

# Advanced Placement: A Look at the Ontario Landscape

Final Report

Lead Institution: Mohawk College

MARCH 15, 2018

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## ACKNOWLEDGEMENTS

Mohawk would like to acknowledge ONCAT for this research opportunity and to Hamilton Health Sciences for its partnership and dedication to the project.

## EXECUTIVE SUMMARY

In partnership, Mohawk College and Hamilton Health Sciences together worked to map an advanced placement opportunity for HHS employees, whereby training in the workplace could be granted credit into a Mohawk College program. Educational programming within the Department of Continuing Education was leveraged for its online and part-time learning opportunities, providing prospective learners with flexible deliveries for individuals looking to progress their careers.

The main focus of the project was to gain a better understanding of advanced placement practices and, using the knowledge gained, identify and map a potential pathway in partnership with a Hamilton employer. The mapped pathway was chosen specifically to address an identified skills gap within the industry, providing value to both the employer and prospective student.

Since the concept of advanced placement is still in its infancy within Canada and in particular, within Ontario, Mohawk relied heavily on the experience and best practices of British Columbia Institute of Technology (BCIT), who continue to stand as leaders in the industry.

Of the institutions offering advanced placement opportunities, it was found that Business was the most common of the recipient program areas. This was often due to the fact that curriculum delivered within the Business portfolio best aligned with employer training curriculum and informal work experience. The environmental scan also revealed that, of prospective student audiences, advanced placement programming has largely been established with the Canadian Armed Forces. This could be due to established processes by BCIT with the additional existence of National Advanced Placement and Prior Learning (N-APPL), a national body founded by BCIT that provides post-secondary institutions with the opportunity to provide advanced placement to past and current members of the Canadian military.

Together, HHS and Mohawk College were able to identify pathways from the CQI employer training to the Leadership Development Series. Curriculum mapping between the institutions employed a block transfer approach by using program learning outcomes and instructional hours as the primary measure of complementarity. An 80% alignment between program curriculum was required to be considered eligible for transfer credit, as per the college's Policy on Credit Transfer. Curriculum content was reviewed when the research team was presented with gaps or uncertainties in alignment.

The ONCAT project reinforced the importance of educational partnerships with industry. Together, the two institutions were able to address a gap identified in the workplace while providing valuable educational opportunities for HHS employees. Beyond the pathway identified, the partnership opened dialogue for future collaborations. Mohawk and HHS are committed to the implementation of the CQI-LDS credit transfer opportunity while continuing to explore ways in which to benefit the Hamilton workforce.

Without the project funding, this initiative would likely not have carried forward. Mohawk would like to take the opportunity to recognize and acknowledge the support and contribution from ONCAT.

## INTRODUCTION AND PROJECT OBJECTIVES

The educational system divides learning into two categories: formal, or within the classroom, and informal, stemming from work or other life experience. With the recent mandate of increasing credit transfer opportunities in Ontario, colleges and universities have partnered to create pathways between institutions, using course hours and learning outcomes within the classroom to give academic credit for knowledge gained.

In contrast, acknowledging informal learning was first established as Prior Learning Assessment and Recognition (PLAR), whereby academic credit is granted for knowledge gained through relevant employment, volunteering or extracurricular activities. This opportunity reduces workload and associated costs, and often allows students to fast-track through their programs. PLAR has continued to increase in activity across Canada since the early 2000's; a report issued by the Centre for the Study of Education and Work stated that over 60% of the Canadian workforce would be interested in continuing their education if their informal learning was recognized (Livingstone et al, 2005).

Historically, however, the PLAR process has operated on a course by course basis, limiting the amount of credit the student is given. The novel approach of advanced placement is an innovative way to grant students academic credit for non-academic achievement through work or life experience. As opposed to doing so through course by course evaluation, Mohawk College partnered directly with Hamilton Health Sciences, a primary stakeholder in Hamilton's workforce, to create a pathway that provides individuals with block credit, granting them entry into the program beyond the initial entry point.

Mohawk recognizes that individuals seeking this advanced placement opportunity will be coming directly from the workforce. The project was therefore carried out in the Department of Continuing Education, leveraging its online and part-time learning deliveries to accommodate working adults that wish to pursue an additional credential. Offering a flexible, reduced course load relieves the potential stresses of regimented full-time studies, opening up opportunities where they may not have existed previously.

Academically, the program area showing optimal success has been in business studies. Mohawk plans to leverage the success of BCIT and the recent partnership between Ontario Colleges and McDonald's Restaurants to determine a delivery method that fits within Continuing Education. By doing so, Mohawk hopes to introduce novel pedagogical approaches in online learning that can be further adopted throughout the province.

The scope of this research project was to determine the viability of advanced placement programming in Continuing Education along with gaining a better understanding of the impacts of its implementation. The methodology employed was chosen to gather data based on project outcomes including:

- A comprehensive understanding of the implications of advanced placement within the Ontario post-secondary education system;
- Enhanced student opportunities for career progression through online learning;
- The creation of novel partnerships between the academic and industry sectors;
- A raise in the profile of advanced placement in Ontario.

## LITERATURE REVIEW

The need for increased prior learning recognition in Canada is not a new argument. In 2001, the Conference Board of Canada released a study on the state of prior learning and recognition across the country, paying a particular focus on the impacts that a knowledge-based economy has had on the Canadian workforce (Bloom and Grant, 2001). Even at that time, they identified that the gap in learning recognition could benefit the Canadian economy by as much as \$5.9 billion, a number that increased by triple since (Grant, 2015).

At the same time, the results of Hamilton's 2017 Employer One survey revealed that last year alone, 80% of employers experienced challenges with recruitment. A 'lack of qualifications (education level/credentials)' was listed as a top three contributor toward this issue (Workforce Planning Hamilton, 2017). This same study asked if employers foresaw an increase in skills requirements over the next five years. Overwhelmingly, over 75% said yes. Moreover, in Ontario another 2013 report from the Conference Board of Canada stated that the skills gap has cost the provincial economy up to \$24.3 billion in GDP, linking this figure directly to insufficient education (Munro and Stuckey, 2013).

Interestingly, Statistics Canada revealed that as of 2014, almost one in four university graduates had returned to finish a credential of 'lower level.' Additional schooling has proven to make a difference, as those who had additional post-secondary credentials were found to be more successful in finding employment (Statistics Canada, 2015). Interestingly, job postings in the City of Hamilton demonstrated that employers were placing a primary focus on candidates with Skill Level B, indicating that majority of employers were looking for candidates with college or vocational education or apprenticeship training (Cicman and Travis, 2016).

The answer to this riddle may be found in the fact that Canada has established itself as a knowledge-based economy, placing an emphasis on information and learning as a measure of economic performance. The literature review emphasized that we are in an era where prospective workers are primarily valued by the credentials they have earned as opposed to the skills they have refined (Grant, 2015), placing individuals with informal learning experiences or credentials obtained outside of Canada at a disadvantage when seeking employment (Grant, 2015). In alignment with this statement, economist Derek Burleton calls to government, employers, employees as well as educators to recognize and help combat the need for enhanced training opportunities for individuals in the workforce (Burleton, 2013).

With a stark prevalence of learners pursuing additional credentials, educational pathways and opportunities for credit transfer continue to become more relevant. While Ontario has increased the level of emphasis on credit transfer between institutions, it is thought that more can be done surrounding the recognition of learning obtained outside the formal classroom.

On a local level, Workforce Planning Hamilton identified a lack of credentials listed as one of the top contributors to the prevalent skills gap within the city (Workforce Planning Hamilton, 2017). This challenge has been highlighted with the recent formation of the Mayor's Blue Ribbon Task Force, of which Mohawk is a key participant. Additionally, a major focus in the 2016 Strategic Plan is increasing fluidity between students, the College, and the workforce by expanding access and opening educational options for both traditional and non-traditional audiences. The College's Faculty of Continuing Education plans to target this issue by forming direct partnerships with key players in Hamilton's labour market to identify the gaps, needs, and subsequent programming required to assist with meeting emerging priorities and skills demands. Noting that the majority of employers within the city anticipate an

increase in skills requirements within the next five years, advanced placement programming will constitute a proactive approach in helping to meet the evolving needs of the workforce.

While Prior Learning Assessment and Recognition (PLAR) has been in place for a number of years, the British Columbia Institute of Technology leveraged existing processes to offer block credit for informal learning (reviewed further in the Environmental Scan). Ontario, while offering PLAR opportunities, still stands in its infancy on the topic of advanced placement.

## ENVIRONMENTAL SCAN

To date, few opportunities in Ontario exist for individuals to be granted block transfer for work and informal learning experiences. To our knowledge, the pathway mapped between Mohawk and Hamilton Health Sciences is one of the first within the province created between an academic institution and regional employer.

In order to gain further insight, we looked to the established success stories: British Columbia Institute of Technology, Thompson Rivers University, Ontario Colleges agreement, National Advanced Placement and Prior Learning, and Algonquin College. Institutional websites, press releases and affiliated presentations were reviewed to gain further insight into the advanced placement opportunities offered within Canada.

### British Columbia Institute of Technology

British Columbia Institute of Technology (BCIT) have established themselves as the leader in advanced placement, having launched their first cohort in 2010. The concept was first introduced to Canadian veterans, providing those who had served in the military with the opportunity to receive recognition for the learning they received in training.

BCIT found that the best fit for advanced placement was found in their Business programs, where the first year of studies comprises fundamental courses before the students begin to specialize in their final semesters. Prior to putting the piloting the program, however, BCIT conducted skills and abilities testing inclusive of career workplace essential skills. Results revealed that veterans were already performing at a second year level or above.

Success with the pilot led to BCIT expanding their advanced placement to other audiences. The model was applied to firefighters, mature students, and McDonald's employees. The Environmental Scan revealed that the Institute was further to exploring pathways with Vancouver Film School, Small Business BC and United Way.

### Methodology:

BCIT uses a learning outcomes approach to provide transfer credits to prospective students. Prior learning is evaluated as a combination of experience in the forms of formal education, informal education, workplace training, and management level.

Prospective students are required to send in a portfolio that includes a detailed resume, job description, certificates achieved, and any post-secondary transcripts obtained along with employer verifications. While self-assessments have been discussed, they have not yet been implemented as the school must continue to verify student experience and credentials.

Prospective students are evaluated on an individual basis depending on work experience in comparison to the outcomes of the diploma, and where they would be best placed in the program. After assessment, the student is then granted advanced placement or assigned to bridging courses. BCIT has found that the most common bridging subjects include:

- Finance;
- Economics;
- Marketing;
- Statistics;
- Management; and
- Mathematics.

To date, BCIT has maintained an individual assessment process. As each prospective student is coming in with a different level of experience and knowledge, advanced placement has not been automated.

Business and Engineering have been the subject areas with highest popularity, and the highest success.

### Thompson Rivers University

Thompson Rivers University has established educational agreements with a number of professional associations and employers across Canada. These opportunities allow students to gain credit for any courses, programs or training that may have occurred outside the traditional college or university setting, including those from regulatory bodies.

While the educational pathway depends on the prospective student's area, Thompson Rivers offers credit transfer into a wide range of programs from Certificate to Bachelor's programs. Partner associations ranged from the AFOA (formerly Aboriginal Financial Officers Association of Canada) to the Justice Institute of British Columbia. While pathways at Thompson Rivers were predominantly situated in the health care sector, programming of all areas, inclusive of performing arts to finance, were represented.

Of the most innovative partnerships discovered in the environmental scan was with the Mothers Matter Centre. The Centre delivers the HIPPY program (Home Instruction for Parents of Preschool Youngsters), where home visitors work with parents through structured curriculum that the parents then work through with their children. The program has been delivered for over 17 years and is based out of Vancouver, where it has provided programming for over 10,000 low income, newcomer, Aboriginal and other Canadian mothers.

Completion of the HIPPY program and all of its components render mothers eligible for further educational training at Thompson Rivers. Curriculum will be considered for transfer into the Certificate in General Studies, Certificate in Management Students or a Diploma in Management Studies. Learning outside of the HIPPY program have the potential to be considered for additional transfer credit. A breakdown of the pathway is summarized in the table below.

Table 1: Summary of eligible pathways from HIPPY to Thompson Rivers University

Training Completed	Desired Program	Eligible Transfer Credits	Credits Remaining
Home Visitor Training	Certificate in General Studies	Up to 15	15 (30 credits total)
Home Visitor Training	Certificate in Management Studies	Up to 9	21 (30 credits total)
Home Visitor Training	Diploma in Management Studies	Up to 15	45 (60 credits total)

In addition to professional associations, Thompson Rivers also offered credit transfer for professional training programs with industry leaders such as McDonald’s, explored in more detail from an Ontario perspective in the following section.

### Ontario Colleges

In 2013, McDonald’s and Fanshawe College spearheaded an educational initiative that would be the first of its kind in Ontario. Recognizing the potential to enhance staff benefits, McDonald’s approached the post-secondary institution for a potential partnership.

Three years later, Ontario Colleges and McDonald’s Restaurants of Canada had entered an agreement by which employees could use training certification toward a Business diploma at any college in Ontario.

McDonald’s provides its employees with its Management Development Program (MDP), a rigorous and formal training for individuals to progress their career within the restaurant. MDP is offered in four individualized levels to cater toward different levels of management. These include

- MDP 1: the Shift Management Program, offered to swing and shift manager trainees;
- MDP 2: the Systems Management Program, offered to 2<sup>nd</sup> assistant managers;
- MDP 3: the Restaurant Management Program, offered to 1<sup>st</sup> assistant managers; and
- MDP 4: the Business Management Program, offered to restaurant managers.

Upon mapping the curriculum, Ontario Colleges deemed that the completion of MDP 2 harbours an equivalent learning experience to the first year of the Business Diploma or 3-year Business Administration Advanced Diploma. However, in both instances, prospective students are required to complete bridging courses in the following subjects:

- Math (or successful completion of the math assessment);
- Business Communication (or successful completion of the communications assessment); and
- General Education Elective (equivalent to three credits).

With the completion of the bridging courses as well as the MDP 2 training curriculum, Ontario Colleges have agreed to grant first year’s business credit into the business diploma or business administration advanced diploma. The predicted cost savings for students was estimated at an average of \$4,500.

While application processes seem to differ slightly across the colleges, all have agreed to offer advanced standing with the submission of the McDonald’s Canada Training Verification form signed by a McDonald’s manager and any additional postsecondary transcripts. It should be noted that training must have been completed within three years of the application.

### National Advanced Placement and Prior Learning

The National Advanced Placement and Prior Learning (N-APPL), based on the APPL programming delivered by BCIT, is an overarching body whereby post-secondary institutions can partner to provide former or current members of the Canadian Armed Forces with advanced placement opportunities.

To date, 15 institutions have chosen to partner with N-APPL, however Fanshawe College appears to be the only from Ontario. Partner institutions span across Canada, and include Okanagan College, Northern Alberta Institute of Technology, Cegep Marie-Victorin, and Marine Institute of Memorial University.

Curriculum mapping and admissions processes are leveraged from those developed at BCIT.

### Algonquin College

Algonquin College has formed their own unique partnership with the Canadian Military, appearing to be outside of N-APPL. Aside from McDonald's, the Canadian Armed Forces appeared to be the largest audience chosen for advanced placement partnerships. Similar to BCIT and N-APPL, current and former members of the CAF are eligible to use their training and learning experience as credit toward a select number of Algonquin's programs.

Individuals who have obtained Basic Military Qualification (BMQ) training and have served for a minimum of two years with the Canadian Armed Forces are eligible to receive nine of 13 course equivalencies toward the General Arts and Sciences – Defense and Security certificate. Successful credit transfer would leave prospective students with only four additional courses to complete the credential.

Upon completion of the certificate program, graduates can then continue on to year two in pursuit of the General Arts and Science diploma program. Graduates of the Defense and Security certificate who have also completed Primary Leadership Qualification (PLQ) training are eligible to receive three additional courses for transfer credit. All courses are to be completed online.

Interested individuals are to complete an Academic Credit Recognition Application Form found on the Algonquin College website.

## PATHWAY DEVELOPMENT: METHODOLOGY

1. **Community partnership:** The project began by engaging in dialogue with potential community partners. Hamilton Health Sciences, one of the primary employers in the Hamilton region, was approached. An initial meeting was held with members from both organizations to discuss the potential opportunity and respective expectations, whereby the two institutions verbally agreed to work together to achieve the project objectives.
2. **Memorandum of Understanding:** an MOU was drafted and reviewed by both parties to outline project parameters and partner expectations. The agreement was signed by both sides and further stood as a reference throughout the course of the project.
3. **Project working group:** Mohawk College and Hamilton Health Sciences developed a working group to carry out the deliverables of the advanced placement Pathways project. This working group consisted of a project manager, program manager, and a curriculum specialist from both Mohawk and Hamilton Health Sciences.

4. **Focus program area:** The group conducted a preliminary review of the CQI training curriculum with consideration of the program learning outcomes. Programs at Mohawk College were then reviewed for maximum curriculum alignment.
5. **Curriculum mapping:** Weekly meetings were established between members of the project working group to review curriculum content from the HHS CQI training modules. Course outlines, curriculum content and assessments were reviewed and measured against Mohawk's Leadership Development Series certificate program (Appendix A). Specific criteria used to determine credit transfer included learning hours, course learning outcomes, and in cases that were less clear, curriculum content.
6. **Pathways, eligibility and entry points:** HHS and Mohawk together identified different clusters of CQI training based on audience and likelihood of completion. Mohawk then used this information to map different entry points and credit transfer opportunities based on results from the curriculum mapping.
7. **Next steps and implementation:** Upon completion of the project, Mohawk College and HHS had outlined a number of pathways for credit transfer. The partner institutions are in continued discussion about implementation. Mohawk is in the process of seeking formal approval for the pathway.

## PATHWAY DEVELOPMENT: RESULTS

### Review of HHS Curriculum

Hamilton Health Sciences provides rigorous Continuous Quality Improvement (CQI) training opportunities for its employees. The organization has implemented a mandatory four-day CQI leadership training for all employees while offering 14 additional modules in specialized areas with a large focus on leadership. A list of Modules can be found in Appendix B.

### Focus Program Area

HHS and Mohawk discussed potential pathways for current HHS employees based on formalized training opportunities at HHS and Continuing Education program opportunities at Mohawk College.

Given the specialized focus on leadership training at HHS, the institutions chose Business as the focus program area with the highest potential for alignment. Upon further review of the CQI learning outcomes, Mohawk College and HHS noticed a strong degree of complementarity with the Leadership Development Series (LDS) program within Continuing Education. A course list with descriptions can be found in Appendix A.

Beyond the high degree of credit transfer potential, a number of other benefits were noted with the CQI to LDS pathway:

- LDS is offered part time and exclusively online, offering flexible learning opportunities for employees working full time at HHS;

- Individuals who enrol in the CQI modules are generally in pursuit of leadership opportunity yet were trained in a health science discipline. The potential uptake of this pathway is therefore thought to be significant among HHS employees;
- Explored in more detail under Pathways and Eligibility, the different suites of CQI training allow for multiple entry points into the LDS program, providing credit transfer opportunities to a number of audiences at HHS; and
- With a focus on both hard and soft skills, the combination of CQI and LDS curriculum appears to fill a leadership skills gap for employees that are looking to progress into management roles.

### Curriculum Mapping

Together, Mohawk and HHS conducted a detailed review of the training curriculum to determine alignment and transfer credit opportunity to the Leadership Development Series. Course learning hours, learning outcomes, curriculum content, and assessments were the main elements used in the consideration of potential pathways. Results of the analysis and a detailed curriculum map can be found in Appendix C.

Important to note is that courses within the LDS Certificate each consist of 30 instructional hours, and as such are valued at two credits per course. The Mohawk Credit Value System deems that two-credit courses must contain between 22 and 35 total course hours, which was taken into consideration when mapping course equivalencies.

### Pathways and Eligibility

HHS and Mohawk together reviewed the different training modules while discussing employee audiences. Pathways to entry were identified based on employee profile, value to employee, and credit transfer eligibility. Three audiences were subsequently identified:

1. The Informal Leader: These individuals are emerging leaders at HHS. They could be shift supervisors, clerks, or employees that are looking to further their career, and come from a technical educational background. Uptake within this group of employees is thought to have significant potential.
2. The Formal Leader: Individuals in this audience belong to upper administration and have maintained a leadership role at HHS. It was noted that these individuals could be less likely to pursue a formal credential from Mohawk.
3. The Project Leader: Individuals in this audience are undertaking or have undertaken small or large-scale projects at HHS that required project management training. Those falling under this category may also belong to the informal or formal leader; therefore, all combinations of training were considered when developing the potential pathways.

CQI course modules were then separated out based on audience, creating three individual streams of CQI programming. Within each stream, HHS identified the foundational modules for each pathway, consisting of two to four CQI training programs. These streams provided the foundation for pathway entry points and eligibility, which can be found in the table below and found in more detail in Appendix D. Pathways based on the results from the Curriculum Mapping.

CQI Training Stream	Maximum Credits Granted	Credits Remaining	Potential Cost Savings
<b>Informal Leader</b>	6	14	\$1,038.30
<b>Formal Leader</b>	6	14	\$1,038.30
<b>Project Leader</b>	4	16	\$692.20

*Cost savings were based on fees of \$346.10 per course at the time the report was composed.*

Prospective students from the informal and formal leadership streams could combine their training experience with that of the Project Manager to receive additional transfer credit.

When mapping entrance points, pathways were considered with and without the completion of CQI Wave training. The rationale for this approach was due to the fact that completion of the CQI Wave training module will be mandatory for all employees, however timing is determined at the discretion of Hamilton Health Sciences. Mapping the transfer pathways with the CQI module was therefore thought to place employees who have not yet been scheduled for the training at a disadvantage. However, the mapping found that this module significantly contributed to the level of transfer credits. Individuals who have not yet completed CQI Wave training would be ineligible to receive credit for Creative and Critical Thinking.

The maximum number of credits granted for individuals having completed the project leadership stream along with an informal or formal leadership stream was eight, with a potential cost savings of \$1,384.40 at the time the report was published.

### Next Steps and Implementation

Upon culmination of the project, both Hamilton Health Sciences and Mohawk College were committed to continuing discussion surrounding implementation of the credit transfer opportunities. At the time of the final report submission, Mohawk was seeking discussion with Program Quality, the Registrar and the Dean of Continuing Education for formal approval of the pathway.

## DISCUSSION AND LESSONS LEARNED

One of the first unique advanced placement partnerships in Ontario, this project sought to explore non-traditional pathways to credit transfer within Continuing Education. Throughout the course of the advanced placement project, creation of the HHS-Mohawk pathway led stronger to industry partnerships while opening opportunity for further collaboration.

Throughout the course of the project, a number of best practices and lessons were learned. For instance, discussions with BCIT highlighted an alternative approach of use of individualized assessments to determine the level of advanced standing granted. Mohawk and Hamilton Health Sciences alternatively took a block transfer approach: a certain number of CQI modules would allow for a certain number of transfer credits. This was an option based on the fact that transfer credit was determined only by the number of CQI training modules completed; work experience and informal training methods could be considered in the future.

In both cases, BCIT and Mohawk, it was noted that outlining and communicating admissions and pathway criteria is essential for the success of the student. One step further, BCIT also noted the value

of keeping open communication with students as they moved throughout the program to determine any common challenges or difficulties among them.

In both instances, BCIT and the Ontario College's agreement with McDonald's addressed identified learning gaps with the requirement of bridging courses. In the case of McDonald's, students are required to take Math, Business Communications (or alternatively, successfully pass an assessment in these two areas) and the completion of one elective course. Bridging courses were highlighted as an effective way to prepare prospective students for success within their educational pathway.

HHS and Mohawk discussed additional ways in which students could more easily transition back into a formal education. Many employees have been out of post secondary education for a number of years, finding the assignments, workload and formal assessments a challenge, in particular within an online setting. Moving forward, if this is thought to be a hindrance to prospective students, HHS and Mohawk will strategize ways to ease the transition.

The use of an outcomes-based approach proved successful for the Mohawk-HHS advanced placement pathway. Mohawk advises, however, that for institutions considering adopting advanced placement practices to allow ample time for curriculum mapping. To ensure program quality is upheld, a detailed analysis of industry programming must be conducted and abide by institutional policy, in particular for courses and modules whose learning outcomes do not directly align with those at the post-secondary institution.

In addition, there were some additional attributes to the CQI training that Mohawk could unfortunately not consider in their assessment. Although learning delivered throughout HHS training was reinforced beyond the official classroom, anything without formal documentation or assessment could not be considered toward training hours. This could be an additional consideration for the future.

This project helped highlight the importance of strong relationships between post-secondary institutions and industry employers. Noting the prominent skills gap in Ontario, projects such as this aim to address the issue directly. The Mohawk-HHS advanced placement pathway has the potential to assist emerging leaders with the refinement of both hard and soft skills essential for effective leadership while earning a formalized credential. With leadership existing as one of the fastest growing industries in the workforce, there is reason to believe that more individuals will be seeking formal training in this area to progress their career.

Beyond the pathway identified, the partnership opened dialogue for future collaborations. Mohawk and HHS have expressed their commitment to the implementation of the CQI-LDS credit transfer opportunity while continuing to explore ways in which to benefit the Hamilton workforce.

Using the identified pathway as a foundational model, Mohawk has ambitions of leveraging this knowledge to explore additional advanced placement opportunities. In particular, the college has interest in potential pathways specifically into Business diplomas and graduate certificates.

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**Appendix A**  
**Course List: Leadership Development Series**

Course number	Course title	Course Hours
COMM10216	<a href="#"><u>Creative and Critical Thinking (LDS)</u></a>	30.00
COMM10217	<a href="#"><u>Communications (LDS)</u></a>	30.00
FINC10023	<a href="#"><u>Finance (LDS)</u></a>	30.00
HRES10019	<a href="#"><u>Human Relations (LDS)</u></a>	30.00
LAWS10090	<a href="#"><u>Employment Law (LDS)</u></a>	30.00
MGMT10098	<a href="#"><u>Leading Responsibly (LDS)</u></a>	30.00
MGMT10099	<a href="#"><u>Project Management (LDS)</u></a>	30.00
MGMT10100	<a href="#"><u>Performance Management (LDS)</u></a>	30.00
MGMT10101	<a href="#"><u>Leading Teams (LDS)</u></a>	30.00
MGMT10102	<a href="#"><u>Managing Change (LDS)</u></a>	30.00

**Appendix B:**  
**Course List: HHS Continuous Quality Improvement (CQI) Training**

<b>Course Name</b>	<b>Instructional Hours</b>
<b>CQI Wave Education</b>	25 Hours
<b>Introduction to A3 Problem Solving</b>	2.25 Hours
<b>The Coaching Habit</b>	3.75 Hours
<b>CQI Management System</b>	1 Hours
<b>The Great Work Kick-Start</b>	3.75 Hours
<b>Lean Training – Green Belt</b>	25 Hours
<b>Lean Training – Yellow Belt</b>	16 Hours
<b>Crucial Conversations</b>	14 Hours
<b>Charge Person Development Program</b>	19.5 Hours
<b>Emotional and Social Intelligence in the Healthcare Environment</b>	10.75 Hours
<b>Project Management Essentials for the Unofficial Project Manager</b>	14 Hours
<b>The 5 Question Leader: Work Less Hard, Have More Impact</b>	1.5 Hours
<b>Mindful Leadership for Formal Leaders</b>	15 Hours
<b>Leading Organizational Change</b>	14 Hours
<b>LEADS Learning Series</b>	12.5 Hours

	<i>Creative and Critical Thinking (LDS)</i>	<i>Communications (LDS)</i>	<i>Finance (LDS)</i>	<i>Human Relations (LDS)</i>	<i>Employment Law (LDS)</i>	<i>Leading Responsibly (LDS)</i>	<i>Project Management (LDS)</i>	<i>Performance Management (LDS)</i>	<i>Leading Teams (LDS)</i>	<i>Managing Change (LDS)</i>	<i>TOTAL</i>
CQI Wave Education	25										25
Introduction to A3 Problem Solving	2.25										2.25
The Coaching Habit							3.75				3.75
CQI MS Overview								1			1
The Great Work Kick Start							3.75				3.75
LEAN Green Belt						12.5		12.5			25
LEAN Yellow Belt									16		16
Crucial conversations							14				14
Charge person development	9.75						9.75				19.5
Emotional and social intelligence in HC environment				10.75							10.75
Project management						14		1.5			15.5
5 Question leader											0
Mindful leadership for formal leaders				7.5				7.5			15
Leading org change									14		14
LEADS Learning series								12.5			12.5
<b>TOTAL</b>	<b>37</b>	<b>0</b>	<b>0</b>	<b>18.25</b>	<b>0</b>	<b>0</b>	<b>26.5</b>	<b>31.25</b>	<b>35</b>	<b>30</b>	

<b>Audience</b>	<b>CQI Courses</b>	<b>LDS Course Equivalents</b>	<b>Credits Granted</b>	<b>Credits Remaining</b>
Informal Leaders	Charge Person Development Coaching Habit Crucial Conversations <a href="#">Great Work</a> <a href="#">Lean (Yellow)</a> <a href="#">*CQI Wave Training</a> <a href="#">*Leading Organizational Change</a>	Performance Management  Creative and Critical Thinking Managing Change	2 or 3	7
Formal Leaders	Coaching Habit Crucial Conversations Mindful Leadership <a href="#">Great Work</a> <a href="#">Lean (Green Belt)</a> <a href="#">Leading Organizational Change</a> <a href="#">*LEADS Learning Series</a> <a href="#">*Charge Person Development</a> <a href="#">*CQI Wave Training</a>	Leading Teams Performance Mangement Creative and Critival Thinking	0 to 3	7
Project Leaders	Project Management Lean Yellow OR Lean Green Leading Organizational Change <a href="#">*CQI Wave Training</a> <a href="#">*Charge Person Development</a>	Project Management  Creative and Critical Thinking	1 to 2	2