

# **Language Skills for the Workplace**

**Developing a Framework for College Delivery of  
Occupation-specific Language Training in Ontario**

**Report for  
Citizenship and Immigration Canada**



**November 19, 2007**

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## 1. Executive Summary

Ontario is Canada's largest provincial destination for immigrants. Language barriers, lack of recognition for foreign credentials and lack of work experience in Canada prevent many from gaining employment in their field of expertise.

There is an urgent and growing need for occupation-specific language training in Ontario. Immigrants cannot apply their experience, skills and knowledge without the level of language proficiency needed in the workplace, but there are not enough language training opportunities to meet their needs. Shortages of skilled workers in many sectors will increasingly hinder Ontario's economic prosperity.

This report presents the results of a project undertaken by Colleges Ontario and funded by Citizenship and Immigration Canada to examine existing occupation-specific language training in Ontario colleges. It identifies gaps and opportunities for occupation-specific language training and provides input on guidelines for moving toward a province-wide framework for college delivery of occupation-specific language training.

Participants in college-delivered occupation-specific language training will have obtained language proficiency at Canadian Language Benchmark (CLB) levels 6 to 8 and need to acquire occupation-specific language skills and knowledge. These may include individuals who are employed or unemployed, who are pursuing career or vocational training, or who need to acquire the language levels required for higher-level occupation-related language programs.

Ontario's colleges are experienced in meeting the language needs of immigrants, and are developing increasing expertise in designing and delivering occupation-specific language training. Ontario colleges are a visible first point of entry for new Canadians seeking information on pathways to employment, credential and skills assessment, language training in English and French, upgrading their skills and knowledge, and postsecondary education and training.

Ontario's colleges currently serve many landed immigrants and refugees. The changing demographic of college enrolment has provided the impetus to examine the language needs of students who are newcomers. Colleges are actively engaged in immigrant-related initiatives, such as Colleges Integrating Immigrants to Employment (CIITE), that provide opportunities to link with college-delivered language training.

Information for this report was collected from the 24 Ontario colleges through a comprehensive consultative process that included in-depth interviews, follow-up and a one-day workshop. Colleges Ontario worked closely with the Colleges of Ontario Network for Education and Training (CON\*NECT) and CIITE. Supplementary information was gathered through online research into OSLT activity at other Canadian colleges and universities. Consultations were held with the Ontario Regional LINC Advisory Committee (ORLAC). A working group was convened to provide guidance to Colleges Ontario and helped shape the consultations and research.

The college sector in Ontario is made up of 24 independent colleges. Colleges actively collaborate on a wide range of initiatives, but each college brings its unique perspective to the delivery of education and training in Ontario.

Ontario colleges offer an array of education and training opportunities. Postsecondary programs in nearly 600 subject areas are designed to provide graduates with the skills and

knowledge they need for employment in a wide range of occupational fields including technology, health sciences, business, creative and applied arts, hospitality and tourism, community and social service, horticulture and forestry.

Colleges are the largest providers of in-school apprenticeship training, and provide customized contract training for Ontario employers. Literacy, upgrading, ESL and foundation year programs offered by Ontario colleges help prepare people for further study or employment. Colleges also offer a range of delivery formats, including distance education.

Ontario colleges offer a range of language courses and programs including occupation-specific language training. These language programs may be delivered as part of full-time career-focused postsecondary programs or as continuing education courses. They may be delivered through government-funded non-postsecondary programs such as Enhanced Language Training (ELT), Language Instruction for New Canadians (LINC) or Cours de Langue pour les Immigrants au Canada (CLIC); through provincially funded bridging programs; or through workplace-based training.

## Findings

Colleges Ontario determined that there is an unmet demand for occupation-specific language training for newcomers in Ontario. Ontario's core working-age very recent and recent immigrants have employment rates that are significantly lower than Canadian-born Ontario residents,<sup>1</sup> and this is true across all education levels. In 2006, very recent immigrants, aged 25 to 54, in Ontario had an unemployment rate that was 2.5 times that of Canadian-born Ontarians: 11.0% vs. 4.4%.<sup>2</sup>

In a recent report prepared by Statistics Canada, immigrants who had been in Canada for four years said that the worst two difficulties they had faced since coming to Canada were finding an appropriate job and having to deal with language barriers.<sup>3</sup>

Although there is some existing OSLT development and delivery in terms of ELT, bridging and college-developed programs in south-western, central and eastern Ontario, colleges reported increasing demand from immigrants and employers. Colleges that have not experienced an immediate demand for occupation-specific language programming recognize that changing demographics increase the need for planning and coordination for college delivery of occupation-specific language training. All colleges expressed openness to working together and building on what was already in place.

Significant gaps in addressing the occupation-specific language training needs of newcomers were reported in five industry sectors: Business, Health Sciences, Human Services, Technology, and Apprenticeship and Skilled Trades. Within these sectors, colleges identified

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<sup>1</sup> In its 2006 report, Statistics Canada uses the definitions 'established' to refer to immigrants who had been in Canada for more than 10 years; 'very recent' to refer to those who had landed since 2001 (5 years or less prior to 2006); and 'recent' to refer to those who had landed between 1996 and 2001 (between 5 and 10 years before 2006).

<sup>2</sup> *Canadian Immigrant Labour Market in 2006: First Results from Canada's Labour Force Survey*. Statistics Canada Catalogue no 71-606-xie2007001, ISSN 1914-6299.

<sup>3</sup> *Knowledge of Official Languages Among New Immigrants: How Important Is It in the Labour Market?* 2005 89-624-XWE

15 occupational priority areas where no college-developed occupation-specific language curriculum exists. Colleges identified a lack of standard curriculum guidelines and a lack of adaptable curriculum as barriers to curriculum development. Gaps in delivery alternatives and in employer engagement province-wide contribute to the difficulty that immigrants face in accessing occupation-specific language training.

Colleges noted that lack of coordination among different funding sources hinders the development of occupation-specific language training, while lack of coordination among the existing initiatives aimed at helping immigrants successfully integrate into the labour market means colleges may be duplicating effort.

### **Achieving Results**

Colleges recognize that the long-term goal of occupation-specific language training is to give newcomers the language skills they need to fully integrate into employment in Ontario. To achieve this, colleges need to involve employers, develop appropriate programs and link to related immigrant initiatives in the community. Colleges need to deliver language training that meets the needs of immigrants - whether full-time, part-time, online, in the workplace or in a classroom - and demonstrate that they are effective in reaching out to immigrants and helping them acquire the language skills they need for employment. Colleges know they will be measured on these results.

Pilot projects offer immediate, visible opportunities for colleges to deliver language training to immigrants or develop OSLT curriculum. The planning, design, operation and evaluation of strategically chosen pilot projects will help shape key components of an overall framework for the coordinated implementation of OSLT across Ontario. Colleges Ontario suggests that colleges undertake pilot projects, alone or in collaboration with other colleges, to design, develop or deliver OSLT curriculum within an agreed timeframe.

Ready-to-go delivery pilot projects provide an opportunity to quickly deliver OSLT to immigrants in suggested priority occupations or industry sectors, and to gather data on delivery issues. To date, Colleges Ontario has identified 10 potential ready-to-go projects from the college consultations that cover the five priority industry sectors: three in Business, two in Health Sciences, one in Human Services, two in Technology, and two in Apprenticeship and Skilled Trades. One represents a collaboration among three colleges, two include workplaces, and two involve French language occupation-specific language training. Regionally, these projects represent the eastern, western and central regions of Ontario. Colleges may come forward with additional ready-to-go delivery projects in response to a request for proposals.

Curriculum design and development pilot projects will fill gaps in OSLT curriculum by adapting existing or developing new curriculum within a framework of consistent outcomes. Colleges Ontario has identified 22 occupational priority areas where colleges reported that existing curriculum could be adapted for occupation-specific language training, and 24 for possible development where no curriculum currently exists. These pilot projects offer opportunities to explore alternate delivery formats and increase employer engagement.

### **Moving Forward**

Citizenship and Immigration Canada has asked Colleges Ontario for input on issues related to occupation-specific language training. In response, Colleges Ontario has the following suggestions:

- Evaluation measures should be defined at the outset and should include the demonstrated link between labour market need and the profile of potential participants
- Mechanisms to facilitate the sharing of OSLT curriculum among colleges should be developed and implemented. Funding agreements for OSLT pilot projects should specify expectations about the form, content and parameters of curriculum materials that should be shared between colleges.
- Colleges should be encouraged to consider adapting discrete components of OSLT curriculum for online delivery where appropriate. A needs analysis should be undertaken to determine how to create a secure, collaborative, sustainable digital repository for OSLT that will meet the needs of users.
- Adequate and appropriate resources should be assigned to marketing OSLT programs to attract eligible participants. OSLT pilot projects with eight or more eligible participants could be considered for funding. Issues of program sustainability and the impact of eligibility requirements should be investigated in the context of the pilot projects. Discussions should include MTCU and CIC.
- As part of the pilot projects, colleges should explore the feasibility of creating an appropriate college credential that all colleges would grant when participants have achieved agreed-upon OSLT outcomes.
- Pilot projects should include workplace-based initiatives in cases where a college has an established relationship with an employer who has identified a need for language training in the workplace
- CIC could consider make transportation and child-minding supports available to participants in the OSLT pilot projects.

Taken together, the findings and analysis outlined in this report form a solid basis for continued discussions on college-delivery of occupation-specific language training in Ontario.

Colleges respond to the changing demographic, social and economic realities in communities across Ontario. Colleges can serve as hubs supporting the life-long learning and training needs of these communities. Many immigrants turn to colleges for the training, education and supports they need to integrate socially and economically. The delivery of occupation-specific language training is an essential component in meeting the needs of newcomers to Canada.

## 2. Introduction

In 2007, Colleges Ontario developed a proposal to explore the possibility of developing a framework for college delivery of occupation-specific language training (OSLT) that would relate to college career-focused, vocationally based programs, courses and workplace-based training.

Under this proposed framework, college-delivered occupation-specific language training would be tailored for participants who have obtained language proficiency at Canadian Language Benchmark (CLB) levels 6 to 8 in at least one language skill area, and who require occupation-specific language training. Participants might include individuals who

- are at the higher levels of LINC language-training programs, are ready to focus on specific occupational areas and need to acquire occupation-specific language skills and knowledge.
- are candidates for ELT and bridging programs who are not functioning at the CLB level required for these programs.
- are employed or unemployed and who are at the appropriate CLB levels and need to focus on occupation-specific language training.
- are pursuing career/vocational training through college programs and who need additional occupation-specific language training.

As a first step, Citizenship and Immigration Canada (CIC) asked Colleges Ontario to undertake a project that would examine existing occupation-specific language training in Ontario colleges, and identify gaps and opportunities for occupation-specific language training. In addition, CIC asked Colleges Ontario to provide input on guidelines for moving forward.

This report is a result of that request. It summarizes the work Colleges Ontario has undertaken in consultation with individual colleges, CON\*NECT and CIITE in examining occupation-specific language training in Ontario colleges. It demonstrates the need for college-delivered occupation-specific language training and provides suggested strategies for moving forward.

### 3. Context

Ontario is Canada's largest provincial destination for immigrants. Many are not getting the language training they need to work in Ontario in their field of expertise.

In a recent report prepared by Statistics Canada, immigrants who had been in Canada for four years said that the worst two difficulties they had faced since coming to Canada were finding an appropriate job and having to deal with language barriers.<sup>4</sup> According to the Ministry of Citizenship and Immigration (MCI), more than half of newcomers to Ontario in 2006 had some postsecondary education, but 25% of those immigrants did not speak English or French.<sup>5</sup>

In 2006, Ontario's core working-age very recent and recent immigrants had employment rates that were significantly lower than Canadian-born Ontario residents,<sup>6</sup> and this was true across all education levels. Very recent immigrants, aged 25 to 54, in Ontario had an unemployment rate that was 2.5 times that of Canadian-born Ontarians: 11.0% vs. 4.4%.<sup>7</sup>

In 2006, immigrants were more likely to have a university education than Canadian-born men

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4 *Knowledge of Official Languages Among New Immigrants: How Important Is It in the Labour Market?* 2005 89-624-XWE

<sup>5</sup> Ministry of Citizenship and Immigration: [www.citizenship.gov.on.ca](http://www.citizenship.gov.on.ca).

<sup>6</sup> In its 2006 report, Statistics Canada uses the definitions 'established' to refer to immigrants who had been in Canada for more than 10 years; 'very recent' to refer to those who had landed since 2001 (5 years or less prior to 2006); and 'recent' to refer to those who had landed between 1996 and 2001 (between 5 and 10 years before 2006).

<sup>7</sup> *Canadian Immigrant Labour Market in 2006: First Results from Canada's Labour Force Survey*. Statistics Canada Catalogue no 71-606-xie2007001, ISSN 1914-6299.

and women. However, while Canadian-born unemployment rates were lower for progressively higher levels of education, the rates for immigrants who landed in the five previous years varied little by education.

Most immigrants face difficulties upon landing in Canada such as language barriers, lack of foreign credential recognition and lack of work experience in Canada. Immigrants reported a wide range of labour market experiences, influenced by their time since landing, where they settled, their gender, their age and their educational attainment.

Immigrants were more likely than Canadian-born to be working in

- manufacturing industries and occupations.
- professional, scientific and technical services .
- accommodation and food service industries.
- sales and service occupations.
- occupations in the natural and applied sciences.

Employers are hiring more high-skilled workers who possess a combination of technical and soft skills to respond to customer expectations and educate them to buy superior, higher-margin goods and services.<sup>8</sup> The emphasis on soft skills may be a contributing factor to the challenges immigrants face in obtaining employment that reflects their educational attainment.

## **A. Overview of the College Sector**

Ontario's 24 Colleges of Applied Arts and Technology include three Institutes of Technology and Advanced Learning and two French-language colleges. Colleges have a presence across the province with more than 100 campuses, and are recognized internationally with partnerships in more than 80 countries. Ontario colleges vary in size with enrolment ranging from 1,500 to 14,000 full-time students.

The college sector in Ontario is made up of 24 independent colleges, each with its own Board of Governors and local market priorities. Each college is individually accountable to the people of Ontario, and while many are actively collaborating on a wide range of initiatives, it is important to understand that each college brings its unique perspective to the task of developing a framework for occupation-specific language training in Ontario.

Ontario's colleges offer

- full-time and continuing education postsecondary programs.
- in-school apprenticeship training.
- literacy, ESL, upgrading, and foundation year programs.
- distance education, an important delivery method for many colleges.

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<sup>8</sup> *Manufacturing, 20/20: Building Our Vision for the Future*. Canadian Manufacturers and Exporters, 2005.



- customized contract employer training.

### **1. Colleges and Career-focused Education**

College enrolment has grown rapidly. Enrolment increased 44% between 1990 and 2005. In 2006-2007, enrolment at Ontario's colleges included

- 150,000 full-time students.
- 250,000 continuing education students.<sup>9</sup>
- 25,000 apprentices (new starts).<sup>10</sup>
- 10,500 individuals enrolled in literacy and basic skills training.
- 6,700 international students.

First-year enrolment at Ontario's 24 colleges increased 6% in 2007, with more than 94,000 people enrolling in postsecondary programs.

On an annual basis, Ontario's colleges

- graduate 60,000 students from one- to four-year postsecondary programs.
- place 27,000 young people in jobs through Employment Ontario.
- operate over 50 bridging and language training programs for newcomers to Canada.

### **2. Colleges and Apprenticeship Training**

Apprenticeship is an industry-based learning system that combines job experience, technical training and classroom theory. Apprenticeship in Ontario is the responsibility of the provincial government. About 90 per cent of apprenticeship training is provided in the workplace by employers or sponsors who provide training to standards of skills and safety set by industry, the remaining 10 per cent involves classroom instruction. Ontario's colleges provide 88% of the in-school component of apprenticeship training.

- From 2000-2001 to 2005-06, the number of apprentice new starts enrolled in colleges in all sectors increased by 18%: from 21,142 to 24,908.
- There are currently more than 60,000 apprentices in Ontario across several sectors.
- In 2005-06, one-third of the apprentices in Ontario colleges were enrolled in the construction sector, followed by the service sector (28%), motive power (22%) and industrial (17%).

### **3. Colleges and Workplace-based Training**

Colleges actively deliver workplace-based training as a contracted service to employers. The Contract Training divisions of Ontario's colleges collectively provide a broad range of training for

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<sup>9</sup> 2007 *Environmental Scan, An analysis of trends and issues affecting Ontario*. Colleges Ontario. [www.collegesontario.org](http://www.collegesontario.org)

<sup>10</sup> A 'new start' is a first-semester student beginning his or her apprenticeship training.

more than 1,500 Ontario corporate clients and small-to-medium enterprises annually, including companies ranked among the top 500 in Canada by the Financial Post.

#### **4. College Graduates and Ontario's Economy**

Over 2.1 million workers, representing 33% of Ontario's workforce, have a college qualification – the largest component of Ontario's six-million-strong labour force.<sup>11</sup>

More than 45,000 college graduates join Ontario's labour force each year, and 89% of these graduates have jobs within six months of graduation.<sup>12</sup>

College graduates work in a wide range of occupations. More than 40% of employees in the health care, social assistance and utilities sectors are college or trades graduates, and more than 30% of those employed in public administration, rental/leasing, construction, mining, and oil and gas extraction have college or trades credentials.

### **B. Immigrant Students in College Programs**

#### **1. Immigrant Enrolment in Full-time Post-secondary Programs**

Ontario's colleges currently serve many landed immigrants and refugees. In the fall of 2005, almost 7,000 first-year, full-time registrants in postsecondary programs at Ontario colleges were landed immigrants or refugees, accounting for 8.6% of the total number of first year students across the province.<sup>13</sup> Of this group, 31% were 30 years-of-age or older, and 58% reported a mother tongue that was neither French nor English. This number does not include students registered in the second or third year of their programs or continuing education students.

The college Key Performance Indicator (KPI) survey on student satisfaction asks all first-year domestic students<sup>14</sup> whether their first language was English, French or "other." Results from the 2006 Student Satisfaction Survey indicate

- across the province, 15% of students reported that their first language was neither English nor French.
- of the five Metro Toronto colleges,<sup>15</sup> 31% reported a first language other than French or English.
- In Ontario's two French colleges, 87% declared French as their first language.

KPI data shows significant concentrations of newcomers in certain vocational program areas, particularly for colleges in urban areas with high rates of immigration. KPI data from one Metro Toronto college in 2006 indicated

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<sup>11</sup> 2005 Labour Force Survey cited in *2007 Environmental Scan*.

<sup>12</sup> *2007 Environmental Scan*.

<sup>13</sup> Ontario College Application Services (OCAS) This number does not include registrants who were born outside of Canada but had obtained Canadian citizenship by the time of registration, or registrants in subsequent years of college programs.

<sup>14</sup> Domestic students are students who reside in Canada.

<sup>15</sup> Centennial College, George Brown College, Humber College, Seneca College and Sheridan College.

- 66% of Business students were born outside of Canada.
  - 49% of these students reported that English was not their first language
  - 40% of Business students had been in Canada for 3 years or less.
- 66% of Technology students were born outside of Canada.
  - 37% of these students had been in Canada for 3 years or less.
  - 51% of Technology students reported that English was not their first language.
- 55% of Health Sciences students were born outside of Canada.
  - 36% of these students reported that English was not their first language.
  - 21% of Health Sciences students had been in Canada for 3 years or less.
- 54% of Transportation students were born outside of Canada.
  - 36% of these students reported that English was not their first language.
  - 25% of Transportation students had been in Canada for 3 years or less.

## **2. Immigrant Enrolment in Continuing Education Programs**

Ontario colleges achieve an estimated 497,000 course registrations in continuing education courses annually. While it is not possible to provide detailed information on actual registrations in continuing education, colleges do collect information using the CAAT Continuing Education Survey. Survey data reveal that

- The proportion of students whose first language is other than English or French continues to grow: from 16% in 1996 to 26% in 2005.
- An increasing number of students indicate that they completed their previous education in another country: increasing from 15% in 1996 to 24% in 2005.

## **3. Immigrant Applicants to College Programs**

In 2006, 18% of surveyed college applicants were not born in Canada; almost half of these had come to Canada in the previous five years. This mirrors information from the 2001 census in which 18% of 15- to 24-year-old Ontarians were not born in Canada, (30% for those between ages 25 and 44).

Compared to other college applicants, those born outside of Canada tend to be higher educated, are older, are more likely to have dependent children and face greater financial challenges.

- 14% had a university degree (vs. 8% for non-immigrant applicants).
- 18% had dependent children (vs. 6% for non-immigrants).
- 17% were over 30 years of age (vs. 4% for non-immigrants).
- 51% reported incomes under \$50,000 (vs. 30% for non-immigrants).

The 2006 *College Applicant Survey* also collected information on the language most often spoken at home: 83% spoke English, 4% spoke French, and 13% reported a language other than English or French.

Information gathered during the college consultations confirms the significance of immigrants as applicants and students. College representatives reported that their applicants and students were very diverse and came from many different countries. Some colleges reported higher concentrations from specific countries. Most colleges said the general level of education of immigrant applicants was higher than in the past, with more professionals seeking Canadian credentials. Colleges from major urban centres reported that they are beginning to see significant numbers of children of immigrants who have needs for language programming.

## **C. College Initiatives Focusing on Immigrants**

With the changing demographic in Canada, Ontario colleges have responded to the educational needs of newcomers. Colleges have been a visible first point of entry for new Canadians seeking information on pathways to employment, language training in English and French, approaches toward upgrading their skills and knowledge, and education and training opportunities.

For more than twenty years, Ontario colleges have provided occupation-specific training and skill development that complements international credentials, and have offered programs that meet the specific needs of immigrants, such as bridging programs and post-graduate certificates.

### **1. Immigrant-related Services and Supports**

Colleges play an essential role in helping immigrants integrate successfully into Ontario's labour market. Colleges work internationally to provide information to prospective immigrants before they leave their country of origin. Once immigrants reach Canada, Ontario colleges provide a continuum of employment- and language-based supports, services and programs to address the distinct requirements of new immigrants including

- assessment of credentials, language levels and prior learning to help them develop a clear pathway to employment that builds on their experience.
- advising services for those interested in postsecondary education, including referrals to financial aid.
- identifying skills gaps and directing immigrants to the required training.
- tailoring programs to meet the needs of immigrants and employers, including the delivery of bridging programs and on-site, workplace-based training in partnership with employers.
- programs that provide immigrants with recognized Canadian credentials.
- language training and language skills development.
- co-op placement and workplace preparation.
- connections with employers and industry associations.
- links to regulatory bodies, sector councils, community associations, school boards and community and government services.

Over the last 20 years, Ontario colleges have undertaken a broad array of responses to immigrant issues through

- college-specific initiatives such as health foundation programs for learners.
- provincially funded bridging programs in areas including health care and administration, nursing, massage therapy, engineering technology, teaching, early childhood education, and mentorship in trades and construction.
- delivery of federally funded Citizenship and Immigration Canada language training programs such as Labour Market Language Training, LINC, CLIC, and ELT.
- continuing education courses designed specifically for immigrants.
- participating in CIITE.

## **2. Colleges Integrating Immigrants to Employment (CIITE)**

In 2003, the Government of Ontario funded CIITE, a multi-phased project to eliminate barriers, promote systemic change, pilot new approaches and enhance pathways for internationally trained immigrants entering the Ontario labour market.

The governance structure of CIITE includes a steering committee comprised of the lead colleges together with CON\*NECT.

Currently, fourteen colleges across Ontario are involved in initiatives within the CIITE project focusing on designing and developing new processes and tools to enhance the continuum of services needed by skilled and professional immigrants including

- advising
- admissions processes
- language assessment
- credential assessment and advanced standing
- employment preparation
- competency assessment
- linkages to continuing education.

Over 1,000 internationally trained immigrants and over 300 college faculty and staff have participated in CIITE pilot project activities to date. As part of these initiatives, over 40 first-semester college programs have been benchmarked using CLB levels.

## **4. Methodology**

Colleges Ontario was asked to consult with colleges and collect information on the extent and format of existing occupation-specific language training that supports occupations served by career-focused college programs in Ontario.

Information was collected from the 24 Ontario colleges through a comprehensive consultative process that included in-depth structured interviews, and follow-up, at each college, and a one-day workshop that included facilitated group discussions with college representatives. The information gathered on curriculum was collated and then verified by college representatives.

Additional information was gathered through online research into OSLT activity at other Canadian colleges, universities and internationally at the postsecondary level.

Consultations were held with CIITE and ORLAC. Consultation on MCI occupation-specific language training initiatives took place through CIC.

The OSLT Working Group provided guidance to Colleges Ontario and helped shape the consultations and research.

## **A. Consultation with Individual Colleges**

College presidents were asked to assign a representative with responsibility for language programming, through full-time and continuing education programs, and familiarity with immigrant issues, through college-based and CIITE initiatives. In many cases, the Colleges Ontario consulted with more than one representative from each college since responsibility for language programming can fall under various areas in the college such as postsecondary, ESL departments, continuing education departments and corporate education.

The purpose of these consultations was to identify

- occupation-specific language training curriculum developed by the colleges.
- the range of occupation-specific language training delivered at the colleges.
- gaps and opportunities in occupation-specific language training.
- existing partnerships and opportunities to build on these initiatives.
- potential capacity and resource issues.

The consultations focused on language programs, curriculum, evaluation, college capacity, and gaps and opportunities. The framework for the questions discussed with college representatives is presented in Appendix 1.

## **B. Workshop**

Colleges Ontario, in partnership with CON\*NECT and CIITE invited college representatives to a one-day workshop on October 3, 2007 entitled *Language Skills for the Workplace: Developing a Framework for College Delivery of Occupation-specific Language Training*.

The main objectives of the workshop were to

- provide information on the OSLT project and the proposed RFP process, college consultations and the environmental scan.
- identify occupational priorities and the nature of potential pilot projects.
- offer an opportunity to explore college collaboration and partnerships.
- receive input on CIC parameters for RFP process.
- discuss issues related to occupation-specific language training.

The workshop was organized to maximize discussion and collaboration. Concurrent discussions addressed occupational priorities (business, technology, health sciences and

human services, apprenticeship and trades), and group discussion covered ready-to-go projects, curriculum design, delivery formats and the feasibility of web-based applications. The agenda for the workshop is presented in Appendix 2; the questions used in the group discussions are presented in Appendix 3.

These group discussions provided an opportunity to gather in-depth information and to explore potential opportunities to address gaps. Discussion notes were summarized and distributed to participants. Over 50 people attended the workshop with 17 colleges represented.

### **C. Online Research**

Online research was conducted to gather information on occupation-specific language training at other Canadian colleges, Canadian universities and a sampling of international institutions. Information was obtained from a search of institution websites.

- Appendix 4 presents examples of occupation-specific language training offered at a sampling of Canadian colleges outside Ontario.
- Appendix 5 presents examples of occupation-specific language training at a sampling of Canadian universities.
- Appendix 6 presents a summary of international approaches to occupation-specific language training initiatives.

### **D. Consultations with Experts**

Colleges Ontario consulted with experts in the area of language curriculum design, web-based applications, employer engagement and labour market trends. Additional information was gathered from consultations with universities and the Canadian Centre for Language Benchmarks.

### **E. OSLT Working Group**

An OSLT Working Group was convened to provide input and feedback to Colleges Ontario, and to identify appropriate links to Citizenship and Immigration Canada; provincial ministries such as the Ministry of Citizenship and Immigration and the Ministry of Training, Colleges and Universities; and related organizations. The terms of reference for the OSLT Working Group are presented in Appendix 7.

The OSLT Working Group met four times between June and November 2007. Working Group members also provided input on specific issues on an as-needed basis.

Representatives from CIITE were members of the OSLT Working Group. Colleges Ontario consulted with them on as-needed basis.

### **F. Ontario Regional LINC Advisory Committee**

Colleges Ontario consulted with ORLAC in September 2007. The committee was provided with information about the OSLT project and, in turn, provided input at their September 2007 meeting.

## 5. Inventory of Occupations Served by College Programs

### A. College Career-focused Programs

Ontario colleges deliver a wide range of postsecondary programs designed to provide graduates with the skills and knowledge they need to become successfully employed in various vocational fields.

Ontario colleges grant a range of postsecondary credentials:

- certificates for programs under two years in length
- two-year and advanced (three-year) diplomas including some co-op diplomas
- graduate certificates for those who have already completed a postsecondary diploma or degree
- Bachelor's degrees in applied areas of study offered at 13 colleges / institutes of technology
- joint college-university programs which allow students to earn both a college diploma and a Bachelor's degree.

The Ontario Ministry of Training, Colleges and Universities oversees the development and review of standards for career-focused programs of instruction. All colleges are expected to ensure that their programs and program delivery are consistent with these provincial standards. Graduates of college career-focused programs are expected to have acquired the essential skills and knowledge identified for their course of study.

These specified program standards apply to all postsecondary programs offered by colleges across the province. Each postsecondary program standard includes

- a vocational standard: the vocationally specific learning outcomes which apply to the program in question.
- essential employability skills: the essential employability skills learning outcomes which apply to all programs of instruction.
- a general education requirement: the requirement for general education in postsecondary programs of instruction.

All college graduates must have acquired the key vocational skills that will help them find employment in their field of study. They also need the broader skills and knowledge that will give them flexibility and help them to continue to learn and adapt throughout their working lives.

Program advisory committees, made up of employers and business/industry leaders in the field, help maintain program development and maintain curriculum relevancy. Employers, industry and professional associations, and program graduates working in the field are all involved in program development and review. As a result, students at Ontario's colleges can be assured that their program is aligned with the needs of employers, and that the skills they acquire during their college studies will be appropriate to their future careers.

The Ontario College Quality Assurance Service implements and manages the self-regulatory quality assurance mechanism for colleges through the operation of the Credentials Validation



Service (CVS) and the Program Quality Assurance Process Audit (PQAPA). The CVS ensures that all proposed new or modified certificate- and diploma-level programs of instruction conform to provincial standards. The PQAPA independently audits, on a cyclical basis, colleges' quality assurance policies and processes.

Ontario colleges offer programs in almost 600 subject areas in a wide range of occupational fields such as technology, health science, business, creative and applied arts, hospitality and tourism, community and social service, horticulture and forestry.

## **B. College Career-focused Programs by Sector**

The Ministry of Training, Colleges and Universities oversees the development and the review of standards for programs of instruction, in order to clearly identify the essential skills and knowledge that graduates of that program must acquire. Each college is required to ensure that its programs are consistent with these standards, and must assist students to achieve the vocational, skills essential skills (including communications) and general education requirements.

Table 5.1 presents a list of the postsecondary programs offered by Ontario colleges by sector.

**Table 5.1 Ontario College Postsecondary Programs by Sector**

Applied Arts	Business	Health Sciences	Hospitality and Tourism
Advertising (Ontario Diploma)	Business	Dental Assisting (Level I and II)	Chef Training
Advertising (Ontario Advanced Diploma)	Business – Accounting	Dental Hygiene	Culinary Management
Advertising – Media Copywriting	Business Administration	Massage Therapy	Food and Nutrition Management
Broadcasting – Radio	Business Administration – Accounting	Occupational Therapist Assistant	Hospitality Administration
Broadcasting – Radio and Television	Business Administration – Human Resources	Paramedic	Food and Beverage Management
Broadcasting – Television	Business Administration – Information Systems	Pharmacy Technician	Hotel and Restaurant Management
Esthetician	Business Administration – International Business	Physiotherapist Assistant	Tourism and Travel
Graphic Design	Business Administration – Marketing	Practical Nursing	
Graphic Design Production	Business Administration – Materials and Operations Management	Respiratory Therapy	
Design – Landscape	Business – Human Resources	Personal Support Worker	
Interior Design (Ontario Diploma)	Business – Information Systems		
Interior Design (Ontario Advanced Diploma)	Business – International Business		
Journalism – Broadcast	Business – Logistics		
Journalism – Print	Business – Marketing		
Journalism – Print and Broadcast	Business – Operations		
Public Relations (Ontario Diploma)	Computer Programmer		
Public Relations (Ontario Advanced Diploma)			
Public Relations (Ontario Graduate Certificate)			

(continued on next page)

**Table 5.1 Ontario College Postsecondary Programs by Sector  
(continued)**

<b>Human Services</b>	<b>Technology</b>	<b>Technology (continued)</b>
American Sign Language / English Interpreter	Biotechnology Technician	Electromechanical Engineering Technician
Child and Youth Worker	Biotechnology Technologist	Electronics Engineering Technician
Community and Justice Services	Chemical Engineering Technician	Electronics Engineering Technology
Developmental Services Worker	Chemical Engineering Technology	Environmental Technician
Early Childhood Education	Chemical Laboratory Technician	Environmental Technology
Event Management	Chemical Laboratory Technology	Heating, Refrigeration, and Air Conditioning Technician Program Standard
Fitness and Health Promotion	Chemical Production Engineering Technology	Horticulture Technician
Law Clerk	Civil Engineering Technician	Mechanical Engineering Technician
Law and Security Administration	Civil Engineering Technology	Mechanical Engineering Technology
Legal Administration	Computer Engineering Technician	Mechanical Technician
Native Child and Family Worker	Computer Engineering Technology	Mechanical Techniques
Recreation and Leisure Services	Construction Engineering Technician	Motive Power Fundamentals
Police Foundations	Construction Engineering Technology	Motive Power Technician
Pre-Interpreter Certificate	Electrical Engineering Technician	Survey Technician
Recreation Facility Management	Electrical Engineering Technology	Survey Technology
Regulatory Law Administration	Electromechanical Engineering Technology	
Social Services Worker	Manufacturing Engineering Technician	
Social Services Worker – Gerontology	Manufacturing Engineering Technology	

## 6. Data Sources on Labour Market Trends

### A. Assessing Labour Market Trends

#### 1. National, Provincial and Sectoral Labour Market Indicators

National, provincial and sectoral labour market indicators are useful in setting a context for assessing broad labour market trends.

Reliable data sources for national and provincial labour market trends include

- Human Resources and Social Development Canada: Policy Research and Coordination Directorate.
- Statistics Canada.
- Ontario Job Futures: data based on federal data with conclusions adapted for Ontario.
- Ministry of Training Colleges and Universities: Labour Market Information and Research Unit
- Manpower Canada: Survey of Employers
- Conference Board of Canada
- Canadian Policy Research Network
- Private consulting firms such as Mercer Human Resource Consulting
- Industry associations.

Statistics Canada provides useful information for forecasting the potential demand for jobs including profiles of who is in the workforce, or looking for work, and their qualifications and circumstances, but it provides limited information on forecasting the potential supply of jobs such as job vacancies, or surveys of employers' intentions on short- and long-term hiring.

For large scale industries and occupations facing labour shortages at the national level, Human Resources and Social Development Canada provides summary forecasts on net new and replacement jobs.<sup>16</sup>

There are over 30 sector councils as well as a large number of industry associations which have studied national labour requirements in their particular industries. With an average age exceeding 50 in many sub-industries, there is a concern among industry groups such as the Canadian Chamber of Commerce, Canadian Restaurant and Foodservices Association, Retail Council of Canada, Electricity Sector Council, the Canadian Automotive Partnerships Council, the Canadian Aerospace Council and the Canadian Steel Partnership about replacing experienced retiring workers in the next few years.

Appendix 9 presents a forecast of 10-year national immediate and medium-term shortages in

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<sup>16</sup> Appendix 8 presents HRSDC definitions of measurements of job availability.

occupations identified by HRSDC.

HRSDC sectoral and occupational studies identify new and emerging industry sectors in Ontario that include aerospace, biotechnology, agriculture, forestry, fishing, pharmaceuticals, call centres, environment, gaming, multimedia, tele-health and tele-learning.

HRSDC projections to the year 2009 indicate that service industries in Ontario will continue to be the main source of new job creation. Three-quarters of the projected new jobs will source from health care and social assistance; wholesale and retail trade; professional, scientific and technical services; education services; accommodation and food; transportation and warehousing; public administration; information, culture and recreation; business, building and other services; and finance, insurance and real estate sectors.

The manufacturing sector is projected to contribute 19% to new job creation in Ontario, while the construction sector is projected to contribute 3%. Primary resource industries and utilities will make a very modest contribution to projected job creation. The professional and technical occupational group, excluding teaching and health care, is expected to account for about 24% of new jobs. About 8 % of new jobs are expected to be created among skilled trades. Appendix 10 presents HRSDC sectoral forecasts in more detail.

In the past decade, as employment increased by 1.3 million in Ontario, there was a strong shift to service-sector jobs.

- 20% of new jobs were in the goods-producing sector, principally in construction.
- 60% were in private sector services.
- The remaining 20% were in the public sector.

Manpower Canada provides regular survey information about industries that are hiring in Ontario. Appendix 11 presents a list of Ontario industries forecasting an increase or decrease in the fourth quarter of 2007.

Small- and medium-sized enterprises (SMEs) accounted for over half of the net new jobs in the private sector from 1995 to 2002 in Ontario.<sup>17</sup> The nature of their labour force and high turnover rates mean that SMEs are likely destinations for immigrants seeking jobs.

In September 2007, 20 organizations announced the formation of the Ontario Workforce Shortage Coalition. The membership represents a cross-section of Ontario's economy including mining, auto parts, manufacturing, electric power, environmental industries, construction, financial services, food services, tourism and the retail sectors, as well as the Ontario Chamber of Commerce.

According to the Conference Board of Canada, Ontario may face a shortfall of 364,000 workers in 2025. "With Ontario's labour shortages fast approaching, there is a real need to take action to tap into populations that are under-utilized in the provincial labour market. To do so, however, requires a shift in our understanding and approach to supporting and engaging Ontario's under-

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<sup>17</sup> Ministry of Finance, *Ontario's Economic Performance: Growth, Jobs and Prosperity*, [www.fin.gov.on.ca/english/economy/ecoutlook/statement02/eng\\_papers.pdf](http://www.fin.gov.on.ca/english/economy/ecoutlook/statement02/eng_papers.pdf), pp. 12-13.

represented working populations (particularly among its immigrants, women, mature workers, Aboriginal Peoples, people with disabilities and youth populations).<sup>18</sup>

## 2. Local Labour Market Indicators

Useful sources for local labour market data include

- regional offices of Human Resources and Social Development Canada .
- regional offices of Ministry of Training, Colleges and Universities.
- Statistics Canada Census Metropolitan Area and Census Agglomeration data.
- local Training Boards, non-government, non-profit local boards designated to identify local training and adjustment needs and provide advice and recommendations to their government partners.
- Economic Development of the Ministry of Economic Development and Trade.
- local Chambers of Commerce.
- Ontario colleges.

For colleges, information about the local market based on direct contact with employers may be a more reliable indicator about market trends than larger-scale national or provincial statistical information.

There is currently no mechanism to provide comparable local labour market information for each community, and there is insufficient data to forecast comprehensive long-term occupational trends at the local level. Much of the job growth, especially in smaller communities, is expected to be in format businesses such as big box retail or chain food services, or in call centres or business services. Local communities typically get only short lead times to respond to such opportunities.

Local level data on immigration, such as the educational and occupational background of immigrants, is not readily available.

However, colleges are well-positioned to gather information on labour market opportunities at the local level due to broad coverage of the labour market, systematic analysis of emerging requirements and employment-driven accountability for results.

### ***Broad Coverage of the Labour Market***

College graduates, the largest group in the workforce, are distributed across all industries, all sizes of business and all communities. Colleges offer programs ranging from apprenticeships to two- and three-year diplomas, applied degrees and post-graduate certificates. Ontario's colleges feature extensive continuing education programs that to help individuals upgrade their skills to improve their job performance or to get a better job.

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<sup>18</sup> *Ontario's Looming Labour Shortage Challenges*. Conference Board of Canada. September 25, 2007.

### ***Systematic Analysis of Emerging Requirements***

Ontario colleges are required to carry out extensive labour market analysis for each new program they initiate. This analysis is reviewed by the Ontario College Quality Assurance Service and by the Ministry of Training, Colleges and Universities, with the assistance of other relevant ministries.

Over the past three years, Ontario colleges have initiated over 200 new or substantially revised programs based on their assessment of changing local demand for skills.

Colleges have extensive contacts with employers in every sector of the local economy. All college programs are regularly reviewed by their Program Advisory Committees, which include employers and representatives from industry, to ensure they respond to evolving emerging industry trends and remain relevant to local employer needs.

### ***Employment-driven Accountability for Results***

Colleges have a pulse on shifts in the labour market for their graduates through their extensive job placement activities. Graduates of college programs are surveyed annually to determine their success in gaining employment and how satisfied they are with their college education. With a 75% response rate, these data are highly reliable and carefully reviewed by colleges to ensure their programs meet emerging needs.

### **3. New Program Development at Ontario Colleges**

Table 6.1 presents an overview of new program development in the college sector in Ontario in 2006.

## **B. Suggested Priority Occupations by Sector**

Table 6.2 presents an initial perspective on occupations that could be considered a priority for occupation-specific language training. These suggestions are based on discussions with college representatives and workshop participants.

**Table 6.1 New Program Development at Ontario Colleges  
By Sector 2006**

<b>Applied Arts</b>	<b>Business</b>	<b>Health Sciences</b>	<b>Hospitality and Tourism</b>
Advanced Filmmaking	Advertising Management	Advanced Care Paramedic	Aboriginal Cook
Broadcast Journalism	Brand Marketing	Animal Chiropractic	Baking and Pastry Arts
Broadcast Television	Business Accounting	Bridging to University Nursing	Bartending
Canadian Journalism	Business Administration	Cardiac Diagnostics	Chef Training
Creative Book Publishing	Business Foundations	Clinical Electroneurophysiology	Cook Assistant
Creative Writing	Business Information Systems	Clinically Intensive Orientation to Nursing in Ontario for Nurses	Culinary Management
Comic Design and Scripting	Business Insurance	Complementary Care	Culinary Skills
Environmental Studies	Business Intelligence	Dental Assistant	Esthetics
Game Developer	Business Marketing	Diagnostic Ultrasound	Food and Beverage Management
Graphic Design Media	Business Operations	Emergency Management	Golf and Recreational Club Management
Interior Decorating	Creative Advertising	Emergency Nursing	Hospitality Administration
Media Fundamentals	Entrepreneurship	Exercise Science and Health Promotion	Landscape Horticultural Techniques
Music	Financial Services	Forensics Health Studies	Ski Resort Fundamentals
Music Theatre	Global Business Management	Health Biotechnology Technician	Spa Management
Performing Arts Preparation	Human Resources	Health Foundations	Tourism Management
Radio Foundations	Interactive Marketing	Health Informatics Management	Wine Appreciation
Theatre Arts	International Commerce and Global Development	Hearing Instrument Specialist Practitioner	
Video Journalism and Documentary Production	International Business	Massage Therapy	
Visual and Digital Arts	Municipal and Corporate Administration	Occupational Therapy Assistant	
	Project Management	Orientation to Nursing in Ontario for Nurses	
	Sales and Marketing for Health Sector Industries	Paramedic	
	Special Events Coordinator	Physiotherapy Assistant	
		Polysomnography	
		Practical Nursing	
		Recreation for Older Adults	
		Refraction for Opticianry	



**Table 6.1 New Program Development at Ontario Colleges  
By Sector 2006 (continued)**

Human Services	Technology and Trades	Technology and Trades
Autism and Behavioural Science	Aerospace Manufacturing Engineering Technician	Industrial Electrician
Forensic Practices	Agriculture	Industrial Instrumentation Mechanic
Behaviour Analysis and Intervention	Alternative Energy Engineering Technology	Industrial Maintenance Mechanic
Career and Work Counsellor	Architectural Technology	Integrated Manufacturing Systems
Child and Youth Worker	Automotive Service Technician	Internet Application Developer
College Teacher Training	Biotechnology	Manufacturing Engineering
Community Integration through Cooperative Education	Building Construction Technician	Manufacturing Management
Court Support Services	Building Inspection Techniques	Mechanical Technician – Welder-Fitter
Early Childhood Educator	Carpentry	Millwright
Educational Assistant	Computer Certification	Motive Power Technician
Law Clerk	Computer Engineering Technician	Motor Vehicle Techniques
Military Arts and Science	Computer Foundations	Motor Vehicle Techniques
Personal Support Worker	Computer Network Security	New Media Production and Animation
Social Services Worker	Construction Craft Worker	New Media Web Design
	Construction Management	Packaging Maintenance
	Construction Skills	Plastics Engineering Technology
	Control Systems Technology	Plumbing Techniques
	Digital Animation	Pre-Technology
	Electrical Engineering Technician	Pre-trades General Arts and Science
	Electrical Pre-apprenticeship	Residential Air Conditioning
	Electrical Techniques	Rich Media
	Electrician	Software Systems
	Energy Systems Technologist	Solid Modeling
	Entertainment Technology	Steamfitter / Pipefitter
	Environmental Techniques	Sustainable Building Design and Construction
	Heavy Equipment Techniques	Truck and Coach
	Home Inspection	Water and Waste Water Technician

**Table 6.2 Suggested Priority Occupations by Sector**

<b>Business</b>	<b>Health Sciences</b>	<b>Human Services</b>	<b>Technology</b>	<b>Apprenticeships and Skilled Trades</b>
Generic Business	Generic Health Care	Communications and Multi-Media	Generic Technology	Construction
Project Management	Nursing	Security	Engineering Technology	Motive Power
Accounting	Health & Wellness	ECE	Information Technology	Services
Finance	Pharmaceutical	College Teacher Training	Transportation	Industrial / Manufacturing
Office Administration	Medical Lab Assistant	Career Counseling	Aviation	
Hospitality and Tourism <sup>19</sup>	Gerontology	Social Services Worker / Community Services Worker	Energy	
Entrepreneurship / Running a Small Business	Autism	Developmental Services Worker	Electronics / Electrical	
	Personal Support Worker		Environment / Alternative Energy	
	Medical Radiation Technology / Radiology		Biotech / Water Quality	
	Pharmacy Technician		Quality Assessment	
	Optician		Manufacturing	
			Mining	

<sup>19</sup> For the purposes of this project, 'Hospitality and Tourism' has been included in the Business sector.

## 7. Inventory of Existing OSLT Curriculum in the College Sector

Ontario's colleges offer a range of language courses (credit and non-credit) and programs including occupation-specific language training. These language programs may be delivered

- as part of full-time career-focused postsecondary programs.
- through continuing education.
- through government-funded non-postsecondary programs such as ELT, LINC or CLIC.
- through provincially funded bridging programs.
- through corporate training.

Some form of English or French as a Second Language (ESL/FSL) programs and English or French for Academic Purposes programs are offered across the college sector, but the range of courses and supports for these programs varies considerably. These programs are designed to improve reading, writing, listening and speaking skills in general; they are not focused on occupation-specific language.

Some colleges offer full-time, non-postsecondary English/French as a Second Language programs to international students who need to improve their overall facility in English or French. These programs have no occupation-specific language content. They are also sometimes offered to domestic students who need to improve their language skills.

In recent years, colleges have begun to offer occupation-specific language training in English and/or French. This training might be offered as

- a stand-alone government-funded project such as ELT.
- through continuing education.
- as a full-time postsecondary foundation program.
- an embedded component in a postsecondary career-focused program.

### A. Federal and Provincial Occupation-specific Language Initiatives

#### 1. ELT Projects

Colleges offer ELT projects with funding from Citizenship and Immigration Canada.<sup>20</sup> These projects offer newcomers job-specific language training to help them enter and remain in jobs commensurate with their skills and qualifications. ELT projects are targeted at newcomers seeking work and, as such, are not integration or settlement programs.

ELT projects offer labour-market language training and include an employability component

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<sup>20</sup> Other non-college organizations also receive CIC funding for ELT projects.

such as internships, work placement opportunities and mentorship services. To be eligible, participants must be functioning at CLB levels 7 to 10. The ELT initiative has funded both the development and delivery of curriculum guidelines.

To date, eight colleges have participated or are participating in 21 ELT projects. Examples of these college-developed ELT projects are presented in Appendix 12.

## **2. Bridging Programs**

Since 2003, the Ontario Ministry of Citizenship and Immigration has invested \$34 million in over 60 bridging programs to help newcomers obtain work in their trade or profession.<sup>21</sup> There are three types of bridging programs:

- training programs to advance internationally trained individuals (ITIs) toward licensure in Ontario.
- programs, tools or other initiatives that help ITIs find employment commensurate with their skills.
- initiatives that create change on a system-wide or sector-wide basis to enhance the fairness and effectiveness with which institutions respond to ITIs.

Projects funded as bridging programs offer skills/competencies assessment, training and may include work experience. Some also include occupation-specific language training components. Bridging programs use CLB levels, although the language assessment tests vary widely.

To date, eight colleges have offered 19 bridging programs that incorporate occupation-specific language training. Examples of college-developed bridging programs are presented in Appendix 13.

## **B. Additional College-developed-and-delivered Occupation-Specific Language Training**

### **1. Full-time Postsecondary Programs**

Postsecondary programs in Ontario colleges provide students with the vocational skills needed for entry-level positions in vocational fields. Students taking full-time college programs must also successfully complete any language courses (including ESL/FSL courses) that are specified as a required part of their program of study.

Consultations with colleges revealed wide variation in how these language requirements are handled across the system.

- Discrete or embedded: Some colleges require students to complete discrete language or communications courses while others do not, because the workplace-related language outcomes are embedded in the vocational courses.
- Early or late in the program of study: Some colleges require workplace-related

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<sup>21</sup> Other non-college organizations also receive MCI funding for bridging programs.

language courses to be completed at the beginning of the program of study while others confine them to upper-semester courses.

- Workplace-related content. The degree of workplace-related language content in required postsecondary ESL/FSL courses varies because the language component is embedded in the course.

Some colleges in urban settings have introduced pre-courses, foundation programs or ESL streams to address the needs of the growing number of immigrants in postsecondary programs. As an example, two colleges have introduced a two-semester health foundations program that prepares students for postsecondary studies in health sciences where fluency in reading, writing, listening and speaking English is a professional requirement for safe practice. These foundation programs offer students an opportunity to achieve the communication skills needed for developing professional relationships within the workplace and to learn the health terminology used in Canadian health care settings.

## **2. Continuing Education Courses**

Many colleges offer continuing education language courses for immigrants who need to acquire occupation-specific language skills and knowledge.<sup>22</sup> These courses are offered in response to community demand and are funded on a cost-recovery basis.<sup>23</sup>

Continuing education courses are typically offered in the evening or over a weekend, but occasionally they may be offered in a compressed mode such as a one-week intensive course. In many colleges, continuing education language courses are administered separately from language courses offered through full-time postsecondary programs.

Appendix 14 presents examples of OSLT continuing education courses at Ontario colleges.

## **3. Web-based and Online Applications**

Currently, there are two colleges piloting generic web-based language courses. One college is piloting both an online ESL and FSL course, the other, an online FSL course. The pilots began in September 2007.

A third college has developed an online occupation-specific language course in the health sciences field. It will offer English training at CLB 5 and 6 in an online pre-bridging/pre-health course projected to begin in January 2008.

## **5. Workplace-based Training**

Colleges also work with employers and industry to deliver occupation-specific language training in the workplace. This training is usually managed through the college's corporate training department. Employers pay for customized curriculum to be offered to their employees. As an example, hospitals or pharmaceutical companies have contracted with colleges to develop and

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<sup>22</sup> Some colleges refer to these non-full-time offerings as part-time courses.

<sup>23</sup> The college pays for curriculum development up front, and recoups the cost by, for example, charging fees to the students or selling the curriculum to employers.

deliver curriculum in the health sciences field. One college has been asked to develop occupation-specific curriculum in the field of aviation.

Eleven colleges reported that they had delivered occupation-specific language training onsite in the workplace.

### **C. Curriculum under Development**

Colleges continue to develop new occupation-specific language training curriculum in response to the needs of students or interest from employers.

Consultation with the colleges identified twelve OSLT curriculum initiatives currently under development, with funding to be provided by federal government (CIC), the provincial government (MCI), employers or by the college.

Colleges have been approached by employers willing to cover the costs of curriculum development and, possibly, delivery.

Some colleges have internally funded curriculum development with the expectation that they can sell the curriculum or deliver on a cost-recovery basis to generate revenue.

### **D. Benchmarking at Colleges**

All curriculum developed by colleges as part of ELT or provincial Bridge Training Programs has used the CLB. To date, the ELT and bridging program language curriculum have been designed for individuals assessed at CLB 7 or higher.

Six colleges reported that they have used CLB in developing OSLT curriculum outside ELT or bridging programs.

One college is currently working on a workplace project that benchmarks two occupations: bookkeeper and activation coordinator. The purpose of the project is to assess the language skills of graduates and the language requirements of the workplace. Courses in college programs serving these occupations will also be benchmarked, and the language levels of internationally trained immigrant students enrolled in these programs will be assessed. The results of this benchmarking research will inform recommendations on curriculum changes to address gaps in language development required for the workplace.

Colleges are well prepared to benchmark their vocational programs. As part of the CIITE Project, Ontario colleges have trained over 150 ESL faculty in CLB and 120 are now able to comprehensively benchmark college-level vocational programs.

To date, over 40 first-semester programs have been benchmarked as presented in Appendix 15. Colleges reported that they will apply CLB to new occupation-specific language training curricula.

## **E. Priority Occupations and Related College Curriculum**

Table 7.1 presents the occupation-specific language curriculum developed by colleges for the sector/occupational areas identified as suggested priorities by the colleges.

The curriculum has been categorized according to the source of funding for the development of the curriculum: ELT (federal), Language Component of Bridging Program (provincial), or internal college funding.

The curriculum developed by colleges includes generic sector and occupation-specific curricula.

Wherever possible, the title of the curriculum has been provided, however in some cases curriculum is identified solely by occupation.

Existing curriculum is at various stages of development.

- There are 38 examples of curriculum that were fully developed, delivered and revised for the ELT or bridging program context for which they were developed.
- There are 11 examples of curriculum that were fully or partially developed for the ELT or bridging program context, but not delivered.
- Curriculum that is in the process of being developed is identified as such on the table.
- Stand-alone continuing education courses are not included in Table 7.1.

**Table 7.1 Suggested Priority Occupations and Related Curriculum**  
**SECTOR: BUSINESS**

PRIORITY OCCUPATION	CURRICULUM DEVELOPED BY COLLEGES		
	ELT (Federal)	Language Component of Bridging Program (Provincial)	College Curriculum (College Funded)
Generic Business	Enhanced Language Training for the Canadian Workplace	General Purpose Professional English	English for Business (postsecondary)
	Business		Business Foundations (postsecondary)
	Business Communication in a Technological Environment (under development)		Effective Business Writing (under development)
			Speaking Out in Business (under development)
		Business Communications (support courses)	
Project Management	Enhanced Language and Cultural Skills in Project Management		
Accounting	ELT for Accounting (under development)	Bridging for Accountants (under development)	Accounting (post diploma)
Finance		Finance	Finance (post diploma)
Office Administration			Communication Skills for Office Administrative Assistants
Hospitality and Tourism			ESL for Casino Associates
			Hospitality

Note: This table does not include three generic occupation curricula developed through ELT: two generic/multiple occupation curricula and one ELT Project – French for the Workplace.



**Table 7.1 Suggested Priority Occupations and Related Curriculum**  
**SECTOR: HEALTH SCIENCES**

PRIORITY OCCUPATION	Curriculum Developed by Colleges		
	ELT (Federal)	Language Component of Bridging Program (Provincial)	College Curriculum (College Funded)
Generic Health Care	Allied Health	ESL for Health Care	Health Foundations (postsecondary)
	ELT for Health Care Professionals (under development)	Health	
		Pre-health Communications (online)	
Nursing	Communicating in the Workplace for Internationally Educated Nurses	Fast-Track RPN	English for Nurses Aides (postsecondary)
		Bridging for Internationally Educated Nurses	English for Nurses (currently employed)
			ESL for Fast Track to Nursing
Health & Wellness	ELT for Internationally Trained Massage Therapists		
Pharmaceutical			Pharmaceutical (post graduates & with employer)
Medical Lab Assistant			Medical Lab Technologist

**Table 7.1 Suggested Priority Occupations and Related Curriculum**  
**SECTOR: HUMAN SERVICES**

PRIORITY OCCUPATION	CURRICULUM DEVELOPED BY COLLEGES		
	ELT (Federal)	Language Component Of Bridging Program (Provincial)	College Curriculum (College Funded)
<b>Communications and Multi-Media</b>	ELT for Journalism (under development)	Canadian Journalism for Foreign Trained Writers (graduate certificate)	
<b>Security</b>			Communication Skills for Emergency Service Workers (under development)
<b>ECE</b>	ELT in ECE (under development)		
	ELT in Montessori (under development)		
<b>College Teacher Training</b>		College Teachers' Bridging Program	
<b>Career Counseling</b>		Career and Work Counseling (bridging and diploma)	

**Table 7.1 Suggested Priority Occupations and Related Curriculum**  
**SECTOR: TECHNOLOGY**

PRIORITY OCCUPATION	CURRICULUM DEVELOPED BY COLLEGES		
	ELT (Federal)	Language Component Of Bridging Program (Provincial)	College Curriculum (College)
Generic Technology	Technology		English for Technology
	ELT for Technology	Fast Track to Technology Occupations (2 colleges)	
Engineering Technology		Engineering Technology (bridging)	Engineering Technology: Language and Essential Skills
		Bridging Program for Engineers: Terminology and Communications	
			Engineering Technology
Information Technology		Computer Programmer for Internationally Educated Professionals (Bridging and Diploma)	
Transportation			English Language and Culture in Transportation
Aviation			Aviation (under development)
Energy			Technical Language for the Workplace – Oil and Gas (under development)
Electronics / Electrical			Micro-Electronics (Diploma)

**Table 7.1 Suggested Priority Occupations and Related Curriculum**  
**SECTOR: APPRENTICESHIP AND SKILLED TRADES**

PRIORITY OCCUPATION	CURRICULUM DEVELOPED BY COLLEGES		
	ELT (Federal)	Language Component of Bridging Program (Provincial)	College Curriculum (College Funded)
<b>Construction</b>	Construction Trades	Construction Management for Internationally Educated Professionals (bridging and postgraduate)	General Construction Certificate
		Projet d'intégration des immigrants formés à l'étranger dans le domaine de la construction [Integrating Internationally-Trained Individuals into the Construction Sector] (FSL)	
<b>Motive Power</b>	Transportation		
<b>Services</b>		FSL for Cooks	

## 8. Gaps and Opportunities

Throughout the college consultation process, colleges were open to sharing information, identifying gaps and opportunities and discussing areas of potential collaboration. Even colleges that had not experienced an immediate demand for occupation-specific language programming recognized that changing demographics increases the need for planning.

All colleges expressed openness to working together and building on what was already in place. In particular, colleges identified the need for a coordinated approach to college delivery of occupation-specific language training.

### A. Identified Gaps

Many immigrants to Ontario are not getting the language training they need to work in their field of expertise. There isn't enough language programming, and what there is, isn't at the right level, or in the right place or at the right time.

Across the province, colleges reported significant gaps in addressing the occupation-specific language training needs of newcomers.

#### 1. Gaps in Curriculum for Occupational Sectors

Colleges identified 15 priority occupations where no occupation-specific language curriculum exists within Ontario colleges. Each sector includes at least one priority occupation where no curriculum exists.

For those occupational areas where some language curriculum currently exists, that curriculum will need adaptation, at a minimum, to CLB levels 6 to 8.

#### 2. Gaps in Existing Curriculum

Gaps in OSLT curriculum were widely reported. Colleges identified the lack of standard guidelines for OSLT curriculum, the lack of adaptable curriculum and the lack of an overall framework within which to coordinate curriculum initiatives.

##### ***Lack of Standard Curriculum Guidelines***

A comprehensive set of standard curriculum guidelines for occupation-specific language training would include

- curriculum outcomes, objectives and guidelines.
- instructional guides.
- student assessment guides.
- course materials and resources.
- sample lesson plans.
- guides on occupational content for instructors.

The occupation-specific curriculum developed by colleges varies in detail and

comprehensiveness. Eight colleges have developed comprehensive occupation-specific curriculum standards that are currently being implemented or are ready for delivery. Most colleges talked about the difficulty in ensuring adequate time and resources to develop comprehensive standard curriculum guidelines with all the accompanying materials.

### ***Existing Curriculum Needs Adaptation***

Existing language curriculum may need significant adaptation to meet the language needs of learners in a specific occupational field. There are few examples of existing occupation-specific curriculum that need no customization.

- Curriculum materials and resources developed for learners at CLB 7 to 10 may need to be adapted to meet the needs of target OSLT participants at CLB 6 to 8. There are currently no college-designed ELT or bridging curriculum guidelines for CLB levels below level 7.
- Curriculum designed to meet the needs of students in a specific program (such as bridging, postsecondary or ELT) may not be readily transferable to another context.
- Some existing curriculum was developed for specific occupational purposes and cannot be easily adapted for more generic use in the industry sector.

### ***Lack of Coordinated Framework***

Consultation with the colleges and research indicate that although there are examples of occupation-specific language curriculum within Ontario colleges, curriculum development is hindered without an overall framework to guide the development of standardized outcomes and measures of evaluation.

'Quick fixes' have often failed because sufficient time and resources for planning, outreach and evaluation were not built into the development process. As an example, colleges reported instances of ELT projects where they could not get enough participants because they had not been able to build in enough time and resources to do the required outreach and marketing. Existing stand-alone, short-duration OSLT courses may not enable learners to progress to the next CLB level.

In general, colleges reported that they were not familiar with the details of program and course development work at other colleges. Without a coordinated approach to sharing information, colleges may be duplicating effort.

## **3. Gaps in Delivery Alternatives**

Colleges indicated that there is only one alternative delivery model involving multiple colleges to address issues of geographic disbursement and occupational areas where demand is small due to specialization.

Three colleges worked together in the CARE (Creating Access to Regulated Employment) health care project delivering *Communicating in the Workplace* for Internationally Educated Nurses with the CARE for Nurses Centre. Curriculum has been delivered at three colleges, on a part-time and full-time basis, and at a hospital worksite, together serving nurses in Scarborough, Toronto, Mississauga and Hamilton. Although the number of eligible participants at the appropriate CLB level was uneven across the four locations, the multiple-delivery model helped colleges meet their overall target number of participants by allowing some classes to

operate with more than 15 participants in order to make it possible for other classes to operate with as few as eight participants.

Colleges indicated that online delivery could be considered for discrete courses rather than entire programs, since online language courses are best suited to writing and reading. It is difficult to teach speaking and listening online. Some colleges questioned the level of participant interest in online delivery of language programming, and identified the need to improve accessibility to computers.

Colleges reported that finding appropriate web-based ESL/FSL material is difficult. Currently there are only two college-delivered examples of online generic language courses and one example of an online occupation-specific language course.

#### **4. Gaps in Employer Engagement**

There are eleven examples of employer involvement in OSLT curriculum design and delivery, mostly in the field of health sciences. Three colleges collaborated with a hospital and a long term care facility in delivering occupation-specific language courses to internationally educated nurses. Two colleges worked with hospitals in both French and English for nurses, and colleges have also worked with pharmaceutical companies and IT companies.

These examples are an excellent beginning, but more employers need to be engaged in OSLT initiatives across the province. Employer engagement is a key factor in designing and delivering occupation-specific language training that meets the needs of the workplace, from both an industry perspective and a local workplace perspective.

#### **5. Gaps in OSLT Programming for Suggested Priority Occupations**

Table 8.1 presents the gaps in occupation-specific language training for the suggested priority occupations.

The curriculum that has been developed for an occupational area is categorized by how it was funded: E for ELT, B for bridging, and C for college. A blank entry opposite an occupational area indicates that no curriculum has been developed.

The table does not differentiate the level, nature or comprehensiveness of the curriculum.

**Table 8.1 Gaps in OSLT Programming for Suggested Priority Occupations**

<b>BUSINESS</b> <b>Priority Occupation</b>	<b>Curriculum Developed by Colleges</b>	<b>HEALTH SCIENCES</b> <b>Priority Occupation</b>	<b>Curriculum Developed by Colleges</b>	<b>HUMAN SERVICES</b> <b>Priority Occupation</b>	<b>Curriculum Developed by Colleges</b>
Generic Business	E, B, C	Generic Health Care	E, B, C	Communications and Multi-Media	E, B
Project Management	E	Nursing	E, B, C	Security	C
Accounting	E, B, C	Health & Wellness	E	ECE	E
Finance	B, C	Pharmaceutical	C	College Teacher Training	B
Office Administration	C	Medical Lab Assistant	C	Career Counseling	B
Hospitality and Tourism	C	Gerontology		Social Services Worker / Community Services Worker	
Entrepreneurship / Running a Small Business		Autism		Developmental Services Worker	
		Personal Support Worker			
		Medical Radiation Technology / Radiology			
		Pharmacy Technician			
		Optician			

(continued on next page)



**Table 8.1 Gaps in OSLT Programming for Suggested Priority Occupations  
(continued)**

<b>TECHNOLOGY</b>  <b>Priority Occupation</b>	<b>Curriculum Developed by Colleges</b>	<b>APPRENTICESHIP AND SKILLED TRADES</b>  <b>Priority Occupation</b>	<b>Curriculum Developed by Colleges</b>
Generic Technology	E, B, C	Construction	E, B, C (Generic)
Engineering Technology	B, C	Motive Power	E (Transportation)
Information Technology	B	Services	B (Cooks)
Transportation	C	Industrial / Manufacturing	
Aviation	C		
Energy	C		
Electronics/Electrical	C		
Environment/ Alternative Energy			
Biotech/ Water Quality			
Quality Assessment			
Manufacturing			
Mining			

## **B. Barriers to Closing the Gaps**

Throughout the college consultations and workshop discussions, college representatives identified issues that they perceived to be barriers in addressing the need for occupation-specific language training.

- Lack of coordination among different funding sources hinders the development of occupation-specific language training.
- Lack of coordination among the existing initiatives in Ontario aimed at helping immigrants successfully integrate into the labour market can result in duplicating effort.
- There is limited infrastructure for coordinating and supporting curriculum development and delivery at the college level.
- No mechanism has been established to facilitate sharing of curriculum among colleges.
- There is, as yet, no overall framework to assess the effectiveness of OSLT curriculum design and delivery.
- The current time-limited funding models for language programming do not support the development of a sustainable system of coordinated occupation-specific language training.

On a practical level, there is limited availability of program staff and faculty who can be easily assigned on short notice. Many colleges are at capacity in terms of space, and they would have to consider renting space to accommodate OSLT programming. Sufficient time needs to be built into the process to ensure that OSLT programs attract eligible participants.

## **C. Opportunities to Close the Gaps**

Closing the gaps means taking into account the needs of immigrants, employers and industry sectors.

Building on college expertise, developing an overall strategy for pilot projects and carefully selecting pilot projects will help more immigrants gain access to occupation-specific language training.

Doing both will help develop a comprehensive, effective and sustainable system of occupation-specific language training in Ontario.

### **1. Building on College Expertise**

Ontario's colleges have experience in meeting the language needs of immigrants, and are developing increasing expertise in designing and delivering occupation-specific language training.

The changing demographic of college enrolment has provided the impetus for colleges to directly address the language needs of students who are newcomers. There are significant numbers of CIC-eligible individuals in college postsecondary programs who have occupation-specific language training needs. Colleges have responded positively by creating new

programs to address these needs by, for example, introducing foundation or preparatory programs.

In addition, colleges are actively engaged in immigrant-related initiatives, such as CIITE, that provide opportunities to link with college-delivered language training. Through CIITE, college expertise in linking language training to occupational content is growing as increasing numbers of ESL faculty become qualified in benchmarking college-level vocational programs using CLB.

## **2. Developing a Strategy for Selecting Pilot Projects**

Pilot projects offer immediate, visible opportunities to fill gaps by delivering language training to immigrants or developing OSLT curriculum. The planning, design, operation and evaluation of strategically chosen pilot projects will help shape key components of an overall framework for coordinated implementation of occupation-specific language training across Ontario.

## **3. Suggested Indicators for Identifying Possible Pilot Projects**

Table 8.2 outlines suggested indicators that can be used to identify possible pilot projects.

**Table 8.2 Suggested Indicators for Identifying Possible Pilot Projects**

<b>Parameter</b>	<b>Indicators</b>
<b>1. Sector / Occupation</b>	Are there sectors or occupations that have had little or no OSLT development?
<b>2. Geographic</b>	Is there a region that could benefit from OSLT development or could add value to OSLT development done elsewhere? Are there newcomers who are not being adequately served?
<b>3. Development Model</b> collaboration / stand-alone linkages to other initiatives employer involvement	Are there opportunities for two or more colleges to collaborate? Are there opportunities to link with other related immigrant initiatives? Are opportunities to engage employers in developing or delivering curriculum?
<b>4. Delivery Model</b> in-class / workplace-based technology-based full-time / part-time single college / collaborative venture	Are there gaps in the models of delivery available by sector or occupation? Are there opportunities to introduce delivery alternatives across regions that need occupation-specific language training in particular sectors? This could include where delivery takes place, or whether it offers a flexible time-frame to meet participant needs. Are there opportunities for cross-college partnerships to meet separate but currently unfulfilled needs?
<b>5. Expandable / Transferable Curriculum</b> currently available / under development	Are there opportunities for curriculum currently available or under development to be expanded to the broader sector? Are there opportunities for curriculum currently available or under development to be narrowed effectively to include a module relating to a specific occupation? Can the curriculum currently available or under development be transferred across geographic boundaries?
<b>6. Level of English Proficiency</b>	Are there gaps in the benchmark proficiency levels of current OSLT programs?
<b>7. Capacity and Resources Required</b> design deliver evaluate	Are there gaps in the availability of trained personnel, professional expertise in developing OSLT curriculum, assessment tools, program coordination, technological supports – hardware and software – or other resources such as classroom space needed to mount a successful program?
<b>8. Contribution to Overall Framework</b>	Are there opportunities to contribute to an overall OSLT framework, such as delivery options, a possible credential or an evaluation process that monitors what is working and what is not?
<b>9. Contribution to Information Sharing, Planning and Coordination with Other Initiatives</b>	Are there opportunities to contribute to information sharing about OSLT programs to learners, employers, community organizations and other postsecondary institutions? Are there opportunities to contribute to how programs are planned and coordinated with other related initiatives?

### 3. Categories of Pilot Projects

Consultation with the colleges and research by Colleges Ontario identified two categories of pilot projects that can produce immediate results and contribute to building an overall framework for occupation-specific language training in Ontario:

- Ready-to-go Delivery Pilot Projects
- Curriculum Design and Development Pilot Projects.

Pilot projects are defined to be projects undertaken by colleges, alone or in collaboration with other colleges, where colleges are directly involved in designing, developing or delivering OSLT curriculum within the agreed timeframe.

#### ***Ready-to-Go Delivery Pilot Projects***

Ready-to-go delivery projects provide a unique opportunity to quickly deliver occupation-specific language training to immigrants in priority occupations or industry sectors, and to gather data on delivery issues. For ready-to-go delivery projects,

- there is clear evidence of demand such as recent delivery to CIC-eligible participants, waiting lists of CIC-eligible potential participants, or a need identified by an employer.
- OSLT curriculum is either in place or can be quickly adapted for delivery.
- there is capacity to deliver the program including sufficient trained personnel, expertise in adapting OSLT curriculum if necessary, technological supports, and the infrastructure required to assess and register applicants and deliver programming.
- delivery can begin as soon as the project is approved and no later than September 2008.

The first priority of ready-to-go delivery pilot projects is to deliver occupation-specific language training to eligible participants within 2008 to meet existing, identified gaps. In addition, these pilot projects will help

- ascertain how an existing curriculum can be adapted to meet OSLT parameters, especially how a sector focus might also address the needs of specific occupations.
- determine the lead time needed to market a program and recruit appropriate participants.
- experiment with different delivery locations, timeframes and modes to take into account participants' work schedules and family responsibilities such as full-time or part-time delivery; college- or workplace-based, or a combination of classroom-based and online-based.
- facilitate cross-college delivery possibly by sharing curriculum and faculty and delivering the same OSLT program in different locations, or by combining participants from different college enrolment regions and areas into a common course.
- test models of employer involvement in the delivery of OSLT programs.

During the college consultations, six colleges identified the ten ready-to-go projects presented in Table 8.3. These cover the five priority industry sectors: three in Business, two in Health

Sciences, one in Human Services, two in Technology and two in Apprenticeship and Skilled Trades. One is a collaboration among three colleges, two involve workplaces, and two involve French language occupation-specific language training. Regionally, these projects represent the eastern, western and central regions of Ontario. Other colleges may come forward with ready-to-go projects in response to a request for proposals.

### ***Curriculum Design and Development Pilot Projects***

Curriculum design and development pilot projects will help

- develop a framework that colleges can use for OSLT curriculum that will lead to a measure of consistency of language outcomes.
- examine the feasibility of curriculum design that includes a sector-wide approach with additional modules focusing on specific occupations.
- bring to the curriculum development process a recognition that differing needs of learners may require different delivery models, including on-line delivery.
- ensure that the linguistic, occupational and socio-cultural aspects of occupation-specific language training are addressed in an integrated fashion.
- explore models of cross-college collaboration in contributing to the development and sharing of OSLT curriculum.
- investigate forms of employer involvement in the design and delivery of OSLT curriculum.

Most pilot projects in this category will produce, over the duration of the pilot project phase, fully developed OSLT curriculum to address gaps in occupational priority areas where no curriculum exists. This new or adapted curriculum will be ready for immediate implementation.

Pilot projects looking to develop an overall sector-specific curriculum framework that can incorporate occupation-specific modules fall into the category of curriculum design and development projects. These projects might include organizing curriculum development in sector clusters with specific modules that can be incorporated into each sector cluster.

Pilot projects that contribute to a framework for online adaptation of discrete OSLT courses are also included in this category. These projects will help address the needs of participants who are geographically dispersed or who can not easily travel to attend classes, and where it is not feasible to offer classroom-based delivery in one location. Eight colleges expressed interest in exploring web-based online courses or support for OSLT programming.

In addition, curriculum design and development projects may address

- gaps in curriculum at language benchmark levels appropriate for the target population.
- differences in the occupational and socio-cultural aspects among industry sectors.
- gaps in terms of employer involvement.

Colleges Ontario has identified 22 occupational priority areas where colleges reported that existing curriculum could be adapted for occupation-specific language training, and 24 where colleges expressed interest in developing curriculum where none currently exists. These pilot projects also offer opportunities to explore alternate delivery formats and increase employer

engagement.

#### **4. Delivery and Curriculum Design Opportunities by Sector**

Colleges Ontario has determined that there are three categories of potential curriculum design and delivery pilot project opportunities for each sector as presented in Table 8.3.

- (1) Ready-to-go Delivery: Deliver ready-to-go projects that have existing curriculum that needs little or no adaptation.
- (2) Curriculum Design: Adapt existing curriculum to ensure workplace relevance, appropriate benchmark levels and occupation-specific socio-cultural context in the occupation areas.
- (3) Curriculum Design: Develop specific curriculum modules where no curriculum currently exists.

**Table 8.3 Delivery and Curriculum Design Opportunities by Sector**

<b>Sector</b>	<b>(1) Ready-to-go Delivery Pilot Projects</b>	<b>(2) Curriculum Design Pilot Projects to Adapt Existing Curriculum</b>	<b>(3) Curriculum Design Pilot Projects to Develop Curriculum Modules</b>
<b>Business</b>	Enhanced Language and Cultural Skills in Project Management (Central Region) Communication Skills for Office Administrative Assistants (Western Region) ESL for Casino Associates (Western Region)	Generic Business Project Management Accounting Finance Office Administration Hospitality and Tourism	Entrepreneurship / Running A Small Business
<b>Health Sciences</b>	Communicating in the Workplace for Internationally Educated Nurses (Western and Central Regions) English for Pharmaceutical Workplaces (Central Region)	Nursing Massage Therapy Pharmaceutical Medical Lab Assistant	Gerontology Autism Personal Support Worker Medical Radiation Technology / Radiology Pharmacy Technician Optician
<b>Human Services</b>	College Teachers' Bridging Program (Central Region)	Communications and Multi-Media Security Early Childhood Education College Teacher Training Career Counseling	Social Services Worker / Community Services Worker Developmental Services Worker
<b>Technology</b>	Engineering Technology (Western Region) English for Technology (Central Region)	Generic Technology Engineering Technology Information Technology Transportation Aviation Energy Electronics	Environment / Alternative Energy Biotech / Water Quality Quality Assessment Manufacturing Mining
<b>Apprenticeship and Skilled Trades</b>	Projet d'intégration des immigrants formés à l'étranger dans le domaine de la construction (Integrating Internationally-Trained Individuals into the Construction Sector) (Eastern Region)  FSL for Cooks (Eastern Region)	Generic Construction Services	Brick Laying Carpentry Electrical Industrial Manufacturing Motive Power Plumbing Steam Fitting Transportation



## 9. Issues for Consideration in Moving Forward

### A. Evaluation Approach to Pilot Projects

#### 1. Issue

Pilot projects offer immediate opportunities to fill gaps delivering language training to immigrants or developing OSLT curriculum. However, pilot projects are not isolated initiatives. Their outcomes can help shape key components of an overall implementation framework for occupation-specific language training.

#### 2. Background

Individual colleges must be able to report on the findings and outcomes of their pilot projects in a format that will show that progress has been made in providing occupation-specific language training and addressing the language needs of newcomers.

Pilot projects that involve curriculum delivery and development should include an evaluation component that sets outcome targets and establishes a process for gathering data about the factors affecting success or failure.

Colleges have identified the need for a coordinated approach to OSLT planning, delivery and evaluation. Evaluation measures need to be defined and built into the pilot projects from the outset so that their outcomes contribute to the long-term plan for OSLT implementation.

#### 3. Suggested Strategies

An evaluation framework should be developed to ensure that colleges meet the goals of the OSLT pilot projects. Delivery projects should demonstrate clear evidence that they have met the demand for occupation-specific language training. Curriculum projects should demonstrate evidence of demand. Results from the pilot projects will contribute to the development of college-delivered occupation-specific language training across Ontario.

Individual pilot projects should include an evaluation component, and evaluation measures should be defined at the outset. Measures that should be considered in selecting and evaluating pilot projects should include

- demonstrated links between the labour market need and the profile of potential participants.
- evidence of demand and a sufficient pool of participants for immediate or future OSLT delivery.
- the relevance of OSLT curriculum for participants.
- the relevance of the curriculum for employers.
- the effectiveness of the curriculum in helping participants achieve the required language outcomes.
- the effectiveness of the delivery format in meeting the needs of participants
- the extent to which colleges are collaborating in curriculum design and delivery.

- the extent to which OSLT complements related immigrant initiatives within the college sector.
- an assessment of the support and resources needed for effective implementation and evaluation.

## **B. Sharing of Curriculum**

### **1. Issue**

Citizenship and Immigration Canada has asked Colleges Ontario for input on

- how colleges intend to share and build on curriculum already developed as a result of government-funded (CIC and MCI) initiatives, as well as curriculum that will be developed in response to the proposed OSLT initiative.
- acceptable arrangements for making already developed curriculum (funded through internal college resources) available to other colleges engaged in the proposed OSLT initiative.

### **2. Background**

Colleges understand their obligation to share curriculum developed as part of any CIC- or MCI-funded initiative, including curriculum that has already been developed and curriculum that will be developed as part of the proposed OSLT initiative. Colleges recognize that there may be specific conditions imposed by CIC or MCI about sharing of materials. Colleges reported that there is considerable variation in the range and quality of curriculum materials funded by CIC and MCI.

Some colleges have already invested internal funds to develop stand-alone language curriculum.

Appendix 16 presents a summary of the college-developed OSLT language training, listed by college and identifying the source of funding.

Colleges understand the benefits of openly sharing curriculum developed by other colleges as part of this proposed OSLT initiative. However, they report that there are differences in what non-college institutions are prepared to share with others.

However funded, most existing curriculum will need to be adapted to meet the needs of specific learners at CLB levels 6 to 8. Adapting curriculum has cost implications.

Colleges would like to see the development of mechanisms and supports to facilitate sharing of curriculum among colleges.

### **3. Suggested Strategies**

Sharing of curriculum is most effective when there is an overall framework in place with clearly articulated outcomes and standards. Mechanisms to facilitate the sharing of OSLT curriculum among colleges should be developed and implemented.

Any curriculum developed as a result of CIC funding should be freely available to all colleges.

If a college has internally funded the development of stand-alone occupation-specific language curriculum, CIC should consider purchasing this curriculum for adaptation in OSLT pilot projects. This will need to be considered on a case-by-case basis since pre-existing copyright or other conditions may need to be honoured.

Funding agreements for OSLT pilot projects should specify expectations about the form, content and parameters of curriculum materials that should be shared between colleges.

## **C. Feasibility of Web-based and Online Applications**

### **1. Issue**

CIC has asked for input on the feasibility of web-based or online applications for occupation-specific language training. Colleges identified the need to facilitate communication and collaboration on OSLT initiatives.

### **2. Background**

#### ***Web-based Delivery of OSLT Programming***

Research by Colleges Ontario and consultations with the colleges revealed that there are three existing web-based applications for the delivery of OSLT programming (referenced earlier).

Some colleges reported that some content currently being delivered in classroom format could be adapted for web-based delivery. Exclusive web-based delivery is not feasible for this type of language programming. Online language courses may be best suited to writing and reading. Web-based delivery of the listening and speaking components of the curriculum would require specialized software, high speed internet access and up-to-date computers. Concern was expressed about the cost of the software for the colleges, and about access to high speed internet and up-to-date computers for the learners.

However, colleges that serve a geographically diverse population would benefit if some components of OSLT programming could be delivered online. Web-based course material would improve accessibility for individuals where travel or workplace issues make it difficult for them to attend classes.

#### ***Web-based Application for Enhancing College Collaboration***

Colleges expressed openness about collaborating with other colleges, but raised the issue that there is currently no mechanism in place for sharing curriculum or gauging the effectiveness of curriculum design and delivery in meeting the linguistic needs of immigrants in specific occupational fields. Colleges expressed the belief that a mechanism for communicating and coordinating OSLT initiatives is essential in developing a sustainable, cost-effective approach to occupation-specific language training across Ontario.

Colleges identified the need to identify, organize and make available OSLT curriculum and resource materials in an easy-to-access format. The need was articulated for

- shared access to any material related to occupation-specific language training.
- web-based, easily accessible storage of curriculum and learning materials.

- the capacity to share diverse types of information: documents, slides, video, audio, etc.
- an easy way to search for and share information and materials.
- a 'place to go' to gather information on OSLT initiatives undertaken by Ontario colleges.

Consultations revealed that colleges are not always familiar with the details of program and course development work at other colleges, with the result that curriculum design and development are conducted in isolation.

### ***Digital Repository***

Colleges suggested using web-based technology to develop a digital repository – an online warehouse - for occupation-specific language training across the province to encourage best practices and reduce duplication in designing and mounting OSLT courses or programs. A digital repository stores digital objects such as images, documents, pictures, forms, videos and audio. It includes the software, hardware and processes that enable deposit, retrieval and preservation of digital objects.

A digital repository would provide a significant benefit in helping standardize OSLT curriculum outcomes, and it would offer colleges an opportunity to share different instructional applications to meet local needs. Resources that could be included in a digital repository for occupation-specific language training would include

- curriculum and course outlines.
- lesson plans, including slides and lecture notes.
- student learning activities such as tutorial content, exercises, readings or discussion questions.
- bibliographies.
- exam questions, test banks and other evaluation tools.

To be fully operational, the content of a digital repository has to be managed and maintained. Time and resources would need to be dedicated to

- developing content management policies and guidelines.
- determining rights management policies and procedures to address ownership, access and copyright.
- creating guidelines, procedures and systems for indexing, storing and providing access to the resources.
- processing and organizing resources that are deposited.

Seven colleges indicated interest in investigating the feasibility of a digital repository or creating a pilot repository; more might come forward in response to a request for proposals.

Appendix 17 presents additional information about digital repositories.

### 3. Suggested Strategies

#### ***Web-based Delivery of OSLT Programming***

Encourage colleges to consider adapting discrete components of OSLT curriculum for online delivery where appropriate, recognizing that there are limited applications for this type of programming.

#### ***Digital Repository to Support College Collaboration***

A needs analysis should be undertaken to determine how to create a secure, collaborative, searchable, sharable, sustainable digital repository for occupation-specific language training that will meet the needs of users. The needs analysis should address:

- the needs of potential users of the repository: faculty, students, curriculum designers, instructional designers, etc.
- operational issues: host location, the infrastructure most suited, ways to reduce duplication, economies of scale, taxonomy of search criteria
- protocol for IP ownership of existing material and newly created material to be stored
- guidelines to ensure the consistency of materials deposited
- capacity of colleges to contribute to the repository
- determination of levels of access for different users
- a quality assurance framework.

A pilot project can contribute to this needs analysis by investigating the feasibility of a digital repository or creating a business plan for a pilot digital repository in a particular sector that will

- examine existing relevant educational resource banks to determine what has made them successful.
- gauge how much use might be made of such a digital repository within five years
- assess the technical and professional development support that would be required for colleges in making use of a digital repository.
- estimate the development and maintenance costs.

## **D. Eligibility Requirements**

### **1. Issue**

CIC defines eligible clients as persons who are permanent residents of Canada and those who are convention refugees and protected persons as defined in Section 95 of the Immigration and Refugee Protection Act.

Immigrants who have already gained citizenship are technically not eligible to participate in CIC-funded language programs. CIC is interested in the potential of flexible or cost-sharing arrangements to address this issue.

## 2. Background

Faculty who teach language courses report that immigrants who have been in Canada for several years can significantly benefit from occupation-specific language training. However, many of these immigrants may already have obtained their citizenship and are therefore not eligible for this type of language programming.

There continue to be challenges in attracting sufficient eligible participants for OSLT-type programming. Deliverers of ELT projects report they have experienced problems meeting the enrolment targets which typically require between 12 and 20 eligible participants. There are also challenges in attracting sufficient numbers of eligible participants outside the Greater Toronto Area, or in narrow occupational fields.

Because ELT-type projects are currently funded on a one-time basis, potential participants often only find out about these programs after they are underway.

Colleges have raised the issues associated with the growing numbers of immigrants in career-focused postsecondary programs who experience language difficulties. In 2005, OCAS reported that there were 7,000 first-year registrants (and approximately 13,000 applicants) who were either permanent residents or refugees. Colleges are interested in exploring sustainable solutions with MTCU and CIC to address the needs of these students.

Colleges may be able to supplement numbers in CIC-funded OSLT classes with international or domestic students, although concerns have been raised about mixing fee-payers with non-payers in the classroom.

In certain circumstances, local employers may be prepared to enter into a cost-sharing arrangement to supplement OSLT programs with their employees.

## 3. Suggested Strategies

Adequate and appropriate resources should be assigned to marketing and communicating OSLT programs to attract larger numbers of eligible participants. OSLT initiatives should be communicated overseas as a component in the pre-departure advising provided to prospective immigrants.

Issues of program sustainability and the impact of eligibility requirements on the delivery of occupation-specific language training should be investigated in the context of the pilot projects. Discussions should include MTCU and CIC.

CIC should consider funding OSLT pilot projects with less than 12 but more than eight eligible participants. This would allow colleges to examine innovative approaches to outreach and marketing, flexible methods of delivery, long-term sustainability, external partnerships and the impact of supplementing enrolment with non-eligible participants.

Within the context of the pilot projects, colleges could examine the feasibility of an in-kind contribution to cover the cost of non-eligible students who could supplement enrolment in the OSLT program. College in-kind contributions would need to be considered on a case-by-case basis and might include one or more of the following:

- classroom or office space

- access to campus Learning Resource Centres
- access to student services such as advising and counselling
- employment / career services
- educational resources
- access to the college's centre for students with disabilities for OSLT participants who may have learning issues or need specific accommodation.

## **E. Possibility of OSLT Credential**

### **1. Issue**

CIC has asked for input on the benefits of an OSLT credential and its relationship to existing LINC certificates.

### **2. Background**

Ontario colleges have a formal process for creating and granting credit and non-credit certificates. Colleges have established a system-wide credential framework and validation service to ensure that programs of instruction satisfy the requirements of credentials such as certificates and diplomas.

An OSLT credential would require participants to achieve clearly articulated language outcomes to receive a tangible certificate indicating their achievement.

An OSLT credential that clearly defines expected linguistic outcomes and is aligned with the CLB and LINC certificates offers benefits including

- transparency and consistency across the Ontario college sector.
- a concrete incentive for participants to complete the language training.
- a tangible incentive for employers to hire immigrants. Employers are sometimes seen to be reluctant to hire immigrants because of perceived language barriers.

There are, however, some potential drawbacks in awarding a credential for occupation-specific language training:

- It might create employment barriers for immigrants who have not acquired the credential.
- A credential is only effective if it is recognized by employers, regulatory bodies and other educational institutions. Securing this buy-in will take time and resources.
- Defining the outcomes for an OSLT credential is a complex process requiring careful examination of the relationship between linguistic and occupational content outcomes.

### **3. Suggested Strategies**

Colleges should fully explore the feasibility of creating an appropriate college credential that all colleges would grant when participants have achieved agreed-upon OSLT outcomes. This exploration would include

- an examination of the potential barriers created by a credential.
- the resources required to secure buy-in.
- the relationship between an OSLT college credential and other credentials, and the associated curriculum design issues.

Recommendations on creating a college OSLT credential should be developed in conjunction with CIC to ensure a clear relationship with the LINC certificate, and with MTCU as to how it would relate to postsecondary delivery.

## **F. Feasibility of Workplace-Based Delivery**

### **1. Issue**

CIC has requested input on the feasibility of delivering OSLT in the workplace. The issue of workplace-based delivery is linked to the broader question of employer engagement in the development of the OSLT framework.

### **2. Background**

Colleges work closely with industry, professional associations, sector councils, regulatory bodies and employers through their Program Advisory Committees, Boards of Governors, corporate training departments and involvement on local Boards of Trade and organizations in the communities they serve.

The capacity of employers to offer language training or supports to their employees varies greatly across Ontario. Small and medium-sized enterprises (SMEs) need help in identifying the barriers faced by their employees, and the supports and training needed. A growing number of immigrants are gaining employment in SMEs or becoming self-employed.

Some colleges have recognized the need to work with employers to help them explore ways to integrate immigrants within their workplace. Eleven colleges reported having delivered workplace-based language training in conjunction with employers, such as courses for nurses in the health care sector, for example. Employer engagement and involvement is a critical factor in designing and developing OSLT curriculum for their workforce. Local employers have sometimes been willing to share the cost of curriculum development and delivery.

Sector councils, sponsored by the Government of Canada, can play an important role in curriculum design and development issues. These councils bring together representatives from key stakeholder groups in an industrial sector to identify and take action on the skills needs of the sector. Ontario colleges have a close link with these sector councils.

On-site delivery of occupation-specific language training in the workplace may not be the most efficient method of delivery in cases where there is a small number of eligible participants.

### **3. Suggested Strategies**

Colleges involved in pilot projects on curriculum design and development should build on existing relationships with industry, professional associations, sector councils, regulatory bodies and employers for advice and input on curriculum content and direction. Colleges should undertake a coordinated, collaborative approach to maximize input and avoid duplication of



effort.

Pilot projects should include workplace-based initiatives in cases where a college has an established relationship with an employer who has identified a need for language training in the workplace. This will provide opportunities to examine the feasibility and effectiveness of workplace-based occupation-specific language training.

## **G. Transportation and Child-minding Support**

### **1. Issue**

CIC has asked for input on providing transportation and child-minding support for participants in OSLT pilot projects.

### **2. Background**

For many immigrants, finances are a major barrier to participation in language programs. Many need to support their families and do not have the financial resources to take time off work to attend classes.

Transportation and child-minding allowances are one way to help immigrants with limited resources to attend classes. Although LINC provides some on-site child-minding, some LINC participants are dependent upon using child-care resources in the community for work or family reasons.

Colleges have had experience administering allowances for other government-funded programs, such as the provincially funded Literacy and Basic Skills Program. However, colleges suggested that the administration of government-funded allowances be reviewed to facilitate better delivery of these supports to immigrants.

### **3. Suggested Strategies**

CIC should make transportation and child-minding supports available to participants in the OSLT pilot projects. These supports would be administered by colleges according to the existing LINC guidelines.

CIC should consider covering the cost of off-site child-care.

## **10. Appendices**

- A1. Framework for College Consultations**
- A2. Agenda for Workshop held October 3, 2007**
- A3. Questions for Concurrent Group Discussions**
- A4. Occupation-specific Language Training at Other Canadian Colleges**
- A5. Occupation-specific Language Training at Canadian Universities**
- A6. International Approaches to Occupation-specific Language Training**
- A7. Terms of Reference of the OSLT Working Group**
- A8. HRSDC Measures of Job Availability**
- A9. HRSDC Forecast of Occupational Shortages**
- A10. HRSDC Sectoral Employment Forecasts**
- A11. Ontario Industries Planning Increases and Decreases in Employment, 4<sup>th</sup> Qtr 2007**
- A12. Examples of College-developed ELT Projects**
- A13. Examples of College-developed Bridging Programs**
- A14. Examples of College-developed OSLT Continuing Education Courses**
- A15. Benchmarked First-Semester College Programs**
- A16. College-developed OSLT Curriculum by College**
- A17. Digital Repository**

## A1. Framework for College Consultations

The questions discussed with individual colleges were aligned with this framework. Depending on the level of college activity with respect to language training and immigrant issues, consultants probed further and gathered additional information.

### A. Language Programs

- General: Type and frequency of occupation-specific programs offered; funding sources.
- Participant information: Immigrant groups identified and served; profile of participants in terms of CIC eligibility and other demographics; graduation rates and outcomes.
- Enrolment information: Targets and actual numbers.
- Language Benchmark Information: Benchmarking of programs; benchmark levels of participants; other related issues.
- Web-based: Extent and nature of web-based language programs and courses.
- Workplace based: Language training offered at the workplace.
- Curriculum: Approach to occupation-specific language training; curriculum designed; curriculum under development.
- Evaluation: Tracking and monitoring processes; outcome definition and measurement.
- Gaps And Opportunities: Identified gaps and opportunities; pilot projects ready for implementation; curriculum gaps; unique college expertise.
- Challenges and issues to consider.

### B. Occupational Priority Areas

- Identified occupational priority areas; language programs associated with college-identified priority areas.
- Recent planning work/research in the area of occupation-specific language supports.
- Language curriculum in these occupational areas.

### C. Local Demographics and Skills Shortages

- Availability and use of data for program planning purposes.

### D. College Capacity

- Design and administration of pilot/new programs: Faculty and staff availability; administrative support required for new program development; lead time required for program start-up.
- Faculty/Academic: Full-time and part-time delivery; staffing arrangements; availability of faculty; professional development supports; departmental engagement in language training.

- Marketing/Outreach/Recruitment: Identified market; resources and supports required for marketing; recruitment department assistance; lead time required for marketing and outreach.
- Funding: Resource requirements; funding models; cost recovery.
- Student support: Availability of college student service supports for new participants.
- Space: Availability of classroom/office/student labs; lead time required to access college space.
- Web-based: Nature and extent of web-based/on-line delivery at college; supports and resources required.

## **E. External Partnerships**

- Current partnerships with community, other educational institutions, industry, community, labour unions.
- Valuable and challenging aspects of partnerships.

## **F. Evaluation**

- Tracking and monitoring processes
- Outcome definition and measurement

## **G. Gaps and Opportunities**

- Identified gaps and opportunities
- Pilot projects ready for implementation
- Curriculum gaps
- Unique college expertise

## **H. Other Challenges and Issues for Consideration**

## A2. Agenda for Workshop held October 3, 2007

### Language Skills for the Workplace: Developing a Framework for College Delivery of Occupation-specific Language Training

Seneca College, Newnham Campus 1750 Finch Ave. East  
 Seneca College Residence and Conference Centre  
 Toronto, Ontario M2J 2X5  
 Wednesday, October 3, 2007

#### Agenda

8:45am	<b>Arrival and Refreshments</b>	Foyer, Seneca College Residence and Conference Centre
9:20am – 10:00am	<b>Welcome and Introductions</b> Bill Summers (Vice President, Research & Policy, CO) Gary Cronkwright (Chief Executive Officer, CON*NECT)	Meeting rooms 1 & 2
	<b>Developing the Framework for College Delivery of Occupation-specific Language Training: Project Background</b> Sara Katz (External Consultant, OSLT Project Lead, CO)	Meeting rooms 1&2
	<b>College Consultations: Emerging Themes</b> Peggy Irwin (External Consultant)	Meeting rooms 1&2
10:45am – 11:00am	<b>Break</b>	
	<b>Beyond Ontario Colleges: OSLT Initiatives Elsewhere</b> Valerie Lopes (Academic eLearning Liaison, Seneca College) Jean Handscombe (External Consultant)	Meeting rooms 1&2
11:15am – 12:30pm	<b>Concurrent Discussions: Occupational Priorities</b>	

Business (Facilitator: Stan Talesnick, OSLT Working Group)	Meeting rooms 1&2
Construction and Trades (Facilitator: Cynthia Murphy, CON*NECT)	Meeting room 3

Health Sciences and Human Services (Facilitator: Bernice Klassen, OSLT Working Group)	Meeting room 4
Hospitality and Tourism (Facilitator: TBD)	Meeting room 5
Technology (Facilitator: Carol Roffey, CIITE Steering Committee)	Meeting room 6

12:30pm – 1:30pm      **Lunch and Networking**      Meeting rooms 1&2

1:30pm – 2:45pm      **Concurrent Discussions**

<b>Ready-To-Go Pilot Projects</b> Facilitator: Sara Katz	Meeting rooms 1&2
<b>Curriculum Design</b> Facilitator: Peggy Irwin	Meeting room 3
<b>Delivery Formats</b> Facilitator: Jean Handscombe	Meeting room 4
<b>Feasibility of Web-based Applications</b> Facilitator: Valerie Lopes	Meeting room 5

2:45pm – 3:10pm      **Independent Review of Group Discussions and Break**

3:10pm – 3:40pm      **Group Discussion on RFP Parameters**      Meeting rooms 1&2  
Sara Katz

3:40pm – 4:30pm      **RFP Process**      Meeting rooms 1&2  
Cynthia Murphy

4:30pm – 5:00pm      Next Steps      Meeting rooms 1&2

## **A3. Questions for Concurrent Group Discussions**

### **WORKSHOP CONCURRENT GROUP DISCUSSION QUESTIONS**

**OCTOBER 3, 2007**

#### **Occupational Priority Areas**

(Business, Technology, Health Sciences and Human Services and Apprenticeship and Trades)

1. What are the growth occupational fields within the sector you are discussing? What factors do you base this on? Have these occupations been identified as a priority in your college and in your local community?
2. How would you determine if these occupations are of interest to immigrants in your local region?
3. What do you see as the major barriers for new immigrants finding employment in these occupations?
4. Describe the type of connections your college has with local employers/industry in this sector/occupation? Probe – Does your college undertake any training initiatives with employers in this sector?
5. What makes an occupational field a priority for this project?

#### **Ready-to-go Projects**

1. Describe briefly your proposed pilot project (occupational area, CLB level, mode of delivery).
  - a. Why do you think it is ready to go?
  - b. What gaps does it fill?
  - c. Have you delivered this program before?
2. How does the proposed project relate to other initiatives (college/system/immigrant-related/college strategic plan) and /or your post secondary programs?
3. How would you define the expected outcomes of the proposed pilot projects and how would you measure these outcomes?
4. How do you propose to support the participant in making the transition to employment or occupationally-related training?
5. In what way would your proposed pilot project inform the development of the overall framework for occupation-specific language training? What supports or resources might you need to do this?

#### **Curriculum Design**

1. Where are the curriculum gaps in occupation-specific language training?
2. What key categories would you suggest using in developing an occupation-specific language curriculum? Who would be involved in developing the curriculum?
3. How would you address a broad sector (such as allied health) and a specific occupational field (such as PSW) in the same curriculum?

4. If curriculum has already been developed for a specific occupation what would be involved in adapting it to another context?
5. What would be the most effective way for colleges to work together in developing an occupation-specific curriculum?

### **Delivery Formats**

1. What content within an OSLT curriculum do you see as being more successfully taught:
  - a. Within a college setting
  - b. Elsewhere
2. What would be the logistical challenges in:
  - a. Registering a cross-college group of students interested in taking the same OSLT program?
  - b. Assembling a team of faculty from both the occupational and language?
  - c. Teaching areas to deliver a program?
3. How could we ensure maximum flexibility within the OSLT program, catering to significant differences between students such as:
  - a. Times when available?
  - b. Pace of learning?
  - c. Skill in using technology?
  - d. Unevenness across language skills?
  - e. Educational background?
4. How could new technologies be used:
  - a. To familiarize OSLT students with them?
  - b. In the delivery of programs?

### **Feasibility of Web-based Applications**

1. Please describe any web-based applications for occupation-specific language training that your college has developed or used. Does your college have any plans for OSLT web-based projects in the future?
2. One of the projects that has been suggested is the development of a searchable digital repository of teaching/learning resources and peer-reviewed curriculum guidelines/best practices for occupation-specific language training – what do you think would be the benefits of such a project?
3. What are some of the reasons why we should/should not consider the feasibility of a digital repository? What are some of the key elements that would need to be considered?
4. Who do you see as the primary users of such a repository?
5. Based on your past experiences with web-based applications/delivery, are there any “lessons learned” that you would like to share?



## A4. Occupation-specific Language Training at Other Canadian Colleges

The following examples of programs offered by Canadian colleges do not include Ontario; the list is not intended to be exhaustive. The programs listed were obtained through a web search of college websites, with the descriptions taken from the sites.

SCHOOL	PROGRAM	DESCRIPTION	WEBSITE
<b>PRINCE EDWARD ISLAND</b>			
Holland College	<b>Educational Joint Ventures</b>	The primary objective is to share educational methodology and to create educational and career opportunities for students, in China and in Canada.	<a href="http://www.hollandc.pe.ca/InternationalNew/International/ejv.asp">http://www.hollandc.pe.ca/InternationalNew/International/ejv.asp</a>
<b>MANITOBA</b>			
Red River Community College	<b>English for Technical Purposes</b>	The program is designed to develop students' language skills for further training and employment opportunities in the technology field. This advanced (high intermediate) level program helps students read and understand technical materials, write reports, and develop vocabulary specific to the technologies.	<a href="http://www.rrc.mb.ca/index.php?pid=2674">http://www.rrc.mb.ca/index.php?pid=2674</a>
	<b>English for Business Purposes</b>	The program is designed for students with a background or interest in business. Students develop language skills that will help them in a business environment or pursue further training.	<a href="http://www.rrc.mb.ca/index.php?pid=2674">http://www.rrc.mb.ca/index.php?pid=2674</a>
Red River Community College	<b>English for Professional Purposes</b>	The program is designed to help students who require further language training to prepare for academic programs at a university or college level. It serves as preparation for writing the Test of English as a Foreign Language (TOEFL).	<a href="http://www.rrc.mb.ca/index.php?pid=2674">http://www.rrc.mb.ca/index.php?pid=2674</a>
Red River Community College	<b>English for Nursing Purposes</b>	The program is designed to develop students' language skills for training in the nursing field. The intermediate-level program targets the vocabulary, listening, speaking, reading and writing competencies commonly required in a nurse-training program.	<a href="http://www.rrc.mb.ca/index.php?pid=2674">http://www.rrc.mb.ca/index.php?pid=2674</a>
	<b>English for Health Care Aides</b>	The program is designed to help students who require further language development to work in health care or to prepare for Health Care Aide training programs. This intermediate level	<a href="http://www.rrc.mb.ca/index.php?pid=2674">http://www.rrc.mb.ca/index.php?pid=2674</a>

SCHOOL	PROGRAM	DESCRIPTION	WEBSITE
		program helps students communicate effectively in daily, social and health care work situations using the skills of listening, speaking, reading and writing.	
<b>SASKATCHEWAN</b>			
<b>Campion College (via University of Saskatchewan)</b>	<b>English for Business Purposes</b>	A four-week intensive program specifically designed to make rapid progress in business-related areas, such as correspondence, meetings, negotiations, presentations, attending conferences, cross-cultural awareness, business travel, reports, technical documents, etc.	<a href="http://www.uregina.ca/esl/programs.html">http://www.uregina.ca/esl/programs.html</a>
<b>ALBERTA</b>			
<b>Bow Valley College</b>	<b>ESL Corporate Readiness Training Program</b>	This full-time program provides ten weeks of intensive employment-related training for skilled immigrants who have English as a Second Language, six weeks of unpaid work experience (not guaranteed) and job-search client support for six months after completion of the program.	<a href="http://www.bowvalleycollege.ca/courses_programs/esl/work_experience_immigrants.htm">http://www.bowvalleycollege.ca/courses_programs/esl/work_experience_immigrants.htm</a>
<b>Mount Royal College</b>	<b>Business English Certificate of Completion Program</b>	The program has been developed to address the growing demand and professional needs of Calgary's second-language employees. This comprehensive program focuses primarily on productive language skills (speaking and writing) that many second-language learners find most challenging in today's global workplace.	<a href="http://international.mtroyal.ca/esl_businessenglish.shtml">http://international.mtroyal.ca/esl_businessenglish.shtml</a>
<b>BRITISH COLUMBIA</b>			
<b>British Columbia Institute of Technology</b>	<b>English Language Training – Communication</b>	This course provides students with guided opportunities to practice and improve the specific English-language oral and written skills that they need for success in first-term COMM courses and in the workplace.	<a href="http://www.bcit.ca/study/courses/comm0045">http://www.bcit.ca/study/courses/comm0045</a>
	<b>Technical and Business English for ESL Speakers</b>	The introductory course is for students who intend to study technology and trades at the college level. It provides students with a foundation in English language skills including reading, writing, speaking and listening, and prepares them for future	<a href="http://www.bcit.ca/study/courses/comm0045">http://www.bcit.ca/study/courses/comm0045</a>

SCHOOL	PROGRAM	DESCRIPTION	WEBSITE
		Professional English Language Development courses at BCIT.	
<b>Camosun College</b>	<b>Academic and Professional English</b>	This program provides training in academic, workplace and occupation-specific English; job-finding skills and strategies; and expectations of the Canadian workplace.	<a href="http://www.camosun.bc.ca/learn/programs/cape.html">http://www.camosun.bc.ca/learn/programs/cape.html</a>
<b>Capilano College</b>	<b>ESL Plus Program</b>	Learn more than just English! Students have the opportunity to improve their English language skills plus study a subject in a specialty area of their choice.	<a href="http://www.capcollege.bc.ca/e/north-shore/english-study/custom-designed.html?PageMode=HTML">http://www.capcollege.bc.ca/e/north-shore/english-study/custom-designed.html?PageMode=HTML</a>
<b>Douglas College</b>	<b>English for Internationally Trained Professionals</b>	The course is designed for individuals who wish to upgrade their English language skills for the purposes of 1. improving their employment opportunities and 2. preparing for further education or training. Students will practise strategies for listening, speaking, reading and writing within the context of the professional workplace to meet these specific, career-oriented needs.	<a href="http://www.douglas.bc.ca/calendar/courses/cesl.html">http://www.douglas.bc.ca/calendar/courses/cesl.html</a>
<b>Kwantlen College</b>	<b>English Upgrading for Grad Nurses</b>	Students will learn the reading, writing, listening, and speaking skills necessary for the provision of effective nursing care.	<a href="http://www.kwantlen.ca/calendar/easlcrs.html">http://www.kwantlen.ca/calendar/easlcrs.html</a>
<b>YUKON TERRITORY</b>			
<b>Yukon College</b>	<b>Enhanced Language Training</b>	This course is designed to improve the employability skills of participating permanent residents and protected persons, so that they may find and secure work commensurate with their skills and experience.	<a href="http://www.yukoncollege.yk.ca/programs/esl/index.php">http://www.yukoncollege.yk.ca/programs/esl/index.php</a>

## A5. Occupation-specific Language Training at Canadian Universities

The following are some examples of programs offered by Canadian universities. The list is not intended to be exhaustive. The programs listed were obtained through a web search of university websites, and the descriptions are taken from the sites.

SCHOOL	PROGRAM	DESCRIPTION	WEBSITE
<b>BRITISH COLUMBIA</b>			
<b>University of British Columbia</b>	<b>Business Communications in English</b>	This program is designed to build your confidence in speaking, listening, reading and writing English in business contexts. You will increase your vocabulary and practice using Business English in everyday business situations on the telephone, and in meetings, presentations or negotiations. You will also develop your Business English skills by writing e-mails, memos and business letters, participating in simulated meetings and role-plays, and discussing case studies. You will examine cross-cultural business practices, attend field trips or complete a special entrepreneur activity.	<a href="http://www.eli.ubc.ca/business/index.html">http://www.eli.ubc.ca/business/index.html</a>
<b>University of Victoria</b>	<b>English Work Experience Program</b>	The English Work Experience Program (EWEP) offers an excellent opportunity for you to develop your English skills in a challenging professional environment. During a 4-6 week unpaid work placement, you will participate in the daily activities of a Canadian organization and gain excellent experience to add to your resume.	<a href="http://www.uvcs.uvic.ca/elc/internship-program.html">http://www.uvcs.uvic.ca/elc/internship-program.html</a>
<b>University of Victoria</b>	<b>English for Teachers</b>	The program is intended for teachers of English, or teachers required to use English as the medium of instruction. It will consist of English language instruction as well as training in English Language Teaching (ELT) methodology, lectures, seminars, and workshops. There will be an opportunity for participants to observe a language class.	<a href="http://www.uvcs.uvic.ca/elc/teachers.html">http://www.uvcs.uvic.ca/elc/teachers.html</a>
<b>University of Victoria</b>	<b>Business English</b>	This program is designed for intermediate to advanced level students who are in business or plan to study business. The program focuses on upgrading business communication skills by providing opportunities to practice English through a variety of stimulating business-related activities.	<a href="http://www.uvcs.uvic.ca/elc/businessenglish.html">http://www.uvcs.uvic.ca/elc/businessenglish.html</a>
<b>ALBERTA</b>			

SCHOOL	PROGRAM	DESCRIPTION	WEBSITE
University of Calgary	English for Professional Purposes	We provide language support to professionals who are English as a second or additional language speakers. If you are challenged by communicating in English because it is not your first language, we will help you enhance your skills. We give you the practice, knowledge and confidence you need to achieve success in your workplace.	<a href="http://education.ucalgary.ca/esli/htdocs/pages/item.php?id=3">http://education.ucalgary.ca/esli/htdocs/pages/item.php?id=3</a>
<b>SASKATCHEWAN</b>			
University of Regina	Custom Designed ESL Programs	We will design courses to fit your needs! Some examples are: English for Engineers, English for Aviators, English for International Business, and English for Teaching Purposes.	<a href="http://www.uregina.ca/esl/programs.html">http://www.uregina.ca/esl/programs.html</a>
<b>ONTARIO</b>			
Carleton University	Advanced ESL for Engineering Students	Development of technical communication skills specific to Engineering and Industrial Design: reports, design projects, oral presentations.	<a href="http://www.carleton.ca/slsl/esl/esla/courses.htm">http://www.carleton.ca/slsl/esl/esla/courses.htm</a>
Carleton University	Intensive ESL for Specific Purposes	Our Intensive ESL for Specific Purposes program combines general intensive English classes in the mornings, with specialized language classes in the afternoon. These afternoon classes can also include: lectures, seminars, and/or fieldtrips in particular topic areas. (International Business, Teaching English as a Foreign Language, Media)	<a href="http://www.carleton.ca/esl/f_courses_esp.htm">http://www.carleton.ca/esl/f_courses_esp.htm</a>
Queen's University	Business Internship Program	The Queen's School of English new Business Internship program allows you to study English and gain work experience in Canada. We are one of the few Universities in Canada to offer a program where you can study English and gain work experience at the same time.	<a href="http://www.queensu.ca/qsoe/program_FT_internship_description.html">http://www.queensu.ca/qsoe/program_FT_internship_description.html</a>
University of Toronto	English for Professionals	English for Professionals allows experienced business and professional people to refine their English with like-minded classmates. Learn strategies to get your point across, present a convincing case, negotiate effectively, handle sensitive situations, and feel at ease in social settings. Participate in stimulating discussions on business and professional issues such as global marketing and business ethics.	<a href="http://2learn.utoronto.ca/uoft/search/publicCourseSearchDetails.do?method=load&amp;cms=true&amp;courseId=106055">http://2learn.utoronto.ca/uoft/search/publicCourseSearchDetails.do?method=load&amp;cms=true&amp;courseId=106055</a>
York University	Custom Designed ESL Programs	YUELI has considerable experience in designing special programs for business people, government officials, scientists, engineers, medical professionals, accountants and English	<a href="http://yueli.yorku.ca/yueli_custom.asp">http://yueli.yorku.ca/yueli_custom.asp</a>

SCHOOL	PROGRAM	DESCRIPTION	WEBSITE
		language teachers. These programs combine a specific professional discipline with the particular language skills required to communicate in an international context.	
Ryerson University	Academic and Professional Skills	Ryerson's ESL/EAL Academic Skills courses offer you the opportunity to develop the language skills you need to succeed in your chosen area of study.	<a href="http://ce-online.ryerson.ca/ce_2007-2008/calendar/default.asp?section=course&amp;sub=subject&amp;subject={3B21FACA-C0A2-11D4-A5B8-00E0295B93A9}&amp;mode=crs_list">http://ce-online.ryerson.ca/ce_2007-2008/calendar/default.asp?section=course&amp;sub=subject&amp;subject={3B21FACA-C0A2-11D4-A5B8-00E0295B93A9}&amp;mode=crs_list</a>
<b>NEW BRUNSWICK</b>			
University of New Brunswick	English for the Workplace	This 8-week, part-time course is designed to help English-second-language speakers advance their communication skills in order to function in an English-speaking work environment. Learners will participate in oral presentations, role plays, debates and pronunciation activities to improve their business communication skills.	<a href="http://www.unbsj.ca/sjcollege/esl/ptce.html">http://www.unbsj.ca/sjcollege/esl/ptce.html</a>
	Professional/Labour Market Language Training	Designed to help participants acquire confidence in setting and achieving language and professional/labour market goals.	<a href="http://extend.unb.ca/elp/elp_spec_formats.php">http://extend.unb.ca/elp/elp_spec_formats.php</a>
<b>NOVA SCOTIA</b>			
Acadia University	English for Professional Purposes	EPP courses help you improve your communication skills to achieve your career goals. These courses are for you if you want to use English for: applying for jobs in English, working in Canada or the US, communicating with English speakers at work	<a href="http://conted.acadiiau.ca/acil/epp.html">http://conted.acadiiau.ca/acil/epp.html</a>
Cape Breton University	English for Specific Purposes	The ESL department has been providing customized English for Specific Purposes (ESP) programming for a number of years to both academic institutions and corporate clients. ESP integrates academic and industry based content while maintaining a focus on the four language skills of reading, writing, listening, and speaking. Grammar that is specific to skill specific tasks according to client's needs is emphasized.	<a href="http://www.cbu.ca/ESL/esp.asp">http://www.cbu.ca/ESL/esp.asp</a>
Saint Mary's University	English for Specific Purposes	The TESL Centre is pleased to design English programs for businesses, governments and university departments. Some programs offered include English for Economists, English for Science and Technology, English for Medicine, English for MBA	<a href="http://www.smu.ca/academic/tesl/corporate.html">http://www.smu.ca/academic/tesl/corporate.html</a>

SCHOOL	PROGRAM	DESCRIPTION	WEBSITE
		studies, Teaching English as a Foreign Language for Non-native Speakers, English for Tourism and Hospitality	
<b>NEWFOUNDLAND</b>			
<b>Memorial University of Newfoundland</b>	<b>English for Special Purposes</b>	English for Special Purposes courses and programs are offered such as English for Healthcare Professionals, English for Business Purposes, etc.	<a href="http://www.mun.ca/elss/custom.html">http://www.mun.ca/elss/custom.html</a>

## A6. International Approaches to Occupation-specific Language Training

Colleges Ontario scanned contributions that other English-using and immigrant-receiving countries have made and/or continue to make to the field of occupation-related language training. A condensed version of this material was presented at the October 3 workshop on October 3, 2007.

### Australia

#### Adult Migrant Education Program (AMEP)

AMEP has been a provider of federal funds for over 50 years to help immigrants learn English and gain access to the Australian workplace.<sup>24</sup> AMEP at first delivered programs directly or through a network of Technical and Further Education Institutes that are similar to Canada's college sector. Almost a decade ago, the Australian government opened the tendering process to a much wider spectrum of providers including the private sector.

The AMEP Research Centre has supported the ongoing service delivery of programs for immigrants across Australia with a research and professional development arm operating primarily out of the National Centre for English Language Teaching and Research at MacQuarie University in New South Wales.<sup>25</sup> Topics researched include discourse features of occupations, assessment, learner-centred curriculum, delivery models and the use of newer technologies.

### New Zealand

New Zealand is an interesting parallel to Canada because of its bilingual nature – Maori and English – and the range of government policies and programs designed to treat the Maori people in a culturally and linguistically inclusive manner. <http://www.worksite.govt.nz/> is the New Zealand government's main web-site for all job related assistance, including information for those still developing their English skills.

The Language in Workplace research centre housed at Victoria University of Wellington<sup>26</sup> has a research program that includes identifying characteristics of effective communication between people, diagnosing possible causes of miscommunication and exploring possible applications of the findings for New Zealand workplaces.

The Plain English movement is holding its international conference in New Zealand in November 2007. Plain English has supporters throughout the English-speaking world. It is an important practice for English-language learners in that it makes it easier for learners to

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<sup>24</sup> <http://www.immi.gov.au/living-in-australia/help-with-english/learn-english/>

<sup>25</sup> <http://www.nceltr.mq.edu.au/amep/index.html>

<sup>26</sup> <http://www.victoria.ac.nz/lals/research/lwp.aspx>



understand written material.

## Europe, Including the United Kingdom

Jupp, T.C. & Hodlin, S. (1975) *Industrial English: an example of the theory and practice in functional language teaching*. This key publication suggested moving away from an audio-lingual or grammar-focused approach to language teaching toward spelling out what students should be able to do in and with English. Workplace needs triggered this major shift in language teaching from a focus on form and structure to one on function.

The UK continues to be a major source of professional materials for occupation-specific language teaching.<sup>27</sup> *Language at work, London: Intertext*, a recent text by Koester, A. (2004), uses as its framework what is distinctive about language use at work such as goal orientation, turn-taking rules and asymmetry of power relationships. The implication is that lack of competence in communicating effectively in the workplace within these constraints may well be as problematic as an imperfect knowledge of specialized vocabulary. This book is aimed at first- and second-language learners of English. It draws attention to the important role language plays in any occupation and the need to continue to develop language skills for use in a variety of contexts.

The UK-based International Association of Teachers of English as a Foreign Language has a Special Interest group devoted to English for Special Purposes, the broader terminology used to include occupation-specific research, curriculum and programs.<sup>28</sup>

The early work referenced above by Jupp and Hodlin led into the significant work carried out by the European Union<sup>29</sup> in developing a six-level scale of language proficiency that moves from beginner to very advanced. It has the capacity to add descriptors relevant to all the languages in the European Union and to all occupations or other areas where language proficiency is required, such as for tourism. Since 1 January 2000, training skills acquired abroad can be registered in a personal document developed by the EU.<sup>30</sup>

It is an important principle of the European approach to language learning that learners be able to monitor and document what they are learning. This led to the development of Dialang, an on-line assessment tool.<sup>31</sup>

## United States

The Center for Applied Linguistics (CAL) has played a major role in conducting research and supporting the development of occupation-specific language teaching in the US. According to Allene Gusset Grognet, an ESL Workplace specialist with CAL, the US was heavily influenced

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<sup>27</sup> For example, catalogues from Cambridge University Press, Oxford University Press and Routledge.

<sup>28</sup> <http://www.unav.es/espSig/esponweb.html#espspec>

<sup>29</sup> *Common European Framework of Reference for Languages: Learning, teaching, assessment*. (2001) Council of Europe/Cambridge University Press.

<sup>30</sup> <http://www.europass.cedefop.europa.eu/europass/home/vernav/Europasss+Documents/Europass+Language+Passport/navigate.action>

<sup>31</sup> <http://www.dialang.org/english/index.htm>

by the UK in the 1970s and early 1980s such that the focus was more on the needs of the workplace than the workforce. From the mid-1980s, a more humanistic approach emerged, building on developments in adult education and calling for learners to play a more active role. In the 1990s, teachers were unsure whether their goal was to empower learners or make them better at their jobs. Grognet concluded that by the late 1990s, a middle ground had been reached, with programs more sensitive to the worker but also balancing the exigencies of the workplace.<sup>32</sup> A 2003 article entitled *Issues in Improving Immigrant Workers' English-language Skills* by Miriam Burt, also from CAL, provided four major areas for attention:

- the length of time it takes to acquire proficiency in workplace English
- code switching<sup>33</sup> on the job, especially at worksites with many who speak the same language (not English or French)
- issues of language and identity, particularly the conditions that would make a newcomer want to speak the new language
- the lack of clarity of many program outcomes that make it difficult to measure whether the programs have been successful.<sup>34</sup>

Teachers of English to Speakers of Other Languages, a U.S. professional organization, has an English for Specific Purposes Interest Section. In 2003, it published *Best Practices in Workplace Language Training*.<sup>35</sup>

The National Association of Manufacturers' Center for Workforce Success is an example of an association/organization that promotes employer-supported models. Its 2007 report, *Improving Workplace Opportunities for Limited English Speaking Workers*, provides evidence that innovative workplace-based ESL instruction, technical training and employer practices will offer a competitive edge for firms, and be important for their workforce.<sup>36</sup>

## Canada

National and provincial initiatives such as CLB, Occupational Language Analyses and the Ontario Skills Passport, among others, are evidence that Canada can make a significant contribution in the field of occupation-related language training. Personnel from Canadian Language Benchmarks were invited to participate in the development of the Common European Framework and were the only official group from outside Europe to be acknowledged in the preface to the volume cited above.

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<sup>32</sup> See ERIC Document ED409748 *Integrating Employment Skills into Adult ESL Instruction*. ERIC/PAIE Q & A.

<sup>33</sup> 'Code switching' refers to the practice of using two languages, or sometimes dialects, within the same setting.

<sup>34</sup> [http://www.cal.org/caela/esl\\_resources/digests/Workplaceissues.html](http://www.cal.org/caela/esl_resources/digests/Workplaceissues.html)

<sup>35</sup> <http://www2.tesol.org/communities/espis/BestPractices.html>

<sup>36</sup> <http://www.nam.org>

## **A7. Terms of Reference of the OSLT Working Group**

The Occupation Specific Language Training (OSLT) Working Group will provide feedback and advice to Colleges Ontario (CO) on the development of an implementation plan and the delivery of occupation specific language training pilot projects in Ontario colleges. Specifically, the working group will provide advice on the:

- priority occupations (served by college career-focused programs) for occupation-specific language training
- gaps in existing language training related to college career-focused programs
- priority occupation(s) for potential pilot projects
- design, delivery and evaluation of pilot projects
- process and criteria for college participation in pilot projects
- opportunities to collaborate in developing curriculum and delivering occupation-specific language training
- partnerships with other immigrant-related projects
- partnerships with employers, government and community organizations
- long-term feasibility and sustainability of language training programs in colleges
- development of the overall project work plan.

College membership of the working group will include representatives from:

- Colleges Ontario
- CON\*NECT
- CIITE Project Team
- CIITE Steering Committee
- Heads of Language
- Training and Development Coordinating Committee
- Coordinating Committee of Vice Presidents Academic
- francophone colleges.

Citizenship and Immigration Canada and the Ministry of Citizenship and Immigration may attend meetings periodically.

The working group will report to the Vice President, Research & Policy, Colleges Ontario and meetings will be chaired by a designate of Colleges Ontario. The working group will meet on a regular basis during the time span of the CIC contract with Colleges Ontario.

## **A8. HRSDC Measures of Job Availability**

HRSDC is a valuable resource in determining, at a national level, which occupations are likely to be in high demand. There are at least four measures of job availability that are relevant to the question: for which jobs should immigrants be trained?

### **Net New Jobs**

Most forecasters consider the net increase in the total workforce, i.e. net new jobs, which typically falls in the range of 1% to 2% of the workforce each year, and which is slowly falling in most forecasts due to slowing population growth.

### **Net New and Replacement Jobs**

The HRSDC 10-year occupational forecast considers net new and replacement jobs, i.e. the total change in the individuals who comprise the workforce. This forecast adds retirements to net new jobs. It is about 4-6% of the workforce each year, and is also slowly falling due to slowing population growth.

### **Total Hiring**

Job seekers are not dependent on a person retiring or an entirely new position being created – they can seek to fill any position which is vacated for any reason.

The number often most relevant to job seekers and placement officers is total hiring (similar to total vacancies) that adds the number of people moving from one company to another to the number of new and replacement jobs. This represents about 20% of the workforce each year.

### **Total Job Change**

Employees and employers may be personally interested in total job change, which includes moves within companies, such as promotions, and totals 30% to 40% of the workforce each year.

## A9. HRSDC Forecast of Occupational Shortages

### HRSDC 10-year Forecast of Occupational Shortages<sup>37</sup>

#### Immediate Shortages

- Senior management, human resources managers, residential home builders and renovators
- Human resources and business services professionals
- Engineers: civil, mechanical, computer and software
- Physicians, therapy and assessment professionals, head nurses and supervisors, nursing assistants and other technical occupations in health care
- Lawyers and Quebec notaries and university professors
- Editors and professional occupations in public relations and communications
- Real estate agents and salespersons
- Contractors and supervisors, trades and related workers
- Supervisors and workers in oil and gas drilling / service
- Supervisors, processing occupations such as in petroleum / gas

#### Medium-term Shortages

- Senior management, human resources managers, managers in health and public administration and residential home builders and renovators
- Human resources and business services professionals
- Civil engineers
- Physicians, therapy and assessment professionals, head nurses and supervisors, nursing assistants and other technical occupations in health care
- Contractors and supervisors, trades and related workers
- Supervisors and workers in oil and gas drilling/service
- Supervisors, processing occupations such as in petroleum/ gas

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<sup>37</sup> *The Challenge Ahead: Averting a Skills Crisis in Ontario*. Ontario's Workforce Shortage Coalition. 2007.  
[http://www.collegesontario.org/Client/CollegesOntario/Colleges\\_Ontario\\_LP4W\\_LND\\_WebStation.nsf/resources/2007\\_COALITION\\_REPORTS/\\$file/coalition\\_report.pdf](http://www.collegesontario.org/Client/CollegesOntario/Colleges_Ontario_LP4W_LND_WebStation.nsf/resources/2007_COALITION_REPORTS/$file/coalition_report.pdf)

## A10. HRSDC Sectoral Employment Forecasts<sup>38</sup>

### **Electric power**

It is estimated that this sector will require an additional 9,000 people in technical positions in the next three years, and more than 17,000 over the next eight years. Over one third of the retirees will be trades-related positions. "It takes on average four years to develop an apprentice and a further four years to achieve competency, the industry has reached a turning point in workforce development."

### **Environment**

From 2000 to 2003, Canada's environmental workforce grew 60% faster than the Canadian workforce as a whole. This sector is currently experiencing a significant shortage of workers who have the skills and knowledge to satisfy its full economic and employment potential.

### **Financial services**

"Over 25,000 financial services workers (more than 10% of the total industry workforce) are now 55 years of age or older. Replacing those experienced workers who head into retirement and transferring the knowledge that they hold will present an enormous challenge for the industry." This is particularly applicable in the Greater Toronto Area.

### **Food services**

Over the next 10 years, the food service industry will require an additional 200,000 employees as increasing disposable income and an aging population lead to greater household spending on food services.

### **Health Care**

Thousands of health care providers in Ontario are nearing retirement. Over half of the nursing workforce may retire within the next 10 years, and more than one-third of physicians in Ontario are over age 55. The labour intensity of health care and the increasing demands of an aging population make this a cause for concern. There is already evidence of significant shortages of health professionals in communities across this province.

### **Mining**

Expansion in Timmins, Sudbury and the St. James lowlands are at risk because the mining sector competes for the same national pool of workers as the Alberta oilsands. Moreover,

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<sup>38</sup> *The Challenge Ahead: Averting a Skills Crisis in Ontario*. Ontario's Workforce Shortage Coalition. 2007.

“employers predict that 24.5 per cent of current workers will retire within 10 years, while 40 per cent of employees surveyed ... indicated they plan to retire.”

## **Manufacturing**

Even though manufacturing employment is declining, most of the jobs lost appear to be in the low-skill sectors. Manufacturers have increased their hiring of recent college graduates in each of the past three years.

## **Retail**

The number one challenge cited by nearly three-quarters of all retailers surveyed is attracting new employees from a shrinking talent base of suitable candidates.

## **Strategic Infrastructure**

At a time when the Ontario government has announced \$60 billion in construction costs for electricity production, and an additional \$17 billion for transportation capital, 50,000 workers will be needed to replace retirees in Ontario's construction industry, and more than 35,000 additional workers will be needed to meet construction demand from 2007 to 2015.

## A11. Ontario Industries Planning Increases and Decreases in Employment, 4<sup>th</sup> Quarter 2007

Industry Sector	% of Companies Planning Increase in Employment	% of Companies Planning Decrease in Employment
All industries – Ontario	22	9
Construction	17	12
Education	16	2
Finance, Insurance and Real Estate	12	2
Manufacturing – Durables	16	13
Manufacturing – Non-durables	18	13
Mining	0	0
Public Administration	25	8
Services	25	11
Transportation and Public Utilities	15	9
Wholesale and Retail Trade	34	6

Source: Manpower Employment Outlook Survey Q4/2007



## A12. Examples of College-developed ELT projects

College	Curriculum	Format
<p><b>Algonquin College</b></p>	<p><b>ELT Curricula for Foreign Trained Professionals in:</b></p> <ul style="list-style-type: none"> <li>- Allied Health</li> <li>- Business</li> <li>- Construction Trades</li> <li>- Transportation</li> <li>- Technology</li> </ul>	<ul style="list-style-type: none"> <li>• 20 hours per week for 16 weeks covering the four skill areas of reading, writing, listening and speaking; field specific content was incorporated.</li> <li>• Each week: 12 hours in class with primary ESL instructor; 4 hours with secondary ESL instructor; 2 hours with sector-specific lecturer; 2 hours in computer lab.</li> </ul>
<p><b>Centennial College</b></p>	<p><b>ELT for Internationally Educated Massage Therapists</b></p> <p><b>Enhanced Language and Cultural Skills in Project Management</b></p>	<ul style="list-style-type: none"> <li>• A supplement to a full-time (20 hours per week), one-year bridging program.</li> <li>• Language component is 10 hours per week for 15 weeks, for two semesters.</li> <li>• Content includes language specific to massage therapy including terminology and client interaction, and a socio-cultural component of practicing massage therapy in Ontario.</li> <li>• A supplement to a full-time, one-year post-diploma program which includes a non-mandatory internship in the third semester.</li> <li>• Language component is 10 hours per week for 15 weeks, for two semesters, followed by 3 hours per week for 12 weeks during the internship.</li> <li>• Content includes language specific to project management and a strong socio-cultural component.</li> </ul>
<p><b>Centennial College, George Brown College and Mohawk College</b></p>	<p><b>Communicating in the Workplace for Internationally Educated Nurses</b></p>	<ul style="list-style-type: none"> <li>• Curriculum was developed to allow for flexible delivery options from between 96 hours (part-time) to 150 hours (full-time).</li> <li>• Curriculum was piloted and delivered at hospitals, colleges, and community centres.</li> <li>• Content is divided into three modules: The Nurse Client Interview, Communicating with Colleagues, and Communicating with Clients and Family Members.</li> <li>• Content includes Unit Objectives and Learner Outcomes, Introduction (to the nursing content), Teaching Guide, Activities and Materials, and Evaluation Tools.</li> </ul>
<p><b>George Brown College</b></p>	<p><b>ELT for Technology</b></p>	<ul style="list-style-type: none"> <li>• Curriculum is divided into two phases: the first is a prerequisite for applicants to the technology programs who don't meet CLB 7/8; the second is an integrated language training supplement at CLB 9/10 as ongoing support to the technology program.</li> </ul>
<p><b>La Cité Collégiale</b></p>	<p><b>La Cité Collégiale ELT Project</b></p>	<ul style="list-style-type: none"> <li>• Curriculum was divided into theory and practical components.</li> <li>• Curriculum covers areas such as French language and culture in office administration settings, computer skills and employment search skills</li> </ul>

College	Curriculum	Format
<b>Mohawk College</b>	<b>Generic / Multiple Occupations</b>	<ul style="list-style-type: none"> <li>• 12 week program with monthly intake.</li> <li>• Participants are placed with an employer for a minimum of 2 weeks at some point during the 12 weeks.</li> <li>• Content includes workplace language and socio-cultural topics such as conversational strategies, business English, telephone skills, formal and informal language, as well as job search strategies and workplace safety and labour laws.</li> </ul>
<b>Niagara College</b>	<b>Generic / Multiple Occupations</b>	<ul style="list-style-type: none"> <li>• 2 semester program connected to General Arts and Science Certificate</li> <li>• Instruction at CLB 7/8/9</li> <li>• Content includes career preparation</li> </ul>

## A13. Examples of College-developed Bridging Programs

College	Bridging Programs
<p><b>Conestoga College</b></p>	<p><b>Fast-track Registered Practical Nurse (RPN)</b> An accelerated program for foreign-trained health care workers/professionals who are not nurses to obtain training, certification, registration and employment as Registered Practical Nurses.</p>
<p><b>George Brown College</b></p>	<p><b>Construction Management for Internationally Educated Professionals</b> One-year applied education program leading to a Graduate Certificate in Construction Management that helps participants make the transition from an engineering or architectural role to managerial positions in construction work settings. Participants receive graduate-level training that builds on their education and experience to help develop a practical understanding of the construction business in Canada and skills related to Canadian methods and materials. It includes an enhanced workplace-transition component and industry projects.</p> <p><b>College Teachers' Bridging Program</b> This program includes assessment, higher-level language training for the education sector, introduction to the Canadian workplace, teaching techniques, classroom observation and participation, workshops with coaching, networking opportunities, and work placements.</p>
<p><b>La Cité Collégiale</b></p>	<p><b>Projet d'intégration des immigrants formés à l'étranger dans le domaine de la construction (Integrating Internationally Trained Individuals into the Construction Sector)</b> This program is designed for internationally trained trades people in the construction industry. It provides upgrading and language training, a four- to six-month work placement, support with obtaining certificates of qualifications or becoming registered as an apprentice, and 20 to 40 hours of workshops to prepare participants for competency exams. In addition, it provides cultural/workplace language and communication training, internships and mentoring.</p>
<p><b>Mohawk College</b></p>	<p><b>Pre-health Communications (online): Pre-Bridging Language Acquisition Project</b> This program helps participants prepare to enter health-sector bridging programs by improving their language proficiency from CLB 5 to 7. Four online modules of 50 hours will help participants develop language skills and improve interpersonal communications by presenting material in a Canadian health-care context</p> <p><b>Bridging for Internationally Educated Nurses (BIEN)</b> This program helps internationally educated nurses gain accreditation and/or employment as Practical Nurses or Personal Support Workers. The program consists of assessment and recognition of prior learning and experience, supported work experience, vocational skills and academic training, and occupation-specific language training. Successful graduates attain a postsecondary education credential.</p>

College	Bridging Programs
<p><b>Mohawk College with Settlement and Integration Services Organization</b></p>	<p><b>Bridging Program for Engineers (Terminology and Communications)</b> Prepares internationally trained engineers for employment by bridging technical and language gaps and providing employment support, including labour market research and portfolio development. Skills and competencies are assessed through self-assessment and formal assessment tools provided by organizations such as the Professional Engineers of Ontario and World Education Services. Participants receive information on licensure and have access to paid and unpaid work experience opportunities through resources such as Job Development, Employment Ontario and Career Bridge.</p>
<p><b>Sheridan College and Centennial College</b></p>	<p><b>Fast Track to Technology Occupations</b> This program helps fast track participants into the second year of selected technology programs at Centennial College and Sheridan College. Internationally trained technicians and technologists are admitted directly into the second year of selected programs on the basis of their previous education, credentials and work experience. Programs include:</p> <ul style="list-style-type: none"> <li>- Architectural Technology</li> <li>- Biology and Environmental Technology</li> <li>- Electronics</li> <li>- Computer and Telecommunications Technologies</li> <li>- Mechanical and Manufacturing Technologies.</li> </ul> <p>The program offers a seven-week bridging program to strengthen language skills and reinforce the technical skill base needed for the selected program of study.</p>
<p><b>Sheridan College</b></p>	<p><b>Sheridan Centre for Internationally Trained Individuals Canadian Journalism for Foreign Trained Writers</b> The Sheridan Centre for Internationally Trained Individuals offers a 42-week program that provides help with credential recognition, a preparatory language training program and an academic program followed by a work placement. Throughout the academic and work placement components, the Centre provides mentorship, networking, field placement and employment support, expert advice on Canadian journalism workplace practices and job search support.</p>

## A14. Examples of College-developed OSLT Continuing Education Courses

College	Course	Description
Algonquin College	<b>English as a Second Language for Foreign Trained Nurses</b>	<ul style="list-style-type: none"> <li>• 16-week course for nurses who need language and study skills to upgrade their nursing qualifications in order to meet the professional requirements needed to practice in Ontario.</li> <li>• Combines ESL with nursing content.</li> <li>• Intended for students at an intermediate language proficiency level. A benchmarked language placement test is required.</li> </ul>
	<b>English as a Second Language for Health Professionals</b>	<ul style="list-style-type: none"> <li>• Emphasis is placed on students acquiring further skills in reading, writing, speaking and listening as applied in the health care system. Medical terminology is used in all forms of communication.</li> <li>• Students practice writing and reviewing technical reports, charting, and documenting test results.</li> <li>• Skills in listening and speaking are practiced through interviews, verbal reports and information sessions in a simulated setting.</li> </ul>
Humber College	<b>ESL Business Writing Skills</b>	<ul style="list-style-type: none"> <li>• Prepares advanced ESL students for communications tasks they will face in professional life.</li> <li>• Builds on skills acquired in an earlier ESL course and includes the fundamentals of business communication and writing of effective business documents of varying length.</li> </ul>
George Brown College	<b>ESL Hospitality English</b>	<ul style="list-style-type: none"> <li>• 84 hours of part-time study through continuing education.</li> <li>• Designed for internationally trained professionals.</li> <li>• Develops reading, writing, speaking and listening skills in English while focusing on the communication skills required for study in the Hospitality Operations Certificate program.</li> </ul>
La Cité Collégiale	<b>Integrating Internationally Trained Individuals into the Construction Sector (FSL)</b>	<ul style="list-style-type: none"> <li>• Designed for internationally-trained individuals in the construction trades such as electricians, plumbers, and bricklayers,</li> <li>• Provides upgrading and language training, a four- to six-month work placement, 20 to 40 hours of workshop preparation for competency exams, and support in obtaining certificates of qualifications or becoming registered as an apprentice.</li> <li>• Provides cultural/workplace language and communications training, internships and mentoring.</li> </ul>
Niagara College	<b>Language and Communications for Construction</b>	<ul style="list-style-type: none"> <li>• Focuses on communication skills in writing, speaking, listening, and reading.</li> <li>• Stresses the importance of adapting communication to the needs of the intended audience, selecting the appropriate organizational pattern and incorporating good English usage.</li> <li>• Topics covered may include written communications, oral communications, résumés and letters of application.</li> </ul>

College	Course	Description
<p style="text-align: center;"><b>Seneca College</b></p>	<p><b>Business Oral Communication (Levels I and II)</b></p>	<ul style="list-style-type: none"> <li>• Designed for advanced ESL speakers who want to improve their oral business communication skills.</li> <li>• Students learn language and functional skills to communicate effectively in a Canadian business environment.</li> <li>• Students practice speaking and listening in common formal and informal business situations.</li> <li>• Emphasis on vocabulary/idiomatic language development, Canadian business etiquette, cultural influences in business communication and communication strategies.</li> </ul>
	<p><b>Business / Administrative Writing</b></p>	<ul style="list-style-type: none"> <li>• Designed for advanced ESL students who want to improve their business writing skills.</li> <li>• Helps students evaluate their writing based on characteristics of effective writing.</li> <li>• Equips students to write and edit correspondence with the aim of producing effective business memos, letters and informal reports.</li> </ul>
<p><b>Sheridan College</b></p>	<p><b>Enhanced English Language for Internationally Trained Journalists</b></p>	<ul style="list-style-type: none"> <li>• Designed for newcomer journalists whose language skills need enhancement in four skill areas: reading, writing, speaking and listening.</li> <li>• In reading, focus is on vocabulary expansion and idiomatic usage.</li> <li>• In writing, focus is on transitional devices, punctuation, clear paragraph structure, summarizing and self-editing.</li> <li>• In speaking and listening, focus is on correct grammatical structures, clear pronunciation, word reductions, and stress and intonation patterns.</li> <li>• Addresses the importance of non-verbal communication.</li> </ul>

## A15. Benchmarked First-Semester College Programs

### First-semester Programs Benchmarked under the CIITE Language Proficiency Pilot

Automotive Technician	Human Resources
Biological Sciences	Manufacturing Management
Business Admin	Motive Power Technician
Common Business	Office Administration
Community Worker	Opticianry
Culinary Management	Practical Nursing
Early Childhood Education	Professional Accounting
Educational Assistant	Quality Assurance
Environmental Protection Technician	Respiratory Therapy
ESL courses	Social Service Worker – Gerontology
Financial Services Underwriting	Transportation Engineering
Graphics Technology	Wireless Technology
Hotel and Restaurant Management	

Note: A total of 40 first-semester programs are benchmarked; some programs have been benchmarked at more than one college.

## A16. College-developed OSLT Curriculum by College

COLLEGE	CURRICULUM DEVELOPED BY COLLEGES		
	ELT (Federal)	Language Component Of Bridging Program (Provincial)	College Curriculum (College Funded)
<b>Algonquin College</b>	Allied Health Business Construction Trades Transportation Technology	ESL for Health Care	ESL for Fast Track to Nursing
<b>Boréal College</b>		General Purpose Professional English (Centre de formation multidisciplinaire francophone pour nouveaux immigrants) Finance Engineering Technology Health	English for Nurses Aides (postsecondary) English for Business (postsecondary)
<b>Canadore College</b>			Aviation (under development)
<b>Centennial College</b>	ELT for Internationally Trained Massage Therapists Enhanced Language and Cultural Skills in Project Management Enhanced Language and Cultural Skills in Project Management Communicating in the Workplace for Internationally Educated Nurses	Fast Track to Technology Occupations (Engineering Technology)	Health Foundations (postsecondary) Business Foundations (postsecondary) English Language and Culture in Transportation (postsecondary)
<b>Conestoga College</b>	Business Communication in a Technological Environment (under development) ELT for Health Care Professionals (under development)	Fast Track RPN	Engineering Technology – Language and Essential Skills (continuing education)



COLLEGE	CURRICULUM DEVELOPED BY COLLEGES		
	ELT (Federal)	Language Component Of Bridging Program (Provincial)	College Curriculum (College Funded)
<b>George Brown College</b>	ELT for Technology Communicating in the Workplace for Internationally Educated Nurses	Construction Management (for Internationally Educated Professionals) Computer Programmer (for Internationally Educated Professionals) College Teachers' Bridging Program Career and Work Counsellor	Micro-Electronics (diploma) Hospitality (continuing education) English for Technology (postsecondary)
<b>La Cité Collégiale</b>	ELT project – French for the Workplace	Projet d'intégration des immigrants formés à l'étranger dans le domaine de la construction (FSL) FSL for Cooks	
<b>Mohawk College</b>	Communicating in the Workplace for Internationally Educated Nurses  Generic/multiple occupations	Bridging Program for Engineers (Terminology and Communications courses)  Bridging for Internationally Educated Nurses  Pre-health Communications (online) Bridging for Accountants (under development)	Medical Lab Technologist (postsecondary) Engineering Technology (continuing education) Business Communications (support courses in marketing, accounting and economics) (continuing education) Communication Skills for Emergency Service Workers (under development) Effective Business Writing (under development) Speaking Out in Business (under development)
<b>Niagara College</b>	Generic/multiple occupations		General Construction Certificate (continuing education) ESL for Casino Associates (workplace) Communication Skills for Office Administrative Assistants (corporate)

COLLEGE	CURRICULUM DEVELOPED BY COLLEGES		
	ELT (Federal)	Language Component Of Bridging Program (Provincial)	College Curriculum (College Funded)
<b>Seneca College</b>			Accounting (post diploma) Finance (post diploma) Pharmaceutical (post graduate) English for Nurses (currently employed) Pharmaceutical Communication (with employer) Technical Language for the Workplace (Oil and Gas) (under development)
<b>Sheridan College</b>	ELT for the Canadian Workplace (generic) ELT in ECE (under development) ELT in Montessori (under development) ELT for Journalism (under development) ELT for Accounting (under development)	Fast Track to Technology Occupations Canadian Journalism for Foreign Trained Writers (graduate certificate)	
<b>St. Clair College</b>			Health Foundations (postsecondary)

## A17. Digital Repository

A digital repository that is accessible to all colleges has tremendous potential to encourage wider collaboration and communication by making all curriculum- and course-related material freely available including curriculum guides, course content and resources, instructional guides, information on participant assessment and evaluation, among others.

A digital repository would provide a centralized site with resources for students, faculty, and curriculum and instructional designers. Students could access supplementary course materials and tutorials to enhance learning. Faculty and curriculum designers could access information on OSLT curriculum design and delivery across the province and could then adapt to meet local needs. Course development time could be reduced when instructors have access to common materials that can be adapted to the local context. A digital repository would be particularly useful in creating language curriculum for new or emerging occupational areas where little language curriculum exists as it would provide an easy way for interested colleges to research and collaborate on curriculum development.

Resources for a digital repository for occupation-specific language training could be obtained from different sources and could include materials created specially for the repository, licensed from publishers or contributed by individual colleges.

Considerations in ensuring that a digital repository for occupation-specific language training is usable and relevant include

- ease of depositing material.
- facility to convert material into user-friendly format.
- efficient links to ensure ease of browsing, searching and accessing material.
- fast retrieval and display of material.
- ensuring materials meet accessibility standards.