment. [17] *Estimates of the extent to which PSE programs are employment focused range*

17. Grigal, M., Hart, D., Smith, F. A., Domin, D., Sulewski, J., & Weir, C. (2015). Think College National Coordinating Center: Annual report on the transition and postsecondary programs for students with intellectual disabilities (2013–2014). Boston, MA: University of Massachusetts

from 45% to 100%. [18] *Regardless of type, most programs contain vocational training in the form of academic coursework, which usually includes a carer exploration component. Coursework is designed to not only offer training in terms of job skills, but also vocationally related social skills. Additionally, students are typically required to participate in either a paid or unpaid vocational internship to gain valuable work experience.* [19] [20]

As there is such a strong focus on work in B.C.'s ASE ER programs, experiential learning and work experience are naturally an integral component. Each of the 15 institutions offering ASE programming offers some form of "Employment Readiness" program. The goal of these "Employment Readiness" 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

18. Mary A. McEathron, Trisha Beuhring, Amelia Maynard, Ann Mavis, 2013. Understanding the Diversity: A Taxonomy for Postsecondary Education Programs and Services for Students with Intellectual and Developmental Disabilities. Journal of Postsecondary Education and Disability Volume 26(4), Winter 2013.
19. Mary A. McEathron, Trisha Beuhring, Amelia Maynard, Ann Mavis, 2013. Understanding the Diversity: A Taxonomy for Postsecondary Education Programs and Services for Students with Intellectual and Developmental Disabilities. Journal of Postsecondary Education and Disability Volume 26(4), Winter 2013.
20. Wehman, P., Avelline, L., Brooke, V., Hinterlong, P., Inge, K., Lau, S., & McDonough, J. R. (2017). Transition to Employment. In M. Wehmeyer, & K. Shogren (Eds.), Handbook of research-based practices for educating students with intellectual disability (pp. 450-470). New York, New York, United States of America: Routledge.

employment in a changing and diverse society."[21] While all of the employment readiness programs offer some form of work experience, practices vary, sometimes greatly, between programs and institutions. For example, some programs offer short-term work experiences concurrent with their class schedule, while others offer up to full-time hours for blocks of several weeks at a time. Other differences include variations in methods and tools used to select appropriate work placements, the type and amount of on-site support provided, the assessment of student performance, approaches to reflection and debriefing exercises, to name a few. This variation in ASE programming allows institutions to cater to unique individual and community needs. However, shared research and a more formalized dialogue within the field would help to enhance standards and improve implementation of evidence-based practices.

An examination of listings of "Adult Special Education" type programs in other parts of Canada also indicates a wide variation in the factors noted above. There are other regional differences in Canada and the number and type of programs ranges widely across the country. In Alberta, for example, there is a heavy emphasis on Inclusive Post-Secondary Education options, in fact, Alberta is considered a world leader in this area (according to Inclusion Alberta, "Alberta has more Inclusive Post-Secondary Education Initiatives and more experience with Inclusive Post-Secondary Education than any jurisdiction in the world." [22]

Not surprisingly, Ontario appears to have the largest number

21. Lowndes, D. (2018, May). Adult Special Education (ASE) Program-Specific Transfer Guide, p.7. Retrieved from British Columbia Council on Admissions and Transfer: http://www.bccat.ca/pubs/aseguide2018
22. Inclusion Alberta. (2018, March 19). Post-secondary overview. Retrieved from Inclusion Alberta: http://inclusionalberta.org/inclusive-education/post-secondary-education-overview

of "ASE" type offerings, including a coordinated network of "Community Integration through Co-Operative Education" (CICE) programs. The CICE programs provide "individuals with developmental disabilities and other significant learning challenges the opportunity to experience college life, pursue a post-secondary education and develop skills which will help prepare them for employment." [23] It appears that almost all of these programs also include some type of work experience component.

In B.C., as specified in the BCCAT ASE transfer guide, there are two levels of Employment Readiness programs and the vast majority are designated "level 2" (See table below). The transfer guide stipulates that "Work Training/Experience" is considered a mandatory skill component of such programs and must include a minimum of 70% of the following outcomes (a link for the full Transfer Guide Project included in the Appendix):

The learner will:

1.   Identify and demonstrate safe work practices as per WorkSafeBC 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

23. Lambton Kent Teen Transition Committee. (n.d.). Lambton Kent teen transition committee. Retrieved February 1, 2017, from CICE College Programs: http://www.teentransition-lk.org/Education/87

7. Demonstrate good workplace habits and positive attitudes
8. Plan and complete tasks as per instruction [24]

The transfer guide does not contain specific stipulations or recommendations in regard to how much time should be spent on work training/experience, but indicates that "a minimum of one" [25] should be included in programming. A table from the Transfer Guide listing BC's Employment Readiness Programs is included:

24. Lowndes, D. (2018, May). Adult Special Education (ASE) Program-Specific Transfer Guide. Retrieved from British Columbia Council on Admissions and Transfer: http://www.bccat.ca/pubs/aseguide2018
25. Lowndes, D. (2018, May). Adult Special Education (ASE) Program-Specific Transfer Guide, p. 10. Retrieved from British Columbia Council on Admissions and Transfer: http://www.bccat.ca/pubs/aseguide2018

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		Work skills Training Program (WST) 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 3Reading & Writing Level 4	Career Awareness Deaf & Hard of Hearing Job Readiness Program
Vancouver Island University		Workplace Essential Skills and Training Program (WEST)

Related post-secondary education options in United States evolved in a different fashion, but also include a focus on work experience, or internships as they are commonly called there. It is important to note that one of the main differences between the US and Canada is that the majority of expansion initiatives in post-secondary are specifically for students with intellectual disabilities. While it is mandated in the U.S. that transition planning take place for all students eligible for "special education" services, the post-secondary programs referred to here, are intended for students with intellectual disabilities (see eligibility requirement below).

> *Student with an intellectual disability* means a student –
>
> (1) With mental retardation or a cognitive impairment characterized by significant limitations in –
>
> (i) Intellectual and cognitive functioning; and
>
> (ii) Adaptive behavior as expressed in conceptual, social, and practical adaptive skills; and
>
> (2) Who is currently, or was formerly, eligible for special education and related services under the Individuals with Disabilities Education Act (IDEA) (20 U.S.C. 1401), including a student who was determined eligible for special education or related services under the IDEA but was home-schooled or attended private school. [26] (Authority: 20 U.S.C. 1091, 1140)

The expansion of post-secondary programming in the United States for students with intellectual disabilities has been relatively recent and rapid. In the U.S., the Higher Education Opportunity Act (HEOA) of 2008, changed federal funding restrictions related to eligibility for financial aid. Since that time, there has been an enormous increase in the number of post-secondary options available specifically to students with

26. Cornell Law School. (n.d.). 34 CFR 668.231 -Definitions. Retrieved February 9, 2018, from Legal Information Institute: https://www.law.cornell.edu/cfr/text/34/668.231

intellectual disabilities. Previous to this, it was stipulated that students must have a high school diploma and be matriculating towards a degree in order to access any financial aid, thereby limiting eligibility for students with an intellectual disability (ID). These post-secondary programs must be approved "Comprehensive Transition Programs" (CTP) for federal financial aid eligibility. CTP's must meet a list of conditions defined by the HEOA of 2008 (see box below).

In order to be approved as a CTP, a program must meet the following requirements, as outlined in the HEOA:

- Be delivered to students physically attending the institute of higher education.
- Be offered by an institute of higher education that is participating in Title IV Federal Student Aid.
- Be designed to support students with intellectual disability in preparation for employment.
- Include an advising and curriculum structure.
- Provide *at least* 50% of the program time in academics (college courses for credit or for audit, or **internships**) with other students without intellectual disabilities.[27]

Additionally, the Department of Education provided funding for model post-secondary Transition Programs for Students with Intellectual Disabilities (TPSID grants). One of the four designated focus areas for TPSID programs is "integrated work experiences and career skills that lead to gainful employment." [28] There are also numerous other post-secondary programs that are neither TPSID nor CTP offerings which are affiliated with a certified college or university and which serve students with ID. There are now 269 post-secondary programs listed on the Think College database, 48 of which receive TPSID funds, and all of which include some form of "employability" component. These programs operate in the full range from "fully inclusive" to "substantially separate".

Think College is a national organization dedicated to developing, expanding, and improving inclusive higher education options for people with intellectual disability. With a commitment to equity and excellence, Think College supports evidence-based and student-centered research and practice

27. United States Department of Education. (n.d.). Higher Education Opportunity Act 2008. Retrieved November 06, 2017, from U.S department of education: https://www2.ed.gov/policy/highered/leg/hea08/index.html
28. United States Department of Education. (n.d.). Laws & guidance/higher education transition and postsecondary programs for students with intellectual disabilities. Retrieved November 7, 2017, from U.S. Department of Education: https://www2.ed.gov/programs/tpsid/index.html

> by generating and sharing knowledge, guiding institutional change, informing public policy, and engaging with students, professionals and families. This work is conducted through several federal grant projects..."[29]

The Think College National Coordinating Centre "provides support, coordination, training and evaluation services..."[30] for TPSID programs. Additionally, Think College houses a wealth of information related to inclusive post-secondary education and is a valuable source of research material. Link to further information about Think College and ThinkWork (a resource for

29. ThinkCollege. (2017). ThinkCollege.net. Retrieved October 27, 2017, from Think college national coordinating center: https://thinkcollege.net/about/what-is-think-college/think-college-national-coordinating-center
30. ThinkCollege. (2017). ThinkCollege.net. Retrieved October 27, 2017, from Think college national coordinating center: https://thinkcollege.net/about/what-is-think-college/think-college-national-coordinating-center

programs specifically related to employment) are included in the Appendix.

Within BC, there has clearly been both an expansion in programming and a growing body of research related to post-secondary education, employment and transitions for students with intellectual and developmental disabilities. There has not, however, been a corresponding amount of research and articulation specifically related to work experience practices as an experiential component of ASE ER programming.

"ThinkWork is the hub for an array of programs related to employment for people with IDD at the Institute for Community Inclusion at the University of Massachusetts Boston." [31] **(ThinkWork, n.d.)**

31. Tilson, G. (n.d.). Developing a positive personal profile. Retrieved December 13, 2017, from Think College: https://thinkcollege.net/sites/default/files/files/resources/Developing_a_Positive_Personal_Profile.pdf

PART I

FOUNDATION AND RATIONALE FOR THE INCLUSION OF STRUCTURED WORK EXPERIENCES IN ASE ER PROGRAMS

This section includes a discussion of both the importance of work and a validation for maintaining a strong focus on Structured Work Experience in ASE ER programs. It explains the rationale behind the emphasis on work experience, describes its significance from a variety of perspectives and sources and also presents evidence of its impact.

It includes discussions around the importance of post-secondary education and work:

- in society
- to Individuals, families and the agencies serving them
- to all levels of government

and underscores the connection between post-secondary education, work experience and work.
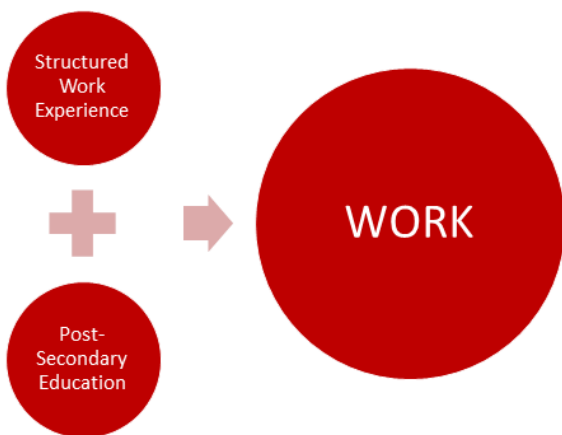
Figure by N. Soles

1. Importance of Work

Work features prominently in the lives of most adults, however, persons with disabilities continue to be under-represented in the workforce. In addition to the obvious practical and tangible advantages associated with employment (wages, benefits, etc.), it provides an enhanced quality of life through connection to the community, increased social opportunities, expanded networks, improved social status, etc. According to Statistics Canada, in the Canadian Study on Disability 2012, "A substantial majority (71.8%) of adults aged 15 to 64 with a developmental disability were not in the labour force and another 6.0% were unemployed. The employment rate of working-age adults with a developmental disability was 22.3% less than a third of the rate for people without a disability (73.6%), and the lowest employment rate of any disability type" (Bizier et al., 2015, heading 5). [1]

Improving the employment picture for people with disabilities is a priority for individuals, families, advocacy groups as well as being the focus of numerous federal and provincial initiatives. According to findings from the Accessible Canada consultations , "all areas of life are connected and need to be made accessible if people are to be fully included" (Government of Canada, 2020, heading 7) [2] However, when

1. Bizier, C. F., Fawcett, G., Gilbert, S., & Marshall, C. (2015, December 3). Canadian survey on disability, 2012 developmental disabilities among Canadians aged 15 years and older, 2012. Retrieved June 2018, from Statistics Canada: https://www150.statcan.gc.ca/n1/pub/89-654-x/89-654-x2015003-eng.htm
2. Government of Canada. (2020, Novemeber 25). *Creating new federal accessibility legislation: What we learned.* Government of Canada. https://www.canada.ca/en/employment-social-development/

participants were asked to choose one area of accessibility for the Government of Canada to focus on employment was listed as the first of six areas of priority (Government of Canada, 2020, p. 13).

> "Employment is a critical pathway to achieving a good life for many individuals with developmental disabilities. Participation in employment leads to numerous quality of life outcomes, including financial well – being, relationships, belonging, contribution, identity, meaning and health" (Community Living British Columbia, 2013, p. 4). [3]

Improved employment outcomes require a long-term commitment to the inclusion of persons with disabilities in the activities and programs related to work throughout their education. Individual rights and freedoms related to disabilities are protected by several policies, codes, conventions and laws, e.g., The *Charter of Rights* and *Freedoms, Human Rights Codes* and the *United Nations Convention on the Rights of Persons with Disabilities*. While there is recognition for equal participation of all community members without

programs/accessible-canada/reports/consultations-what-we-learned.html

3. Community Living British Columbia. (2013, March 11). *Community Action Employment Plan*. Community Living British Columbia. https://www.communitylivingbc.ca/wp-content/uploads/2018/02/Community-Action-Employment-Plan-FINAL.pdf

discrimination, the reality for people with a disability is much different. Research shows that people with disabilities have limited opportunities for community involvement such as post-secondary education and employment, which results in restricted personal potential, poverty, and exclusion (Goundry & Peter, 1998; Weinkauf, 2002). Over the past few decades only marginal progress has been made in decreasing labour force inequities and achieving equitable levels of educational attainment between persons with disabilities and those without. Additionally, there is currently a gap in the education system in BC for students who are not on the track for a Dogwood diploma, which disadvantages many students with disabilities. Meaningful inclusion in those aspects of the curriculum which focus on employment, as well as experiences around work are important components of a successful transition to post-secondary education and employment.

2. Importance of Work to Individuals, Families and Advocacy Groups

In B.C., access to inclusive employment opportunities is a stated priority for local associations for community living, advocacy groups such as FamilyWorks and Inclusion BC as well as Community Living British Columbia (CLBC). CLBC has a strong mandate for inclusive employment and has developed a "Community Action Employment Plan" which was originally implemented in 2013 and then revised goals for 2016-2019 which include a focus on "local employment plans". The CLBC website states its vision that "every person with a disability who wants a job is employed." [1] Other employment initiatives include the "Ready, Willing and Able" strategy for "building an inclusive workforce" [2] and "The TYDE Project" which is described as "an emerging interdisciplinary, cross-sectoral network of partners committed to improving the low employment outcomes of working age individuals with developmental disabiilites..." [3]

1. Community Living British Columbia. (n.d.). Local Employment Plans. Retrieved December 12, 2017, from Community Living British Columbia: http://www.communitylivingbc.ca/community-action-employment-plan/local-employment-plans/
2. Ready Willing & Able. (n.d.). About. Retrieved February 13, 2018, from Ready wiling and able: http://readywillingable.ca/about/
3. Centre for Inclusion and Citizenship. (2018, July 5). Transitioning youth with disabilities and employment. Retrieved from TYDE: mytyde.ca

> Work represents a pathway to participating, contributing, greater financial security, relationships, belonging, self-esteem, better mental health, confidence, identity, and even citizenship. The true measure of our success is the possibility that by advancing employment we can advance a shared vision where "employment of people with developmental disabilities in British Columbia is perceived as an ordinary occurrence" (Community Living British Columbia, n.d., p. 4), and ultimately the quality of life of British Columbians with developmental disabilities is improved.

The Canadian Association for Community Living (CACL) has a stated vision to see adults with intellectual disabilities represented in the workforce "at the same rate as the general population ...and ...equally represented in both unionized workplaces and non-unionized workplaces."[4]

4. Canadian Association for Community Living. (n.d.). Employment equality. Retrieved November 22, 2017, from Canadian Association for Community Living: http://www.cacl.ca/area/employment-equality

3. Importance of Work to Canadian and British Columbia Governments

In the past, the BC Government has recognized the importance of developing strong services that assist persons with disabilities overcoming barriers and challenges in securing employment. The Ministry of Employment and Income Assistance stated its priority of delivering the "best system of support in Canada for persons with disabilities." In its "Skills for Jobs Blueprint", the provincial government made a commitment to "invest in programs for persons with disabilities" (Work BC, 2014, p. 6). [1]

> Through B.C.'s Skills for Jobs Blueprint, government is re-engineering public post-secondary institution operating grants to align

1. Work BC. (2014). *B.C's Skills for Jobs Blueprint: Re-engineering Education and Training*. Province of British Columbia. http://www.bccassn.com/media/BC%20Skills%20for%20Jobs%20Blueprint_Re_engineering%20Education%20and%20Training.pdf

education and training with labour market demand. By increasing the proportion of operating grants and student spaces focused on priority programs, post-secondary education and training will better align with in-demand occupations needed to meet the labour market demands. Priority programs include programs relating to priority health occupations, Aboriginal people, people with disabilities, regional labour priorities, as well as those programs leading to the Top 100 occupations listed in the British Columbia 2025 Labour Market Outlook. [2]

In its Accessibility 2024 initiative, the BC government stated, "Supporting and encouraging meaningful employment opportunities for people with disabilities in B.C." (Government of British Columbia, n.d., p. 28) as one of the twelve "building blocks" in its ten-year action plan. This plan includes a goal of B.C. having "...the highest labour participation rate for people with disabilities in Canada by 2024" (Government of British Columbia, n.d., p. 12).

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2. British Columbia Ministry of Advanced Education. (2017, February). bcbudget.gov.bc.ca. Retrieved September 13, 2017, from 2017/8-2019/20 Service Plan: http://bcbudget.gov.bc.ca/2017/sp/pdf/ministry/aved.pdf

Accessibility 2024 is a 10-year action plan. Its goal is to make B.C. the most progressive province in Canada for people with disabilities. The plan is a response to what we heard during the public consultation. It contains 12 building blocks based on themes that emerged during the consultation. (Government of British Columbia, n.d., p. 1)

Additionally, the new curriculum for BC schools emphasizes the need for a "life-long approach to career education" (Government of British Columbia, n.d., p. 1) and includes "a redesigned provincial curriculum that focuses solely on the competencies and content required for career development" (Government of British Columbia, n.d., p. 1). [3] "Career Education" is now incorporated throughout the recently revised K-12 curriculum.

The importance of employment and employability skills also continues to be emphasized in the post-secondary context in general, and within ASE specifically. The Ministry of Advanced Education states that the following program objectives for ASE:

Building the best system of supports for persons with disabilities is a priority for British Columbia. ASE provides opportunities for students with cognitive and developmental disabilities to acquire the skills needed for success in academic or employment related

3. Government of British Columbia. (2017, November 22). Career Education. Retrieved from BC's New Curriculum: https://curriculum.gov.bc.ca/curriculum/career-education

programs, or to move directly into the workplace either part-time or full-time. [4]

From a federal perspective, the importance of employment is emphasized and delineated within in each province and territory through Labour Market Agreements for Persons with Disabilities (LAMPDs). Programs and initiatives are designed at the provincial/territorial level and costs are shared with the federal government.

The LMAPDs give provinces and territories the flexibility to determine their own priorities and approaches to best address the needs of persons with disabilities in their jurisdictions, with the objectives of:

- enhancing the employability of persons with disabilities;
- increasing the employment opportunities available to persons with disabilities; and
- demonstrating the best possible results for Canadians on these investments. [5]

4. Innovation, B. C. (2015). Canada - British Columbia labour market Aagreement for persons with disabilities annual report 2015. Retrieved September 15, 2017, from www2.gov.bc.ca: http://www2.gov.bc.ca/assets/gov/british-columbians-our-governments/organizational-structure/ministries-organizations/social-development-social-innovation/lmapwd-annual-report.pdf
5. Government of Canada. (n.d.). Canada - British Columbia Labour Market Agreement for Persons with Disabilities | ESDC. Retrieved

February 8, 2018, from Government of Canada: https://www.canada.ca/en/employment-social-development/programs/training-agreements/lma-disabilities/bc.html#h2.19

4. Importance of Post-Secondary Education in Transitioning to Work

While there is an established

"Education is linked to a person's knowledge and skill level, and is a strong predictor of success in the workforce. Higher educational attainment, especially in post-secondary education, is strongly correlated with not only finding employment, but gaining access to better kinds of employment." (Canadian Human Rights Commission, 2017) [1]

1. Canadian Human Rights. (2017). *Left Out: Challenges*

correlation between education and employment, "persons with disabilities are less likely than those without disabilities to graduate from high school or from university." [2] People with disabilities continue to be under-represented and underutilized in the labour force. Higher education is quickly becoming the minimum requirement for employment. It was projected that almost 900,000 new jobs would be created between 2001-2017 and 80% of these jobs would require some level of post-secondary education (Turcotte, 2014). [3]

The positive correlation

"PSE experiences have been correlated with increased wages and job opportunities." (Cervale & Deroches, 2003; Marcotte et al., 2005; Prince & Jenkins, 2005, as cited in Grigal et al., 2011) [4]

faced by persons with disabilities in Canada's schools: A report by the Canadian Human Rights Commission. CanLII. https://canlii.ca/t/sjdd

2. Statistics Canada. (n.d.). A profile of persons with disabilities among Canadians aged 15 years or older, 2012. Retrieved November 23, 2017, from Statistics Canada: http://www.statcan.gc.ca/pub/89-654-x/89-654-x2015001-eng.htm#a3

3. Turcotte, M. (2014, December 3). *Persons with disabilities and employment.* Statistics Canada. https://www150.statcan.gc.ca/n1/pub/75-006-x/2014001/article/14115-eng.htm

4. Grigal, M., Hart, D., & Migliore, A. (2011) Comparing the Transition Planning, Postsecondary Education, and

between level of educational attainment and employment is widely recognized; however, individuals with disabilities continue to be significantly disadvantaged in these areas. According to Statistics Canada, working-age adults (aged 15 to 64) with a developmental disability had lower levels of educational attainment than adults without disabilities, regardless of age. In fact, the gap in educational attainment between those without any disability and those with developmental disabilities was the greatest of any of the specific disability types.[5]

In its 2017/18-2019/20 Service Plan, the BC Government's Ministry of Advanced Education states one of the strategies in support of its goal to "ensure students are supported to achieve their education, employment and training goals"[6] is to "Support learners with disabilities through continued funding for programs and services that help offset barriers to post-secondary education and training."[7]

Employment Outcomes of Students With Intellectual and Other Disabilities. *Career Development for Exceptional Individuals,* 43(1), 4-17. https://doi.org/10.1177%2F0885728811399091

5. Statistics Canada. (2015, December 3). statcan.gc.ca. Retrieved May 8, 2017, from Canadian survey on disability, 2012: http://www.statcan.gc.ca/pub/89-654-x/89-654-x2015003-eng.htm
6. British Columbia Ministry of Advanced Education. (2017, February). 2017/18-2019/20 Service Plan, p. 7. Retrieved September 13, 2017, from 2017/8-2019/20 Service Plan: http://bcbudget.gov.bc.ca/2017/sp/pdf/ministry/aved.pdf
7. British Columbia Ministry of Advanced Education. (2017, February). bcbudget.gov.bc.ca. Retrieved September 13, 2017, from 2017/8-2019/20 Service Plan: http://bcbudget.gov.bc.ca/2017/sp/pdf/ministry/aved.pdf

Advanced education and training are well-known means for successfully obtaining gainful employment. Not only is it common for high school students to pursue advanced education at colleges and technical schools to enhance job prospects, but those who do so tend to earn more over their lifetime (Carnevale, Rose, & Cheah, 2011; Marcotte, Bailey, Borkoski & Kienzl, 2005, as cited in Wehman et al., 2017). [8]

8. Wehman, P., Avelline, L., Brooke, V., Hinterlong, P., Inge, K., Lau, S., & McDonough, J. R. (2017). Transition to Employment. In M. Wehmeyer, & K. Shogren (Eds.), Handbook of research-based practices for educating students with intellectual disability (pp. 450-470). Routledge.

5. Importance of Work Experiences in Post-Secondary Education

Experiential learning activities in general, and work experiences in particular, feature heavily in ASE ER programs and courses. There is ample evidence in support of work-integrated learning as a contributing factor in the successful transition to employment. This appears to be especially true for students with disabilities. Post-secondary education is recognized as a natural preparatory conduit to employment and community participation. Further, institutions reported "employability programs that teach soft skills" were "high impact." [1] A recent study focused on students in a transition program for youth with Autism (Project Search Plus ASD Supports, or PS-ASD) demonstrated the importance of community-based work experiences. "In a follow-up study, Schall et al. (2015, as cited in Wehman et al., 2017) found that individuals who participated in PS-ASD required fewer hours of intervention to find a job than individuals in supported employment only. Additionally, individuals in PS-ASD had better job retention and earned a higher wage despite having lower educational attainment that individuals who received only supported employment services. This indicates that

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1. Johnston, N., & Sator, A. J. (2017, March). Experiential education, p. 4. Retrieved October 3 2017, from bccat.ca: www.bccat.ca/pubs/ expeducation.pdf

internships might provide advantages to the individual with intellectual and developmental disabilities beyond simply learning job skills."

> While work experiences are beneficial to all youth, they are particularly valuable for youth with disabilities. One of the most important findings from the research shows that work experiences for youth with disabilities during high school (paid or unpaid) helps them acquire jobs at higher wages after they graduate. Also, students who participate in occupational education and special education in integrated settings are more likely to be competitively employed than students who have not participated in such activities. (Blackorby & Wagner, 1996; Colley & Jamison, 1998; Luecking & Fabian, 2000; Rogan, 1997, as cited in National Collaborative on Workforce and Disability, 2004) National Collaborative on Workforce and Disability. (2004). Career planning begins with assessment: A guide for professionals serving youth with educational and career development challenges. Retrieved December 12, 2017, from National Collaborative on Workforce and Disability: http://www.ncwd-youth.info/career-planning-begins-with-assessment

Among the benefits of PSE work experience for students are

• The opportunity to explore jobs which helps students

make choices and identify interests
- Learning more about what they like/dislike
- Learning about their abilities, talents and strengths
- Identifying working conditions suited to personal needs/ preferences
- Learning and enhancing basic employability skills
- Increasing independence
- Learning specific work skills
- Learning about the role of work in life and society
- Having the opportunity to interact with peers and other adults in a variety of inclusive real work settings
- The opportunity to "sample" different types of work with no long-term commitment, or obligation
- The possibility of securing positive work references building a resume
- Expanding networks

Participation in post-secondary education and work experience activities are evidence-based practices which support the transition to employment.

"An internship allows a student with intellectual and developmental disabilities to be totally immersed in a workplace where high expectations are the norm. It allows an intern to work not only mastering work skills but also mastering social skills where strict business norms exist" (Daston et al., 2012, as cited in Wehman et al., 2017).

There are documented improvements in those completing WIL (Work Integrated Learning) in a range of employability skills including team working, problem-solving, communication, information literacy and professionalism.[2]

"Positive gains in employment and

2. British Columbia Ministry of Advanced Education. (n.d.). Adult special education. Retrieved October 2, 2017, from Government of British Columbia: http://www2.gov.bc.ca/gov/content/education-training/adult-education/adult-special-education

independent living have been reported for students with intellectual disability following post-secondary training. For example, Zaft et al. (2004, as cited in Wehman et al., 2017) reported that students with intellectual disability who participated in a PSE program were more likely to obtain competitive employment and need fewer job supports than a matched sample of students who did not participate in a PSE program." [3]

WIL is considered instrumental to graduate job-readiness (Business Industry and Higher Education Collaboration Council, 2007, as cited in Jackson, 2015) by building student confidence in their workplace capabilities (Billet, 2011a; Clinton & Thomas, 2011, as cited in Jackson, 2015); providing students with a better understanding of the nature and standard of industry- required skills (Gamble et al., 2010, as cited in Jackson, 2015) and a better appreciation of the world-of-work (Wilton, 2012, as

3. Wehman, P., Avelline, L., Brooke, V., Hinterlong, P., Inge, K., Lau, S., & McDonough, J. R. (2017). Transition to Employment. In M. Wehmeyer, & K. Shogren (Eds.), *Handbook of research-based practices for educating students with intellectual disability* (pp. 450-470). Routledge.

cited in Jackson, 2015). In particular, it is assumed to augment employability skill development in undergraduates (Yorke, 2011, as cited in Jackson, 2015). [4]

4. Jackson, D. (2015). Employability skill development in work-integrated learning: Barriers and best practice. Studies in Higher Education, 40(2), 350-367. https://doi.org/10.1080/03075079.2013.842221

Students
- Practical experience
- Applied learning
- Skill/professional development
- Networking
- Career exploration
- An edge in the job market
- Enhanced transition into the workplace
- Future career success
- Personal growth
- Awareness of self

Supervisor/Employer
- Access to high-quality students for temporary employment
- Students bring new ideas and innovation to work projects
- Access to current theoretical knowledge and resources
- Development of the employer's coaching and leadership skills
- Reinforces previous education and training

BENEFITS OF WORK-INTEGRATED LEARNING

Academic Institution
- Increased community engagement
- Increased communication with government and industry
- Opportunities for curriculum enhancement with applied content
- Enhanced student education, satisfaction and engagement
- Enhanced student recruitment

Worksite
- Development and maintenance of a positive reputation
- Application of theoretical knowledge to the workplace
- Opportunities for evaluation
- Improved employee morale
- Opportunities for recruitment of strong 'work-ready' graduates

5

5. Higher Education Quality Council of Ontario. (n.d.). A practical guide for work-integrated learning, p. 15. Retrieved from Higher Education Quality Council of Ontario: http://www.heqco.ca/

Long Image Description

Figure 5.1 image description: Students will gain practical experience, supervisors have access to high quality students, academic institutions will increase their community engagement and worksites can develop and maintain a positive reputation. [Return to Figure 5.1]

SiteCollectionDocuments/
HEQCO_WIL_Guide_ENG_ACC.pdf

6. Limitations of WEP

While many work experience sites offer a valuable and realistic introduction to the concept and expectations of work, work experiences have limitations and are very different from experience gained through paid employment. Some of the limitation which have been reported are noted below.

- As work experiences are time-limited, employers may choose not to involve students in tasks or projects which extend beyond the WEP
- Employers may be reluctant to invest as much time and resources with a WEP student as there is no long-term payoff, i.e., the student will be leaving
- Employer expectations may be lower for a WEP student than a paid employee
- WEP students do not do "the whole job" they are usually doing specific tasks, or portions of a typical paid role
- The employer may not want to invest time in training a WEP student on more complex or long-term tasks as their term is limited.
- While an employer may be eager to participate in WEP partnerships, the employees/supervisors who are working directly with the student may not.
- The degree to which social inclusion actually takes place varies considerably
- Language barriers in some settings can limit opportunities for social inclusion
- Employers/supervisors are sometimes uncomfortable or reluctant in providing honest and direct feedback.
- There may be emotional repercussions in the case of WEP mismatch. While students have a right to explore and take risks, sometimes a WEP is not a "fit" and there is the risk

that the student will perceive this as a personal failure.
- Employer burnout or WEP site becoming "stale". Some employers are willing to take students on an ongoing basis, but may not maintain the initial commitment to training standards.

PART II
TERMINOLOGY AND WORK EXPERIENCE PARAMETERS

Included in this section:

- A discussion around variations in the current practices of ASE ER programs work experiences and why this variation is (probably) a good thing!
- Suggestions for common language within ASE ER

In order to begin a dialogue on work experience practices within BC's ASE ER programs, it would be helpful to develop some common standards as a reference, for example, by clarifying the language used within the B.C. field. Terminology differs between institutions within the province, as well as across the country and throughout the larger field. There has been some recent research, some specific to B.C., which informs and enlightens this conversation. This section includes a discussion of language used and makes a recommendation for language specific to ASE ER programs in order to improve articulation, foster a shared understanding and provide a baseline from which to enhance the knowledge-base around

guiding practices for WEP activities within BC ASE ER programs.

The range of activities described as constituting "work experience" varies widely in BC's ASE ER programs. Some of these activities include class-based work, research projects, job shadowing, community exploration, and work trials. This range of activities aligns with practice in the field in other areas of North America. "Work experience can include such sporadic brief activities such as job shadowing, informational interviews, and workplace tours; more intensive activities of various durations such as workplace mentoring; and other more protracted experiences including volunteer work, service learning, on-the-job training, internships, and paid employment. Each of these activities contributes to the career development, career choice and career success of individuals with disabilities (Benz & Lindstrom, 1977, as cited in Luecking, 2009, p. 11)" [1]. The amount of support provided also ranges, from fully supported full-time to fully independent (i.e., no PSE personnel remaining on site). These differences in delivery models, language, etc. present challenges in articulation discussions and in "facilitating student mobility and recognizing student's achievements/credits." [2] For example, when a student's transcript says they have completed work experiences, there currently is no way of knowing what this actually means.

According to publications on the subject of Experiential Education (EE) by the British Columbia Council on Admission

1. Luecking, R. G. (2009). Work-Based Learning and Work Experiences as Indispensable Educational Tools. In *The way to work: How to facilitate work experiences for youth in transition* (p. 11). Brookes Publishing Company Inc.
2. Lowndes, D. (2018, May). Adult Special Education (ASE) Program-Specific Transfer Guide. Retrieved from British Columbia Council on Admissions and Transfer: http://www.bccat.ca/pubs/aseguide2018

and Transfer (BCCAT) "in many instances, diverse forms of EE were not designed, delivered, assessed, or accredited within any commonly accepted framework." [3] This observation from the BCCAT report on EE could be said to apply to the work experience components of BC's ASE programs. Within BC's ASE ER programs, there does not appear to be a cohesive or shared understanding or application of terminology related to experiential education in general, to the language used to describe "work experience" activities, or to the requirements of work-integrated learning activities. A shared understanding of terminology and requirements would aid in providing clarity in discussions of practice and in articulation activities. In a brief and informal survey of BC's 15 ASE employment readiness programs indicated that the terms "work experience", "practicum", "internships", were most commonly used. A sample of terminology used in other areas of Canada (in programs similar to BC's ASE ER programs) include job practice, internships, and job experiences to name a few. Additionally, a wide range of activities, such as career exploration exercises (research, focused field trips, employer interviews, etc.), job shadowing, etc. were reported as a satisfactory way of fulfilling various work experience requirements.

In the U.S., according to the Think College website (which has links to each of the inclusive PSE programs in the United States) most post-secondary institutions use the term "internships". There is some variation in the use of this term in post-secondary settings. According to Richard Luecking, in his book *The Way to Work: How to Facilitate Work Experiences for Youth in Transition",* the term "internship" is a specific type

3. Johnston, N., & Sator, A. J. (2017, March). Experiential education. Retrieved October 3 2017, from bccat.ca: www.bccat.ca/pubs/expeducation.pdf

of work experience with the purpose of providing "intensive career/job preparation; prelude to a career choice; in-depth exposure to a job and workplace." [4] However, an examination of the descriptions of the internships at many of the US post-secondary programs do not fit this description, but rather seem more in line with Luecking's description of "work sampling". In fact, there are no specific requirements or specifications related to these "internships," just a requirement stating "participating in internships or work-based training" is one potential method of fulfilling program mandates.

4. Luecking, R. G. (2009). The way to work: How to facilitate work experiences for youth in transition, p. 31. Baltimore, Maryland, United States of America: Paul H. Brookes Publishing Company Inc.

7. Recommendation for the use of standardized language. The case for "Structured Work Experience Placement" for BC's ASE programs

There is both recent and clear research and information on language related to experiential learning terminology from Canadian and British Columbian perspectives. Three publications in particular provide specific recommendations and guidance around language. These publications are:

1. *A Practical Guide for Work-integrated Learning: Effective Practices to Enhance the Educational Quality of Structured Work Experiences Offered through Colleges and Universities* [1]
2. *Experiential Education in B.C. Post-Secondary Institutions* [2]

1. Higher Education Quality Council of Ontario. (n.d.). A practical guide for work-integrated learning. Retrieved from Higher Education Quality Council of Ontario: http://www.heqco.ca/SiteCollectionDocuments/HEQCO_WIL_Guide_ENG_ACC.pdf
2. Johnston, N., & Sator, A. J. (2017, March). Experiential education.

3. *Comparative Matrix of Co-operative Education with Other Forms of Work-Integrated Education and Work-Integrated Learning* [3]

The following descriptions are from "A Practical Guide for Work-integrated Learning", a publication of the Higher Education Quality Council of Ontario, in which three main types of work-integrated learning (WIL) are described in the post-secondary system there.

- **Systematic Training**: Workplace as the central piece of learning (e.g., apprenticeships)
- **Structured Work Experience**: Familiarization with the world of work within a post-secondary education programme (e.g., field experience, professional practice, co-op, internships)
- **Institutional Partnerships**: Post-secondary education activities to achieve industry or community goals (e.g., service learning) [4]

Retrieved October 3 2017, from bccat.ca: www.bccat.ca/pubs/expeducation.pdf

3. British Columbia Accountability Council for Co-operative Education. (2017, 11 7). Comparative matrix of co-operative education with other forms of work-integrated education and work-integrated learning. Retrieved October 27, 2017, from co-op.bc.ca: http://co-op.bc.ca/wp-content/uploads/2017/07/ACCE_Matrix.pdf

4. Stirling, A., Kerr., G., Banwell, J., MacPherson, E., & Heron, A. (2016). A practical guide for work integrated learning. Higher Education Quality Council of Ontario. Queen's Printer for Ontario.

Broader Definitions:

Experiential Education (EE):

- Facilitated hands-on learning occurring in the curricular space
- A formal program: intentionally linked to a academic and/or professional goals
- Reflection is ongoing and meaningful
- Directed and monitored by institution
- Has experience at its core
- Student Outcomes to develop knowledge, skills and attributes

Work-Integrated Education

- Programs designed and monitored by institutions for students to learn from experiences in the workplace

Experiential Learning (EL):

- Hands-on learning occurring in the co-curricular and extra–curricular space. Learning that can result from the engagement in an activity.

Work-Integrated Learning

- Learning that can result from engagement in a workplace environment.

Recently, the BCCAT published a report entitled "Experiential Education in BC's Post-Secondary Institutions: Challenges and Opportunities" which provided a "snapshot of the state of experiential education (EE) in BC higher education..." [6] This report acknowledged a "multiplicity of EE definitions" but proposed a set of "operational definitions for a majority of work-integrated types found currently in BC PSE..." [7] Additionally, the "Comparative Matrix of Co-operative Education with Other Forms of Work-Integrated Education and Work-Integrated Learning" (see appendix) was created. While language around work-integrated learning/education appears to be applied inconsistently in other parts of Canada and the world, the BCCAT matrix makes these distinctions clearer, and could serve as a foundational standard for ASE ER programs in this province. Based on the definition in the BCCAT documents and discussions with representatives in BC's ASE ER programs, the term "Work-Integrated Education" seems the best overarching term to match ASE ER programming while the terms "structured work experience" or "focused work experience" seem to be a good match for the work experience component of these programs as they are described by program representatives and written program descriptions.

5. British Columbia Accountability Council for Co-operative Education. (2017, 11 7). Comparative matrix of co-operative education with other forms of work-integrated education and work-integrated learning. Retrieved October 27, 2017, from co-op.bc.ca: http://co-op.bc.ca/wp-content/uploads/2017/07/ACCE_Matrix.pdf
6. Johnston, N., & Sator, A. J. (2017, March). Experiential education. Retrieved October 3 2017, from bccat.ca: www.bccat.ca/pubs/expeducation.pdf
7. Johnston, N., & Sator, A. J. (2017, March). Experiential education. Retrieved October 3 2017, from bccat.ca: www.bccat.ca/pubs/expeducation.pdf

In the BC context, extensive work was completed in compiling the matrix noted above to clarify terminology within the province. According to the definitions specified in the matrix, terms such as "internship" and "practicum" appear better aligned with specialized, or "sector specific" programs (as described/designated in the ASE Program Specific Transfer Guide). Given that specific ER outcomes are identified, and "intentionally embedded within the curriculum", it seems the term "work-integrated education" would apply to the majority of BC ASE ER experiences (based on program descriptions provided by faculty). Further, based on the factors covered in this matrix, and adhering to BC PSE accepted terminology, the term "work experience" appears to be the closest descriptor for the field component in the majority of BC's ASE ER programs/ courses. More specifically, the term "structured work experience" as defined in A *Practical Guide for Work-Integrated Learning* [8] seems to be the closest PSE descriptor for BC's ASE programs. Some ASE ER faculty noted a preference for use of terminology that made a clearer distinction between the type of experience students completed in high school as opposed to university. This sensitivity to terminology may be specific to ASE as efforts are made to reinforce the more formalized and specialized nature of ASE ER WEP's and the ongoing effort to emphasize the differences between work experience at the post-secondary level and those in high school. This issue did not appear to be a consideration outside the ASE field, as in the BCCAT matrix.

BC's ASE ER Work Experiences

8. Stirling, A., Kerr., G., Banwell, J., MacPherson, E., & Heron, A. (2016). A practical guide for work integrated learning. Higher Education Quality COuncil of Ontario. Queen's Printer for Ontario.
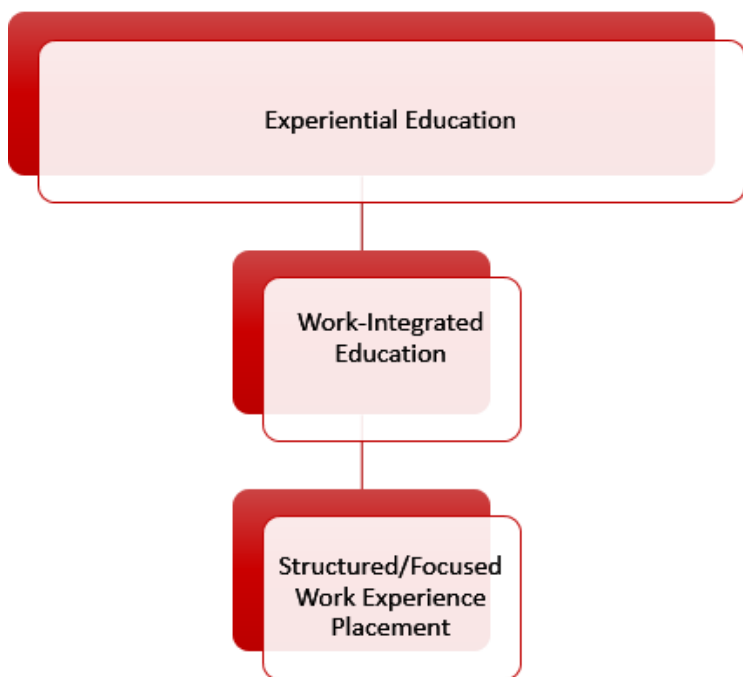
Figure by N. Soles

8. Other Variables and Considerations in Work Experience

It is likely that brief experiences resulting in two to three times a week with one to two hours each time of community-based employment training are not intensive enough to allow young people with intellectual and developmental disabilities to identify their strengths, interests, and preferences. Internships, on the other hand, typically involve a significant portion of a students' weekly educational time. Indeed, internships provide the intensity and experience necessary to allow youth with intellectual and developmental disabilities to learn the job skills and social behaviors that result in successful employment (Wehman, 2014, Schall et al., 2014, as cited in Wehman et al., 2017). Instead of being present a few times weekly to learn a few job skills, a young person in an internship earns real work experience. [1]

1. Wehman, P., Avelline, L., Brooke, V., Hinterlong, P., Inge, K., Lau, S., & McDonough, J. R. (2017). Transition to Employment. In M. Wehmeyer, & K. Shogren (Eds.), Handbook of research-based practices for educating students with intellectual disability (pp. 450-470). Routledge.

s with terminology, there are similarly no provincially or institutionally mandated specifications or recommendations in regard to the amount of time or number of hours spent on work experience activities in BC's ASE ER programs. These requirements are established internally for each ASE program or course and within each institution's accountability framework. Many factors influence the ranges and activities chosen, such as the purpose and focus of each WEP. The ASE Program-Specific Transfer Guide Project stipulates that Level 2 ER programs should include "at least one" work experience, but does not make recommendations in regard to time spent on WEP. Websites from programs in other provinces show a wide range of expectations in terms of hours spent in various work experience activities. A similar situation exists in the post-secondary system in the United States where there is more extensive array of programming. A query to Think College, regarding state or national requirements for hours spent on WEP activities, elicited the following response from representative, Catheryn Weir:

> …it is not very clearly defined, so programs may decide for themselves how many hours they dedicate to internships and work-based training. At this time, the only mention of a requirement for internship hours is from the Higher Education Act of 2008, and there it states:
>
> (5) Requires students with intellectual disabilities to have at least one-half of their participation in the program, as determined by the institution, focus on academic components through one or more of the following activities:
>
> *(i) Taking credit-bearing courses with students without disabilities.* (Higher Education Opportunity Act, 2008)

(ii) Auditing or otherwise participating in courses with students without disabilities for which the student does not receive regular academic credit. (Higher Education Opportunity Act, 2008)

(iii) Taking non-credit-bearing, non-degree courses with students without disabilities. (Higher Education Opportunity Act, 2008)

*(iv) Participating in internships or work-based training in settings with individuals without disabilities; and... (*Higher Education Opportunity Act, 2008) [2]

> In order to identify and attain career goals, youth need to be exposed to a range of experiences, including the following:
>
> - opportunities to engage in a range of work-based exploration activities such as site visits and job shadowing;
> - multiple on-the-job training experiences (paid or unpaid), including community service, that are specifically linked to the content of a program of study and school credit;
> - opportunities to learn and practice their work skills (so-called "soft skills"); and
> - opportunities to learn first-hand about

2. Higher Education Opportunity Act, 20 U.S.C. § 760 (2008). https://www.govinfo.gov/content/pkg/PLAW-110publ315/pdf/PLAW-110publ315.pdf

specific occupational skills related to a career pathway.

In addition, youth with disabilities may need to do one or more of the following:

- understand the relationships between benefits planning and career choices;
- learn to communicate their disability-related work support and accommodation needs; and
- learn to find, formally request, and secure appropriate supports and reasonable accommodations in education, training, and employment settings.

[3]

Despite a lack of clarity around the articulation and application of specific evidence-based practices in ASE ER work experiences, one of the greatest strengths of these programs appears to be their flexibility. Flexibility in ASE ER programming is vital as each work experience needs to be carefully planned and organized to address an array of challenges and a wide scope of individual needs. Faculty and

3. National Collaborative on Workforce and Disability. (2004). Career planning begins with assessment: A guide for professionals serving youth with educational and career development challenges. Retrieved December 12, 2017, from National Collaborative on Workforce and Disability: http://www.ncwd-youth.info/career-planning-begins-with-assessment

staff are able to readily differentiate instruction and tailor academic pursuits to meet individual goals. While there is a logical career progression, students arrive at ASE ER programs at various stages of job readiness due to variances in career education practices within each school, district, etc., as well as differences in individual background and circumstances. For example, some students may have strong career focus and are looking to gain skills and experience in their chosen field as they transition directly to employment or further skills-specific training, while others are still in an awareness and exploration stage, learning about the basic expectations of the workplace, their likes and dislikes, the supports they may require, etc. Initial exploration and discovery activities are generally intended to determine and highlight personal strengths (e.g., develop a positive personal profile), and identify, or confirm, a number of work themes, which can then be investigated further for suitability.

As noted elsewhere in this handbook, various sources recommend that each work experience be tailored for explicit, individual outcomes and the particular conditions of the WEP (hours, days, support, etc.) reflect both the specific purpose (exploration, etc.) and the student's position in their career progression. Specifically defining the individualized purpose and outcomes for each work experience is heavily emphasized in various documents outlining the conditions for high quality work experiences (as outlined in the recommendations on the following pages).

Generally, BC's ASE ER programs reported that WEPs are focused on individual goals and needs. ASE ER programs employ an array of practices and activities, classified as work experience, such as:

- job shadowing
- field trips
- worksite tours

- use of assessment and evaluation tools
- simulations
- structured work experiences
- research activities, such as informational interviews, library research, etc.

The most current overview of BC's ASE employment readiness programs is the 2018 Adult Special Education Program-Specific Transfer Guide Project. The outcomes listed in the box below, specific to the work experience component of these programs, are detailed in the transfer guide. A minimum of 70% of the identified outcomes are required in courses/programs identified as Level 2 (see appendix). Work/Training Experience outcomes are not listed as a requirement for Level 1 programs. Related outcomes (Employment Exploration Skills and Employability/Workplace Skills) are listed in the previous section.

Work/Training Experience

(Mandatory for Level 2 Courses/Programs;
Optional for Foundation Courses)

The learner will:

1. Identify and demonstrate safe work practices as per WorkSafeBC 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

9. Quality Indicators for High Impact Work Experiences

The following pages include recommendations compiled from a variety of sources, for quality work experiences and inclusive practices in general. The practices listed below are specifically recommended for quality structured work experiences in BC's ASE ER programs:

- The work experience conditions and type are chosen to meet the individual's needs at his/her stage of career progression
- Clear and specific individual goals and outcomes are established for each work experience
- Each experience is chosen specifically to support the individual's goals and outcomes
- While it is hoped that the experience will be mutually beneficial, the host site has indicated a clear understanding that the priority of the experience is a commitment to the student's learning (and not the employer's needs for example, labour shortage)
- The work site is safe and accessible (see checklists in risk management/safety section)
- The student has completed workplace safety training and is aware of their rights/responsibilities
- The student has been educated about labour standards
- The site meets the student's personal logistical needs and requirements (within a reasonable travel distance, hours to accommodate personal health considerations, etc.)
- The site will provide a range of authentic learning

opportunities

- All activities performed by the student worker are within the scope of duties performed by regular employees (i.e., no "make-work" projects or volunteer activities)
- The site will include the student as a full member of its community (e.g., included in break routines, etc.)
- Roles and responsibilities are clearly outlined for all parties (student, employer/trainer, post-secondary personnel, etc.)
- A supervisor/mentor will be available to the student at all times (e.g., if the regular supervisor is away, an alternate will be designated and introduced)
- The work experience activities provide direct links to class material
- PSE personnel monitoring the WEP will have sufficient expertise to ensure learning expectations are being met and individualized plan is being followed
- PSE personnel will have full access to the student and allowed access to regularly monitor the experience
- The student will receive formative and summative feedback from both site and ASE personnel
- Supports and accommodations will be clearly outlined and communicated
- Opportunities for reflection will be built in throughout the experience, as well as post WEP
- The WEP provides enough time, and sufficient variety and scope of experiences to allow the student to assess the personal suitability of the work
- The length/hours of the WEP are determined with the individual's learning goals and individual needs in mind
- Sufficient record keeping tools and mechanisms are in place to document hours, progress, etc.
- Documentation, checklists, etc. are written in plain language and available in alternate formats to suit student communication needs
- Workplace culture supports a commitment to learning

and growth

10. High Impact Practices in Experiential Education

Taken from the BCCAT publication: *Experiential Education: Experiential Education in BC Post-Secondary Institutions: Challenges and Opportunities* [1]

The term 'high impact' is used in the EE scholarship to describe practices that are attributed to successful student learning outcomes through experiential learning design (Anderson, Greeno, Reder, & Simon, 2000; Andresen, Boud, & Cohen, 2000; Dewey, 1938; Kolb, 1984; Moon, 2004; Schön, 1983, as cited in Johnston & Sator, 2017). These practices are summarized in above and include the following:

- Throughout the experiential learning process, the learner is actively engaged and helps develop the curriculum;
- The learner is engaged intellectually, emotionally, socially, and/or physically;

1. Johnston, N., & Sator, A. J. (2017, March). Experiential education. Retrieved October 3 2017, from bccat.ca: www.bccat.ca/pubs/expeducation.pdf

- The results of the learning are very personal and form the basis for future learning;
- The learner is prompted to reflect in and on their experience, before, during, and after the learning event;
- Relationships and connections are developed and nurtured between learner and self, learner and others, and learner and the world at large;
- There is acknowledgement that the experiences and learning cannot totally be predicted;
- Disruptive opportunities during and after the experience are nurtured and learners (and educators) are supported to explore and examine their own values and beliefs; and
- The design must incorporate educator recognition of learner input, multiple possible outcomes, and the need for customizable teaching and assessment, tools, and techniques.

Research shows that quality work-based learning experiences include these characteristics:

1. Experiences provide exposure to a wide range of work sites in order to help youth make informed choices about career selections.
2. Experiences are age and stage appropriate, ranging from site visits and tours, job shadowing, internships (unpaid and paid), and paid work experience.
3. Work site learning is structured and links

back to classroom instruction.
4.   A trained mentor helps structure the learning at the worksite.
5.   Periodic assessment and feedback is built into the training.
6.   Youth are fully involved in choosing and structuring their experiences.
7.   Outcomes are clear and measurable.

2

SIX MAIN QUALITY CRITERIA [3]

Integrating all the recommendations described above, six main criteria are outlined for enhancing the educational quality of the structured work experience. These quality criteria integrate Kolb's four learning modes with each other and with program evaluation recommendations and recommendations for moving forward with work-integrated learning.

2. National Collaborative on Workforce and Disability. (2004). Career planning begins with assessment: A guide for professionals serving youth with educational and career development challenges. Retrieved December 12, 2017, from National Collaborative on Workforce and Disability: http://www.ncwd-youth.info/career-planning-begins-with-assessment
3. Higher Education Quality Council of Ontario. (n.d.). A practical guide for work-integrated learning. Retrieved from Higher Education Quality Council of Ontario: http://www.heqco.ca/SiteCollectionDocuments/HEQCO_WIL_Guide_ENG_ACC.pdf

They include:

1. Deliberately structure the work-integrated learning program.
2. Empower the learner with autonomy in the structured work experience.
3. Provide students with relevant challenges in the workplace.
4. Consider the learning environment.
5. Work in partnership with students and the workplace organization.
6. Ensure continual assessment of student learning and evaluation of the work-integrated learning program.

PART III
WEP PLACEMENT MATCHING: ASSESSMENT & CHOICES

This section includes:

- A discussion of some of the challenges in transition to post-secondary education
- Issues related to work experience selection. How are WEP's selected?
- An overview of vocational assessments. What are some of the most common assessments being used with this student group?
- Considerations for setup, monitoring and evaluation
- An overview of the current recommended practices in the field and how can we apply these in BC ASE ER programs.

WORK MATCH = (MEployment!)

When considering internships for people with intellectual and developmental disabilities, there are two important principles to enact. The first principle is that an intern should never complete tasks in an internship that are not tasks that would be part of a paid position. ... Internships should be training interns to do jobs that they can one day be paid to complete. The goal is to train a person in work tasks that can be transferred to paid employment ... (p. 458) the second principle is focusing on the strengths and abilities of the potential intern. ...Getting to know the potential intern with intellectual and developmental disabilities is imperative prior to selecting an internship site. The employment specialist must understand the intern's likes, dislikes, interests, motivations, career aspirations, learning style, and abilities (both mental and physical) in order to match the individual to the best internship experience. [1]

1. Wehman, P., Avelline, L., Brooke, V., Hinterlong, P., Inge, K., Lau, S., & McDonough, J. R. (2017). Transition to Employment. In M. Wehmeyer, & K. Shogren (Eds.), Handbook of research-based practices for educating students with intellectual disability (pp. 450-470). New York, New York, United States of America: Routledge.

11. Assessment/placement on WEP

As students entering ASE programs arrive with many differences in the type and amount of work experience and career planning they have participated in, they are at varying stages in their own career development. While the majority of students entering BC's ASE ER programs are in the 18-24 age range (according to recent LMAPD surveys), students also arrive at later stages in their lives. These mature students also arrive with varying degrees of exposure to work, from none to extensive. This presents a challenge for PS educators who need to make individualized education plans, often within a cohort setting, for each student based on their specific goals and needs. Instructors also need to individually assess where each student is in their career progression; some are at the awareness or exploration stage while others have identified clear and focused interests. There is a comprehensive career education strand in "BC's New Curriculum", which includes a framework with career education material throughout the K-12 experience. The new BC curriculum identifies three major elements of career education taking place over five stages. The three elements are, awareness, exploration and experience and students should "transition through each one in their own community and context." [1] A link to the "Career Education Core Competencies" outline is included in the appendix. As

1. British Columbia, Ministry of Education. (2015, August). Update on career education K-12. Retrieved November 07, 2017, from British Columbia Ministry of Education: https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/career-education.pdf

previously stated, however, there are differences in the level of participation for students with IEP's, who are not on track to graduate with a "Dogwood" diploma.

In order to plan meaningful work experiences, sufficient time must be spent to establish an individualized profile and personal goals. Until this information is established, it is not possible to make decisions about placement type, focus, duration, etc. For example, a student with no previous work experience lacks the knowledge and information required to make informed choices about work placements. With little or no actual experience in real (paid or unpaid) work settings, a student's concept of what a particular job entails is not likely to be accurate. They may state they have a preference for a particular type of work, based on limited knowledge of what they think the job involves. One common example of this, is childcare. A student may have done some babysitting, or had experience interacting with children and enjoyed it. However, working in childcare, where staff are required to spend extended periods of time with a number of children, dealing with behaviour challenges, parents, cleaning tasks, etc., is quite different. A structured work experience involves spending time in the environment, performing regular day-to day tasks and giving students an increased understanding of real job demands and working conditions (e.g., noise levels, smells, physical tasks, etc.) which can only be experienced on site. Conversely, a student may profess a dislike for a particular type of work without having had any experience at the job. Structured work experiences afford the opportunity for exploratory assessments and provide specific information and authentic involvement that can be used to help make career decisions and develop a personal profile. Assessment is an ongoing process developed over time and informed by the discoveries made through all types of work experience activities. Preliminary PSE ER undertakings are designed to

inform and guide awareness, exploration, decision-making and work preparation activities.

While there are numerous models of career development. Richard Luedking includes one example of career development stages is included in his book, *The Way to Work* (2009, p.28).

- Career Awareness
- Career Exploration
- Career Decision Making
- Career Preparation
- Career Placement

The previous section included guidelines emphasizing the importance of specific personal outcomes for each work experience. The following table from the most recent ASE articulation document [2] outlines the general prescribed outcomes for ASE ER programs. According to the articulation guide, Level 2 ASE ER programs/courses should include a minimum of 70% of the outcomes in the following table (the link for this guide is included in the appendix).

2. Lowndes, D. (2018, May). Adult special education program specific transfer guide. Retrieved January 2018, 2017, from British Columbia Council on Admission and Transfer: http://www.bccat.ca/pubs/aseguide2018

12. Transition to Post Secondary

> For students with special needs moving into adulthood, transition planning is a key element of their Individual Education Plan. This transition planning should include a statement of transition goals and, where appropriate, should identify inter-agency responsibilities or linkages that should occur before the student leaves the school setting. The school is in a key position to provide a variety of coordinated activities that lead to employment and/or further education for students with special needs. The commitment should be to early, collaborative and well-planned transitions from school to further training, supported work, or other environments. The success of an individual student in accessing post-secondary options and necessary supports for the future depends in part on consistent information flow and advanced planning, as well as establishing firm linkages with other available agencies and community partners. (British Columbia Ministry of Education, 2016) [1]

1. British Columbia Ministry of Education. (2016, April). *Special education services: A manual of policies, procedures and guidelines.* Retrieved October 22, 2017, from

While the B.C. government stipulates guidelines for transition planning in the K-12 system (see box above), these guidelines appear to be implemented to varying degrees depending on the district, school, teacher, level of family advocacy, etc. Differences also depend, in part, on whether students are on a "Dogwood Diploma" track or on and Individualized Education Plan (IEP) track to obtain a school leaving certificate, also known as an "Evergreen Certificate." While students on a dogwood track must meet specific outcomes related to work experience, for those obtaining evergreen certificates, "There are few measurable standards or expectations applied for graduation." [2] There are no standard requirements for students finishing school with a "school leaving certificate", or an "Evergreen" certificate, other than for students to have met the goals of their IEP. In fact, many students and families appear unaware that students who receive an "Evergreen" certificate have not actually achieved graduation (See inset below).

The School Completion ("Evergreen") Certificate is intended to celebrate success in learning that is not

https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/inclusive/special_ed_policy_manual.pdf

2. Inclusion BC. (n.d.). Tracking students who graduate with evergreen certificates. Retrieved November 9, 2017, from Inclusion BC: http://www.inclusionbc.org/sites/default/files/Tracking%20Students%20Who%20Graduate%20With%20Evergreen%20Diploma%20-%20July%202013.pdf

recognized in a Certificate of Graduation (Dogwood Diploma). It is used to recognize the accomplishments of students with special needs and an Individual Education Plan, who have met the goals of their education program, other than graduation (and not all students with special needs should be in an Evergreen Certificate Program). The Evergreen Certificate is not a graduation credential; students who receive an Evergreen have not graduated. It is important that students and their parents clearly understand that the Evergreen represents the completion of personal learning goals but does not represent graduation.

There has been little consistency reported in the career education experience for those students leaving the secondary system on the Evergreen track. While some students have had the opportunity to participate in multiple work experiences in high school, either in the community, on campus, or both, others arrive at post-secondary with no work experience. The level of support they may have received on work experience also varies greatly, from working in small groups with an Educational Assistant (EA) present, through to fully independent placements. In *The Handbook of Research Based Practices for Students with Intellectual and Developmental Disabilities*, Paul Wehman, et al, state, "It is likely that brief experiences resulting in two to three times a week with one to two hours each time of community-based employment training are not intensive enough to allow young people with intellectual and developmental disabilities to identify their

strengths, interests, and preferences."[3] Given that "...it could be argued that work experience and work during the secondary school years are among the most, if not the *most* important predictors of adult employment success for all youth who receive special education services,"[4] this inconsistency clearly disadvantages those students who have limited, or no opportunity with work experience prior to leaving high school.

The British Columbia School Completion Certificate or "Evergreen" is awarded to a student with special needs who has an Individual Education Plan and who meets the goals of their educational program other than graduation.

To receive an Evergreen Certificate, the principal, in consultation with teachers, should ensure that the student has met the goals of their educational program.

In order for the Ministry to prepare a British Columbia School Completion Certificate, the school must submit the demographic data for the student

3. Wehman, P., Avelline, L., Brooke, V., Hinterlong, P., Inge, K., Lau, S., & McDonough, J. R. (2017). Transition to Employment, p. 457. In M. Wehmeyer, & K. Shogren (Eds.), Handbook of research-based practices for educating students with intellectual disability (pp. 450-470). New York, New York, United States of America: Routledge.
4. Luecking, R. G. (2009). The way to work: How to facilitate work experiences for youth in transition, p. 2. Rockville, Maryland, United States of America: Paul H. Brookes Publishing Co.

> to the Ministry, including the date when the student met the goals of their educational program. The Ministry will then prepare and distribute to the school or district office a specially designed Evergreen certificate, distinct from the Dogwood Diploma, for authorized signature and distribution to the student. (British Columbia, Government)

There is "overwhelming anecdotal and empirical evidence that work experience during secondary and post-secondary school years is one of the most important factors that predicts long-term adult employment success, regardless of a youth's disability label or the nature of his or her educational services." [5] Consistently, the most prominent factors shown to be associated with successful post-school employment outcomes are paid and unpaid work experiences during the last years of secondary school and the completion of a high school diploma (Colley & Jamison, 1998; Johnson & Thurlow, 2003; Luecking & Fabian 200; Wagner, Newman, Cameto & Levine, 2005, as cited in Luecking, 2009). [6] According to Luecking [7] "Simply stated, youth benefit from frequent and continuous exposure

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5. Luecking, R. G. (2009). The way to work: How to facilitate work experiences for youth in transition, p. xvii. Rockville, Maryland, United States of America: Paul H. Brookes Publishing Co.
6. Luecking, R. G. (2009). The way to work: How to facilitate work experiences for youth in transition, p. 1. Rockville, Maryland, United States of America: Paul H. Brookes Publishing Co.
7. Luecking, R. G. (2009). The way to work: How to facilitate work experiences for youth in transition, p. 2. Rockville, Maryland, United States of America: Paul H. Brookes Publishing Co.

to real work environments throughout the secondary school years and beyond."

These students are also not well prepared for transitioning to the increased expectations that accompany post-secondary education, work and adulthood. The transition from high school to post-secondary is significant for all students as they and their families/support networks are faced with challenges related to the change in status from child to adult. At the post-secondary level, students are suddenly expected to demonstrate independence and to take full responsibility for their education. As with career education, students may or may not have had assistance with transition planning. There are many factors at play in the K-12 system which influence which education and transition supports are available to students, such as individual philosophical and funding differences in schools and districts, supports available, amount of advocacy available, etc. While family support is generally appreciated and welcomed at the post-secondary level, the role and involvement of families and advocates changes, as each student's right to privacy and autonomy must be respected. This change in status and responsibility requires students to make decisions about their work experiences which their family/advocate may or may not agree with. Institutions are required to follow Freedom of Information and Protection of Privacy Act (FIPPA), which can be problematic if a student chooses to exclude those in their support network or chooses not share information with them. This also limits the scope and application of discovery-type models in developing personal profiles and work themes, as input may be limited to the student and program personnel. Generally, programs try to facilitate communication and supports with families/advocates while respecting the wishes of the student. However, it is a time when many youth grapple with these same decisions about life and their future and some support may be required in making and conveying decisions which or may not be in agreement

with their family's plans for them. Improvements in transition planning and programming would help, as would an increased focus on partnerships with school districts in increasing the availability of dual-credit or early-entry (high school/post-secondary) programming.

13. Assessment/ placement on WEP

As students entering ASE programs arrive with many differences in the type and amount of work experience and career planning they have participated in, they are at varying stages in their own career development. While the majority of students entering BC's ASE ER programs are in the 18-24 age range (according to recent LMAPD surveys), students also arrive at later stages in their lives. These mature students also arrive with varying degrees of exposure to work, from none to extensive. This presents a challenge for PS educators who need to make individualized education plans, often within a cohort setting, for each student based on their specific goals and needs. Instructors also need to individually assess where each student is in their career progression; some are at the awareness or exploration stage while others have identified clear and focused interests. There is a comprehensive career education strand in "BC's New Curriculum", which includes a framework with career education material throughout the K-12 experience. The new BC curriculum identifies three major elements of career education taking place over five stages. The three elements are, awareness, exploration and experience and students should "transition through each one in their own community and context." [1] A link to the "Career Education Core Competencies" outline is included in the appendix. As

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- Career Awareness
- Career Exploration
- Career Decision Making
- Career Preparation
- Career Placement

In order to plan meaningful work experiences, sufficient time must be spent to establish an individualized profile and personal goals. Until this information is established, it is not possible to make decisions about placement type, focus, duration, etc. For example, a student with no previous work experience lacks the knowledge and information required to make informed choices about work placements. With little or no actual experience in real (paid or unpaid) work settings, a student's concept of what a particular job entails is not likely to be accurate. They may state they have a preference for a

2. Luecking, R. G. (2009). The way to work: How to facilitate work experiences for youth in transition, p. 28. Baltimore, Maryland, United States of America: Paul H. Brookes Publishing Company Inc.

particular type of work, based on limited knowledge of what they think the job involves. One common example of this, is childcare. A student may have done some babysitting, or had experience interacting with children and enjoyed it. However, working in childcare, where staff are required to spend extended periods of time with a number of children, dealing with behaviour challenges, parents, cleaning tasks, etc., is quite different. A structured work experience involves spending time in the environment, performing regular day-to day tasks and giving students an increased understanding of real job demands and working conditions (e.g., noise levels, smells, physical tasks, etc.) which can only be experienced on site. Conversely, a student may profess a dislike for a particular type of work without having had any experience at the job. Structured work experiences afford the opportunity for exploratory assessments and provide specific information and authentic involvement that can be used to help make career decisions and develop a personal profile. Assessment is an ongoing process developed over time and informed by the discoveries made through all types of work experience activities. Preliminary PSE ER undertakings are designed to inform and guide awareness, exploration, decision-making and work preparation activities.

The previous section included guidelines emphasizing the importance of specific personal outcomes for each work experience. The following table from the most recent ASE articulation document [3] outlines the general prescribed outcomes for ASE ER programs. According to the articulation guide, Level 2 ASE ER programs/courses should include a

3. *Lowndes, D. (2018, May). Adult special education program specific transfer guide. Retrieved January 2018, 2017, from British Columbia Council on Admission and Transfer: http://www.bccat.ca/pubs/aseguide2018*

minimum of 70% of the outcomes in the following table (the link for this guide is included in the appendix).

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

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)

4

4. *Lowndes, D. (2018, May). Adult Special Education (ASE) Program-Specific Transfer Guide. Retrieved from British Columbia Council on Admissions and Transfer: http://www.bccat.ca/pubs/aseguide2018*

14. Testing Interests, abilities, values, needs, aptitudes

Individual vocational goals vary widely, depending on personal circumstances. Some students are eager to secure any type of paid employment to obtain or supplement income and to gain skills and experience. Many students hold part-time jobs while attending post-secondary and it is common for youth to work at an entry-level job strictly for income while pursuing the job they are really interested in. Other students have a strong career focus and are not interested in sampling other types of work. Some students simply want to learn about work while experiencing the post-secondary world and do not have a strong financial or personal incentive to work. They may want to focus their energy on the educational experience and have plans to move on to further education or training. They may have enrolled in an employment readiness program, simply because there were no other post-secondary options available to them. Some students, arriving with little or no experience with work, have limited information upon which to make work choices or to state preferences. These factors emphasize the importance of the getting to know the individual student and developing an individual profile, as well as the importance of assessment component of ASE ER programming.

For special education teachers and transition specialists, transition assessment represents the "ongoing process of collecting data on the student's needs, preferences, and interests as they relate to the current and future working, educational, personal, and social environments" (Sitlington & Payne, 2004, p. 2, as cited in Ellerd & Morgan, 2014)

Assessment, in the past, had a heavy reliance on standardized, formal testing to gauge vocational interests, aptitudes and competencies. "The assumption was that test results would predict employability and performance in work environments...however, the assumption was largely unsupported by outcome data." [1] *In recent years, there has been a reduced emphasis, or reliance, on traditional forms of vocational assessment for people with intellectual and developmental disabilities and an increased focus on activities that involve person-centered planning, self-determination and an expanded emphasis on authentic exploration activities. "Traditional assessment may limit thinking about potential work experiences for individuals with disabilities, especially those with significant disabilities."* [2] *"Not only are they often less than perfect predictors of youth*

1. Gaylord-Ross, R. (1988). Vocational education for persons with handicaps. Mountain View, CA, United States of America: Mayfield Publishng Company.
2. Inge, J. T. (2007). Person centered planning. In P. I. Wehman (Ed.), Real work for real play: Inclusive employment for people with disabilities (pp. 57-73). Baltimore, Maryland, United States of America: Paul H. Brookes Publishing Co.

performance, but they often lead to the conclusion that youth are not ready or able to work in a chosen occupational area." [3] [4] *Part of the problem appears to be the comparative nature of such tests, which are not accurate when applied to an individual with an intellectual or developmental disability and that results "often did not transfer to performance in actual employment settings."* [5] *There are a number of specialized evidence-based vocational assessments developed for this population, some of which are outlined in this section.*

3. Gaylord-Ross, R. (1988). Vocational education for persons with handicaps. Mountain View, CA, United States of America: Mayfield Publishing Company.
4. Luecking, R. G. (2009). The way to work: How to facilitate work experiences for youth in transition. Baltimore, Maryland, United States of America: Paul H. Brookes Publishing Company Inc.
5. Cobb, B. (1983). Curriculum-based approach to vocational assessment. Teaching Exceptional Children(15), 216-219.

The reported theme in BC's ASE programs was a focus on an individualized, personalized approach to matching students with appropriate work experiences. The use of formal assessments appears to supplement the information gathered through individual exploration methods. Information gathered from formal assessments may be used to inform a profile and develop themes created through the exploration strategies used in the "customized employment" or "person-centered" approaches or the development of a "Positive Personal Profile." [7] *Marc Gold and Associates state that these personalized strategies "...seek to understand who the individual is, as the primary source of*

"In the 1990s, the self-determination movement was gaining strength among families, educators, and adult service providers (Field & Hoffman, 1996). Determining one's own career path was compelling and intuitive, but individuals with disabilities sometimes had limited information and resources at their disposal to make career decisions." [6]

6. Ellerd, D., & Morgan, R. (2014). Employment Assessment. In K. Storey, D. (. Hunter, K. Storey, & D. Hunter (Eds.), The road ahead: Transition to adult life for persons with disabilties (3rd Edition ed., pp. 59-84). Amsterdam, Netherlands: IOS Press BV.

7. Tilson, G. (n.d.). Developing a positive personal profile. Retrieved December 13, 2017, from Think College: https://thinkcollege.net/sites/default/files/files/resources/Developing_a_Positive_Personal_Profile.pdf

information for employment, rather than how the individual compares with established norms, with general demands or with others." [8]

CLBC also advocates Local Employment Action Plans, "which are expected to identify local projects and solutions to advance employment that meet the needs of specific communities. It is expected each community will likely take a unique approach..." (Community Living British Columbia, n.d.). [9] *These methods, which include exploration strategies such as a modified "discovery" component, use a more functional approach to vocational assessment and are currently employed and supported by advocacy groups, CLBC, the Supported Employment Advocacy Network, Think College, etc. The purpose of such activities differs somewhat when performed within a post-secondary program, as the information is generally more focused on vocational outcomes than whole-life planning. BC's ASE ER programs reported a variety of methods in exploring areas of interest and of work experience activities; work sampling, situational assessments, job tryouts, job shadowing, informational interviewing, formal vocational assessment tools, specific classes and exercises focused on career exploration, research activities, creating personal profiles, action plans or job plans, etc. Additionally, some students may have also had the opportunity to*

8. Marc Gold and Associates. (n.d.). Using alternatives to traditional vocational assessment: The why and how of exploration strategies such as discovery. Retrieved December 15, 2017, from Marc Gold and Associates: https://static1.squarespace.com/static/57fa78cd6a496306c83a2ca7/t/5830fa839f74568b2916f228/1479604868982/Discovery+article.pdf
9. Community Living British Columbia. (n.d). *Local Employment Plans*. Community Living British Columbia. https://www.communitylivingbc.ca/provincial-projects/community-action-employment-plan/local-employment-plans/

participate in extensive transition and personal planning including activities, such as the PATH and MAPS activities, or a formal vocational assessment process prior to attending post-secondary.

PATH is a planning process — for individuals, schools, families, groups, and businesses — that brings people together to address a common issue or difficult problem. PATH begins with defining a vision and sharing a dream for the future. As in MAPS, the process begins with forming a caring team whose purpose is to build a common understanding and create the needed support. The team then identifies the steps that must be taken to make that dream come true. [10]

MAPS and PATH are person-centered visual planning tools developed by Jack Pierpoint, Marsha Forest and John O'Brien. PATH and MAPS are group processes using visual planning tools in a series of meetings that include a group of people chosen by the individual. MAPS (originally Making Action Plans) "focuses on gathering information for planning- based

10. Inclusion BC. (n.d.). Tracking students who graduate with evergreen certificates. Retrieved November 9, 2017, from Inclusion BC: http://www.inclusionbc.org/sites/default/files/ Tracking%20Students%20Who%20Graduate%20With%20Evergreen%2 0Diploma%20-%20July%202013.pdf

on the story (history) of a person or organization." [11] *Planning Alternative Tomorrows with Hope (PATH) – This is used in planning actions and setting life goals and creating a positive profile of the individual.*

***...this MAP group process enables 'clarifying gifts, identifying meaningful contributions, specifying the necessary conditions for contribution, and making agreements that will develop opportunities for contributions'* (O'Brien et al., 2010, p. 16).** [12]

BC PSE ER programs experience some challenges in administering detailed formal assessments; time constraints, limited personnel with the appropriate level of qualification required to administer certain tests, varied levels of need represented within each class (as some students may arrive with an array of test results, while others have none), etc.

Some of the formal vocational assessments reportedly used in BC's ASE ER programs are:

- *Reading Free Vocational Interest Inventory*
- *Choices*

11. Inclusive Solutions. (n.d.). Person centered planning. Retrieved December 19, 2017, from Inclusive Solutions: https://inclusive-solutions.com/person-centred-planning/#typesofplanning.
12. O'Brien, J., Pearpoint, J., & Kahn, L. (2010). Comparing Approaches To Individual Planning. *The PATH and MAPS handbook: Person-centered ways to build community* (p. 16). Inclusion Press.

- *Ashland Interest Assessment*
- *Jackson Vocational Interest Survey*
- *Meyers Briggs Type Indicator*
- *Holland Codes (various forms, e.g., "Paint Career with Colors")*
- *Learning Styles Inventory*
- *PATH Planning Alternative Tomorrows with Hope*
- *MAPS (Making Action Plans)*
- *Workplace Discovery activities*
- *Janus Employment Skills Planner**
- *Destination 2020 – Building Work Skills**
- *Career Cruising*
- *Starting Points Curriculum (reporting on assets)*

Other work preference assessments recommended specifically for students with intellectual and developmental disabilities [13] include:

- *Self-Directed Search – based on the work by John Holland outlining six personality types, commonly abbreviated as RAISEC – Realistic, Artistic, Investigative, Social, Enterprising and Conventional*
- *PICS – Picture Interest Career Survey – This test does not require reading, it is picture-based and based on the Holland codes. Completing the test provides a code which can then be compared an inventory of 600 jobs.*
- *Reading Free Vocational Interest Inventory – Another picture-based test. Students select preferences from 55 sets of 3 pictures which represent career areas.*
- *Work Preference Match – requires about a grade 5*

13. Ellerd, D., & Morgan, R. (2014). Employment Assessment. In K. Storey, D. (. Hunter, K. Storey, & D. Hunter (Eds.), The road ahead: Transition to adult life for persons with disabilities (3rd Edition ed., pp. 59-84). Amsterdam, Netherlands: IOS Press BV.

reading level, but provides a more in-depth assessment based on the concept of "congruence" and factors in "contextual variables."[14]

- *COPSystem 3C (online) is a three-part assessment (COPS, CAPS, and COPES) which assesses interest, ability and values.*
- *MECA -Microcomputer Evaluation of Careers and Academics – Is a multi-part comprehensive transition planning package.*
- *YES – Your Employment Selections – Uses questions and short video selection process to recommend preferences.*

Further tools identified in the chapter on employment assessment in "The Road Ahead: Transition to Adult Life for Persons with Disabilities" are also listed below. This book also contains a comprehensive table, including a detailed overview of each these tools and the reading level required to complete each assessment. "These assessment instruments have been found effective in assessing various skills related to transition, including vocational, employment, self-determination, and academic skills."[15]

- *Transition Planning Inventory (Clark & Patton, 1997, as cited in Ellerd & Morgan, 2014)*
- *the ARC 's Self Determination Scale (Weymeyer & Kelchner, 1995, as cited in Ellerd & Morgan, 2014)*

14. Ellerd, D., & Morgan, R. (2014). Employment Assessment, p. 68. In K. Storey, D. (. Hunter, K. Storey, & D. Hunter (Eds.), The road ahead: Transition to adult life for persons with disabilities (3rd Edition ed., pp. 59-84). Amsterdam, Netherlands: IOS Press BV.
15. Ellerd, D., & Morgan, R. (2014). Employment Assessment, p. 62. In K. Storey, D. (. Hunter, K. Storey, & D. Hunter (Eds.), The road ahead: Transition to adult life for persons with disabilities (3rd Edition ed., pp. 59-84). Amsterdam, Netherlands: IOS Press BV.

- *ChoiceMaker Self-Determination Series (Martin & Marshall, 1995, as cited in Ellerd & Morgan, 2014)*
- *Life-Centered Career Education program (Brolin, 1997, as cited in Ellerd & Morgan, 2014)*
- *BRIGANCE: Transition Skills Inventory (Brigance, 2010, as cited in Ellerd & Morgan, 2014).*

A good planning process for people with disabilities (and anyone else) must be empowering to the individual, and promote self-reflection, personal insight, creativity and a wide range of possibilities. A useful approach is "person-centered" planning, which develops individual solutions through collaboration, creative thought, and group problem solving. (Institute for Community Inclusion, n.b.) [16]

Another resource can be accessed through the guide on the National Collaborative on Workforce and Disability website (National Collaborative on Workforce and Disability, 2004). [17]

16. Institute for Community Inclusion. (n.d.). Job Placement for People with Disabilities. Retrieved Nov 22, 2017 from https://www.communityinclusion.org/onestop/section7.pdf
17. National Collaborative on Workforce and Disability. (2004). Career planning begins with assessment: A guide for professionals serving youth with educational and career development challenges. National Collaborative on Workforce and Disability. Retrieved December 12,

A link to the guide, "Career Planning Begins with Assessment: A Guide for Professionals Serving Youth with Educational and Career Development Challenges" is included in the appendix. BC ASE ER programs report the use of a combination of formal and informal exploration and assessment methods to develop personal "themes" and ascertain possibilities for job matches.

Recently, the Focus Disability Network Society published the Supported Employment Career Exploration Guide a "workbook for those interested in exploring careers that make sense for who you are, what your skills are and attributes are, and where to look for jobs that make sense with the ideal conditions for employment" (Focus Disability Network Society, 2017). [18] *This workbook was based on the contributions of several agencies and partners and the preface to this workbook explains that it is a blend of "a traditional and a customized approach to career exploration." It is available in PDF and Word formats for print or online use and is an excellent resource for planning. The Supported Employment Career Exploration Guide also includes a comprehensive overview of assessments, which is included in its entirety on the following pages.*

Other examples are available through the Think College and ThinkWork websites. Links to these resources are included in the appendices. These pages include guidance and working documents for creating a Positive Personal Profile.

2017, from http://www.ncwd-youth.info/career-planning-begins-with-assessment

18. Focus Disability Network Society. (2017). Resources. Retrieved November 2017, 2017, from Focus Disability Network Society: https://www.focusdisability.ca/wp-content/uploads/2020/01/Supported_Employment_Career_Exploration_Guide.pdf

A Positive Personal Profile (PPP) is a way to "take inventory" of all the attributes of youth that will be relevant to their job search, employability, job match, retention and long-range career development. It is a mechanism for collecting information from a variety of sources, including assessments, observations, interviews, and discussions with the job seekers – and people who know them well. [19]

According to Dr. George Tilson, the following components are taken into consideration in creating the Positive Personal Profile.

1. *Dreams and Goals*
2. *Interests*
3. *Talents, Skills and Knowledge*
4. *Learning Styles*
5. *Values*
6. *Positive Personality Traits*
7. *Environmental Preferences*
8. *Dislikes*
9. *Life and Work Experience*
10. *Support System*

19. Tilson, G. (n.d.). Developing a positive personal profile. Retrieved December 13, 2017, from Think College: https://thinkcollege.net/sites/default/files/files/resources/Developing_a_Positive_Personal_Profile.pdf

11. *Specific Challenges*
12. *Creative Solutions and Accommodations*
13. *Creative Possibilities and Ideas*

A link to the Think College resource "Developing a Positive Personal Profile" is also included in the appendix.

15. Assessments and Evaluations

The following pages are excerpted, with permission, from the Focus Disability Network Supported Employment Career Exploration Guide. [1]

> This section is meant to be a living document and should be reviewed, added to and changed as new information is attained.
>
> ## *Informal Assessments and Evaluations*
>
> 1. **Visit Individual's Home**: Find out what motivates individual. Get to know them. Find out if living environment is safe and conducive to being employed.
> 2. **Attend Activities**: Build Rapport. Observe level of stamina as well as social skills.
> 3. **Contact People of Influence**: Call and meet friends, family supports and formal supports:

1. Focus Disability Network Society. (2017). Resources. Retrieved November 2017, 2017, from Focus Disability Network Society: http://www.focusdisability.ca/members/focus-disability-network-society-resources

Observe health of relationships. Explore the kind of work they would be suited for and determine the job seeker's motivation to work.

4. **Take Transit**: See where job seeker goes; level of independence. Observe and record how the job seeker interacts with people.

5. **Accompany on Daily Routine**: Go to favorite hang-out places in the community. Determine motivation and other informal supports

6. **Explore Nutritional Health**: Find out what the job seeker is eating to determine nutritional intake. Use the Canada Food Guide (http://www.hc-sc.gc.ca/fn-an/food- guide-aliment/index-eng.php) as a guideline.

7. **Explore Financial Situation**: Explore financial situation; find out if individual is getting PWD or persons with multiple barriers support. Determine if individual needs more money for a better quality of life.

8. **Gather information**: Reach out to the job seeker's relational network; obtain psych-ed reports, IEPs, previous work experience/school program reports, career assessments; any previous mental health services assessments (issue of access and consent). Include people who are important to the job seeker and can support him/her in the process. Develop themes from past successes. Determine support needs, disability-related considerations, motivations, ideal environments, etc.

9. **Observe in Different Contexts**: Community Cruise to places familiar and unfamiliar, with varying degrees of activity, crowdedness and commotion; explore work-related environments through job tasting/shadowing/ volunteering; observe everyday activities like grocery shopping or taking transit. Explore potential triggers or reasons for challenging behaviours, determine coping skills, explore ideal conditions/environments, observe social skills, observe likes/wants/strengths/support needs, determine level of independence.

10. **Home Visit**: Ask job seeker to show their favourite areas in the home, activities, things they enjoy. Watch for themes, hobbies and interests within the home and inquire about the level of commitment to the above (if appropriate). Schedule time and request the job seeker demonstrate the activity. Observe executive functions (prioritizing, organizing, planning, problem solving, focusing, maintaining and shifting attention as necessary).

11. **Neighborhood Visit**: Observe the job seeker's familiarity within their neighborhood. Include interactions with neighbors; positive or otherwise, highlights and lowlights of the area, green spaces, parks, etc. Observe job seeker demonstrating activities related to job interests. Determine whether activity is a routine or interest, level of knowledge related

to activity, level of responsibility, self-awareness and awareness of others and safety in work space, access to preferred work environments.

12. **Certificates**: Determine potential certificates required to pursue work (such as FoodSafe) or volunteer opportunities and skills training in their field of interest (such as HAVE Society or Vancouver Community College).

13. **Essential Skills**: Nine "essential skills" are the foundation for learning all other skills. They let people work productively, learn what they need to know, solve unexpected problems and adapt to workplace change. The nine essential skills are reading, writing and numeracy; document use and computer use; oral communication and working with others; thinking and continuous learning. This assessment can also supplement specific Essential Skills components in Case Managed workshops. The B.C. ITA Essential Skills website (http://www.ita.essentialskillsgroup.com/) can help workers who want to improve their essential skills, especially those interested in the trades.

14. **Transferable Skills Checklist**: Several concepts are involved in this comprehensive skills checklist, which requires the user to self-assess their skills in three levels of competency in twelve skills categories, including transferable skills. The job seekers assess their top skill areas and can also locate skills they

wish to develop. Wording in this assessment provides the user with applicable phrases for resumes cover letters and job search interviews.

15. **Needs & Values Card Decks**: These inter-related decks are designed to support each other in identifying the internal values of the user, and the external environment that supports the expression of those values in the workplace. This assessment is motivational and inspiring, allowing the job seeker to apply the values in a concrete way.

16. **Strength in Action**: This online assessment allows job seekers to profile themselves by rank order based on their work values. It is positive in its framework and provides the users with confidence in themselves through knowing how their intrinsic values are strengths in the workplace.

17. **Learning Styles** (http://en.copian.ca/library/learning/csa/appx_d.htm) A preferred learning style is the way in which the job seeker learns best. Three learning styles that are often identified in students are: Auditory, Visual, and Tactile/Kinesthetic. Assessments are available online and in print form. The VARK Questionnaire (http://vark-learn.com/the-vark-questionnaire/) is a web-based assessment provides the user with a quick perspective on their dominant learning style. This knowledge can support the user immediately in the

workshops, and can be a support in preparing for starting a job and managing the learning curve of the first 3 months.

18. **Trades Info Websites** (https://bc.tradesinfo.ca/; http://www.trades.info.com/): These websites provide the job seeker with a comprehensive list of trade occupations and the skills that are associated with that work. The job seeker self-assesses their skills and can determine if they have enough skills to target a job in a specific trade, and what skills they may need to learn or increase, and how to do that.

19. **Choices Planner**: This comprehensive tool provides individual occupational options based on Skills, Interests, Values, and a brief personal style indicator; or integrates them into a focused list that can include other "sort" functions such as wage ranges and physical restrictions. The assessments are liked to over 1,000 occupations based on the Canadian labour market, with hyperlinks to government job websites and labour market information. This assessment has a deep history and consequently job seekers may have had exposure to its standardized assessments rich database that is continuously updated.

20. **Career Cruising**: This popular assessment utilizes an in-depth interest inventory combined with a subjective skills assessment to produce occupational options from a

database of 500 occupations in the Canadian labour market.

21. **The Strong Interest Inventory** (https://www.cpp.com/pdfs/smp284250.pdf): This widely used career planning instrument enables the job seeker to identify their dominant interests and match them with the Holland personality type/interests. The assessment also allows them to identify occupations that match their interests and identify relevant training/ educational options. This assessment also provides an understanding of their preferred learning environments, leadership, risk-taking level, and teamwork preferences.

22. **Values Inventory**: This assessment tool helps to determine what values are most important to the job seeker, to aid in selecting an occupation that they have increased likelihood of enjoying and finding satisfaction in doing.

23. **Virtual Job Shadow** (https://www.virtualjobshadow.com/): Empowers individuals to discover, plan and pursue their dreams utilizing a video-based career planning platform.

24. **Work Interest Inventory**: This self-assessment required the job seeker answer questions about various potential work activities, then score the results to get a sense of what their interests are most likely to be.

25. **The Launching Pad**

(www.launchingpad.biz): The Launching Pad is an innovative approach to helping entrepreneurs with disabilities plan and launch their business. The program provides assistance for entrepreneurs to select a business idea, explore the viability of the idea, create a business canvas (plan), test the plan, and launch the business. The program also provides ongoing supports and assistance to businesses.

26. **WorkBC Self-Employment Exploration** (https://www.workbc.ca/Jobs- Careers/Explore-Careers/Is-Self-Employment-for-You.aspx): This website outlines pros and cons of self-employment, lists the skills needed, and provides self- assessment tools.

Semi-formal Assessments and Evaluations

1. **Myers-Briggs** (http://www.myersbriggs.org/my-mbti-personality-type/take-the-mbti-instrument/home.htm?bhcp=1): Helping an individual understand their personality type is the first step to personal and professional

growth. The MBTI® assessment helps job seekers understand their personal style in terms of learning, job searching, communicating and characteristics in the workplace, and ultimately helps them see their potential. It is similar to Type Focus, and Personality Dimensions.

2. **Type Focus** (https://v6.typefocus.com/): This on-line assessment is equivalent to the MBTI in its structure and job seekers can refer to MBTI resources regarding suitable occupations. This assessment also provides natural skills and strengths that arise from their Type preferences. This assessment will be available in the Self- serve.

3. **COPES & COPS** (http://www.edits.net/ information/testing-supplements/cops-p- caps-and-copes-validity.html): COPES measure work environment values. There are eight values dichotomies that correlate directly to the interest clusters found in COPS. The COPS provides a job activity interest score related to the 14 COPS system career clusters that provide career suggestions in of the identified Career Clusters.

4. **Personal Style Indicator** (https://www.crgleader.com/assessments/ personal-style-indicator.html): This foundational assessment by the CRG Consulting Resource Group allows users to identify and articulate their natural

preferences, strengths and potential challenges within employment and their personal lives. This assessment may be delivered in a group environment to the Multi-barriered specialized population. It is effective in improving communication, building relationships, teams and creating self-awareness.

5. **Personality Dimensions** (http://www.personalitydimensions.com/): This assessment is delivered in a group workshop and in addition to expanding the results of the on-line Type Focus, brings enjoyment to the learning process. Job seekers are able to identify their natural strengths and careers. This assessment may be delivered to the Multi-barriered specialized population.

6. **Values Preference Indicator** (https://www.crgleader.com/assessments/values-preference-indicator.html): This CRG assessment allows users to identify their core values and how they match to employment. The assessment guides more effective decision making, builds confidence, trust, and generates respect for others and their differing values. This assessment may be delivered to the Multi-barriered specialized population.

7. **Leadership Skills Inventory** (https://www.crgleader.com/assessments/leadership-skills-inventory-others.html): This CRG assessment supports Job seekers who

wish to hold a supervisory role and provides an assessment of leadership skills in addition to specific steps to increase and improve leadership effectiveness. This assessment also evaluates self-management skills, interpersonal communication skills, coaching, problem solving and team development. This assessment may be delivered to the Multi-barriered specialized population and identified Older Workers.

8. **Job Style Indicator** (https://www.crgleader.com/products/assessments/job-style-indicator.html): This professional Assessment developed by Consulting Resource Group International (CRG) provides the user with potential occupations based on their natural working style. This assessment clarifies responsibilities, determines performance expectations and establishes mutual understanding. This assessment is suitable for Case Managed youth and Multi-barriered populations.

9. **True Colors** (https://truecolorsintl.com/assessments/): This is a model for understanding oneself and others based on one's personality temperament. It can be used to provide insights into different motivations, actions and communication approaches, and to strengthen

10. **Labour Market Information (LMI):** Research into published LMI from various sources that

are relevant to the careers and occupations being explored. Access a variety of LMI and updated regularly to identify the trends and prospects of careers and occupations, as well to help gain an idea of the qualifications that may be required in the job(s).

11. **Informational Interview**: Conduct informational interviews with the employers and employees to understand the qualifications and skills set the employers are looking for, the hiring procedures and potential working conditions, as well the technology that might have changed within a certain industry or sector. This is not a time to ask for a job, but instead to gather information. Informational Interviews would enable the employers to feel more comfortable sharing their perspectives on their business, which could also lead to more interview opportunities, or potentially job leads.

12. **Mentoring:** Through a mentorship relationship in a career exploration development process, a more experienced or more knowledgeable person helps to guide a less experienced or less knowledgeable person in clarifying and confirming his/her career choice. The mentor may be older or younger, but have a more in-depth experience, expertise or connections in the area of interest.

13. **Professional Portfolio**: Accompanied with a resume, a portfolio strategically developed and

crafted can be very effective when aiming for a certain employer, industry, or niche market. It can be in the traditional paper format, audio, or video one that makes the most sense.

14.   **Job Shadowing**: This provides a work experience option where an individual learns about a job by walking through the work day as a shadow to a competent worker. The job shadowing work experience could be a temporary, unpaid exposure to the workplace in an occupational area of interest to the individual.

15.   **Self-Employment**: Referral for Self-Employment Programs. If applicable, this option may provide the job seeker with the flexibility and the independence to manage their own economic affairs.

16.   **Unpaid Work Experience, Job Tasting**: Observe the job seeker's interests, and transferable skills. Understand and make observations based on measurable outcomes and provide necessary recommendations towards next steps. Observe the ability to complete set tasks within the timeframe allocated, the ability to work both in a team and independently, and to follow instructions. The level of direct and indirect supports and accommodations required for completion of tasks can be determined through this observation, and behavioural style when in work-related environments can be noted (e.g.

Does client become easily frustrated?). If the outcome is positive, a work opportunity may arise which can be supported through Job Coaching, Ongoing Employment Maintenance & Retention, Wage Subsidies.

Formal Assessment and Evaluations

1.   **Functional Capacity Evaluation**: This includes a range of assessments which are customized to address the features of the job seeker and their situation. Lengthy assessments may be performed to examine tolerance for functions over time and, if applicable, relevant tests to examine a job seeker's productivity for work functions are included. Work or activity simulations are an important aspect of functional testing and are included in the customized testing methodology. BiMFA regularly performs over 500 functional capacity evaluations per year. The job seeker(s) will be assessed by expert clinicians with credentialed advanced skills in this testing process. As well, cost of future care analysis and recommendations can be

facilitated or substantiated with the information measured in the functional capacity evaluation.

2. **Learning Disability Assessment**: This is a comprehensive assessment designed to provide information about a job seeker's skills, strengths, abilities and considerations related to employment. It confirms if there is a specific learning disability and includes recommendations about employment options, supports and other related considerations.

3. **Neuropsychological Evaluation**: This is a specialized comprehensive psychology assessment designed to determine cognitive functioning in relation to a job seeker's functioning abilities related to employment. It also identifies recommendations or considerations related to employment. This assessment may be appropriate for job seekers who have the following conditions or disabilities: Brain Injury, Parkinson's Syndrome, Cerebral Palsy, Epilepsy, etc.

4. **Vocational Assessment**: This type of assessment is often requested for persons who are unable to return to work in their typical job or lifestyle activities due to the restrictions imposed by an injury. A vocational assessment can also help to identify vocational alternatives that are consistent with a job seeker's aptitudes, interests, skills, and physical abilities.

A transferable skills analysis may also be included with each report.

5.   **Psychological Vocational Assessment**: This is a comprehensive assessment designed to provide information about a job seeker's skills, strengths, abilities and considerations related to employment. The assessment includes recommendations related to employment options, supports, and other employment-related considerations. This assessment may be appropriate for job seekers who have the following conditions or disabilities: Bipolar Disorder, Schizophrenia and other Psychotic Disordered, Mood Disorders, Anxiety Disorders (including post-traumatic stress disorder), Personality Disorders, Attention Deficit and Disruptive Behaviour Disorders, Substance related disorders.

6.   **Physical/Functional Capacity Assessment**: This assessment provides information about a job seeker's physical abilities or tolerances to perform work-related tasks and activities. The assessment may include recommendations related to employment options, task tolerances, supports and other worksite accommodations related to employment.

7.   **Ergonomic Assessment**: This assessment provides information about a job seeker's physical and/or cognitive capabilities and limitations in order to ensure that tasks, equipment, information and the work

environment suit the job seeker and won't cause further injury or discomfort.

8.   **Ergonomic and Risk Factor Analyses**: Clinicians attend worksites to assess work environments in relation to impairment or disability concerns. They examine the work procedures and physical environments to determine whether thresholds for risk factors known to develop musculoskeletal disorders have been reached or exceeded. The objective measures will enable them to make specific opinions or recommendations for ergonomic solutions to optimize comfort and function while working. These services are often requested by employers, unions, insurance agencies, or the legal community.

9.   **Assistive Technology Assessment**: This assessment matches the capabilities and needs of an individual to the characteristics of an assistive technology device or service needed to enable the job seeker to participate in employment.

10. **Functional Capacity Evaluation**: This assessment, completed by an Occupational or Physical Therapist, provides detailed assessment of physical and behavioural functioning to ascertain ability to meet job demands of a variety of potential vocational options. It is a useful tool in the event that the job seeker displays strong cognitive functioning but the physical capacity is of

concern. Recommendations can also be made for other types of occupational interests that would be more realistic with regards to the level of functional capacity tested. This assessment outcomes outline strength abilities, postural tolerances, mobility functions, reaching and handling productivities, cognitive productivities and accuracy and behavioral responses to symptom reactivity in functional settings. Recommendations for ergonomic supports are made if needed.

11. **Audiological Assessment**: This assessment provides information about the type and degree of hearing loss. It determines whether the condition is medically treatable or not. It also advises on how the hearing loss may impact employability and provides recommendations on the most suitable technology and/or assistive device to support the job seeker in employment.

12. **Speech and Language Assessment:** This assessment evaluates a job seeker's communication abilities and includes recommendations and/or accommodations that support the achievement of Labour Market Attachment. This assessment may be appropriate for job seekers who have the following conditions of disabilities: Expressive and receptive language disorders, Severe Stuttering, Developmental Delay, Autism

Spectrum Disorders, Traumatic Brain Injury, Stroke, and Progressive Neurological Conditions.

13.   **Canadian Language Benchmark Testing** (http://www.language.ca/): If required, refer client for this assessment to ensure proof of intermediate English or Equivalent. For example, most culinary arts certificates require a Canadian Language Benchmark of Listening 5, Speaking 5, Reading 5 and Writing 4; TOEFL 45; or IELTS overall 4.5, with no band less than 4.0. Depending on scores, skills training may not be a viable intervention and job seeker may have to reconsider career options.

14.   **Short Term Occupational Certification**: Job seeker benefits from having a Certificate as it would allow them to work or volunteer in their field of interest.

15.   **Canadian Work Preference Inventory** (CWPI) ([http://noc.esdc.gc.ca/English/CH/WorkPreferenceInventory.aspx?ver=06&sub=0&c h=03](http://noc.esdc.gc.ca/English/CH/WorkPreferenceInventory.aspx?ver=06&sub=0&c%20h=03)):

   The CWPI is a self-report inventory that measures a respondent's career interests and preferred working styles. Results provide valuable information for young people trying to select a career, employed people seeking an alternate career that matches their interests and skills, and unemployed people seeking to identify types of work that they would find rewarding.

16. **Valpar Pro 3000** (https://www.mhs.com/): Agencies use Valpar's Pro300 software for: Objective Skills Assessment, Career Exploration, Basic Skills Remediation, Job Placement, and Automated Case Management. Pro3000 software can: Directly relate an individual's skills and academic achievement levels to jobs and careers; develop a school-to-work road map; Create and track an Individual Service Strategy (ISS); Generate learning prescriptions for SkillsBank academic software; Give each job seeker a better chance for success in today's quickly changing work place.

17. **Career Values Scale** (https://www.psychometrics.com/wp-content/uploads/2014/12/cvs_m.pdf): The Career Values Scale (CVS) is an up-to-date measure of work values, preferences and needs. These values are a part of a person's core beliefs and give meaning to the person's career and life. They are a useful indicator of job satisfaction and personal goals. By comparing the qualities of a career as prized by the job seeker, the requirements of a career opportunity can be examined for discrepancies. These differences may offer positive opportunities for a review. Topics such as career ladder, job satisfaction, needs met through career or jobs, and special qualities that can be found in work environments can

be explored.

18. **Skills Training** (https://www.workbc.ca/Training-Education.aspx): Many jobs require some form of education or training. The WorkBC website contains education and skills training needed for various trades and jobs, and financial supports available for post-secondary education expenses.

19. **Wage Subsidies**: Application will depend on eligibility through either Employment Insurance Attachment or Opportunities Fund. If job seeker is willing and keen to find employment, this would be a beneficial intervention as it will allow for labour market participation, training on the job as well earning capacity for the job seeker. The employer benefits from the wage incentive and is able to decide if job seeker is to be hired on a permanent basis post wage subsidy contract. This intervention can also be recommended in the final stage for labour market attachment post skills training if job seeker has demonstrated an unsuccessful job search and that Wage Subsidies is going to benefit job seeker with potential employment.

20. **Work Simulation**: Completed by an Occupational or Physical Therapist, this assessment evaluates an individual's performance of work tasks for a targeted job. Assessments of cognitive functions, psycho-emotional behavior, and physical abilities are

conducted in relation to task demands of the target job, to determine ability to safely and effectively perform a specific group of job tasks. A shorter version of functional testing exists for clients that may not tolerate full day testing related to their impairments.

For job seekers who have completed a Functional Capacity Evaluation or Psycho- Vocational Assessment, a Work Simulation can be used as a follow up to for recommendations provided in these assessments. As well, this service is appropriate for individuals who are not capable of participating in a full functional capacity evaluation (FCE) or psycho-vocational assessment, due to their disability. Work Simulations may also be beneficial for those job seekers who are not yet prepared to participate in vocational activities, but who may require assistance with life skills or volunteer placement goals.

This section on assessments and evaluations was taken, with permission, directly from the Focus Disability Network Supported Employment Career Exploration Guide. [2]

2. Focus Disability Network Society. (2017). Resources. Retrieved November 2017, 2017, from Focus Disability Network Society: http://www.focusdisability.ca/members/focus-disability-network-society-resources.

16. Essential Skills

Through extensive research, the Government of Canada, along with other national and international agencies, has identified and validated key literacy and essential skills. These skills are used in nearly every job and throughout daily life in different ways and at varying levels of complexity. Essential skills include the skills associated with literacy (i.e. reading, writing, document use and numeracy) but goes beyond to also include thinking skills, oral communication, computer use/digital skills, working with others and the skills associated with continuous learning. They provide the foundation for learning all other skills and enable people to better prepare for, get and keep a job, and adapt and succeed at work (Government of Canada, n.b.).[1]

Employment and Skills Development Canada has developed a series of resources to assist in assessing Essential Skills as well as job profiles indicating the essential skill levels required. These tools and the User Guide are available online

1. Government of Canada. (n.d.). Canada - British Columbia Labour Market Agreement for Persons with Disabilities. Government of Canada. Retrieved February 8, 2018, from https://www.canada.ca/en/employment-social-development/programs/training-agreements/lma-disabilities/bc.html#h2.19

and are downloadable. Further information is included in the appendix.

> *This user guide will help you understand and use the essential skills tools and resources available through Employment and Skills Development Canada (ESDC). The guide is designed mainly for those who support skills development in and/or for the workplace such as career counsellors, adult educators, trainers and facilitators. It can also be used by anyone interested in learning more about literacy and essential skills and how to use the tools (Employment and Social Development Canada, 2018).* [2]

Understanding Essential Skills

The Government of Canada, in collaboration with national and international agencies, has identified and validated nine key skills that are used in nearly every job.

Reading

This refers to reading text that is in the form of sentences or paragraphs.

Writing

2. Employment and Social Development Canada. (2018, April 6). Making the tools work for you: A guide to using the essential skills tools and resources available through ESDC.Government of Canada. https://www.canada.ca/en/employment-social-development/programs/essential-skills/tools/guide-tools.html

This includes writing texts, filling in forms and non-paper-based writing (e.g. typing on a computer).

Document use

This refers to tasks that involve information where words, numbers, icons or other visual elements are given meaning by their spatial arrangement (e.g. graphs, tables, drawings).

Numeracy

Numeracy refers to a person's use of numbers and their ability to think in quantitative terms.

Computer use (also called digital skills)

Computer use looks at the variety and complexity of computer use required within a particular occupational group

Thinking

This skill involves six different types of cognitive functions: problem solving, decision making, critical thinking, job task planning and organizing, significant use of memory and finding information.

Oral communication

Oral communication pertains primarily to the ability of workers in an occupational group to use speech to give and exchange thoughts and information.

Working with others

This examines the extent to which employees work with others to carry out their tasks. For

example, some jobs may require them to work co-operatively with others or to have the self-discipline to work alone.

Continuous learning

This skill pertains to the requirement for workers in an occupational group to participate in an ongoing process of acquiring skills and knowledge (Employment and Social Development Canada, 2018).

PART IV

SETTING UP AND MONITORING STRUCTURED WORK EXPERIENCES

This section covers factors to consider when setting up work experiences and includes recommendations around supports for students on site. It also includes a discussion of practices and procedures related to work experience site visits (questions, checklists, rubrics, etc.). Information related to safety and risk management are covered in-depth in a later section. As with the rest of this handbook, the recommendations in this section are specifically related to Employment Readiness work experiences as opposed to Sector-Specific (as defined in the ASE Program Specific Transfer Guide Project). These specialized WEPs have variances in requirements for training site designation as well as visit protocols, etc., which are typically more in-depth and include a focus on skills specific to a particular vocation. In settings where there is union involvement, there is often additional paperwork or the following checklists outline considerations and recommendations for ER WEPs.

17. Broad Objectives

(Why is the student being placed at a particular site?)

- *What is the specific purpose of this work experience? (Job exploration, job shadow, situational assessment, skill refinement/enhancement, potential employment, individualized guidance/mentorship opportunity, etc.)*
- *What are the specific, individual outcomes for this work experience?*
- *How and why was this specific site selected? (institution recommendation/student request/collaboration, other)*
- *Is the site a match for the student's interests, abilities, aptitudes?*
- *Does the proposed scope of duties allow for new/ enhanced learning opportunities?*

General

- *Does the site have a positive reputation in the community? Are there any unfavourable internet reviews, such as Google Reviews? Are there any complaints listed with the Better Business Bureau or other consumer agencies?*
- *Have there been any WorkSafeBC penalties to the employer for recent safety transgressions?*
- *Is the company website up to date? Does it accurately depict the appearance and surroundings?*
- *Has an on-site inspection been conducted by a member of program staff who is equipped/experienced enough to do a due diligence inspection and site approval?*
- *Has the employer participated in an orientation meeting with program personnel where the contract conditions, program goals, student outcomes, program expectations,*

roles, etc. are clearly covered and agreed to?

- *Have guidelines around visit practices, contract, expectations, evaluations, etc. been thoroughly reviewed and agreed to?*
- *Have expectations around the number of work experience students on-site at any given time been reviewed? Some sites will host multiple agencies and workers at the same time, possibly diluting the quality of the experience and the amount of real supervision/ mentoring available.*
- *Have schedules (frequency) and access to the site for visit appointments been clearly established? The program will need to enquire as to whether a phone call is required or if drop-in visits are okay. Ideal visit times will be discussed (For example, nap time may not be an ideal time to observe a student in a childcare setting)*
- *Have guidelines and procedures around any off-site activities been discussed? (For example, is the student permitted to travel off-site to participate in deliveries, etc.?   If so, have liability and insurance coverages been clearly explained?)*
- *Have protocols such as entrance procedures been discussed? For example, is there a special entrance, or entrance procedures for hours when the business is not open to the public (e.g., restaurants pre-opening).*
- *Are there any special security measures (codes, locks, bag checks, lockers, etc.)?*
- *Have specific requirements around supervisor availability for feedback been established?*
- *Will a supervisor/mentor be available to the student at all times?*
- *Will direct co-workers be able to communicate with the student? (e.g., is there a language barrier?)*
- *Is there a specific job description?*
- *Is the supervisor/mentor the same person as the*

interviewer? If not, how will the supervisor/mentor get the required information after the interview?
- *Are there any special security procedures? (Codes, bag checks, sign-ins, etc.)*

18. Safety

(See Safety/Risk Management section for detailed information)

- *Will the student receive a safety orientation? (See Risk management section for further detail – sample safety assignment included there as well)*
- *Is any Personal Protective Equipment required?*
- *Are there any environmental concerns? (Allergens, etc.)*
- *Has the student been made aware of first aid personnel and procedures?*
- *Will the student be using, or working around any equipment or hazardous materials (e.g. WHMIS products)?*
- *Has the student disclosed any personal or medical issues the employer may need to know about for safety reasons (e.g., cannot read, hearing impairment, severe allergies, etc.).*

19. Location

- *Is the site within a reasonable commute of the student's residence?*
- *Is the site in a safe neighbourhood/area?*
- *Is the site accessible by transit on a regularly scheduled route?*
- *Are the transit stops in a safe location?*
- *Are there safe pedestrian crossings available from transit drop-off point?*
- *Are there any other potential risk factors, such as train crossings, etc.?*
- *Does the site have accommodations/features that make it accessible to the student's individual needs? (e.g., ramps, etc.)*
- *Is the site tricky or awkward to find? (either geographically, or because entry requires special info) If so, has this been clearly communicated to the student and to program personnel before site visits are scheduled?*

20. Monitoring Recommendations

- *Discretion – Observation and feedback sessions should be completed as discretely as possible.*
- *Frequency – Students should be visited a minimum of once a week.*
- *Feedback from the employer should be obtained at least once a week. If the supervisor is not available during a visit, a follow-up call should be made.*
- *On each visit, the student should be offered the opportunity to speak privately in case there are any concerns they are uncomfortable discussing where other employees may overhear.*
- *The student should have a way of contacting program personnel (e.g., phone, email, text) between visits.*
- *Guidelines for reporting harassment, unsafe working conditions should be reviewed regularly.*
- *Guidelines for notifying university/site personnel if sick/ late should be clearly communicated (oral and written).*
- *Hours should be formally monitored (sign in sheet, etc.)*
- *The length of any site visit will vary widely depending on individual factors. A minimum of 30 minutes should be allocated. A visit should include time for observation, discussion with the supervisor and feedback to the student.*
- *Checklists should be completed immediately after the visit whenever possible for accuracy (not while observing the student).*
- *Program personnel should ensure they have appropriate safety equipment/attire for planned site visits (steel-toed footwear, etc.) and are dressed appropriately for the*

conditions and culture of the site.

- *Program personnel should visit the site equipped with all relevant information -visit checklist, the supervisor's name and all of the information you require about the student (current goals, problems, follow-up items, etc.)*
- *If taking photos or videos – has the employer given permission? Has the student signed a consent form? Have personnel ensured no non-consenting individuals (e.g. children) are included in the photo?*

21. Site visit procedures

Site visits generally include a period of discreet observation of the student, a meeting with site supervisors (which may or may not include the student) and a private meeting with the student. Personnel will use the visit opportunity to do an environmental scan to ensure safety protocols, general working environment and conditions, climate and culture of the site, etc. Generally, the following take place:

- *Personnel speak to the student first, asking the student to describe/demonstrate his/her task(s)*
- *The student is asked to state their current goals and objectives*
- *Student may be provided with coaching/instruction on observed tasks or organization of tasks, etc.*
- *The student is asked for an assessment of his/her performance for the week or since last visit.*
- *Personnel meet with the student and employer, or just the employer. The employer is asked for their observations and assessment of the student's performance. PS personnel will share their observations of the day and ensure any previous areas of concern are resolved or being addressed. They will check with the employer as to any new concerns or if student needs more support in certain areas.*
- *If the student is not part of the meeting with the employer, personnel will meet with the student a second time to share employer's comments. A conversation about the feedback takes place, and goals are reviewed.*
- *Program representative will give the student the opportunity to speak privately ("Would you like to step outside and talk about anything privately?") as a student*

may be reluctant or uncomfortable voicing concerns where coworkers may overhear.

The questions on these pages are largely based on suggestions from personnel in KPU's APPD department:
  Possible Questions to ask Employers during site visits:

- *How is the student doing in general?*
- *Out of 100%, how does the student performance measure up to paid employees?*
- *What % of expected duties in the actual job description is the student performing?*
- *How does the student compare to other new hires?*
- *How does the student fit in with the rest of your team? (Coworkers, supervisors, on break times?)*
- *What kind of questions has she/he asked you?*
- *What percentage of the job duties is the student doing compared to a new hire?*
- *Compared to one of your regular employees, are there duties the student isn't doing? Why not?*
- *What would you say are the student's strengths?*
- *Is there an area that the student needs to work on to improve their performance?*
- *Are there any areas where you feel the student needs more support from us?*
- *Do you have any questions about teaching strategies for this student?*
- *Is the student becoming familiar with the work site and with routines?*
- *Do you think this type of work is suitable for this student?*
- *Based on your observations, do you have any suggestions about other types of work you think the student might be suited to?*
- *Is the student punctual (Do they arrive and leave on time? What about breaks?)*

- *Do you have any concerns about safety issues when the student is working?*
- *Is this student more help than work?*
- *How does she/he interact with your customers?*
- *Does the student follow instructions/perform the task correctly?*
- *Is the student asking for feedback? How is it received? Are changes made?*
- *Is the student increasing their independence on the job as the WEP progresses?*
- *Does the student say good morning/good bye at the end of their shift?*
- *Can the student work steadily throughout his/her shift?*
- *Does the student look for work to do/keep busy?*
- *How's their speed? Quality? Productivity?*
- *In what way does the student contribute to your work team?*
- *Is the student making progress toward their stated goals for this work experience?*
- *If an opening became available would you consider hiring this student?*
- *What, if any, changes have you noticed to your overall staff morale since having our student?*
- *Based on this experience, would you consider taking another student for placement?*

Possible Questions to ask Students during site visits:

- *Have you completed your safety assignment? (Let's review it)*
- *How are you enjoying your work experience?*
- *Tell me about your duties/what have you been doing?*
- *What are your goals for this work experience? (Review if needed)*
- *What do you think you are doing well?*

- *What do you think you need to work on?*
- *Have you had any feedback? What was it?*
- *How did that feel? What did you do?*
- *Have you asked your supervisor for feedback?*
- *What is your favourite task?*
- *What is the most challenging task?*
- *Are there parts of the job you don't like, or can't do?*
- *How long does it take you to get to work? What bus are you taking?*
- *Are there any problems or challenges getting to work?*
- *When is your coffee/lunch break? How much time do you get?*
- *What is your locker combination number?*
- *What do you do at break/lunch time?*
- *What do you talk about with your co-workers?*
- *How do you remember your coworkers' names?*
- *Have you been saying "hello" and "good-bye" to your coworkers?*
- *Do you make sure someone knows when you arrive and leave?*
- *How do you know you are working fast enough? (Pace/ productivity)*
- *Give me an example of you taking initiative and or problem-solving skills*
- *What are your priorities during busy times?*
- *How do you greet customers?*
- *Do you have a copy your job description, or a list of your tasks and duties?*
- *How do you know your work is done correctly?*
- *Tell me any new fact you have learned about the company this week?*
- *Tell me what new skills/tasks have you learned this week/ during this WEP?*
- *What have you done at this work experience site that makes you stand out from the other workers?*

- *Would you like to work here?*
- *What questions have you asked at the worksite?*

22. Items Commonly Monitored on Work Experiences

Based on a variety of sources, the following list is an overview of items that appear to be most commonly monitored on ER-type work experiences and included on visit and evaluation documents.

Work Skills:

☐ *Punctuality – arrived, left, took and returned from breaks on time*

☐ *Attendance – attended as scheduled*

☐ *Called in when sick or late, and notified program and employer about any schedule changes*

☐ *Told supervisors when arriving and leaving*

☐ *Took responsibility for own actions and behaviours*

☐ *Showed initiative*

☐ *Was eager and showed interest*

☐ *Showed a positive attitude*

☐ *Asked for, accepted and applied feedback*

☐ *Followed instructions/asked for more help if needed*

☐ *Took responsibility for assignments*

☐ *Stayed focused on task / worked through distractions*

☐ *Stayed in own work area*

☐ *Remembered tasks/instructions from day to day*

☐ *Was able to work with little supervision once trained (worked independently)*

☐ *Worked as part of a team*

☐ *Kept work area organized/ showed care with supplies, etc.*

☐ Followed site routines (e.g. Used employee entrance, followed security procedures)

☐ Was able to make changes in tasks/routines if needed

☐ Productivity/speed – Worked steadily through each shift (at a level expected for trainees)

☐ Stamina/physical ability – Was physically able to do all parts of the job

☐ Quality of work – Worked carefully, checked own work and fixed any mistakes

☐ Treated all coworkers and supervisors with respect

☐ Was polite and honest

☐ Showed professional conduct

☐ Asked questions

☐ Showed active listening skills

☐ Took turns in conversations, stayed on topic, and spoke clearly during work and break times

☐ Respected personal space / privacy

☐ Maintained confidentiality

☐ Showed decision making and problem-solving skills (e.g. Used a list to remember duties)

☐ Stood up for / spoke up for self, and said what they thought (Assertiveness)

☐ Told people how they learn best and what help they needed

☐ Was able to effectively communicate ideas and thoughts

☐ Showed customer service skills

Health, Safety, and Wellness:

☐ Completed safety orientation/assignment

☐ Stayed alert and aware of surroundings

☐ Identified and reported hazards/concerns

☐ Followed safety rules and plans (e.g. Personal protective equipment, equipment operation, signage, WHMIS practices, etc.)

☐ *Showed good health habits*

☐ *Followed site dress code*

☐ *Showed good grooming hygiene*

☐ *Managed feelings and had good ways to handle stress*

23. Rubrics

A variety of rubrics are used on work experience evaluation checklists. The most common rubrics in B.C.'s ASE programs seem to involve 3 to 5 levels of skill development such as in the examples below. Scales varied from simple descriptions for the corresponding skill level, ranking each item between 1-5 for example. Others incorporated more detailed descriptions of each skill level and corresponding scales which allowed users to rank more subtle variations within each category, i.e., there was a range of scores available at each skill level. Some had single marks assigned for each item, while others allow users to rank varying developing stages of skills. Three sample checklists are included on the following pages for reference. The first is from Kwantlen Polytechnic University, the second is from Camosun College and the third is from the Focus Disability Guidebook.

Sample Rubric Scales:

Needs Improvement/Not satisfactory	*Beginning*
Needs some improvement	*Developing*
Meets Expectations	*Accomplished*
Above Expectations	*Exemplary*
Learning the skill	*Developing Readiness*
Shows the skill sometimes	*Developing Skills*
Shows the skill regularly	*Developing Confidence*
	Developing Leadership

Sample rubric (Word)

Sample rubric (PDF)

Evaluation Rubric ETP2 Work Experience-Camosun (Word)

Evaluation Rubric ETP2 Work Experience-Camosun (PDF)

WORK EXPERIENCE SITUATIONAL ASSESSMENT (Word)

WORK EXPERIENCE SITUATIONAL ASSESSMENT (PDF)

24. Additional items

In addition to the common items included on formative and summative evaluation checklists, there were some additional items included on final work experience evaluations. For example, employers were also asked:

- *What were the student's strengths?*
- *What areas would the student need to improve to work for pay in this position/field?*
- *Do you feel the student is employable in this position?*
- *If you had an opening, would you hire this student?*
- *Do you have recommendations for other jobs/tasks this student may be suited for?*

In addition to mandated self-assessment, through processes such as Institutional Program Review, some ASE ER programs also seek employer feedback about their own performance at the end of a work experience, or term. A sample of the feedback typically requested is included below:

EMPLOYER'S EVALUATION OF PROGRAM

We would appreciate your assistance in evaluating our work experience program. Your response will enable us to determine how satisfied you are with the program and how we might make improvements:

- Has this been a worthwhile experience for your company? Please explain.
- Were you provided with enough background information about the program?
- Were you provided with specific objectives for the student?
- Did program staff demonstrate an understanding of your business needs?
- Did you feel supported by program staff if there were any concerns?
- Did you feel the number and length of site visits by program staff was appropriate?
- Do you have any suggestions that might improve this program?
- Would you take another student to work for your company? If yes, are some months/times more convenient than others?

PART V
REFLECTIVE ACTIVITIES

This section includes

- *An overview of the importance of reflective activities*
- *Sample reflective activities*

    Reflection is vital in implicitly fostering integration and should be incorporated before and after practice-based activities (Coll et al., 2009, as cited in Jackson, 2015).[1]

1. Jackson, D. (2015). Employability skill development in work-integrated learning: Barriers and best practice. Studies in Higher Education, 40(2), 350-367. https://doi.org/10.1080/03075079.2013.842221

25. Types of Reflection

As stated in the introductory section, reflective activities are considered imperative to meaningful work experience undertakings. As cited in A Practical Guide to Work Integrated Learning [1] *"To achieve high-quality reflection in work-integrated learning settings, reflective activities should be guided by trial and error, regular feedback, and consistent alignment between activities and intended learning outcomes (Ash & Clayton, 2009). The table below, taken from the guide (p. 67), provides an overview of various types of reflection.*

Summary of Reflection Definitions

Reflection Thoughtful retrospection that provides new understanding and informs future action

Critical reflection Enhances basic reflection through questioning personal assumptions,

1. Higher Education Quality Council of Ontario. (n.d.). A practical guide for work-integrated learning. Retrieved from Higher Education Quality Council of Ontario: http://www.heqco.ca/SiteCollectionDocuments/HEQCO_WIL_Guide_ENG_ACC.pdf

connecting theory to experience, considering multiple perspectives and creating evidence of new learning

Reflection-in-action Impromptu reflection required to understand and adapt to an ongoing situation

Reflection-on-action Planned and structured reflection post-experience

Single-loop reflection Connection of experience to theoretical knowledge

Double-loop reflection Considers influence of personal values, attitudes and actions

Surface reflection Extrinsically motivated reflection upon the descriptive elements of experience

Deep reflection Intrinsically motivated reflection on experience as applicable to self and real-world content

BC ASE ER programs reported a variety of reflective activities used during and after work experience activities. The most common of these was use of a journal, usually guided by set questions or prompts, to be completed at various stages throughout and after the work experience. Some programs with extended work experiences, also hold reflective seminars on campus during the WEP. In addition, students are also asked to reflect on their own performance. This may be done via an interview process or through completing a final self-evaluation based on standard check listed items. Programs

also reported flexibility in the format of journal activities to reflect individual learning needs. For example, using a video or audio recording for journal activities instead of written format.

> "...**reflection-on-action** is a planned and structured reflection exercise that facilitates experiential learning (Schon, 1983, as cited in Higher Education Quality Council of Ontario, n.b.). Reflection-on-action is most common when the individual is not currently engaged in the workplace or environment in which the situation or experience occurred. (Schon, 1983, as cited in Higher Education Quality Council of Ontario, n.b.).

Other reported reflective activities included having students create a class presentation about their WEP (see sample guiding questions below). Some programs sought permission to take photos or videos of their students on site, to be used in such reflective activities, as well as for use in student e-portfolios. This activity was reported to be useful both for reflection activities and as an exploratory tool for exposing other students to peer perspectives about a variety of worksites. This factor was noted to be particularly useful in highlighting some of the intangible factors which can make a worksite appealing. For example, even positions where there may be no long-term career expectations can have some value for students who are looking to build their resume and gain some paid work experience. They may be exposed to other factors that can influence job satisfaction even when

the work is not an ideal match, such as a fun work team (camaraderie, social opportunities, etc.), convenience, pay, etc. Reflective activities also involved reviewing and updating the student's personal profile, or personal plan.

Class presentation and reflection guiding questions:

- What is the name and location of this business?
- What was your job title?
- What were your duties?
- Was this site/job a good match for you? Why or why not?
- Would you recommend this site to another student? Why or why not?
- What was the best thing about this WEP?
- Was there anything you did not like about this WEP?
- What safety rules were in place at this site? Did you need any PPE?

Instructional Practices to Strengthen Student Reflection

- Encourage the use of advanced vocabulary to promote rich and exact reflections.
- Ensure appropriate timing.
- Pay attention to the individual learning styles of students.
- Provide guiding questions and activities.
- Structure appropriate learning environments.

Adapted from Rogers (2001)

26. Sample Reflection Exercises

Some sample reflection exercises are included on the following pages. The first is from A Practical Guide to Work Integrated Learning [1] *and the other is from Camosun College.*

Sample Reflection Exercises

Daily Bag Drop

- Each person in the class designs a paper bag to hang in his or her workplace environment.
- Design blank cards that have "Positive experience at worksite _____", "An area to improve: _____ ," and "Goals for next time: _____" written on them, followed by an appropriately sized blank space

1. Higher Education Quality Council of Ontario. (n.d.). A practical guide for work-integrated learning. Retrieved from Higher Education Quality Council of Ontario: http://www.heqco.ca/SiteCollectionDocuments/HEQCO_WIL_Guide_ENG_ACC.pdf

for the student to fill in with text.

- Following each designated shift at the student's worksite, the student will sign and date a card and fill in the blank spaces to recognize a positive experience that occurred during placement that day, a challenging experience that requires improvement or an alternate resolution, and the steps that the individual will take to improve practice during his or her next opportunity at the workplace.
- At the culmination of the work experience, the student will empty the bag and recount the various positive aspects, challenges and improvements that he or she made throughout the work-integrated learning opportunity.
- These cards could also provide the foundation for a written analysis or discussion with the class.

Two Things

- Each individual is required to record two things following every opportunity/shift in the workplace that has been significant for his or her learning.
- The individual will then record the ways in witch these aspects can be applied to future practice or integrated with other knowledge learned in the classroom.

Field Notes

- Students are to create a small reference book that details one interesting aspect of the work experience, improvements that have been achieved, something useful that the students have learned, and new terms or goals for future action for each letter of the alphabet.

Collaborative Drawings

- Students break up into groups of 3—4. Provide the students with a large piece of paper and writing utensils.
- Request that the students collaborate to create a drawing that represents their experience and learning throughout their work experience.
- Ensure that all students have a personal piece included in the drawing that is relevant to their experience.
- Each group is then required to describe their drawing at the front of the class. Included in this discussion should be each individual student's personal part of the drawing, as well as the ways in which each of the personal aspects of the drawing connect with each other to address a higher-order theme or topic.

(Adapted from Volpe-White, 2015)

The timing of the reflection is also important. Instructors should develop strategies to encourage continuous reflection both during and following the work experience.

It is also important to assure appropriate distance between the learning experience and reflection (Fade, 2002; Rogers, 2001, as cited in Higher Education Quality Council of Ontario, n.d.). For post-experience reflections, enough time should be allowed to pass so that students can look back on their experience, but not so much time that details of the work experience may be forgotten. [2]

The activity directly below is included with permission from Camosun College.
[Activity (Word)](#)
[Activity (PDF)](#)

2. Higher Education Quality Council of Ontario. (n.d.). A practical guide for work-integrated learning, p. 73. Retrieved from Higher Education Quality Council of Ontario: http://www.heqco.ca/SiteCollectionDocuments/HEQCO_WIL_Guide_ENG_ACC.pdf

PART VI
STUDENT SAFETY AND RISK MANAGEMENT

This section deals with some of the practical aspects of managing risk and helping to ensure student safety. Some of the topics covered are:

- *Due diligence and institutional responsibility*
- *Safety considerations in setting up Structured Work Experiences*
- *WorkSafeBC coverage*
- *Work experience agreements*
- *Orientation, training and documentation*
- *Checklists*
- *Claims process/processes to follow in case of injury*
- *Use of personal vehicles*
- *Issues related to protection of privacy and disclosure*

All workplaces harbor some level of risk. In Structured Work Experience Placements, the objective is to expose students to as many aspects of "real work" as possible, while limiting exposure to the potential hazards that young and new workers face. Each participant in the work experience bears some responsibility for student health, safety and well-being, while on the work-site. When setting up work experiences for students, it is incumbent upon program staff and faculty to do everything possible to ensure student safety and to limit the liability of the institution. Faculty and staff need to ensure that students are properly informed about, and prepared for, any activities and risks involved in work experience placement settings. College and university personnel responsible for

locating, vetting and approving the worksite for a student WEP should exercise due diligence. This due diligence should be based on sufficient background and experience when conducting a site inspection prior to placement and when monitoring site safety during each subsequent visit. University personnel should also ensure that the student completes a safety orientation assignment, such as the one provided by WorkSafeBC BC with the employer during the first few days of the work experience (further information included later in this section).

In general, WorkSafeBC BC feels that there are gaps in Occupational Health and Safety training for post-secondary students. According to a study quoted in an article entitled Safety Gaps Found in Higher Education in WorkSafeBC, "Based on our findings, not even a fundamental level of formal education and training is occurring at the university level for many of our post-secondary graduates." [1] *This, however, is one area where ASE ER programs are likely ahead of the curve and safety practices are listed as the first objective in the "Work/ Training Experience" skill area in the ASE provincial articulation document.*

1. Johnson, G. (2014, December). Worksafe magazine. Retrieved October 2, 2017, from Worksafe BC: https://www.worksafebc.com/en/resources/newsletters/worksafe-magazine/worksafe-magazine-novdec-2014/worksafe-magazine-novdec-2014?lang=en

27. Setting up Structured Work Experiences

While initial contact with a potential work experience site may be via phone, email, etc., a follow-up information meeting should take place on-site. In addition to allowing the institution representative to provide in-depth information about the ASE ER program, purpose, goals, suitability for specific individual etc. It will allow an opportunity for a visual inspection of the premises and the surrounding area.

Some of the safety-related factors that can be assessed at this time are:

- *Suitability and safety of location. Is the site safely accessible? Does the neighbourhood and the surrounding area appear safe?*
- *Does the site appear to be well-lit, well-ventilated, etc.?*
- *Are there any obvious hazards? (Tripping, slipping, machinery, etc.)*
- *Is the site clean and orderly?*
- *Are safety signs, etc. clearly displayed?*
- *Are materials stored/stacked safely?*
- *Are exits clearly marked?*

Sample Questions for employer hosts:

- *Who will be providing the safety orientation? (see checklist)*
- *Who will be providing specific job training?*
- *Who specifically, will be responsible for supervising and*

monitoring the student on a daily basis?

- *Will this person, or another supervisor, be available to the student at all times?*
- *What are the hazards at this site?*
- *Do you have any safety-related concerns about hosting a student on work experience?*
- *Are there any high hazards or conditions requiring special safety training at this site? (Toxic chemicals, machinery, working at elevations or in confined spaces, etc.) – Even if they are not related to the student's duties?*
- *Will any PPE be required?*

Employers should also be made aware that in case of student injury, in addition to first aid/medical treatment, the institution will need to be informed.

Occupational Health and Safety Regulations Sections Related to Young and New Workers

3.22 Definitions

In sections 3.23 to 3.25:

"new worker" means any worker who is

(a) new to the workplace,

(b) returning to a workplace where the hazards in that workplace have changed during the worker's absence,

(c) affected by a change in the hazards of a workplace, or

(d) relocated to a new workplace if the hazards in

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that workplace are different from the hazards in the worker's previous workplace;

"young worker" means any worker who is under 25 years of age.

[Enacted by B.C. Reg. 105/2007, effective July 26, 2007.]

3.23 Young or new worker orientation and training

(1) An employer must ensure that before a young or new worker begins work in a workplace, the young or new worker is given health and safety orientation and training specific to that young or new worker's workplace.

(2) The following topics must be included in the young or new worker's orientation and training:

(a) the name and contact information for the young or new worker's supervisor;

(b) the employer's and young or new worker's rights and responsibilities under the **Workers Compensation Act** and this Regulation including the reporting of unsafe conditions and the right to refuse to perform unsafe work;

(c) workplace health and safety rules;

(d) hazards to which the young or new worker may be exposed, including risks from robbery, assault or confrontation;

(e) working alone or in isolation;

(f) violence in the workplace;

(g) personal protective equipment;

(h) location of first aid facilities and means of summoning first aid and reporting illnesses and injuries;

(i) emergency procedures;

(j) instruction and demonstration of the young or new worker's work task or work process;

(k) the employer's health and safety program, if required under section 3.1 of this Regulation;

(l) WHMIS information requirements set out in Part 5, as applicable to the young or new worker's workplace;

(m) contact information for the occupational health and safety committee or the worker health and safety representative, as applicable to the workplace.

[Enacted by B.C. Reg. 105/2007, effective July 26, 2007.]

3.24 Additional orientation and training

An employer must provide a young or new worker with additional orientation and training if

(a) workplace observation reveals that the young or new worker is not able to perform work tasks or work processes safely, or

(b) requested by the young or new worker.

> [Enacted by B.C. Reg. 105/2007, effective July 26, 2007.]
>
> 3.25 Documentation
>
> An employer must keep records of all orientation and training provided under sections 3.23 and 3.24.
>
> [Enacted by B.C. Reg. 105/2007, effective July 26, 2007.] [1]

Additional precautionary measures are also available, for example, personnel can perform basic company research to see if there is any record of penalties for previous safety violations or serious injuries. A web search can show if there are any remarks or unfavourable comments related to safety or working environment posted in online reviews. Other measures suggested by WorkSafeBC BC include checking whether the employer has a "Clearance letter" on file with WorkSafeBC BC. A Clearance Letter "tells you whether the business, contractor, or subcontractor you plan to hire is registered with WorkSafeBCBC and paying its premiums as required." [2] There is also a web application on the WorkSafeBC

1. Worksafe BC. (n.d.). Young and new workers. Retrieved January 18, 2018, from Worksafe BC: https://www.worksafebc.com/en/health-safety/education-training-certification/young-new-worker?origin=s&returnurl=https%3A%2F%2Fwww.worksafebc.com%2Fen%2Fsearch%23q%3Dnew%2520worker%26sort%3Drelevancy%26f%3Alanguage-facet%3D%5BEnglish%5D
2. WorksafeBC. (n.d.). Clearance letter. Retrieved February 4, 2018, from Worksafe BC: https://www.worksafebc.com/en/resources/insurance/forms/clearance-

website which will allow you to search for the clearance letter status of any business. A clearance letter is said to be a good general indication of the employer's safety practices. It is also possible to run a search on the WorkSafeBCBC web site to see what penalties have been assessed to a particular employer, or sector by using the search tool. (See Figure below – screenshot from WorkSafeBC BC – [Search for Penalties](#)).

Screenshot from WorkSafeBC BC – Search for Penalties

The institution will also need to determine if the student has met any additional health and safety requirements specific to a particular site, or type of work. For example, a childcare site may require a criminal record check, record of immunizations and TB status, etc. In some ASE ER-type programs, such as

letter?lang=en&origin=s&returnurl=https%3A%2F%2Fwww.worksafebc.com%2Fen%2Fsearch%23q%3Dclearance%2520letter%26sort%3Drelevancy%26f%3Alanguage-facet%3D%5B%5BEnglish%5D

the Community Integration through Co-operative Education (CICE) streams in Ontario colleges, a criminal record check is required as part of the admission criteria. The CICE web overview page states, "In addition to academic program requirements, students must also be able to make their own transportation arrangements, and provide a Criminal Record Check and Health Assessment form to participate in a field placement. (Ontario Colleges, 2018)". Admission requirements vary in B.C.'s ASE ER programs and generally do not require criminal record checks in general, but rather on an individual basis depending on WEP placement choices.

28. WorkSafeBC Coverage

Provided the institution has sought the appropriate approval (via their Human Resources Department submitted to the Ministry of Advanced Education, Skills and Training), for the purposes of work experience, students in ASE ER programs are considered to be "Employees of the Crown" and, as such, are covered by WorkSafeBC BC. Copies of the relevant policies are included in the appendix.

Practicum/Work Experience Students

Effective January 1, 1994, WSBC coverage was extended to all students participating in the practicum or work experience component of a program offered by an eligible institution, regardless of the source of funding for the program.

Further clarification of this coverage was provided on March 29, 1994:

To be designated as a practicum for the purpose of obtaining provincial WSBC coverage for students, the practical, on-the-job training must meet the conditions/provisos of the definition as stated and expanded below.

A practicum/work experience is defined as:

1. *An assigned work experience component of a program which is sanctioned by the institution;*

2. *A required component of the program which is included in the program description in the institutional calendar, normally as a credit course; and which must be successfully completed by the student as a requirement for program graduation and certification; and*

3. *Unpaid work activities which are supervised by the employer or a qualified designate, and which occur at the employer's regular business location.*

The practicum may occur either:

-   *"Off-site" at the host employer's regular place of business; or*
-   *"On-site" at the training institution's premises, but only in a work place that is part of the institution's regular business activities, such as an office administration practicum in the administration department of an institution.*

Practical work experience which occurs at work places that have been established by the institution for the purpose of simulated work training for a given program does not meet the conditions of a practicum for the purposes of provincial WSBC coverage for students.

29. Work Experience Agreements

The British Columbia University, College and Institute Protection Program (BCUCIPP or UCIPP) "originated and is administered and delivered by Risk Management Branch (RMB) of the Ministry of Finance, in conjunction with the relevant ministry" (University College and Institute Protection Program, 2009). [1] *UCIPP recommends the use of a "Work Experience Agreement" or an "affiliation agreement" to clearly outline the legal responsibilities of each party involved. "Affiliation agreements are crucial in order to establish the roles and responsibilities of all parties engaged in the practice education experience" (University College and Institute Protection Program, 2009). A sample of the Educational Institution*

1. University College and Institute Protection Program. (2009, June 6). *The University, College and Institute Protection Program*. University College and Institute Protection Program. Retrieved January 18, 2018, from http://www.bcucipp.org

Affiliation Agreement template is included on the UCIPP website at www.bcucipp.org. In addition, a sample agreement for non-clinical ASE ER programs has been included in the appendix. The agreement recommended by UCIPP is not written in plain language and may be more lengthy or cumbersome than many work experience agreements currently in use in ASE ER programs. However, the UCIPP agreement can cover a period of time longer than one work experience (an academic year, for example) so the inconvenience of completing documentation would be reduced for frequently used employers. Reworking of this UCIPP document into a plain language version could be an item addressed through articulation, or an ASE ER working group. Further recommendations from the UCIPP, along with a link to a detailed article on risk management in contracts, are included in the appendix.

30. Orientation, Training & Documentation

Institutions have a responsibility to ensure that students are prepared for their practicums, aware of the responsibilities and expectations of the placements, and prepared to work cooperatively and take instruction from these employers. The students must be fully informed as to the requirements of confidentiality in the work place. The institution must ensure that host employers are aware of the level of instruction a student has received and the nature of the work the student is able to complete. Host employers will then be able to agree that they will require students to perform only tasks that are within the scope of the training and ability of an average student at the same stage of training.

An institution should establish lines of communication between themselves and the practicum host employers. The agreement between them should clearly outline the roles and responsibilities of the institution and the employer and contain appropriate indemnity and insurance clauses. They should each agree to be responsible

for third party liability claims arising out of their own negligence, including the negligence of employees, in the case of the host employer, and students, in the case of the institution.

The institution should not assume responsibility for instruction by the employees of the host employer. These employees will be instructing, supervising and directing students during the placement and the institution must avoid indemnifying the host employer for acts or omissions of students that are at the direction of or occasioned by the employees of the host employer.

The institution will need to satisfy themselves that a specific placement meets the necessary standards to qualify as a recognized practicum. (University College and Institute Protection Program, 2009) [1]

In addition to the safety-related factors outlined in the previous section of this resource book (related to setting up a work experience) specific training related to risk management and on-the-job safety needs to take place. Instruction in safety training and the ability to demonstrate that students have met basic outcomes related to safety training is part of the institution's obligation to demonstrate due diligence in matters related to student safety. According to WorkSafeBC BC, young and new workers are at the highest risk of being

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1. University College and Institute Protection Program. (2009). Risk 101. *University College and Institute Protection Program, 14 (2)*, 6.

injured on the job, particularly in the early days of their experiences in worksites (Worksafe BC). While site-specific safety orientation and training are necessary for each WEP, students should also demonstrate awareness of basic workplace safety rules and practices prior to beginning a work experience. WorkSafeBC BC basic safety training usually includes information and instruction in the following areas:

- Employer and worker rights and responsibilities
- Common causes of workplace injuries
- Types of hazards (physical, chemical, ergonomic, biological, natural, psychosocial)
- Hazard recognition
- Reporting unsafe working conditions
- Common workplace safety signage/graphics (search for "posters and signs" on the WorkSafeBC website)
- Common warning symbols (flammable, poison, explosive, corrosive)
- WHMIS
- Proper lifting techniques.
- Safe use of ladders, step stools
- Personal protective equipment
- Procedures for reporting injuries
- First Aid
- Procedures for medical emergency
- Fire safety measures and fire escape routes.
- Bullying and harassment

WorkSafeBC BC has developed a comprehensive "due diligence" form for employers to monitor their own OH&S practices (this form is included in the appendix). In order to comply with WorkSafeBC regulations and guidelines, there should be evidence of a safety orientation specific to each

worksite. University personnel should also ensure that students complete a "safety orientation assignment" prior to beginning each work experience as part of the set-up process, or in the first few days on-site, during their orientation. Program staff should retain proof that the orientation took place (such as a copy of the completed safety orientation assignment). While institutions may have their own version of safety assignments, WorkSafeBC BC recommends the use of their checklist, a sample of which is included on the following pages. This document is also available online in this format and in a customizable version. Links to these documents are included in the appendix. Using the WorkSafeBC BC checklist will ensure coverage of all items an employer is expected to address in training and orientation, as per the [Young and New Worker Regulation](#). According to Robin Schooley, the Industry Specialist in the Young and New Worker Program at WorkSafeBC BC, "the document entitled "Support for Employers: Training and Orientation for Young and New Workers" (link included in appendix) includes the information that employers are required by legislation to cover in an orientation with young and new workers. It also includes a checklist that the worker and supervisor should go through together. This both ensures that the employer is meeting their due diligence and, more importantly, addresses all of the points that the young/new worker should be made aware of before starting a job."

Other program or course activities undertaken in order to fulfill "work experience" requirements, such as tours to off-campus worksites, may necessitate completion of additional documents to protect the institution from liability, such as a "field trip consent" form (See sample from KPU included in appendix). Also, if pictures or videos of students are being taken, institutions require that a photo consent form be completed by the student (See sample from KPU in

appendix). Students under 19 will need to have a parent or guardian sign these forms.

31. Sample worker orientation checklist

[Sample Worker Orientation Checklist (Word)](#)
  [Sample Worker Orientation Checklist (PDF)](#)

In the case of an injury on the work experience placement, each institution may have specific policies and procedures in addition to those outlined in the box above. KPU's are posted below for reference:

Procedures for Submitting WorkSafe BC Claims for Injured Practicum or Apprenticeship Students at eligible public post-secondary institutions and at ITA-designated public or private post-secondary institutions

Reporting Procedure

- Student reports injury to supervisor (i.e. Instructor, Program Supervisor) and First Aid (if required).
- Instructor reports incident to Dean's office.
- If Student requires medical attention, physician completes WorkSafe BC forms and sends directly to WorkSafe BC.
- First Aid completes incident report and forwards to Human Resource Services.
- Dean's office completes Report of Injury

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document (request form from Health & Benefits Consultant) within 1 day of injury forwards to Health & Benefits Consultant.

- Dean's office/Instructor advises Student to report incident to WorkSafe BC.

Documentation

- WorkSafeBC "Employers Report of Injury or Occupational Disease" (Form 7) at http://www.worksafebc.com.

Completion Guidelines

- Institution (Human Resource Services) completes Form 7.
- Record the institution's information in the Employers Information section.
- Leave the WorkSafe BC account number, Classification Number and Operating Location Number blank (the Ministry will complete this information).
- Record the injured student's information in the Workers Information section.
- Clearly indicate whether the injured student was on a practicum or attending apprenticeship technical training, and include the name of their program.
- Complete the remainder of the form, as indicated, and sign the last page.
- Encrypt the form and email the protected document to the Ministry contact information

provided below.

- Call the Ministry contact and provide the password to open the encrypted document.

Authorization

1. Institution – The Signature and Report Date (bottom of the third page) should be signed and dated by the institution's Health & Benefits Consultant.
2. Ministry – The Ministry must authorize the claim before it will be processed by WorkSafe BC (this authorization indicates that the student should be considered an employee of the Crown for this claim and that the Crown agrees to assume the liability for claim costs).

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1. Kwantlen Polytechnic University. (n.d.). Practical guidelines. Retrieved January 18, 2018, from Kwantlen Polytechnic University: http://www.kpu.ca/foipop/protection/guidelines

32. Vehicle Use

Additional liability issues arise around the use of personal vehicles by program personnel. Individuals will need to ensure that they have proper coverage for the use of their personal vehicle for work purposes (e.g., business coverage if used for driving to work experience sites, increased liability if driving students to interviews, etc.). Each institution will have guidelines around use of personal vehicles and it is prudent to check with the Risk Management Department for specific coverages. Generally speaking, according to BCUCIPP, employees should be aware that their personal insurance coverage is the primary coverage. Accidents and other claims (e.g. damage to personal property in the vehicle) will affect their personal insurance and driving records. UCIPP provides a bridging policy in case an employee is only carrying minimum liability insurance ($200,000 in BC) and using their vehicle while performing authorized duties. Some institutions discourage any transportation of students in personal vehicles by staff and faculty. It is usually stipulated that optional or voluntary activities are excluded from UCIPP coverage. If a vehicle is being used for a purpose other than what is declared for insurance purposes, or driven in violation of any section of the criminal code or motor vehicle regulation, coverage could be denied by both ICBC and UCIPP.

Students who drive, or who offer rides to other students should also ensure that their personal insurance covers their driving needs for travel to campus and work experience as well as sufficient liability coverage for transporting passengers.

What does an employee or a volunteer need to know about driving their own or a borrowed vehicle for Institution activities?

When an employee or authorized volunteer driver has an accident while operating a licensed vehicle for an approved activity, the owner's automobile liability is primary. However, UCIPP has in place a special ICBC coverage that bridges the gap that may exist between the owner's automobile liability limit and $1,000,000.00. UCIPP provides coverage in excess of the $1,000,000.00 or the owner's automobile liability limit.

There are two possible circumstances which will disqualify the driver and/or vehicle owner under UCIPP:

1.   Where the vehicle is used for a purpose other than what it is insured for under the owner's primary insurance;
2.   When the vehicle is operated in violation of any motor vehicle regulation or section of the criminal code.

Refer to the article Automobile Liability for additional information.

Note: Personal belongings contained within a vehicle are not insured by either ICBC or UCIPP. The driver should look to their homeowners/ tenants' insurance for this coverage. UCIPP does

> **not carry insurance for physical damage to employees' or volunteers' owned or borrowed vehicles. It is the responsibility of the vehicle owner to insure physical damage directly with an insurer. (University, College and institute Protection Program, n.d.)** [1]

1. University, College and institute Protection Program. (n.b.). Employees' Handbook/Guide to UCIPP Coverage. University, College and institute Protection Program. https://www.bcucipp.org/sites/default/files/documents/pub_Employees_Handbook_08_2020.pdf

33. Disclosure

In addition to discussions with the employer regarding conditions that will help the student work effectively, individual students may have other considerations that require accommodations for personal safety. Instructors will need to take reasonable steps to determine what information the student feels it is important to share with an employer/ supervisor to ensure their personal safety. Upon application to the ASE ER program, it is recommended that the potential risks of participating in work experiences are clearly outlined when asking students to disclose issues which may impact their safety. Potential worksite risks should be clearly explained to students. When interviewing students for potential work experiences, employers are only allowed to ask questions about a person's abilities as they are specifically related to job function. Also, employers are expected to employ universal precautions, so there is no additional onus on ASE ER students to disclose personal medical information unless it related to the specific job function (e.g., there would be no obligation to disclose conditions such as hepatitis C, or a mental health condition). There may, however, be a personal situation or medical condition (e.g., diabetes), where it may be helpful for the employer to be aware of, in order to provide any necessary assistance or accommodations and to ensure safety (e.g. a written site safety handbook is of no use to the student if they cannot read). Disability Alliance BC has created a useful guidebook entitled, Disclosing Your Disability: A Legal Guide for People with Disabilities in B.C. [1]

1. Disability Alliance of BC. (n.d.). Disclosing your disability: A guide for people with disabilities in BC. Retrieved January 18, 2018, from

Another useful resources is The 411 on Disability Disclosure: A Workbook for Youth with Disabilities (American. Free, downloadable in Adobe format at http://www.ncwd-youth.info/411-on-disability-disclosure)

Disability disclosure is a very personal matter and each student will need to decide what information they choose to disclose. There are situations where instructors are the position of talking about their students, such as when marketing for work experience sites. Instructors are reminded that they are bound by the Freedom of Information and Protection of Privacy Act (FIPPA) and individual discussions with each student are necessary regarding the information the student wants to share with employers. Students generally find it advantageous to disclose the accommodations they require (e.g. verbal, visual or graphic instructions/reminders rather than written instructions) and do not need to provide specific information about their disability. It is recommended that instructors obtain written consent from students about the specific information they are allowed to share with employers. A sample disclosure form is included in the appendix.

Disability Alliance BC: http://disabilityalliancebc.org/wp-content/uploads/2017/06/DisclosureGuide.pdf

34. Protection of Privacy

Information identifying individual students should be stored out of sight and securely. Also, any personally identifying information should not be posted on office walls or left on desks (e.g., class lists, work experience locations, etc.). Individual files containing personal information (e.g., resumes, medical reports, psychoeducational reports, etc.) should be stored securely and access should be limited to instructors working directly with the students. Some guidelines around gathering and storing information are included below, based on those posted on Kwantlen's Freedom of Information and Protection of Privacy website. [1]

Practical Guidelines

- Tell students what personal information is being collected and why. Rarely will information about SINs or marital status be needed.
- Seek written consent from students in order to share personal information with others. This

1. Kwantlen Polytechnic University. (n.d.). Practical guidelines. Retrieved January 18, 2018, from Kwantlen Polytechnic University: http://www.kpu.ca/foipop/protection/guidelines

includes personal email addresses intended to encourage and enable students and instructors to communicate. Students must not be required to share personal information with classmates, and should be told they have the right to decline permission.

- Students should be encouraged to use their university emails. If they prefer their own emails to communicate with instructors or students they must provide written prior consent.
- Ask permission before passing along names of students to potential employers or as volunteers.
- The university must obtain permission from each individual prior to sharing student and graduate mailing lists to private companies peddling services.
- Instructors and program assistants may collect home phone numbers as it may be necessary to contact students, concerning performance and assignments or absence from class but that information must be kept secure.
- Do not post identifying personal information in a public place such as a hallway or an office door. Grades should be given to students individually in person or electronically via university email.
- A student's work should be returned only to the student. Do not leave assignments, etc., to

be picked up in a public space.
- Do not read out grades when handing back assignments.
- Do not collect social insurance numbers unless it is necessary. This may include paying a student or a guest lecturer. Destroy the SIN number information once it is no longer needed. Ensure that destroyed records are disposed of in a secure manner, i.e. shredding.
- Do not disseminate irrelevant personal information such as marital status, unless it is relevant and then only on a need-to-know basis. Do not share such information with students' classmates.
- Where practical, prior consent should be obtained from the student if it is necessary for the purpose of the program to share medical information – risk of infection, for example.
- Do not identify students by name in minutes of meetings or other records intended for broad circulation.
- Make sure passwords are complicated enough to thwart unauthorized others, but easy for you to remember. Short meaningful sentences with symbols or characters are the best.
- Store confidential and/or sensitive information in a protected and secure location. Never transport confidential or sensitive information by mobile device unless it's been encrypted.

- Do not fax personal information unless absolutely necessary. If necessary. Make certain that it will be received only by the appropriate individual.
- Do not release personal information such as home phone numbers or addresses in public documents such as class yearbooks or on social media sites.
- A student's educational information, including whether he/she is currently enrolled, *cannot* be released. Refer all such inquiries to the Senior Records Manager in the Registrar's office, 604.599.2027.
- Departments should not keep confidential personal information for longer than one year after the student has left the program. Refer to university records and retention schedule for guidance as to when a record may be destroyed.

2

2. Kwantlen Polytechnic University. (n.d.). Practical guidelines. Retrieved January 18, 2018, from Kwantlen Polytechnic University: http://www.kpu.ca/foipop/protection/guidelines

PART VII
RECOMMENDATIONS

- *Work experience be included as a separate topic at articulation each year*
- *Definitions be created to more effectively and accurately describe WEP type/conditions, etc., for the purposes of articulation*
- *A working group be formed to address converting forms, etc., such as the affiliation agreement, to plain language*
- *Increased focus on transition and combined high school/ post-secondary programming*
- *More specific standards be applied to requirements for "Evergreen" certificates*
- *Students in the "Evergreen" stream have equal access to work experience activities*
- *Increased access to a wider variety of post-secondary options for students will intellectual and developmental disabilities*

Appendix

Items Included In APPENDIX

1. *Useful Websites*
2. *2018 Overview of IPSE in BC*
3. *ASE Articulation Guidelines – List of Objectives for B.C ASE Employment Readiness programs*
4. *Comparative Matrix of Co-operative Education with Other Forms of Work-Integrated Education and Work-Integrated Learning*
5. *Documents Related to WorkSafeBC Coverage*
6. *BCUCIPP non-clinical Practicum Placement Agreement*
7. *Field Trip Consent forms*
8. *Photo Release forms*
9. *Sample Disclosure Consent Form*

Useful Websites and Links

A Practical Guide for Work-Integrated Learning: Effective Practices to Enhance Educational Quality of Structured Work Experiences Offered through Colleges and Universities
   http://www.heqco.ca/en-ca/Research/ResPub/Pages/A-Practical-Guide-for-Work-integrated-Learning.aspx

   Adult Special Education (ASE) Program-Specific Transfer Guide Project
   www.bccat.ca/pubs/ASEguide2014.pdf

   Comparative Matrix of Co-Operative Education with other Forms of Work-Integrated Education and Work-Integrated Learning Http://co-op.bc.ca/acce

   BC University, College and Institute Protection Program (BCUCIPP)
   http://www.bcucipp.org

   British Columbia University College and Institute Protection Program
   BCUCIPP – Has information related to risk management, such as affiliation agreements (under forms) etc.
   www.bcucipp.org

   BC Curriculum Guide – "Career Education Core Competencies" chart
   https://curriculum.gov.bc.ca/curriculum/career-education/introduction#

Employment and Skills Development Canada *– Essential Skills Tools and Resources (including downloadable assessments, etc.)*

https://www.canada.ca/en/employment-social-development/programs/essential-skills/tools/guide-tools.html

Experiential Education in BC Post-Secondary Institutions: Challenges and Opportunities

www.bccat.ca/pubs/expeducation.pdf

National Alliance for Secondary Education and Transition (NASET)

"The National Alliance for Secondary Education and Transition (NASET) is a national voluntary coalition of more than [40 organizations and advocacy groups](#) representing special education, general education, career and technical education, youth development, multicultural perspectives, and parents... NASET's primary task has been to articulate [national standards and quality indicators](#) that serve to guide policy development and professional practice at both state and local levels."

http://www.nasetalliance.org

National Collaborative on Workforce and Disability website*: A link to the guide, "Career Planning Begins with Assessment: A Guide for Professionals Serving Youth with Educational and Career Development Challenges" is included in the appendix.*

http://www.ncwd-youth.info/wp-content/uploads/2016/10/AssessGuideComplete.pdf

Positive Personal Profile*:*

https://thinkcollege.net/resource/job-development/developing-positive-personal-profile

Supported Employment Career Exploration Guide – Focus Disability Network Society

http://www.focusdisability.ca/members/focus-disability-network-society-resources

Think College "College options for people with intellectual disability"

https://thinkcollege.net

Think Work "The Hub for programs related to employment for people with intellectual and/or developmental disabilities"

https://www.thinkwork.org

WorkSafeBC Links for New Worker Safety Orientation Checklist (regular and customizable)

• *Young and New Worker Regulation*

https://www.worksafebc.com/en/law-policy/occupational-health-safety/searchable-ohs-regulation/ohs-regulation/part-03-rights-and-responsibilities#561D251586F84701A997C19D033ABDBE

• *Support for Employers: Training and Orientation for Young and New Workers*

https://www.worksafebc.com/en/resources/health-safety/books-guides/support-for-employers-training-and-orientation-for-young-and-new-workers?lang=en

• *Customizable format:*

https://www.worksafebc.com/en/resources/health-safety/checklist/sample-worker-orientation-

checklist?lang=en&origin=s&returnurl=https%3A%2F%2Fwww.
worksafebc.com%2Fen%2Fsearch%23q%3Dtraining%2520%25
2Band%2520orientation%2520checklist%26sort%3Drelevancy

2018 Overview of IPSE in BC

(This information taken directly from the website: bc-ipse.org)
  https://www.bc-ipse.org/2018-snapshot-of-ipse.html

   To date there have been 6 public and two private post-secondary Institutions with official relationships with BC IPSE.org:

- *Emily Carr University of Art & Design*
- *Nicola Valley Institute of Technology*
- *Simon Fraser University*
- *University of British Columbia*
- *UBC Okanagan*
- *University of Victoria*
- *Trinity Western University*
- *Corpus Christi College*

Total Students:	*80*
Current Students	*26*
Interest List (2017)	*51*
Graduates (2003-2017)	*36*
Withdrawn	*18*

Articulation Guidelines for ASE Employment Readiness Courses

(Excerpt from the Adult Special Education Program Specific Transfer Guide Project – Pages 7-15)

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 (Foundation Level and Level 2).

*Courses/programs represented on the **Foundation Level** 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

Articulation guidelines – 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 the 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 Foundation Courses

The learner will:

1. *Identify and demonstrate safe work practices as per WorkSafeBC 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

A. 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*

B. 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 behaviours*

C. 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*

D. 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*

E.   Job Search Skills

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*

F.   Health and Wellness

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*

G.   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*

Comparative Matrix of Co-operative Education with Other Forms of Work-Integrated Education and Work-Integrated Learning

Comparative Matrix of Co-operative Education with Other Forms of Work-Integrated Education and Work-Integrated Learning

WORK INTEGRATED EDUCATION (Curricular)

ATTRIBUTES	Applied Research	Apprenticeship	Clinic	Curricular Community Service Learning	Co-op	Internship	Field Placement	Practicum/ Clinical Placement	Work Experience
Experience									
Direct hands-on experience	✔	✔	✔	✔	✔	✔	✔	✔	✔
Meaningful and substantial	✔	✔	✔	✔	✔	✔	✔	✔	✔
Linked to curriculum	✔	✔	✔	✔	✔	✔	✔	✔	✔
Curriculum Integration									
Learning outcomes	✔	✔	✔	✔	✔	✔	✔	✔	✔
Assessment by institution	✔	✔	✔	✔	✔	✔	✔	✔	✔
Assessment by workplace	✔	✔	✔	✔	✔	✔	✔	✔	✔
Integration back to curriculum	✔	✔	✔	✔	✔	✔	✔	✔	✔
Student Outcomes									
Knowledge, skills, attributes	✔	✔	✔	✔	✔	✔	✔	✔	✔
Capacity to contribute	✔	✔	✔	✔	✔	✔	✔	✔	✔
Reflection									
Formalized, ongoing	✔	✘	✔	✔	✔	✔	✔	✔	✔
Structure (based on CAFCE accreditation)									
Paid (salary, stipend, etc.)	✘	✔	✘	✘	✔	✔/✘	✘	✔	✔/✘
Academic credit bearing	✔	✔	✔	✔	✔	✔/✘	✔	✔	✔/✘
Mandatory	✘	✔	✘	✘	✔/✘	✔/✘	✘	✔	✔
Full-time (35+ hours/week)	✘	✔	✘	✘	✔	✔/✘	✘	✔	✔
Proportion of time required for credential: =/>50%	✘	✔	✘	✘	✔	✔/✘	✘	✘	✘

WORK INTEGRATED LEARNING (Co-Curricular)

ATTRIBUTES	Para-Professional	Research Assistantships	Post-Credential Internship	Teaching Assistantships	Co-Curricular Community Service Learning	Volunteer	Work Study	Externship	Students as Staff
Experience									
Direct hands-on experience	✔	✔	✔	✔	✔	✔	✔	✔	✔
Meaningful and substantial	✔	✔	✔	✔	✔	✔	✔	✔	✔
Linked to curriculum	✘	✘	✘	✘	✘	✘	✘	✘	✘
Curriculum Integration									
Learning outcomes	✘	✘	✘	✘	✔	✘	✘	✘	✘
Assessment by institution	✘	✘	✘	✘	✔	✘	✘	✘	✘
Assessment by workplace	✔	✘	✘	✘	✔	✔	✔	✔	✘
Integration back to curriculum	✘	✘	✘	✘	✔	✘	✘	✘	✘
Student Outcomes									
Knowledge, skills, attributes	✔	✔	✔	✔	✔	✔	✔	✔	✔
Capacity to contribute	✔	✔	✔	✔	✔	✔	✔	✔	✔
Reflection									
Formalized, ongoing	✘	✘	✘	✘	✔	✘	✘	✘	✘
Structure (based on CAFCE accreditation)									
Paid (salary, stipend, etc.)	✘	✔	✘	✔	✘	✘	✔	✘	✔
Academic credit bearing	✘	✘	✘	✘	✘	✘	✘	✘	✘
Mandatory	✘	✘	✘	✘	✘	✘	✘	✘	✘
Full-time (35+ hours/week)	✘	✘	✔	✘	✘	✘	✘	✘	✘
Proportion of time required for credential: =/>50%	✘	✘	✔	✘	✘	✘	✘	✘	✘

Prepared by members of the **British Columbia Accountability Council for Co-operative Education (ACCE)**

The comparative matrix of different forms of work-integrated education and learning was created by the BC Co-op Directors Council (ACCE BC) with the objective to develop clarity, common understanding and shared language around these forms of work-integrated experiences across our institutions in BC. The working group was led by Dr. Norah McRae [UVic], with 9 representatives from various BC Co-op institutions, including a representative from the BC Ministry of Advanced Education.

The Working Group has approached this project based on an understanding of work-integrated education and work integrated learning as subsets of experiential education and experiential learning. Those programs identified as "education" are intentionally embedded within the curriculum and those identified as "learning" are co-curricular in nature. Since January 2014, the Working Group has explored the literature, consulted extensively within our institutions and held regular working group meetings in order to create the attached matrix. This matrix was designed to be used as a tool for comparing and contrasting various forms of work-integrated, experiential education models commonly offered at post-secondary institutions in British Columbia and uses national Co-op accreditation criteria [CAFCE] as key comparative attributes.

Working Group Members:
Dr. Norah McRae (Chair): University of Victoria
Cynthia Maclean: B.C. Institute of Technology
Lenne Johnston: Douglas College
Shawn Erickson: Kwantlen Polytechnic University
Gaylene Wees: Langara College
Nancy Johnston: Simon Fraser University
Julie Walchli: University of British Columbia
Gloria Daraiche: Camosun College
Brian Train: Ministry of Advanced Education

For additional questions or input you may contact: Dr. Norah McRae, University of Victoria, nmcrae@uvic.ca, 250-721-7628 or Cynthia Maclean, BCIT & ACCE chair, cynthia_maclean@bcit.ca, 604-432-8291.   To view online: http://co-op.bc.ca/acce.

Taken from British Columbia Accountability Council for Co-operative Education website with permission

Taken from British Columbia Accountability Council for Co-operative Education website with permission

Click on the images for a larger version

Clarification of WorkSafeBC Coverage

Ministry of Advanced Education

May 31, 2013

There are specific situations when students attending specified education programs at eligible post-secondary institutions will be deemed to be "workers of the Crown" under the Workers Compensation Act. The Ministry of Advanced Education, Innovation and Technology (the Ministry) has developed and distributed policies and procedures (last revised October 2012) to support the implementation of this legislation. The following details are intended to provide additional information on the Ministry's WorkSafeBC (WSBC) policy.

If unsure of coverage, institutions should contact the Ministry prior to entering into practicum or placement agreements with employers to ensure WSBC coverage will be extended to the students of those programs.

1.   Apprenticeship students

Apprenticeship is a form of post-secondary education that combines paid, work-based training, with technical training in a classroom or shop setting. Successful completion of both components, along with examinations, is required to earn a Certificate of Qualification, and be recognized as a certified tradesperson. Apprentices are registered with the Industry Training Authority (ITA) and are sponsored by an employer. They are generally laid off to attend the technical training (post-secondary) portion of their apprenticeship.

Apprentices in ITA-approved apprenticeship technical training are provided WSBC coverage through the Ministry

while in the classroom, shop or lab at an ITA-designated public or private post-secondary institution.

2. Foundation Program students

Foundation programs are pre-apprenticeship programs that are typically conducted in a classroom or shop on site at the institution. These students do not require an employer/ sponsor to participate.

Foundation students are provided WSBC coverage through the Ministry only while on an off-site work experience that is a required component of their program (i.e., included in the program description of the institution's course calendar and must be completed as a requirement for program graduation/ certification).

Foundation students are not provided WSBC coverage while attending the post-secondary classroom, shop or lab components of their program.

3. ACE-IT Students

ACE-IT students are provided WSBC coverage through the Ministry while attending an eligible post-secondary institution and only while on an off-site work experience that is a required component of their program (i.e., included in the program description of the institution's course calendar and must be completed as a requirement for program graduation/ certification).

ACE-IT students are not provided WSBC coverage while attending the post-secondary classroom, shop or lab components of their program.

The Ministry of Education provides WSBC coverage for students while on an off-site work experience /practicum during the secondary school component of their program.

4. Practicum/Work Experience Students

Effective January 1, 1994, WSBC coverage was extended to all students participating in the practicum or work experience component of a program offered by an eligible institution, regardless of the source of funding for the program.

Further clarification of this coverage was provided on March 29, 1994:

To be designated as a practicum for the purpose of obtaining provincial WSBC coverage for students, the practical, on-the-job training must meet the conditions/ provisos of the definition as stated and expanded below.

A practicum/work experience is defined as:

1. *An assigned work experience component of a program which is sanctioned by the institution;*
2. *A required component of the program which is included in the program description in the institutional calendar, normally as a credit course; and which must be successfully completed by the student as a requirement for program graduation and certification; and*
3. *Unpaid work activities which are supervised by the employer or a qualified designate, and which occur at the employer's regular business location.*

The practicum may occur either:

- *"Off-site" at the host employer's regular place of business; or*
- *"On-site"at the training institution's premises,*

but only in a work place that is part of the institution's regular business activities, such as an office administration practicum in the administration department of an institution.

Practical work experience which occurs at work places that have been established by the institution for the purpose of simulated work training for a given program does not meet the conditions of a practicum for the purposes of provincial WSBC coverage for students.

5.   Paid Work Experience

A student who is paid by an employer while on a work

experience or practicum component of their post- secondary education will be provided WSBC coverage through that employer. The Ministry is not the employer in these cases and therefore cannot provide WSBC coverage.

6.   Out-of-Province Practicum

WorkSafeBC coverage does not extend to out-of-province practicums. Students with practicum placements outside of BC should confirm similar WorkSafe coverage with the province or country in which they will be working and are also advised to obtain their own medical insurance.

Practicums within British Columbia that require some out-of-province work may be covered.

Last Revised: May 31, 2013

Document provided by:
Julie Hatch
Senior Policy Analyst
Ministry of Advanced Education
Post-Secondary Finance Branch

WorkSafeBC Coverage for Post-Secondary Students Deemed to be Employees of the Crown Authority

Revised WSBC Policy Procedures 2018

Procedures for Submitting WorkSafeBC Claims for Injured Practicum or Apprenticeship Students at eligible public post-secondary institutions and at ITA-designated public or private post-secondary institutions Documentation

- *WorkSafeBC "Employers Report of Injury or Occupational Disease" (Form 7) at https://www.worksafebc.com/en*

Completion Guidelines

1. Institution completes Form 7.
2. Record the institution's information in the Employers Information section.
3. Leave the WorkSafeBC account number, Classification Number and Operating Location Number blank (the Ministry will complete this information).
4. Record the injured student's information in the Workers Information section.
5. Clearly indicate whether the injured student was on a practicum or attending apprenticeship technical training, and include the name of their program.
6. Complete the remainder of the form, as indicated, and sign the last page.
7. Encrypt the form and email the protected document to the Ministry contact information provided below.
8. Call the Ministry contact and provide the password to open the encrypted document.

Authorization

1. Institution – The Signature and Report Date (bottom of the third page) should be signed and dated by the institution's Occupational Health and Safety representative.
2. Ministry – **The Ministry must authorize the claim before it will be processed by WorkSafeBC** (this authorization indicates that the student should be considered an employee of the Crown for this claim and that the Crown agrees to assume the liability for claim costs).

- If approved, the Ministry will provide the claim package to WorkSafeBC for processing and a copy of the authorized Form 7 to the institution for its records.
- If not approved, the Ministry will advise the institution of

the results.

For further information on this process, or to discuss or submit claims, please contact:

Ministry of Advanced Education, Skills and Training
Telephone: (250) 952-0247
E-Mail: Post-Secondary.WorkSafe@gov.bc.ca
Last Revised: May 31, 2013

Educational Institution Affiliation Agreement Template / BCUCIPP non-clinical Practicum Placement Agreement

EDUCATIONAL INSTITUTION AFFILIATION AGREEMENT (Word)
EDUCATIONAL INSTITUTION AFFILIATION AGREEMENT (PDF)

Due Diligence Checklist for Employers

This checklist from WorkSafeBC is intended to help employers determine if they have sufficient documentation of an effective occupational health and safety program.

[Due Diligence Checklist for Employers](#)

Field Trip Consent form

Final Release of Claims: [SR5B Final Release of Claims (Minor) Attachment](#)

Photo Release form – Individual

Authorization to Use and Reproduce Photo, Video, Digital Media, and Testimonials, Individual version:

   KPU-Photo-Release-Waiver

Photo Release form – Group

Authorization to Use and Reproduce Photo, Video, Digital Media, and Testimonials, Group version:

Photo and Video Waiver_Group_Dec 2017

Sample Disclosure Consent Form

Consent to Share My Personal Information (Word)
Consent to Share My Personal Information (PDF)

About the Author

NICOLA SOLES

Photograph of Nicola Soles, author.

***Nicola Soles** M.Ed., R.R.P, (now retired) was a faculty member and Chair in the Access Programs Department at Kwantlen Polytechnic University. She holds a Master's Degree in Education with a specialty in Curriculum and Instruction and is also a Registered Rehabilitation Professional (R.R.P.). She represented KPU in numerous partnerships and projects with schools, businesses and agencies within the Langley and Surrey communities. Nicola served on the Executive of the B.C. Disability Resource Network for many years. Her work at KPU spanned 34 years during which time she had the opportunity to work with hundreds of students on thousands of work experiences in a variety of community settings. Nicola was granted educational leave in 2018 to compile a handbook of work experience practices for post secondary ASE students, based on her research and experience.*