



**CAREER &  
TECHNOLOGY  
STUDIES**

**Manual for Administrators,  
Counsellors and Teachers**

**Appendix 5:**

**Planning Ahead—  
CTS Transitions into  
Post-secondary Programs  
and the Workplace**

**June 1998**

*As much of the information provided in this appendix is time sensitive; teachers and counsellors are encouraged to consult with post-secondary and business partners on an ongoing basis regarding career transitions.*

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## PURPOSE

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This appendix serves as a reference in planning effective transitions for CTS students into post-secondary programs and the workplace. It provides information regarding:

- career options that align with each of the 22 CTS strands
- strand-related post-secondary education and training programs offered at college, technical and university levels
- recognition of prior learning in CTS at post-secondary levels, and articulation agreements with Alberta's apprenticeship trades
- workplace credentials that can be delivered through partnerships with business, community and government organizations
- off-campus education programs that extend learning opportunities beyond the boundaries of the school.

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## CAREER PLANNING AND PREPARATION

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Refer to relevant career web sites, including:

- OCCINFO <[www.aecd.gov.ab.ca/occinfo](http://www.aecd.gov.ab.ca/occinfo)>
- CAREER INFORMATION HOTLINE <[www.aecd.gov.ab.ca/hotline](http://www.aecd.gov.ab.ca/hotline)>
- HUMAN RESOURCES DEVELOPMENT CANADA <<http://roeb.ab.hrdc-drhc.gc.ca>>.

CTS is designed to assist all students—those who plan to attend university, college or technical school, as well as those who move from high school directly into the work force—to experience smooth career transitions. As students progress from introductory- to advanced-level courses, they should develop skills in career planning, explore numerous strand-related career options, and begin to prepare for present and future career options.

Junior and senior high schools are encouraged to use current labour market information in developing career awareness within the context of specific strands and courses. Competencies relevant to career planning and awareness are defined within each CTS strand through learner outcomes (learner expectations in 1997 documents).

Assessment standards and tools provide further benchmarks for establishing appropriate levels of career awareness within specific CTS courses.

## NATIONAL OCCUPATIONAL CLASSIFICATION

Refer to Attachment 1:  
Overview of the National  
Occupational Classification.

Each CTS strand is supported with a comprehensive list of related occupations and career options that align with National Occupational Classification (NOC) descriptions. Approximately 800 linkages to the labour market are identified across the 22 CTS strands, each further described by educational and training requirements.

## CAREER TRANSITIONS

Refer to the *Career  
Transitions Guide to  
Standards and  
Implementation*, Section B:  
Strand Rationale and  
Philosophy.

The Career Transitions strand provides extensive opportunities for career preparation through its themes on Career Readiness, Leadership, Career Extensions, Career Credentials and Job Safety Skills.

Of particular relevance to career planning and preparation at the high school level are the following courses in the Career Readiness theme:

- CTR1010: Job Preparation
- CTR2010: Job Maintenance
- CTR3010: Preparing for Change.

Courses can be designed that prepare students for particular career fields by combining one or more courses from the Career Transitions strand with intermediate- and advanced-level courses from other strands having a business/industry focus.

## EMPLOYABILITY SKILLS

Refer to the *CTS Guide to  
Standards and  
Implementation*, Section A:  
Program Rationale and  
Philosophy.

Career preparation is further enhanced through a set of basic competencies or employability skills integrated throughout all CTS strands and courses. The basic competencies align with critical skills for employability identified by the Conference Board of Canada, and establish standards of performance for:

- managing learning
- managing resources
- problem solving and innovation
- communicating effectively
- working with others
- demonstrating responsibility.

Organized around four developmental stages that address the learning needs of both junior and senior high school students, the basic competencies are included as appropriate in curriculum and assessment standards defined for each CTS course.

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## PATHWAYS INTO POST-SECONDARY

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Involvement of business/industry, professional associations and post-secondary programs in the development of CTS curriculum has enhanced its relevance and credibility in career contexts. Many students who complete intermediate- and advanced-level courses in one or more CTS strands develop competencies that align with those expected by post-secondary institutions.

Refer to the *CTS Guides to Standards and Implementation*, Section H: Linkages/Transitions.

A summary of post-secondary programs offered at the college, technical and university level, as well as through Apprenticeship and Industry Training, is published periodically in *It's About Time to Start Thinking About Your Future* by Alberta Learning and is available for purchase from the LRC.

### RECOGNITION OF PRIOR LEARNING

Prior learning in CTS may be recognized at the post-secondary level in a variety of ways, including:

- recommended learning
- preferred entrance
- prerequisite to entry
- time credit
- partial credit
- advanced placement.

Refer to:

- *CTS Guide to Standards and Implementation*, Section H: Linkages/Transitions

While agreements with post-secondary institutions vary in terms of how prior learning in CTS is recognized, most provide preferred entrance, advanced placement and/or advanced standing for CTS students who have successfully completed designated courses or course sequences. Schools and school systems are encouraged to contact local post-secondary institutions regarding:

- the status of existing articulation agreements established at the provincial level
- other ways of having locally designed CTS courses recognized by post-secondary institutions.

Schools and teachers may decide to work with local post-secondary institutions in establishing a basis for recognizing prior learning in locally designed CTS courses.

Advanced level courses are accepted in lieu of 30-level practical arts courses in qualifying for post-secondary entrance.

## ARTICULATION WITH ALBERTA’S DESIGNATED TRADES AND OCCUPATIONS

Articulation agreements have been established between CTS strands and a number of the Alberta’s designated trades and occupations. Through these agreements, students who complete required CTS courses and successfully challenge appropriate theory and practical examinations may qualify for:

- a portion of the in-school training program for a trade or occupation, and/or
- on-the-job time credit within the trade or occupation.

The following chart summarizes articulation agreements with Alberta’s designated trades and occupations that are currently in place.

<i>Trades and Occupations</i>	<i>Length of Program</i>	<i>Number of Required CTS 1-credit Courses</i>	<i>Credit for Formal Training</i>	<i>On-the-Job Time Credit</i>
Automotive Service Technician	4 yrs	25 35	1 <sup>st</sup> Period 1 <sup>st</sup> & 2 <sup>nd</sup> Period	Nil 525 hrs
Cabinetmaker	4 yrs	30	Nil	408 hrs
Carpenter	4 yrs	25	1 <sup>st</sup> Period	Nil
Cook	3 yrs	17 30	1 <sup>st</sup> Period 1 <sup>st</sup> & 2 <sup>nd</sup> Period	Nil 450 hrs
Electrician	4 yrs	25	1 <sup>st</sup> Period	Nil
Electronic Technician	4 yrs	25	1 <sup>st</sup> Period	Nil
Hairstylist	2 yrs	35 55	1 <sup>st</sup> Period 1 <sup>st</sup> & 2 <sup>nd</sup> Period	525 hrs 700 hrs
Outdoor Power Equipment Technician (any branch)	4 yrs	20	1 <sup>st</sup> Period	Nil
Warehousing			Partial	Nil
– Basic	12 mo	4		
– Intermediate	12 mo	3		
– Technician	12 mo	5		
Welder	3 yrs	28	1 <sup>st</sup> Period	Nil

Refer to Attachment 2:  
Apprenticeship Articulation  
Agreements.

Further details regarding each articulation agreement—including correlations to CTS strands and courses—are provided as an attachment to this document.

Refer to Attachment 3:  
Directory of Alberta Career  
Development Centres.

For more information, contact the Apprenticeship and Industry Training Division or access their Web site at [www.tradesecrets.org](http://www.tradesecrets.org). A list of local Career Development Centres throughout Alberta is also provided as an attachment.

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## CREDENTIALLING FOR THE WORKPLACE

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CTS students may earn partial or complete credentials recognized in the workplace and/or by post-secondary institutions through their work in particular CTS strands and courses. Credentials enhance the credibility of learning by providing written evidence of a student's qualifications with respect to competencies established by agencies external to the school.

Students can earn credentials by successfully meeting the curriculum and assessment standards established for:

- specific credential-bearing courses
- generic “practicum” courses from the Career Transitions strand that incorporate learnings requisite to particular credentials.

Refer to the *CTS Guide to Standards and Implementation*, Section H: Linkages/Transitions.

Each CTS strand provides information regarding relevant credentialling opportunities. Schools can use this information as a basis for further research and planning regarding credentials that may be viable in their community. Teachers are encouraged to plan courses that incorporate these learning opportunities when appropriate.

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## OFF-CAMPUS LEARNING

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A variety of off-campus learning experiences are suggested throughout the CTS curriculum—work study, work experience, job shadowing, mentorship. Each provides valuable opportunities for both students and schools to enhance connections with business/industry, professional associations, post-secondary institutions and/or other community groups.

### WORK EXPERIENCE PROGRAM

Refer to:

- *Off-campus Education Guide for Administrators, Counsellors & Teachers*, 2000.
- *Policy, Regulations and Forms Manual*.

The Work Experience program is designed to extend the boundaries of learning beyond the school into the community through education–business partnerships. Work Experience courses are delivered off-campus under the supervision of a community partner, and enable students to develop:

- an understanding of expectations in the workplace
- knowledge and skills relevant to a specific career.

Students can spend from 75 to 250 hours in Work Experience courses in each of Grades 10, 11 and 12. Although Work Experience and CTS are different programs, CTR1010: Job Preparation is a prerequisite for all Work Experience courses.

Schools may choose to register students concurrently in both CTS and Work Experience courses.

## **REGISTERED APPRENTICESHIP PROGRAM**

The Registered Apprenticeship Program (RAP) is designed for high school students who wish to begin a trade apprenticeship while completing their high school diploma. A RAP apprentice accumulates hours of on-the-job training as credit toward both a journeyman certificate and a high school diploma. After graduating from high school a RAP apprentice can become a full-time apprentice.

Refer to the *Registered Apprenticeship Program: Information Manual*, or contact the nearest Apprenticeship and Industry Training Office, Alberta Learning.

RAP 15–25–35 courses are taught through off-campus learning under the joint supervision of a certified teacher and a journeyman in the workplace. The hours of work are flexible, determined by the employer, the student and the school. Some options are:

- working as a RAP apprentice for one school semester, and going to school during the other semester
- working as a RAP apprentice for a half day, and attending school for the other half day
- working as a RAP apprentice during the summer months, holidays and weekends, and attending school during the regular school term
- working as a RAP apprentice one or two days a week, and attending school on the other days.

Although RAP and CTS are separate programs, courses in each may complement one another. Students can enroll in both RAP courses and trade-related CTS courses in the same school year providing the RAP learning plan identifies new learnings substantially different from those included in the CTS courses that require access to 125 hours of on-the-job training.