



COLLEGE OF
THE ROCKIES

INNOVATIVE ENGAGEMENT STRATEGIES FOR COMPETENCY BASED EDUCATION

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INTRODUCTION

By 2024, in Canada almost all high-skilled occupations are expected to face labour shortages

British Columbia is increasing target investments to meet labour market priorities

We need to make sure we are matching the skills we are graduating with the skills we need

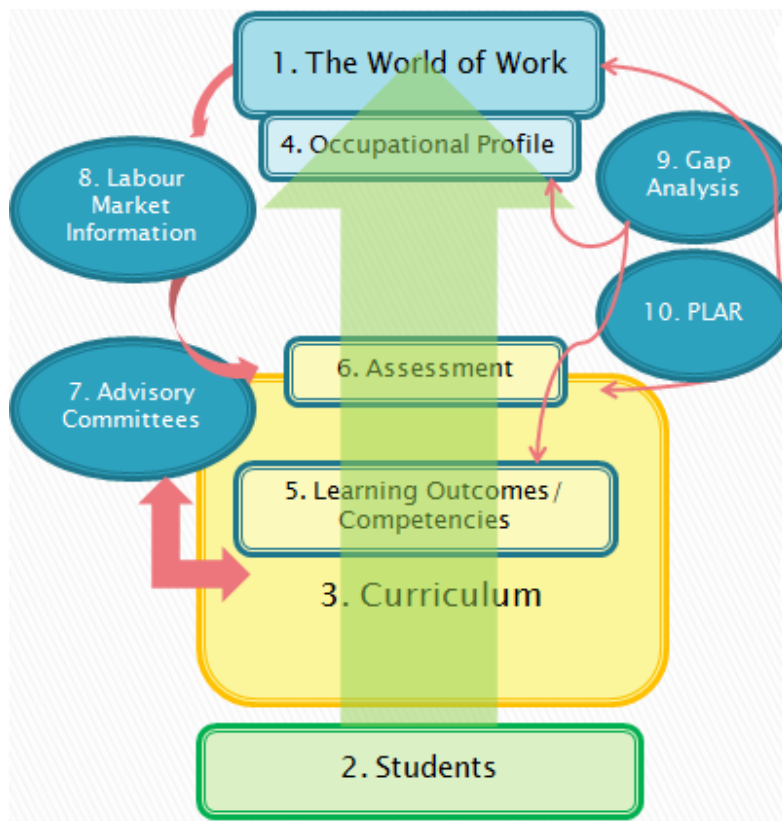
WHAT IS COMPETENCY BASED EDUCATION?

An approach to instruction that focuses on a learner's knowledge, skills, & abilities that they are required to perform at a level where they can demonstrate they have mastery

Defined by the tasks needed in the workplace to define the knowledge, skills, & attitude & create the common language the groups are better able to work together on performance & training objectives to create a more competitive industry



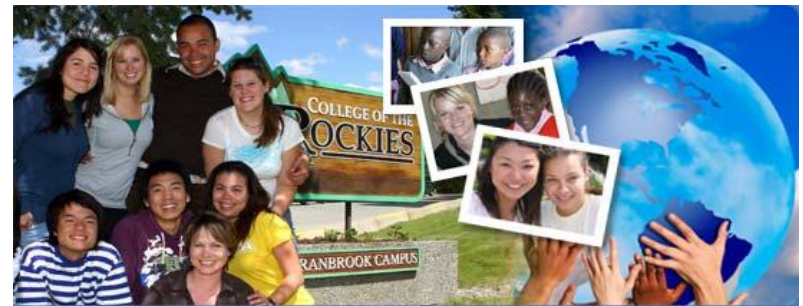
Competency-Based Education & Training (CBET) Development Approach to Technical & Vocational Education & Training (TVET)



1. Understand industry
2. Assess gaps
3. Strengthen partners
4. Develop programs/curriculum
5. Create job-ready graduates

COLLEGE OF THE ROCKIES QUICK FACTS

- Globally-engaged community college
- Serving nearly 12,000 learners per year
- Based in resort & resource-rich region
- Offers certificates, diplomas, degrees & post-grad certificates & diplomas
- Academic & applied technical training programs
- Supports workforce education & sustainable corporate & community development
- Successfully matches skills with those required by employers



Business Administration
Adventure Tourism
Accounting & Finance
Marketing & Management
Global Studies
Tourism & Recreation Management
University Arts & Sciences

Health & Nursing
Office Administration
Culinary Arts
Fire & Emergency Services
Child, Youth & Family Services
Automotive Mechanics
Construction & Industrial Electrician

Millwright
Welding
Mining Apprenticeship in Heavy Duty
Mechanics & Electrical
Carpentry
Timber Framing
Haul Truck Driver

INNOVATIVE ENGAGEMENT STRATEGIES

1. Training & support for corporate social responsibility efforts that lead to the creation of jobs & a vibrant economy
2. Partnerships with governments, foundations & non-governmental organizations to support non-traditional learners
3. Engagement in applied research to support strong & healthy communities
4. Advisory processes that create mutually beneficial relationships with industry
5. Responsiveness to specific community needs & opportunities
6. Sustaining the commitment to engagement

CASE STUDIES

1. TRAINING & SUPPORT FOR CORPORATE SOCIAL RESPONSIBILITY EFFORTS THAT LEAD TO THE CREATION OF JOBS & A VIBRANT ECONOMY

Increasing recognition of the importance of public-private partnerships in CSR

1.1 TRAINING & SUPPORT FOR CORPORATE SOCIAL RESPONSIBILITY EFFORTS THAT LEAD TO THE CREATION OF JOBS & A VIBRANT ECONOMY

Partners – Village of Canal Flats, BC’s Ministry of Advanced Education, WorkBC & Canal Flats Worker Transition Team

Objective – Upgrading for industry skills after mill closure

Our Response – Skills upgrades & Haul Truck Operator/Heavy Equipment Hybrid Program



“Training provided enabled those concerned to “find their fit in our diverse, strong & growing economy” (The Honourable Bill Bennett, as cited in College of the Rockies, 2015, 25 May)

1.2 TRAINING & SUPPORT FOR CORPORATE SOCIAL RESPONSIBILITY EFFORTS THAT LEAD TO THE CREATION OF JOBS & A VIBRANT ECONOMY

Partners – IAMGOLD, Plan Canada, Burkina Faso Ministry of Education, Government of Canada, New Brunswick Community College

Objective – Improve educational outcomes for youth by providing support to improve the Burkinabé Technical & Vocational Education & Training (TVET) system



Our Response – Building Burkina Faso's capacity in competency based education by delivering training in curriculum development & pedagogical methods, partnership building between ministries & transitions into employment for students

2. PARTNERSHIPS WITH GOVERNMENTS, FOUNDATIONS & NON-GOVERNMENTAL ORGANIZATIONS TO SUPPORT NON-TRADITIONAL LEARNERS

2.1 PARTNERSHIPS WITH GOVERNMENTS, FOUNDATIONS & NON-GOVERNMENTAL ORGANIZATIONS TO SUPPORT NON-TRADITIONAL LEARNERS

Partners – Province of BC & the Government of Canada

Program – Retraining Initiative for Older Workers

Our Response – 10 weeks of instruction in computers, soft-skills, workplace skills & job-search strategies, & a 4 week job placement with local businesses who advise & shape course content



2.2 PARTNERSHIPS WITH GOVERNMENTS, FOUNDATIONS & NON-GOVERNMENTAL ORGANIZATIONS TO SUPPORT NON-TRADITIONAL LEARNERS

Partners – Dominica State College, Government of Canada, DFID, Colleges & Institutes Canada, Bow Valley College

Objective – Youth Skills Development Pre-Technology Training

Our Response – 12 week training for at-risk, unemployed & uneducated youth using applied learning strategies to develop essential employability skills, vocational skills, entrepreneurship skills & academic skills



“This program is helping me to improve my marketability skills to find a job in today's job market, to stand on my own two feet”

3. ENGAGEMENT IN APPLIED RESEARCH TO SUPPORT STRONG & HEALTHY COMMUNITIES

3.1 ENGAGEMENT IN APPLIED RESEARCH TO SUPPORT STRONG & HEALTHY COMMUNITIES

Partners – ViaSport, Royal Bank of Canada

Objective – Assessing & improving the physical literacy of elementary school children

Physical literacy refers to “the mastering of fundamental movement skills (FMS) including running, skipping, hopping, & galloping & it is important for children”

Our Response – The College’s kinesiology & teacher education faculty & students assessed the physical literacy of elementary students & found that students scored lower in their FMS development for their ages allowing for new teaching interventions at the elementary level



3.2 ENGAGEMENT IN APPLIED RESEARCH TO SUPPORT STRONG & HEALTHY COMMUNITIES

Partners – Government of Canada, Kenya Ministry of Health, Dedan Kimathi University of Technology

Objective – Innovative, evidence-based solutions to challenges of high maternal & infant mortality rates in Kenya

Our Response – Changes to traditional, life-threatening practices resulting in women seeking qualified care throughout pregnancy & childbirth & training of community health officers in emergency obstetric care



4. ADVISORY PROCESSES THAT CREATES MUTUALLY BENEFICIAL RELATIONSHIPS WITH INDUSTRY

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Partners – Teck Resources

Objective – Flexible training program to provide access to Heavy Duty Mechanics & Electrical Trades through innovative integrated training & work placement model

Our Response – Mining Apprenticeship Program - apprentices work at several industry partner work locations, providing practical hands-on learning experiences on a variety of equipment



4.2 ADVISORY PROCESSES THAT CREATES MUTUALLY BENEFICIAL RELATIONSHIPS WITH INDUSTRY

Partners – BC and Alberta Fire Chiefs, Cities of Kimberley & Cranbrook, ProBoard

Objective – Recognition for experiential learning in the fire services sector

Our Response – Certificate in firefighting as well as a customized firefighting training, with graduates receiving international ProBoard recognized credentials



5. RESPONSIVENESS TO SPECIFIC COMMUNITY NEEDS & OPPORTUNITIES



5.1 RESPONSIVENESS TO SPECIFIC COMMUNITY NEEDS & OPPORTUNITIES

Partners – Mwanza Vocational Educational Training Authority, Camosun College, CICan, Government of Canada, Panafrican Group, Gold Geita Mine & the North Mara Gold Mine

Objective – Expanded employment in extractive industries through engagement of industry to enhance system of competency based education

Our Response – Supporting the Mwanza VETA in establishing an advisory process that will ensure that a revamped heavy duty mechanics program delivers on the competencies required by industry



5.2 RESPONSIVENESS TO SPECIFIC COMMUNITY NEEDS & OPPORTUNITIES

Partners – Universidad Espiritu Santo in Guayaquil, CICan, Government of Canada, Niagara College

Objective – Engagement of community partners to develop “learning by doing” opportunities for community members to develop small innovative eco-tourism based initiatives, building experience & momentum for larger projects in the region

Our Response – Sustainability was created through the development & support of eco-tourism & entrepreneurial training programs, & through the establishment of revenue generating enterprises that could reinvest profits to support future initiatives



6. SUSTAINING THE COMMITMENT TO ENGAGEMENT



6.1 SUSTAINING THE COMMITMENT TO ENGAGEMENT

Partners – Panafrican Group

Objective – Train the trainer model to enhance training capacity that will support long term regional employment development

Our Response – Engagement with Panafrican’s training manager to develop & accredit a training program that is consistent in content & rigour to the Canadian context

Employees are now graduating with the competencies required for high-wage heavy duty mechanics employment, filling jobs that previously would often be occupied by expatriate labour



6.2 SUSTAINING THE COMMITMENT TO ENGAGEMENT

Partners – Regional & National Industry Partners in Extractives and Construction, Province of British Columbia

Objective – Expedited & safe training for in-demand job sectors

Our Response – Specialized instructional delivery, using Haul Truck & Heavy Equipment simulators, students are involved in realistic mining scenarios, interacting with hydraulic shovels, electric shovels, excavators & wheel loaders & learn how to negotiate hills & ramps in different weather & road conditions & how to recognize & respond to all kinds of mechanical failures & emergency situations



SUMMARY

College of the Rockies sustains a focus on innovative engagement strategies that support excellence in TVET

Our strategies include:

- Incorporating CSR philosophies
- Leveraging diverse partnerships
- Engaging in applied research
- Working closely with industry
- Responding to community needs
- Developing sustainability strategies

Result = graduates are fully prepared with the competencies they need in the global workforce



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THANK YOU

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