

Ontario College Agreement

Regarding

Student Transfer Within Human Resources Diploma Programs

(Ministry of Training, Colleges and Universities Diploma Program Codes 50223 and 60223)

1. Introduction, Purpose and Context:

While many colleges offer business programs, the system does not consistently offer seamless transfer for students among programs. In early 2010, the Ontario college Heads of Business (HoB) applied for an ONCAT grant for the development of a province-wide transfer agreement in Human Resources. From findings related to that process, more transfer agreements were undertaken. This is the resulting transfer agreement which focuses on the following college diploma programs:

- i. the Ontario College Diploma in Human Resources program (MTCU funding code 50223) and
- ii. the Ontario College Advanced Diploma in Business Administration – Human Resources program (MTCU funding code 60223).

The **Ontario College “Heads of Business” Transfer Agreement in Human Resources** is intended to define the conditions and processes whereby students can seamlessly transfer

- i. FROM the successful completion of year one of either Human Resources program 50223 or 60223 TO the second year of the same program at another Ontario college, and
- ii. FROM successful completion of Human Resources diploma program 50223 OR the second year Business Administration - Human Resources diploma program 60223 TO the 3rd year of Business Administration – Human Resources program 60223 in another Ontario college.
- iii. Ultimately, transfer could lead to admission into a college baccalaureate.

Fully qualified transfer students are expected to be able to complete their diploma studies in the same number of semesters as they would have had they not transferred.

2. Participation in the Agreement:

2.1 All Ontario CAAT colleges are invited to participate in this transfer agreement BUT programs to be considered for transfer:

- i. Must conform (and continue to conform) to the relevant MTCU program standards.
- ii. Previously non-complying college programs are eligible to participate in this agreement once they meet the requirements.
- iii. Colleges wishing to participate in the Diploma-to-Baccalaureate Transfer will agree to additional stipulations contained in that specific agreement
- iv. Participants in this agreement are listed in Appendix A

3. Business Transfer Steering Committee:

3.1 Reporting to the Heads of Business (HoB), and answerable to the College Committee of Vice Presidents Academic (CCVPA), this transfer agreement will be subject to monitoring by a Business Transfer Steering Committee (Steering Committee). At the outset, the Steering Committee will include one registrar representative appointed by the Registrars Committee. The Steering Committee’s mandate is:

- i. to annually collect and review measurement data on the effectiveness of the transfer process and report to the HoB,
- ii. to maintain confidentiality of personal and individual college information,
- iii. to receive and deal with concerns within its mandate,
- iv. to propose academic improvements to the HoB, pursue admission, information and data collection issues to the Registrars Committee and route other concerns to the responsible individuals or groups,
- v. to prepare the end-of-contract-term summative report for the HoB and the CCVPA, and
- vi. At the end of the first term of the agreement, to recommend continuation, adjustment or retirement of the

agreement and of the Committee.

3.2 It is understood that the Steering Committee will assume oversight responsibilities within its mandate for additional business transfer initiatives as they are implemented. In this context, they will recommend adjustment to the committee's membership, mandate, scope and continuation as needed.

3.3 The Steering Committee will promptly address any urgent concerns within its mandate. Critical issues requiring ongoing monitoring include any non-compliance with the established program requirements, concerns expressed by the professional organizations or any changes to the external rules governing college programs.

3.4 The Steering Committee will table with the HoB an Annual Progress Report on the transfer program. Any significant problems that fall within the mandate of the Steering Committee, the HoB or its members will be addressed in a timely fashion: those beyond their mandate will be forwarded to those responsible for appropriate action. Issues related to application, admission, and information will be forwarded through the registrar representative to the provincial college Registrars Committee.

3.5 At the end of the initial seven year term, a Summative Report will be tabled by the Steering Committee recommending any further changes in the overall transfer agreement and its renewal. This report will be finalized in consultation with the HoB and subsequently forwarded to the Provincial college CCVPA and the Registrar's Group.

4. Term of the Initial Agreement:

4.1 The initial term of this agreement is seven years.

4.2 Colleges offering programs in business may adjust the conditions for transfer to reflect external changes in standards or professional accreditation or certification requirements. The timetable for implementing these changes will conform to those required by the accrediting organization.

4.3 Individual colleges may withdraw from the agreement with the following conditions:

- i. that the decision is implemented after all public student information sources are adjusted accordingly,
- ii. that students currently registered in the diploma "baccalaureate transfer stream" OR transfer students currently registered in a college Diploma or Degree program can complete their program of study, and
- iii. external regulations permitting, degree programs will continue to accept transfers for an additional 2 years.

4.4 At the end of the initial seven year term, a summative report will be tabled by the Steering Committee recommending any further changes in the overall transfer agreement and its renewal.

4.5 In the unlikely event that the agreement is terminated at the end of the initial term, qualifying students enrolled in the Ontario College 50223 and 60223 Human Resources diploma programs, and taking the 'transfer stream' or 'transfer prerequisite courses', will continue to be eligible for baccalaureate transfer for a minimum of an additional two years.

5. The Conditions Governing Transfer:

5.1 Qualifying transfer students will carry forward to their new institution an agreed number of academic credits: termed a 'block credit transfer' which will include specific credits and exemptions. When necessary, the block will be updated based on a gap analysis methodology that compares related diploma competencies reflected in the provincial program standards.

5.2 Grade equivalencies are addressed by this agreement as follows:

- i. All colleges that are signatory to this agreement will accept the course "pass" designation for all others regardless of specific grade earned,
- ii. Wherever specific grades or Grade Point Averages (GPAs) are required, the grade given by the 'originating college' will be accepted,
- iii. Transfer credit for courses will typically be recorded on the 'receiving college' transcript in terminology such as "transfer credit" or "exemption" rather than a grade, and
- iv. Whenever transfer students pursue professional certification and they require final grade evidence of completion of a professional course requirement from another college, they must obtain transcript evidence of grades from the college at which the course was taken.

5.3 To qualify for transfer FROM the first year of Ontario College Diploma 50223 OR 60223 TO the second year of the same programs offered by another college, an applicant must:

- i. complete the first year of the 50223 OR 60223 diploma program that complies with the applicable MTCU Standards,
- ii. complete the first year course/learning requirements summarized in Appendix C below, and

- iii. meet any other admissions requirements of the college being applied to.
- 5.4 To qualify for transfer FROM the second year of a 60223 diploma program OR after completion of the 50223 diploma program TO the third year of the 60223 diploma program at another college, an applicant must:
- i. have successfully completed a 50223 diploma program or the first two years of a 60223 diploma program that complies with the applicable MTCU Standards,
 - ii. complete the first and second year course/learning requirements summarized in Appendix C below, and
 - iii. meet any other admissions requirements of the college being applied to.
- 5.5 The required sequencing of first and second year courses in Business – Human Resources and Business Administration – Human Resources is summarized in Appendix C.
- 5.6 Transfer students may be required to complete additional courses wherever:
- i. they lack any component of the MTCU program standard,
 - ii. they have not completed one or more Business course requirements with the required grade, and/or
 - iii. their academic performance demonstrates that they have not mastered required skills.
- 5.7 Student application will be through the Ontario College Application System and must conform to the published time lines.
- 5.8 Admissions will be subject to the processes of the college being applied to. Where application numbers exceed the capacity of any college, additional selection and approval requirements may apply.
- 5.9 Regardless of the level at which a student was originally admitted into the diploma program and/or the admission standard at the time, students will be accepted for transfer based on their successful completion of the required program of study expected at the point of transfer.
- 5.10 All Human Resources Professionals Association (HROA) credit recognition will be accepted wherever relevant.
- 5.11 Each transfer student will complete the process in seven years to comply with typical professional association requirements, many colleges’ policies on the life of an academic credit, and to accommodate mature students studying on a part-time basis.
- 5.12 Diploma students planning to transfer to business baccalaureate study should refer to the relevant agreement for additional requirements.

6. Marketing Communications:

- 6.1 All external promotion of the transfer agreement will be clear, comprehensive and accurate and include:
- i. an explanation of the transfer opportunities and their limitations,
 - ii. a statement of requirements, conditions, and qualifications,
 - iii. a clear summary of the application process, and
 - iv. reliable student advising and information sources. (Appendix B)
- 6.2 The transfer opportunities offered under this agreement will be communicated through the Ontario College Application Service, the participating colleges and any future “student transfer information portal” that may be developed.
- 6.3 Recruitment and website literature will present and profile this transfer opportunity as one that applies to qualifying students across the Ontario college system stating any exceptions.
- 6.4 Future changes in accreditation and/or certification requirements may demand changes in transfer provisions, curriculum, and/or admission-to-practice conditions. The implementation of these changes will typically conform to the professional associations’ or accreditation agencies’ timetable which is beyond the control of the colleges.
- 6.5 Any changes in the conditions governing this transfer agreement will be communicated in a timely fashion to Heads of Business, Registrars, OCAS and student information website managers for the purpose of ensuring the currency of information.

7. Data Collecting and Annual Reporting:

- 7.1 An annual report containing key success measures will be prepared for, reviewed by and reported through the Business Transfer Steering Committee for the purpose of:
- i. the early identification and correction of any confusion or problems in the overall agreement and its administration,
 - ii. the early identification of any significant problems with student preparation and the timely and confidential communication of those too the originating college,

- iii. the provision of data to support ongoing professional associations' and accrediting agencies' recognition, and
- iv. academic planning.

7.2 Without limiting any future reporting requirements of the CCVPA, CoP, related government agencies or MTCU, relevant data and reports containing only system aggregate data will be shared with the Business Transfer Steering Committee, the Heads of Business, the Committee of Registrars and with the college signatories to the agreement.

7.3 At minimum, the following reports will be prepared by each college's registrar:

- i. A report of the application, registration and graduation data for transfer students provided in chart form by program, semester, originating and receiving college, will be made available to the Steering Committee,
- ii. A report on the GPA of transferring students by program, semester and receiving college, will be made available to the Steering Committee,
- iii. Reports on the GPA of transferring students by program, semester and originating and receiving college will be made available confidentially to only the authorized representatives of the originating college.

7.4 Additionally, the college Schools of Business and their registrars will collect information and report to the Steering Committee on:

- i. transfer student satisfaction and
- ii. any problems with the transfer process.

7.5 To deal in a timely fashion with critical issues that may emerge during the life of the agreement, the Steering Committee may be requested to provide, or require additional information.

7.6 As the college system pursues other transfer protocols, they will presumably share common tracking and reporting requirements. From the perspective of college system efficiency, transfer student tracking information and reports should be common across the province and supported by standard systems.

8. Confidentiality:

8.1 The student information provided by each college will be kept confidential within each college's policies governing the privacy of information.

8.2 Disaggregated data reflecting the baccalaureate performance of graduates of one college or college program will be shared confidentially with only the authorized representative of the originating college.

9. Summative Evaluation After the First Term of the Agreement:

9.1 The transfer agreement will be subject to summative evaluation at the end of the initial term and prior to renewal. The first term is seven years from the formal approval by all participants.

9.2 The summative review will consider the effectiveness of the agreement specifically assessed by:

- i. the participation levels,
- ii. the rate of approval of transfer applicants,
- iii. the success rates of transferring students,
- iv. the financial viability of the transfer initiative from both the student's and college's perspective,
- v. perceptions of the process expressed by transfer students,
- vi. unresolved concerns expressed by accreditation bodies or the relevant professional associations,
- vii. other relevant input from participating colleges, and
- viii. any broad policy concerns from the Ministry, CoP, the CCVPA, Committee of Registrars, etc.

9.3 The process governing the renewal of this agreement will allow for:

- i. feedback from the applicable professional organizations and accrediting agencies,
- ii. each college to approve their participation in the agreement,
- iii. input from the Heads of Business regarding any overall concerns they may have,
- iv. input from the CCVPA regarding any system-wide academic concerns,
- v. any other concerns from the registrars, OCAS, and other related committees or agencies and
- vi. policy advice from MTCU.

Appendix A: LIST OF PARTICIPANTS IN THE AGREEMENT

COLLEGE	APPROVED BY <i>(name, signature & title)</i>	DATE OF APPROVAL
Algonquin	<i>Name:.....</i> <i>Signature:.....</i> <i>Title:.....</i>	
Collège Boréal	<i>Name:.....</i> <i>Signature:.....</i> <i>Title:.....</i>	
Cambrian	<i>Name:.....</i> <i>Signature:.....</i> <i>Title:.....</i>	
Canadore	<i>Name:.....</i> <i>Signature:.....</i> <i>Title:.....</i>	
Centennial	<i>Name:.....</i> <i>Signature:.....</i> <i>Title:.....</i>	
Conestoga	<i>Name:.....</i> <i>Signature:.....</i> <i>Title:.....</i>	
Confederation	<i>Name:.....</i> <i>Signature:.....</i> <i>Title:.....</i>	

Durham	Name:..... Signature:..... Title:.....	
Fanshawe	Name:..... Signature:..... Title:.....	
Fleming	Name:..... Signature:..... Title:.....	
George Brown	Name:..... Signature:..... Title:.....	
Georgian	Name:..... Signature:..... Title:.....	
Humber	Name:..... Signature:..... Title:.....	
La Cité collégiale	Name:..... Signature:..... Title:.....	
Lambton	Name:..... Signature:..... Title:.....	

Loyalist	Name:..... Signature:..... Title:.....	
Mohawk	Name:..... Signature:..... Title:.....	
Niagara	Name:..... Signature:..... Title:.....	
Northern	Name:..... Signature:..... Title:.....	
St. Clair	Name:..... Signature:..... Title:.....	
St. Lawrence	Name:..... Signature:..... Title:.....	
Sault	Name:..... Signature:..... Title:.....	
Seneca	Name:..... Signature:..... Title:.....	

Sheridan	<i>Name:.....</i> <i>Signature:.....</i> <i>Title:.....</i>	
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Appendix B: COMMUNICATIONS STATEMENT

INTERCOLLEGE HUMAN RESOURCES DIPLOMA TRANSFER:

The colleges cooperating in this transfer agreement have organized the Business – Human Resources (2 year – MTCU Code 50223) and Business Administration – Human Resources (3 year – MTCU Code 60223) Diploma programs curriculum so that students can transfer to another college and complete their diploma in the typical time. To qualify for transfer under this agreement, diploma students must:

- a) be registered in a Human Resources program that complies with the applicable MTCU standards
- b) have successfully completed the required courses and learning outcomes for the year prior to transfer (see following chart), and
- c) meet any other admissions requirements of the college being applied to.

Applicants wishing to transfer are advised to:

- a) ensure that their program of study meets the professional and MTCU course requirements and sequencing stated in the chart below,
- b) contact the Registrar's office of the college to which they plan to transfer to obtain specific advice on the application process, deadlines, etc.

Students considering transfer to a college or university Human Resources Baccalaureate program are advised to consult the COLLEGE HUMAN RESOURCES DIPLOMA TO BUSINESS BACCALAUREATE TRANSFER information for specific requirements that will optimize success, maximize their professional options and minimize their time to degree completion.

Appendix C: SEQUENCING OF COURSES IN HUMAN RESOURCES (see next page for additional notes)

Typical College Human Resources Diploma Courses – general two-year and three-year Business Administration – Human Resources	For Students Planning to Continue 2 nd Yr. Diploma Studies at Another College	For Students Planning to Continue 3 rd Yr Diploma Studies at another College	TRANSFER PREREQUISITES FOR BUSINESS ADMINISTRATION – HR DIPLOMA GRADUATES INTO BUSINESS DEGREE PROGRAMS OFFERED BY COLLABORATING ONTARIO UNIVERSITIES ¹
	Course Completion by End of the first year of the 2 yr Business or 3 yr Business Admin. Diploma Program	Course Completion by End of 2 nd Year of 2 yr. Business or 3 yr. Business Administration Diploma Program	
Accounting			
Introductory Accounting	YES		
Finance and Accounting			YES
Communications			
Business Writing	YES		
College Communications	YES		
Computers			
Business Computer Applications	YES		
Economics			
Microeconomics		YES	YES
Macroeconomics		(recommended have one economics)	YES
Human Resources			
Human Resources Management	YES		YES
Training and Development		YES	YES
Organizational Behaviour		YES	YES
Compensation		YES	YES
Occupational Health and Safety		YES	YES
Recruitment and Selection		YES	YES
Human Resources Planning			YES
Labour Relations			YES
Math and Statistics			
Business Math	YES ²		
Statistics			YES
GENED		YES	

¹ Per Transfer Agreement Business Administration – Human Resources document dated June, 2010

² If school only offers Math of Finance, it should be indicated that is the math course they will include if participating in this agreement

Notes for Appendix C

Students who have studied at a French language college who transfer to an English language college (and vice versa) may require additional communications courses as outcomes are colleges both in class (and, through some, on-line) to optimize their progress towards the professional certification: language-specific.

Appendix D: ADDITIONAL REPORTING REQUIREMENTS

Additional reporting requirements may apply as systems are put in place to track the effectiveness of provincial, national and international transfer pathways.

Appendix E - MTCU Program Standards for the Ontario College Advanced Diploma (three years) in Business Administration – Human Resources (MTCU code 60223) - The Vocational Learning Outcomes

1. *The graduate has reliably demonstrated the ability to contribute to the planning and implementation of employee recruitment, selection, and retention strategies.*

Elements of the Performance

- assist in environmental scans and acquire data related to demand and supply of human resources;
- identify competencies required for the position(s);
- track recruitment programs and identify potential internal and external sources for qualified applicants who are reflective of the community;
- implement outreach, access, and advertising strategies to attract qualified applicants;
- incorporate e-recruitment and other evolving technologies into the recruitment strategy;
- provide potential employees with all necessary information about the organization;
- convey the organization's brand* in order to recruit suitable applicants;
- contribute to the development of selection processes and coordinate selection committees;
- support partnerships and relationships with agencies and institutions for the purpose of recruitment;
- use valid assessment tools to determine suitability of prospective employees in accordance with relevant labour and human rights laws, policies, and regulations;
- identify systems and processes that link the career plans and employee competencies with the current and future needs of the organization;
- use human resources information systems to contribute to human resources planning;
- implement strategies aimed at attracting and retaining qualified employees;
- maintain a global perspective on cultures and customs including qualifications of foreign credentialed applicants.

2. *The graduate has reliably demonstrated the ability to administer and facilitate the performance management* program.*

Elements of the Performance

- make recommendations to align the performance management* program with the organization's strategic goals and direction;
- use job-related performance indicators that are relevant, reliable, and accurately reflect the employee's range of responsibilities;
- use valid quantifiable standards for performance evaluation;
- assist employees to align personal performance goals with the organization's strategic goals;
- communicate performance management* processes to all organizational levels;
- administer performance management* processes in accordance with relevant law and organizational policy;
- communicate performance interview format(s);
- identify appropriate personnel to be involved in performance management* processes;
- advise and support supervisors and others in performance management* policies and processes;
- assist employees in identifying career paths;
- identify resources available to assist in the development of strategies to improve individual employee performance;
- complete documentation necessary for performance management* processes;

- identify and communicate appropriate follow-up (e.g., corrective action, wage increase, promotion, training, bonus);
- incorporate performance outcomes into human resources information system;
- implement a plan to evaluate the performance management* program.

3. The graduate has reliably demonstrated the ability to coordinate and support the development, implementation, and evaluation of employee orientation, training, and development programs.

Elements of the Performance

- coordinate and deliver employee orientations;
- provide employee orientation information that communicates and emulates the organizational culture;
- evaluate and recommend modifications to orientation programs to meet employee and employer needs;
- administer a training needs assessment;
- identify compliance related training in occupational health and safety, human rights, and related employment legislation;
- utilize job-related performance indicators that are relevant, reliable, and accurate;
- coordinate and deliver training sessions;
- identify internal and external training and development resources;
- apply adult learning principles to training and development sessions;
- select appropriate on and off-the-job training and development methods;
- create an engaging learning environment;
- use effective coaching and mentoring competencies;
- evaluate the effectiveness of training using quantitative and qualitative measures;
- determine performance gaps in the organization and determine if training is an appropriate solution;
- identify the role of training within change management and organizational development.

4. The graduate has reliably demonstrated the ability to implement and support effective employee and labour relations strategies in both non-union and union environments.

Elements of the Performance

- contribute to a positive employee relations culture by assessing current programs and services and facilitating change;
- display empathy, cultural awareness, flexibility, tact, good judgment, and diplomacy in all interpersonal communications;
- act in a fair and impartial manner;
- use problem solving strategies to assess perceived grievances and resolve problems quickly;
- contribute to conflict resolution through mediation, conflict resolution, and alternate dispute resolution strategies within the framework of contract and policy interpretation;
- identify the perspectives of others, and use this information to facilitate the resolution of conflicts;
- maintain all employee records in a confidential manner and in accordance with current privacy legislation;
- implement, and monitor progressive and positive discipline strategies;
- implement workplace investigation processes;
- identify and implement best practices to support equality and diversity in the workplace;
- act in accordance with employment legislation and collective agreements;
- prepare appropriate, accurate documentation of negotiation and mediation processes;
- research and interpret case law.

5. The graduate has reliably demonstrated the ability to administer and communicate the organization's total compensation plan*.

Elements of the Performance

- collect and summarize data from salary and benefits surveys;
- contribute to the analysis and recommendations for the total compensation plan* including salary, benefits, pension, and retirement plans that are most suited to employee needs and the organization's strategic goals;
- administer the total compensation plan* in accordance with the organization's policies and procedures;
- administer the total compensation plan* in accordance with relevant employment law (e.g., human rights, employment equity, pay equity), and collective agreements;
- implement employee incentive strategies consistent with organizational goals;
- use promotional materials and communication strategies to communicate the total compensation plan*;
- respond to employee queries related to compensation entitlements in a discreet and confidential manner;
- implement audits of the effectiveness of the organization's total compensation plan*.

6. The graduate has reliably demonstrated the ability to collaborate with others, in the implementation and monitoring of organizational health and safety policies and practices.

Elements of the Performance

- identify industry best practices and contribute to the development of policies, procedures, and processes appropriate to the health and safety needs of the organization;
- implement accommodation strategies in accordance with current legislation;
- communicate health and safety information in accordance with applicable legislation;
- participate in and promote safety programs that contribute to employee well being beyond a compliance threshold;
- model injury prevention and safety practices;
- implement a disability management system including Early and Safe Return to Work (ESRTW), Second Injury Enhancement Funding (SIEF) plans, and the claims and case management processes;
- monitor the organization's compliance with the *Workplace Safety and Insurance Act*;
- liaise with insurance providers and Workplace Safety Insurance Board (WSIB) representatives regarding claims administration issues;
- identify health and safety issues and trends that may indicate a deficiency;
- communicate the health and safety responsibilities of employers, employees, and the role of the joint health and safety committee;
- research and access resources of safety organizations;
- administer wellness and Employee Assistance Plans (EAP) aimed at employee well being and organizational effectiveness;
- contribute to the development and communication of the organization's Emergency Preparedness Plan;
- conduct ongoing reviews of current health and safety policies and procedures, and make recommendations for change;
- ensure due diligence with respect to the organization's health and safety policies, practices, and legislative requirements.

7. The graduate has reliably demonstrated the ability to contribute to the identification of information needs and apply current and emerging information technologies to support the human resources function.

Elements of the Performance

- use appropriate software to record and compile human resources information including statistical reports (e.g., staffing, performance ratings, wage information);
- select and use appropriate software to produce necessary human resources reports and other documents;
- identify and track changes in information technology relevant to human resources;
- implement safeguards, operating restrictions, and policies for all users of the human resources information system (HRIS);

- use collected human resources information for intended purposes only;
- collect appropriate human resource metrics, benchmarks, and indicators;
- assist in the identification and comparison of HRIS vendors and products;
- contribute to the assessment of human resource's informational technology requirements;
- collaborate with information technology professionals in adapting technology to meet the specific requirements of human resources;
- use information technology to enhance the efficiency and effectiveness of human resource functions within the organization.

8. The graduate has reliably demonstrated the ability to contribute to organizational development* strategies aimed at promoting organizational effectiveness.

Elements of the Performance

- assist in developing techniques to positively influence behaviours within an organization consistent with the organization's strategic goals;
- examine the interaction between the human resources function and other functional areas within the organization;
- implement and evaluate information sharing strategies among the functional areas of the organization;
- contribute to the development of policies and practices that are consistent with the organizational culture;
- contribute to the development, implementation, and evaluation of strategies designed to support employee engagement and motivation;
- establish and maintain effective working partnerships with line managers and staff;
- identify and communicate human resources strategic contribution to organizational goals;
- implement internal and external stakeholder feedback systems to inform organizational decision making;
- implement service-driven strategies to meet the needs of internal and external stakeholders;
- identify metrics as quality indicators of a service driven orientation;
- identify opportunities for organizational cross functional initiatives;
- implement strategies to maintain employee morale during organizational change;
- champion and facilitate human resources initiatives in the organization.

9. The graduate has reliably demonstrated the ability to present and evaluate communication messages and processes related to the human resources function of the organization.

Elements of the Performance

- adapt communication style, method, and message to needs of diverse audiences;
- make effective oral presentations employing verbal and non verbal communication;
- integrate factual human resources references and research evidence into presentations and responses to questions;
- prepare written business correspondence including, memos, letters, agreements, and reports;
- research industry best practices and write policy and procedure documents in a clear and understandable manner;
- document human resources information precisely and accurately;
- use current communication technologies effectively and appropriately;
- use presentation skills to effectively convey information related to human resources functions;
- listen actively and effectively;
- influence people's behaviour through the use of effective oral and written communication;
- inspire others to achieve personal objectives and to contribute to organizational goals;
- evaluate human resources communication practices and make recommendations for improvements.

10. The graduate has reliably demonstrated the ability to develop, implement, and evaluate personal professional development plans to achieve ongoing competence in human resources professional practice.

Elements of the Performance

- evaluate own strengths and weaknesses;
- engage in continuous learning and commit to professional practice;
- identify personal and professional development opportunities;
- create personal professional learning plans aligned with organizational goals;
- seek and utilize personal performance feedback to enhance professional practice;
- identify and track changes to legislation, practices, and case law through human resources workshops, periodicals and other literature review;
- maintain contact with others in the field through networking and participation in professional organizations;
- adhere to ethical guidelines, i.e., Canadian Council of Human Resources Associations (CCHRA) Code of Ethics;
- support and promote the development of the human resources field.

11. The graduate has reliably demonstrated the ability to identify and communicate the human resources component of the organization's business plan.

Elements of the Performance

- identify the changing role of human resources in policy formulation and planning;
- act as a resource for all functional areas of the organization;
- describe the relationship between human resources and key areas of the organization, such as marketing, finance, and operations;
- apply the fundamentals of accounting and finance to the development of the human resources business plan;
- communicate the role of the human resources to the organization's strategic plan;
- communicate the value of human resource initiatives i.e., return on investment (ROI);
- contribute to the evaluation of human resources initiatives which support the organization's strategic goals.

12. The graduate has reliably demonstrated the ability to contribute to the collection, analysis, and utilization of human resources data.

Elements of the Performance

- collect, analyze, and report relevant human resources information;
- locate information and resources needed for research;
- interpret basic statistical analysis applied to human resources data;
- read and interpret trends and indicators in human resources data;
- contribute to human resources program audits to assess performance against policy expectations;
- administer surveys (e.g., opinion, climate, salary);
- benchmark human resources best practices.

Glossary

Brand - the impression that the public shares about an organization; includes name, graphic representations (logo), profile, positioning, and reputation.

Performance Management - the integrated process by which an organization involves its employees in improving organizational effectiveness in the accomplishment of the organizations mission and strategic goals. Performance Management includes performance planning, monitoring employee performance, employee development, employee performance appraisal, and recognition.

Organizational Development – the planned, systematic process in which behavioral science principles and practices are used to improve organizational functioning and effectiveness.

Total Compensation Plan - what employees receive in exchange for their work, includes salary, benefits, incentives, and other performance based rewards.

MTCU Program Standards for the Ontario College Advanced Diploma (three years) in Business Administration– Human Resources (MTCU code 60223) - The Essential Employability Skills Requirements

Generic Skill Code	Essential Employability Skill	Generic Skill Code	Essential Employability Skill
1.	<i>Communicate clearly, concisely and correctly in the written, spoken and visual form that fulfills the purpose and meets the needs of the audience.</i>	7.	<i>Analyze, evaluate, and apply relevant information from a variety of sources</i>
2.	<i>Respond to written, spoken, or visual messages in a manner that ensures effective communication.</i>	8.	<i>Show respect for the diverse opinions, values, belief systems, and contributions of others.</i>
3.	<i>Execute mathematical operations accurately</i>	9.	<i>Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.</i>
4.	<i>Apply a systematic approach to solve problems</i>	10.	<i>Manage the use of time and other resources to complete projects.</i>
5.	<i>Use a variety of thinking skills to anticipate and solve problems.</i>	11.	<i>Take responsibility for one’s own actions, decisions, and consequences.</i>
6.	<i>Locate, select, organize and document information using appropriate technology and information systems.</i>		

MTCU Program Standards for the Ontario College Advanced Diploma (three years) in Business Administration– Human Resources (MTCU code 60223) – General Education (Breadth) Requirements

Requirement:	<i>The General Education Requirement for programs of instruction is stipulated in the Credentials Framework. In programs of instruction leading to either an Ontario College Diploma [2 year] or an Ontario College Advanced Diploma [3 year], it is required that graduates have been engaged in learning that exposes them to at least one discipline outside their main field of study, and increases their awareness of the society and culture in which they live and work. This will typically be accomplished by students taking 3 to 5 courses (or equivalent) designed discretely and separately from vocational learning opportunities.</i>
Purpose:	<i>... to contribute to the development of citizens who are conscious of the diversity, complexity and richness of the human experienced, who are able to establish meaning through this consciousness; and who, as a result, are able to contribute thoughtfully, creatively and positively to the society in which they live and work. General Education strengthens students’ essential employability skills, such as critical analysis, problem solving, and communication. In the context of an exploration of topics with broad-based personal and/or societal importance.</i>
Themes in General Education:	
	1. <i>Arts in Society</i>
	2. <i>Civic Life</i>
	3. <i>Social and Cultural Understanding</i>
	4. <i>Personal Understanding</i>
	5. <i>Science and Technology</i>

Appendix F

MTCU Program Standards for the Ontario College Diploma (two years) in Business– Human Resources (MTCU code 50223) - The Vocational Learning Outcomes

1. *The graduate has reliably demonstrated the ability to participate in the recruitment, selection, and retention of employees.*

Elements of the Performance

- participate in the identification of competencies required for the position(s);
- assist in the identification of potential internal and external sources for qualified applicants who are reflective of the community;
- assist in implementing outreach, access, and advertising strategies to attract qualified applicants;
- assist in incorporating e-recruitment and other evolving technologies into the recruitment strategy;
- assist in providing potential employees with all necessary information about the organization;
- assist in conveying the organization’s brand* in order to recruit suitable applicants;
- use valid assessment tools to determine suitability of prospective employees in accordance with relevant labour and human rights laws, policies, and regulations;
- use human resources information systems to assist with human resources planning;
- implement strategies aimed at attracting and retaining qualified employees;
- maintain a global perspective on cultures and customs including qualifications of foreign credentialed applicants.

2. *The graduate has reliably demonstrated the ability to participate in performance management* processes.*

Elements of the Performance

- assist employees to align personal performance goals with organization’s strategic goals;
- communicate performance management* processes to all organizational levels;
- administer performance management* processes in accordance with relevant law and organizational policy;
- communicate performance interview format(s);
- assist employees in identifying career paths;
- identify resources available to assist in the development of strategies to improve individual employee performance;
- complete documentation necessary for performance management* processes;
- communicate appropriate follow-up (e.g., corrective action, wage increase, promotion, training bonus);
- incorporate performance outcomes into human resources information system;
- participate in the ongoing review of performance management* processes.

3. *The graduate has reliably demonstrated the ability to participate in the planning, delivery, and evaluation of employee orientation, training, and development programs.*

Elements of the Performance

- participate in employee orientations;
- provide employee orientation information that communicates and emulates the organizational culture;
- participate in the evaluation of the effectiveness of orientation programs;
- participate in a training needs assessment;
- assist in the development and delivery of training sessions;
- assist in the identification of internal and external training and development resources;
- evaluate the effectiveness of training initiatives using established tools and processes.

4. The graduate has reliably demonstrated the ability to contribute to an organization's success through effective employee relations.

Elements of the Performance

- contribute to a positive employee relations culture by assessing current programs and services and making recommendations for change;
- display empathy, cultural awareness, flexibility, tact, good judgment, and diplomacy in all interpersonal communications;
- act in a fair and impartial manner;
- assist in conflict resolution, negotiation, and mediation;
- identify the perspectives of others, and use this information to assist in the resolution of conflicts;
- maintain all employee records in a confidential manner and in accordance with current privacy legislation;
- implement equality and diversity initiatives in the workplace;
- act in accordance with employment legislation and collective agreements.

5. The graduate has reliably demonstrated the ability to assist with the administration and communication of the organization's total compensation plan*.

Elements of the Performance

- assist in collecting and summarizing data from salary and benefits surveys;
- assist in administering the total compensation plan* in accordance with the organization's policies and procedures;
- assist in administering the total compensation plan* in accordance with relevant employment law (e.g., human rights, employment equity, pay equity), and collective agreements;
- assist with promotional activities and communication strategies aimed at communicating the total compensation plan*;
- respond to employee queries related to compensation entitlements in a discreet and confidential manner;
- assist in the implementation of audits of the effectiveness of the organization's total compensation plan*.

6. The graduate has reliably demonstrated the ability to participate in organizational health and safety policies and practices.

Elements of the Performance

- implement accommodation strategies in accordance with current legislation;
- communicate health and safety information in accordance with applicable legislation;
- participate in and promote safety programs that contribute to employee well being beyond a compliance threshold;
- model injury prevention and safety practices;
- identify health and safety issues that may indicate a deficiency;
- describe the health and safety responsibilities of employers, employees, and the role of the joint health and safety committee;
- access resources of safety organizations;
- assist in the administration of wellness and Employee Assistance Plans (EAP) aimed at employee well being and organizational effectiveness;
- ensure due diligence with respect to the organization's health and safety policies, practices, and legislative requirements.

7. The graduate has reliably demonstrated the ability to apply current and emerging information technologies to support the human resources function.

Elements of the Performance

- use appropriate software to record and compile human resources information (e.g., staffing, performance ratings, wage information);
- identify changes in information technology relevant to human resources;
- implement safeguards, operating restrictions, and policies for all users of the human resources information system (HRIS);
- use collected human resources information for intended purposes only;
- assist in the collection of appropriate human resource metrics, benchmarks, and indicators;
- assist in the selection of an appropriate vendor for the organization HRIS;
- consult and liaise with information technology professionals as required;
- use information technology to enhance the efficiency and effectiveness of human resource functions within the organization.

8. The graduate has reliably demonstrated the ability to implement organizational development* strategies aimed at promoting organizational effectiveness.

Elements of the Performance

- identify the role of human resources in meeting the changing needs and goals of the organization;
- identify the interaction between the human resources function and other functional areas within the organization;
- support information sharing among the functional areas of the organization;
- implement employee engagement and motivation strategies;
- establish and maintain effective working partnerships with line managers and staff;
- explain human resource's strategic contribution to organizational goals;
- participate in organizational cross functional initiatives requiring human resources input.

9. The graduate has reliably demonstrated the ability to communicate human resources information accurately and credibly in oral, written, and graphic form.

Elements of the Performance

- adapt communication style, method, and message to the needs of diverse audiences;
- make effective oral presentations employing verbal and non verbal communication;
- prepare written business correspondence including, memos, letters, agreements, and reports;
- contribute to the writing of policy and procedure documents;
- document human resources information precisely and accurately;
- use current communication technologies effectively and appropriately;
- use presentation skills to effectively convey information related to human resources functions;
- listen actively and effectively.

10. The graduate has reliably demonstrated the ability to plan and act on personal professional development plans to achieve ongoing competence in human resources professional practice.

Elements of the Performance

- evaluate own strengths and weaknesses;
- engage in continuous learning and commit to professional practice;
- identify personal and professional development opportunities;
- create personal professional learning plans aligned with organizational goals;
- seek and utilize personal performance feedback to enhance professional practice;
- identify changes to legislation, practices, and case law through human resources workshops, periodicals and other literature review;

- maintain contact with others in the field through networking and participation in professional organizations;
- adhere to ethical guidelines, i.e., Canadian Council of Human Resources Associations (CCHRA) Code of Ethics.

11. *The graduate has reliably demonstrated the ability to identify the human resources component of a business plan.*

Elements of the Performance

- identify the changing role of human resources in policy formulation and planning;
- identify the role of the human resources function in the strategic business plan of an organization;
- communicate the role and value of human resources to the organization's strategic plan.

12. *The graduate has reliably demonstrated the ability to assist in the collection and analysis of human resources data.*

Elements of the Performance

- locate information and resources needed for research;
- assist in the analysis of human resources data;
- participate in the administration of surveys (e.g., opinion, climate, salary).

Glossary

Brand - the impression that the public shares about an organization; includes name, graphic representations (logo), profile, positioning, and reputation.

Performance Management - the integrated process by which an organization involves its employees in improving organizational effectiveness in the accomplishment of the organizations mission and strategic goals. Performance

Management includes performance planning, monitoring employee performance, employee development, employee performance appraisal, and recognition.

Organizational Development – the planned, systematic process in which behavioral science principles and practices are used to improve organizational functioning and effectiveness.

Total Compensation Plan - what employees receive in exchange for their work, includes salary, benefits, incentives, and other performance based rewards.

MTCU Program Standards for the Ontario College Diploma (two years) in Business– Human Resources (MTCU code 50223) - The Essential Employability Skills Requirements

Generic Skill Code	Essential Employability Skill	Generic Skill Code	Essential Employability Skill
1.	<i>Communicate clearly, concisely and correctly in the written, spoken and visual form that fulfills the purpose and meets the needs of the audience.</i>	7.	<i>Analyze, evaluate, and apply relevant information from a variety of sources</i>
2.	<i>Respond to written, spoken, or visual messages in a manner that ensures effective communication.</i>	8.	<i>Show respect for the diverse opinions, values, belief systems, and contributions of others.</i>
3.	<i>Execute mathematical operations accurately</i>	9.	<i>Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.</i>
4.	<i>Apply a systematic approach to solve problems</i>	10.	<i>Manage the use of time and other resources to complete projects.</i>
5.	<i>Use a variety of thinking skills to anticipate and solve problems.</i>	11.	<i>Take responsibility for one’s own actions, decisions, and consequences.</i>
6.	<i>Locate, select, organize and document information using appropriate technology and information systems.</i>		

MTCU Program Standards for the Ontario College Diploma (two years) in Business– Human Resources (MTCU code 50223) – General Education (Breadth) Requirements

Requirement:	<i>The General Education Requirement for programs of instruction is stipulated in the Credentials Framework. In programs of instruction leading to either an Ontario College Diploma [2 year] or an Ontario College Advanced Diploma [3 year], it is required that graduates have been engaged in learning that exposes them to at least one discipline outside their main field of study, and increases their awareness of the society and culture in which they live and work. This will typically be accomplished by students taking 3 to 5 courses (or equivalent) designed discretely and separately from vocational learning opportunities.</i>
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