

Workplace Education Initiative
NS Department of Labour, Skills and Immigration

PROJECT TEAM GUIDE



2024

<https://novascotia.ca/lae/workplace-education/>

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Getting Started

This guide is intended for the use of cluster and stand-alone project teams. The guide describes how to start and run a Workplace Education program in your organization/business. It is to be used to help your project team get organized, hire an instructor, and deliver a successful program.

The guide has been prepared by Nova Scotia's Department of Labour, Skills and Immigration (LSI). It is available online at <https://novascotia.ca/lae/workplace-education/>.

What is Workplace Education?

The Workplace Education Initiative (WEI) provides business skills training for working Nova Scotians. This training enhances individuals' workplace skills and supports businesses and organizations to be more successful, open to change and ready for growth.

This program is offered by LSI in partnership with business, industry, and community organizations. It is primarily funded by the Government of Canada through the Canada–Nova Scotia Workforce Development Agreement (WDA).

The main roles involved in the design, delivery and administration of WEI programming include the Regional Workplace Education and Training Coordinators and the Host Organization and/or Business and WEI Project Team. The host organizations will work with a WEI Coordinator to:

1. **Establish a WEI Project Team:** This may involve recruiting activities such as information sessions and email outreach. The WEI Project Team should be representative of the whole organization, business community and/or the business workforce. For example, there needs to be a selection of stakeholders and partners in business cluster training and frontline staff, management, and potentially labour in stand-alone training.
2. **Coordinate an Organizational Training Needs Assessment (OTNA) (if applicable):** This includes applying for funding, assisting in the facilitation of the OTNA, and reviewing the OTNA report and validating the recommendations.
3. **Create a WEI training plan (with support from the WEI Coordinator):** This includes scheduling and prioritization of WEI training, creating a plan to evaluate and monitor business and learning outcomes (based on the OTNA), and working with the WEI Coordinator on the budget for training.
4. **Apply for WEI training funds from LSI:** Apply through the Labour Market Programs Support System (LaMPSS).
5. **Arrange training space:** For in-person training confirm physical location, for virtual confirm online platform, and promote WEI training in the business or community.
6. **Hire a WEI Instructor:** The instructor will design and deliver WEI training based on curriculum provided by LSI.
7. **Collect participant data (Service Registration Form):** As per Government of Canada reporting requirements and register participants using LaMPSS.

8. **Evaluate and monitor WEI training:** Conduct s participant evaluations and ongoing communication with the WEI Instructor and Coordinator.
9. **Closing Celebrations:** Assist in the coordination and facilitation of closing celebrations.
10. **Evaluation:** Assess whether WEI training met the learning and business outcomes as identified in the OTNA and the learning objectives of the training plan.
11. **Reporting:** Complete Activity and Financial Reports with supporting documents in LaMPSS.
12. **Recommendations:** Make recommendations for further workplace training.

WEI Project Teams may look quite different based on whether the WEI training is being hosted by a community organization as a business cluster or an individual business for a stand-alone program:

- Business Cluster WEI Project Teams are generally made up of the WEI Instructor, WEI Coordinator, representative(s) from the host organization, and government and business community stakeholders (e.g., Atlantic Canada Opportunities Agency [ACOA], Community Business Development Corporations [CBDCs], Chambers of Commerce, and Invest Nova Scotia
- Stand-alone WEI Project Teams are made up of the WEI Instructor, WEI Coordinator, and representatives from all levels of the organization (management, frontline, HR, labour etc.). Having participant representation on the WEI Project Team is very important in stand-alone programs.

Workplace Education Initiative Service Delivery Model

The training offers participants 40 hours of training over approximately 10 weeks, customized to individual and organizational needs. WEI delivers programs in individual companies and sector councils, and in clusters of small businesses hosted by community organizations. Classes are kept relatively small with 8 to 12 participants. This allows for individual attention and support throughout the training, positioning participants for success.

WEI provides training for working Nova Scotians and entrepreneurs in the following workplaces:

- NS businesses (for profit and not for profit)
- business/sector/industry associations
- private-sector unions
- social enterprises

There are two types of WEI programs:

1. Stand-alone programs (individual companies) are meant to address identified business skills training needs in a single business or organization.

If a business is interested in hosting a WEI training program, they contact their regional WEI Coordinator, who supports them to apply for an Organizational Training Needs

Assessment (OTNA). The OTNA documents the training needs of the organization after assessing the organization's challenges related to workforce planning, business processes, and/or plans for growth and expansion. OTNAs involve activities such as individual interviews, focus groups, surveys, and workplace tours.

The WEI Coordinator then works with the Project Team to build a training plan and apply for LSI funding (made up of employees, management, union representatives, etc.). The team recruits and registers participants, hires an instructor, secures space for training, monitors the WEI training, and completes the required reports.

2. Cluster programs address the needs of a collection of businesses that have common business skill challenges (communication, digital literacy, etc.). WEI cluster programs are hosted by community-based organizations where industry and businesspeople tend to gather – for example, Industry Sector Councils, Chambers of Commerce, or Community Business Development Corporations (CBDCs). The organizations are given a stipend for hosting WEI training, and their responsibilities include:
 - identifying the need for WEI training
 - applying for LSI funding through the Labour Market Programs Support System (LaMPSS) with support from their regional WEI Coordinator
 - advertising and administering the training (hiring the instructor, securing training space, and monitoring the program, etc.)
 - collecting participant data (Service Registration Form) as per Government of Canada reporting requirements and registration of participants using LaMPSS.
 - Complete Activity and Financial Reports with supporting documents in LaMPSS

Cluster programs are developed to meet regional business needs. Project Teams for business clusters tend to have regional representation of business and industry as well as program participants to ensure that the program matches the actual training needs in the region.

WEI Agreement

The WEI Agreement is a contract between LSI and the host organization. The Agreement is created and managed using the Labour Market Programs Support System (LaMPSS). To obtain LaMPSS access, you will need to complete a LaMPSS Configuration Access form and email it to LaMPSS Support. The Workplace Education and Training Coordinator will provide this form to you. The Coordinator will also provide instructions on how to submit a funding application in LaMPSS.

Once the application has been assessed, recommended for approval, and approved by the Manager of Workplace Education, a contract will be generated, and you will receive a notice in LaMPSS to sign the agreement/contract electronically. Once signed in LaMPSS, funds will be issued.

Skills for Success

Essential business skills are on a continuum of skills, aptitudes and competencies needed in order to succeed in the workforce. WEI Frameworks are aligned with Skills for Success that have been identified by the Government of Canada. These skills are used in every job to varying degrees and at different levels of complexity. These business skills provide the foundation for learning all other skills and enable people to evolve with their jobs and adapt to workplace change. The business skills for success include:

- Reading
- Creativity and Innovation
- Writing
- Numeracy
- Communication
- Problem Solving
- Digital Skills
- Collaboration
- Adaptability

Reading

Reading is the ability to find, understand, and use information presented through words, symbols, and images.

The changing labour market and advances in technology require reading skills for learning and work. Strong reading skills allow for jobs and work to be done safely, and efficiently. Reading skills are also needed to learn other skills, as a lot of education or learning support is completed by reading online resources. Reading is also important in day-to-day activities, for example, to understand road signs or to follow the instructions on a medicine bottle.

Creativity and Innovation

Creativity and innovation is the ability to imagine, develop, express, encourage, and apply ideas in ways that are novel, unexpected, or challenge existing methods and norms.

Creativity and innovation skills help people to come up with new, unique, or “outside the box” ideas or to approach something completely differently than in the past. A curious mindset that finds inspiration from a broad range of experiences and perspectives helps develop creativity and innovation skills. Employers are increasingly seeking people who can apply creativity and innovation skills to their work in our increasingly diverse settings, and to come up with new solutions or approaches to tackling challenges. Strong creativity and innovation skills on a team can also support and inspire others to develop their own creativity and innovation, creating a domino effect.

Writing

Writing is the ability to share information using written words, symbols, and images.

The changing labour market and advances in technology require writing skills that are suitable for different situations and digital platforms. At work, writing skills are used to write memos, emails, or reports. Writing skills are also needed in daily life to fill out a credit card or job application. Knowing what to write, how much to write, and in which style to write is important. Writing skills ensure that writing style is suitable for the purpose, the intended reader, and the context.

Numeracy

Numeracy is the ability to find, understand, use, and report mathematical information presented through words, numbers, symbols, and graphics.

The modern economy requires numeracy skills that go beyond basic arithmetic, and understanding numbers remains critical to functioning in today's society. Many jobs require the ability to work with numbers and math. For example, numeracy skills are used to measure materials or count inventory at work. Numeracy skills are also needed in a wide variety of daily contexts. For example, numeracy skills are used to manage finances or to make sense of statistics in the news.

Communication

Communication is the ability to receive, understand, consider, and share information and ideas through speaking, listening, and interacting with others.

Strong communication skills help to share information in a way that others can clearly understand. Strong communication skills are needed to listen to, pay attention to, and understand others. In all jobs, communication skills are important for developing good working relationships with co-workers and clients, including those from different backgrounds and cultures. Communication skills are also needed to work effectively in a team, and to gather and share information while problem solving.

Problem Solving

Problem solving is the ability to identify, analyze, propose solutions, and make decisions. Problem solving helps to address issues, monitor success, and learn from experience.

Every day in every workplace, information is used to make decisions, solve problems, and take actions. This can include thinking about different ways to complete a task and choosing the best solution or deciding what to prioritize with conflicting deadlines or pressures. The ability to think, make decisions, and solve problems effectively improves the way activities, goals, and deadlines are met, either at work or in other daily life situations. Strong problem-solving skills help people to gather the right information, identify, and solve problems, and make better decisions. As

learning happens from these experiences, problem solving skills are strengthened and the ability to adapt more quickly and effectively to change is an outcome.

Digital Skills

Digital skills is the ability to use digital technology and tools to find, manage, apply, create, and share information and content.

Digital technology has changed the way information is found and shared, how problems are solved, and how people communicate. Most jobs now use digital skills, and people need them when applying other skills such as reading, writing or numeracy. Digital skills help people keep up to date with changing demands in the modern workplace. In daily life, digital skills are needed to connect safely socially and to make use of online resources and services.

Collaboration

Collaboration is the ability to contribute and support others to achieve a common goal.

Today, people are more connected within communities, across the country, and around the world. Modern workplaces are more diverse, and many jobs require employees to work with others from different backgrounds and cultures to complete tasks and solve problems. It is important to be able to work respectfully with people who have different professions, experiences, cultures, and backgrounds. Collaboration skills helps team performance by understanding how to support and value others, manage difficult interactions, and contribute to the team's work. Strong collaboration skills help to build and maintain positive relationships in the workplace, in school, and in other parts of life.

Adaptability

Adaptability is the ability to achieve or adjust goals and behaviours when expected or unexpected change occurs. Adaptability is shown by planning, staying focused, persisting, and overcoming setbacks.

Major changes in society are affecting how people work, live, and learn which requires the ability to constantly adapt to change. Strong adaptability skills help employees to deal effectively with change and to learn new skills and behaviours when needed, to stay focused on responsibilities and goals, and not give up when situations are difficult. Adaptability skills help people to stay positive and manage the stress that can come from change in the workplace, community, and life at home.

Six steps to a successful program

1. Set up a project team to oversee the Workplace Education program.
2. Do an organizational needs assessment (OTNA) to learn more about the issues and challenges in your workplace/business. Your Workplace Education and Training Coordinator will lead the process (if applicable).

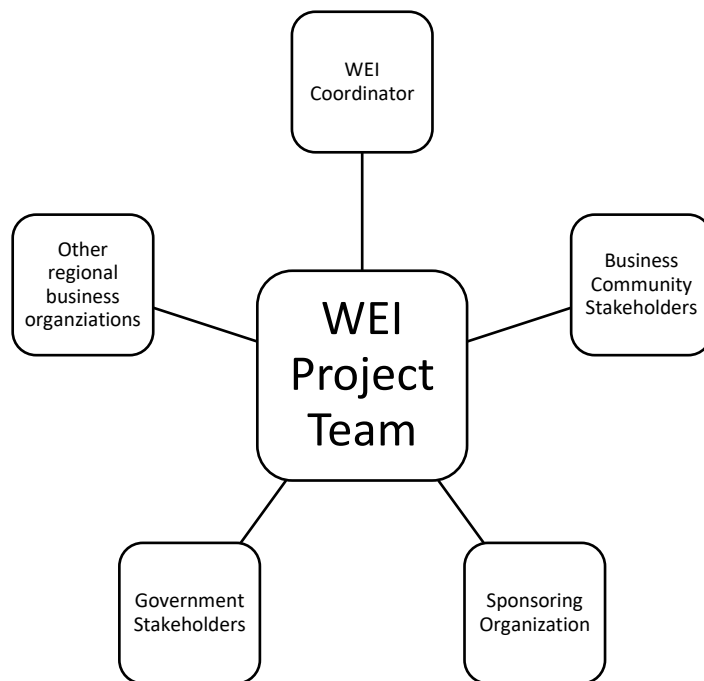
3. Set goals and create a plan to achieve them.
4. Hire an instructor to deliver the program. The instructor will tailor the program to meet the specific needs of the workplace, businesses, and employees.
5. Evaluate the program.
6. Celebrate success.

Step 1: Set up a Project Team

The Project Team is a coalition of interest groups. It includes management representatives, business owners, sponsoring organization, worker representatives, and union representatives, where applicable.

Diversity and commitment are two of a team's greatest assets. A diverse team can:

- Increase support and commitment to change
- Help everyone to see the big picture
- Encourage ownership of the Workplace Education program
- Advocate for organizational and individual goals
- Share skills and expertise
- Improve lines of communication within the workplace/business



Workplace Education Initiative Project Team

Role of Regional WEI Coordinators

WEI Coordinators administer WEI training primarily in their regions. They coordinate training budgets, manage resources, facilitate planning activities for the overall WEI program (for example, developing new programs and curricula), and ensure the smooth running of the design and delivery of WEI programs. To do this effectively, they work directly with the host organizations and WEI Project Teams to:

1. Assist in generating interest and communicating the benefit of WEI Training within the community or business (e.g., through information sessions and networking)
2. Determine if WEI programming is a fit for their organization and potentially identify other resources such as Workplace Innovation and Productivity Skills Incentive (WIPSI) that might be more appropriate
3. Assist with the applications for Organizational Training Needs Assessments (OTNA) and funding for WEI training
4. Establish and coordinate (as needed) the WEI Project Team
5. Ensure the host organizations meets the WEI training agreement requirements (e.g., reporting to LSI) and track their compliance with the agreement
6. Ensure that the WEI training adheres to the model by providing and funding resources for WEI Project Teams and instructors (e.g., policies, WEI Instructor manual, WEI curricula and frameworks), giving educational guidance and monitoring training
7. Evaluate and monitor WEI training, ensuring the training is of high quality by visiting classrooms (if applicable) and communicating regularly with WEI Instructors and Project Teams
8. Interview, recruit and support WEI Instructors in their design and delivery of WEI programming
9. Work with partners to guarantee that the needed resources are in place to successfully deliver WEI training
10. Assist in the coordination and facilitation of closing celebrations
11. Assess whether the WEI training met the learning and business outcomes as identified in the OTNA and the learning objectives of the training plan and make recommendations for further workplace training

Role of the Project Team

The Project Team will:

- Gauge interest for the Workplace Education program
- Arrange information sharing sessions involving interested groups and the Workplace Education Coordinator
- Support the OTNA process by:
 - informing participants about the process
 - setting up interviews and focus groups

- identifying barriers to involvement
 - reviewing the needs assessment report
- Set goals and priorities, based on the results of the OTNA
- Apply for LSI funding through the Labour Market Programs Support System (LaMPSS)
- Hire and support the instructor
- Promote the Workplace Education program
- Recruit participants
- Collect participant data (Service Registration Form) as per Government of Canada reporting requirements and register participants using LaMPSS
- Meet regularly to ensure the following:
 - The program is on schedule and on track to achieve the goals
 - The program complies with company policies and procedures
 - Monitor course progress and participant attendance
 - Organize a closing celebration to celebrate the success of participants who complete the program
- Complete Activity and Financial Reports with supporting documents in LaMPSS

Step 2: Assess the Needs

The Workplace Education and Training Coordinator, or a consultant hired by the coordinator, leads the OTNA. The OTNA lays the essential groundwork for a successful Workplace Education program. The result is a report that documents the business skill needs and goals of management, business owners, and/or employees, along with recommendations about how to meet those needs.

Methods

Typically, the coordinator or consultant gathers information from 15 to 20 per cent of the employees, including businesses, management, and employees. The information may be gathered in some or all of the following ways:

- Face-to-face interviews
- Meetings
- Focus groups
- Surveys
- Workplace tours

It is important to assure participants about the following:

- Participation is voluntary
- All information is strictly confidential, the assessment report will not identify the participants of the interviews, focus groups, or surveys

- Interviews and focus groups will be conducted by the Workplace Education and Training Coordinator or consultant
- Each session will take approximately 45 to 60 minutes. The sessions will be informal and require only verbal responses from participants

Scope

Topics might include:

- Training practices in the workplace
- Attitudes about training and learning
- Business skills required for business owners and employees
- Strengths and weaknesses of communication in the workplace
- Barriers to participation in workplace education/training
- Recommendations about the types of programs that would benefit business owners and employees and about preferred locations and scheduling

Step 3: Set Goals and Create a Plan

Set Goals

Each member of the Project Team will have ideas about what the Workplace Education program should achieve, based on the OTNA. Writing goals down together helps to bring all the different opinions in one place. Reviewing and discussing the goals focuses the team's attention on common, agreed-upon ways to meet the needs identified in the organizational needs assessment and ensure compliance with the WEI model, adult education principles, direction from the WEI Project Team, WEI Coordinator and the policies and guidelines.

For example, based on the OTNA, the Project Team might decide on the following goals and objectives:

Goal 1: Develop a learning culture within the businesses.

Objectives:

- Offer WEI programs to all employees
- Customize the training to the business or community
- Ensure that training is flexible so that all employees can attend
- Promote the program(s)

Goal 2: Evaluate the effectiveness of WEI programs.

Objectives:

- Instructors ensure ongoing participant evaluation reporting to the WEI Project Team and WEI Coordinator on the progress of participants and identifying any challenges or safety issues as relevant and adapting the WEI training as needed and appropriate

- Coordinators evaluate and monitor WEI training, ensuring the training is of high quality by visiting classrooms (if applicable) and communicating regularly with WEI Instructors and Project Teams
- Sponsoring organizations evaluate and monitor WEI training based on participant evaluations and ongoing communication with the WEI Instructor and Coordinator
- Instructors complete a summary report to the WEI Project Team and WEI Coordinator on the overall experience of the WEI training, the progress of the group, how the business and learning outcomes identified for the training were met, and a plan for additional training (if relevant and appropriate)
- Participants complete program survey at the end of the program, note: for instructors who do ongoing participant evaluations, participant confidentiality will be maintained

Create a Plan

Project Teams should decide on the program offerings at least 6-8 weeks in advance of the preferred start date of a session. Marketing and promoting programs are a critical part of ensuring a successful program delivery and impact in the community or business. In cooperation with the WEI Project Team, it is the responsibility of the Host Organization to promote the offered program, recruit participants, and confirm participant eligibility. Marketing of the programs should take place 4-6 weeks before the intended start date to ensure the success of each program moving forward.

The Workplace Education and Training Coordinator can support the development of marketing materials by providing templates and other resources. As participants enroll in the program the Host Organization must confirm their eligibility. Then their contact information should be shared with to the WEI Instructor so they can conduct Individual Needs Assessments (INAs) and ensure the program is the right fit for the participant. Each program must have a minimum of 8 registered participants for the program to move forward, the maximum number of participants per program is 12.

Each participant is required to complete a Service Registration Form ([found on the WEI website](#)). The Project Team is responsible for ensuring that these forms are completed, and that applicable security, privacy and terms of use provisions are met. See Appendix A - [Notification Form for Participants](#).

Participants are required to provide answers to each question; however, they have the option to choose “Prefer Not to Report” for everything except their personal information (i.e. name, DOB, address, etc.).

The service registration information is mandatory to comply with the Canada-NS Workforce Development Agreement, which is the source of funding for WEI programs. The personal information collected is used to evaluate the impact of WEI programs. If the form is not completed, even if the participant has completed the course, they will not receive a certificate of completion.

Step 4: Hire the Instructor and Deliver the Program

Hire the Instructor

To start the process of hiring an instructor, the project team creates a selection committee to handle the hiring process if there is a need for an interview process. We recommend that your selection committee be made up of at least four members. For example, the selection committee might include:

- Workplace Education and Training Coordinator
- Sponsoring organization
- Business community stakeholder
- Other business organization representation

Project team members may recommend an instructor who could be included in the competition. The Workplace Coordinator can provide the names of instructors who are qualified subject matter experts who have participated in WEI Foundational Training and have experience teaching in a workplace context.

The selection committee will interview potential instructors and provide hiring recommendations. The final hiring decision belongs to the Project Team. The instructor is hired by the Project Team, and it is strongly encouraged that the Host Organization enter a contractor agreement with the instructor. A template for an [Independent Instructor Contractor Agreement](#) can be found on the WEI website. Instructors and Host Organizations are required to complete a [Confidentiality Agreement](#) (also on the WEI website).

Workplace Education Instructor Job Description

The Workplace Education Initiative (WEI) Workplace Education Instructor will work in partnership with project teams and the WEI Workplace Education Coordinator.

Job Overview

Workplace Education Instructors provide customized business skills programming to businesses and organizations in Nova Scotia. The purpose of WEI programs is to strengthen the essential skills of working Nova Scotians to enable them to be stronger and more effective in their work.

Responsibilities and Duties

- Meet with all potential program participants to conduct Individual Needs Assessments

- Participate on WEI Project Teams
- Coordinate with WEI Project Teams and WEI Coordinators to ensure that needed resources are in place for the WEI training
- Develop a 40-hour instructional program using WEI curricula (if relevant), WEI Course Frameworks and information gathered from Organizational and Individual Needs Assessments, workplace tours, and meetings with Project Teams
- Ensure that the training is customized to the specific needs of participants and their organizations and that examples, materials and training exercises match workplace activities to promote the transfer of learning to the workplace
- Provide training plans to WEI Project Teams and WEI Coordinators prior to the beginning of training
- Instruct WEI training, ensuring ongoing participant evaluation, reporting to the WEI Project Team and WEI Coordinator on the progress of participants and feedback from evaluations, identifying any challenges and/or safety issues as relevant, and adapting the WEI training as needed and appropriate
- Collect and report on participant data as requested and required by WEI Project Teams (e.g., evaluation forms, attendance reports)
- Respond positively to feedback from participants, WEI Project Teams and WEI Coordinators and implement into the classroom as relevant and appropriate
- Ensure compliance with the WEI service delivery model, adult education principles, specific direction from WEI Project Teams and Coordinators, and WEI policies and guidelines
- Apply for WEI training completion certificates
- Attend and assist in the facilitation and coordination of closing ceremonies and the collection of participant evaluation forms
- Write and present summary reports to WEI Project Teams and WEI Coordinators on the overall experience of the WEI training, the progress of the group, how the business and learning outcomes identified for the training have been met, and recommendations for further training (if relevant and appropriate)

Qualifications

WEI Instructors are expected to have the following general qualifications:

- Working knowledge and experience with delivering adult education training and Skills for Success
- Demonstrates subject matter expertise
- Demonstrated excellence in facilitation skills
- Basic computer skills
- Ability to work independently and with diverse stakeholders and partners

- A commitment to service leadership (i.e., putting the participant first), adult education principles, the WEI service delivery model, and continuous learning in instruction and their field of expertise
- Certification in WEI Foundations and Literacy in the WEI Classroom, or a commitment to complete this training within one year of instructing WEI training

Workplace Education programs are typically delivered over a ten-week period. This work may require travel.

Workplace Education Instructor Interview Questions

1. Explain/describe the Workplace Education model in terms of overall identification of need, purpose of the program and partnership.
2. Briefly outline the principles of adult education as they would relate to this position.
3. The program you are being interviewed for is based in Essential Skills. How would you use that knowledge to prepare for the instruction of this program?
4. How would you use the participant Individual Needs Assessments to plan and deliver this program?
5. Describe your subject matter expertise as it applies to this program.
6. Using specific examples detail how you would customize the program to the participants and their workplaces.
7. Using specific examples describe three instructional methods that you would use in the delivery of this program.
8. How would you ensure that you have accommodated all learning styles in the instruction of this program?
9. How will you know that transfer of learning to the workplace is taking place?
10. Please provide an outline for a 40-hour program that build skills incrementally from week one to week ten.
11. Please provide a lesson plan for a four-hour class complete with learning objectives, learning activities and any handouts that would accompany the lesson.
12. This program will be delivered fromto Are you available for this time period?

Orientation and support for the instructor

Once the instructor is hired, it is important to provide the person with a strong orientation to the workplace.

The Project Team will ensure that the instructor

- Has a copy of the OTNA report
- Is aware of the program goals
- Signs the contract before starting the program (refer to Instructor Policy manual)
- Develops an understanding of the workplace by

- touring the workplace, where applicable
- attending project team meetings
- familiarizing themselves with the Instructor Guide and Policy Manual

The more an instructor is able to customize class sessions to the real learning needs of the individual and the community or business, the more likely it is that learners will be able to learn and apply their enhanced skills.

Individual needs assessments (INAs) for the instructor

The instructor conducts an individual needs assessment (INA) with each participant to talk about learning goals and needs. The assessment generally takes half an hour. It is a relaxed and informal process.

The assessment may include sample learning activities so that the instructor can measure the skill level of each learner.

Instructor's guide

The Workplace Education and Training Coordinator will provide the instructor and Project Team with the LSI Instructor's Manual.

Deliver the Program

Once you have hired the instructor, promoted the program, and recruited participants, a list of potential participant's email addresses and phone numbers is sent to the instructor so that they can carry out the initial intake interviews/assessments. Course start and end dates, as well as location and time are confirmed with instructors at this point.

There should be ongoing communication between the Project Team, instructor, and Workplace Education and Training Coordinator throughout the duration of the program. A representative of the Project Team is encouraged to attend the opening of the program as well as the final class to engage with participants and gather feedback.

Service Registration

This data collection is mandatory as part of the Canada-NS Workforce Development Agreement, which funds WEI programs and is required for program evaluation. Service Registration is a crucial requirement for all course participants. Access the form on the WEI Website (notification-form-wei-service-registration.pdf (novascotia.ca)).

The Project Team must ensure that each participant receives the [Service Registration Intake Form](#) and the [Notification Form for Participants](#) (see Appendix A) It can be completed prior to the course, during the first class. The service registration data should be entered in LaMPSS by the third week of the program.

After completion of Individual Needs Assessments (INAs) by the instructor, and participant suitability is determined, utilize this form for LaMPSS registration. Ensure completion of all required fields (excluding Immigration Year for non-Newcomers). Participants may select "Prefer Not to Report" for non-personal questions. Incomplete personal information, such as Date of Birth, prevents LaMPSS registration; therefore, thorough completion of the form is essential.

When registering participants in LaMPSS, complete the second page, gathering demographic data. At least 16 questions must be answered, with the 17th pertaining to immigration year, which may not apply to all. For registration assistance, contact your WEI Coordinator. Remember to save frequently in LaMPSS to prevent data loss.

Step 5: Evaluate the Program

Evaluation Plan

Evaluate the Program

The Project Team works with the instructor to evaluate the program, activities include:

- Continual monitoring to ensure the program is on schedule and to respond to concerns as they arise
- Regular meetings to review progress
- Follow-up evaluation with all groups involved in the program
- Written summary and supporting documentation. The summary describes the results of the program and gives both short-term and long-term recommendations on how to continue to provide essential skills training in the workplace

Evaluation involves informal methods, such as discussions and check-ins with participants, and formal methods, such as forms and structured questions.

The Instructor's Manual includes/provides guidance on consideration when creating an evaluation plan.

The evaluation results offer concrete evidence of what worked and what didn't work. This evidence helps partners to grow in confidence. It provides a solid foundation upon which to build plans for the future.

Reports and Supporting Documents

As part of the WEI Agreement, the Project Team will ensure that the activity and financial reports are completed in LaMPSS. These reports should be completed within four weeks of the last class of the program(s). The typical due date is the 10th of the month following the end date of the class. The Agreement cannot be closed until the reports are complete.

The activity report includes the number of participants who completed each program(activity) and a note about the program. The final section of the activity report is titled reporting notes and is an

opportunity to reflect on the Agreement as a whole. Any supporting documents i.e. attendance reports can be uploaded as part of the Activity Report.

The financial report requires details of the amounts spent as part of the Agreement. Discrepancies between the 'Approved Budget' and the 'Reported Amount this Period' are shown in the 'Balance Remaining' column and an explanation for the under or over payment is required. Copies of the invoices from instructor(s) must be uploaded as supporting documents in the financial report.

See Appendix B - Workplace Education Reporting Guidance Document

Step 6: Celebrate Success

The participants in a WEI program work hard to learn new skills. They deserve recognition for what they contributed to the program, what they learned, and how they are using their skills in their workplace. By taking the time to celebrate success, you reinforce the message that your organization values learning and teamwork.

LSI will provide a digital certificate for each participant who completes 80% of the program hours. If the program is in person, the Project Team might want to host an awards ceremony to present these certificates, along with other tokens of appreciation. This is an opportunity to share stories, enjoy some food, and give and receive thanks.

Here are some other ways you might celebrate the success of your program:

- Print an article in the company/ organization newsletter
- Post a “congratulations” sign in the lunchroom or other place where staff meet
- Share news of your program with other organizations in your community and your business sector

Appendix A – Service Registration

Notification Form for WEI Participants



Workplace Education Initiative (WEI) NOTIFICATION FORM FOR PARTICIPANTS

THE COLLECTION, USE, & DISCLOSURE OF PERSONAL INFORMATION

The Nova Scotia Department of Labour, Skills and Immigration, Workplace Education Initiative (WEI) requires participants of its training programs to provide personal information such as: name, address, date of birth, marital status, dependents, and employment status.

This information is required in order to comply with the Canada-NS Workforce Development Agreement, which is the source of funding for WEI programs. The personal information collected will only be used to evaluate the impact of WEI programs as a workforce development program.

The organization hosting WEI training is required to collect and input your personal information into a secure online system; this information can then be accessed by select, authorized federal and provincial government employees for the purpose of evaluating the outcomes, impact and effectiveness of the program.

The host organization (also known as the “Contract Holder”) and federal and provincial governments are bound by law to keep your information private and confidential and can only use your information for the purpose stated in this notification (i.e. for evaluating the outcomes, impact and effectiveness of the program).

The federal government is subject to the *Privacy Act*, RSC 1985 c P-21, which restricts how the federal government may collect, use and disclose personal information. The *Freedom of Information and Protection of Privacy Act (FOIPOP)*, SNS 1993 c 5 places similar obligations on the provincial government and the host organization. The purpose of these laws is to protect the privacy of individuals with respect to personal information held by a government institution and provide individuals with a right to access that information.

We do not disclose your personal information to other organizations or individuals except as required to fulfill the purpose(s) of the program and only to the extent required or authorized by law. We also require that host organizations comply with our privacy requirements and must meet the applicable security, privacy and terms of use provisions.

If you have any questions about the obligations of the host organization, and/or the federal and provincial governments to keep your personal information private and secure, please contact workplace.education@novascotia.ca or ask the host organization for the contact information of the Workplace Education Coordinator overseeing the WEI training program.

Workplace Education Service Registration Intake Form

Program Name: _____

Agreement # _____ Instructor Name: _____

Person Information

Title: ☐ Mr. ☐ Mrs. ☐ Ms. ☐ Miss

Last name:

Middle initial:

Birth date:

Home phone number:

Mobile phone number:

Email address:

First Name:

Gender:

☐ Male

☐ Female

☐ Other/X

☐ Prefer not to report

Marital status:

☐ Common-Law

☐ Divorced

☐ Married

☐ Single

☐ Separated

☐ Widowed

☐ Other

☐ Prefer not to report

Other Language:

☐ English

☐ French

Service language:

☐ English

☐ French

Mailing Address

Care of:

Street address:

City:

Province:

Country:

Postal/Zip code:

Civic Address (if different than mailing address):

Street address:

City:

Province:

Country:

Postal/Zip code:

Workplace Education Service Registration Intake Form

Program Name: _____

Agreement # _____ Instructor Name: _____

Additional Information:

Intake - How many dependents do you have?

Intake - Is your current job unstable or insecure?

☐ Yes ☐ No ☐ Prefer not to report

Designated Group - Aboriginal Identity

☐ Yes ☐ No ☐ Prefer not to report

Designated Group - Immigrant

☐ Yes ☐ No

Designated Group - Immigration Year

Designated Group - Persons with Disabilities

☐ Yes ☐ No ☐ Prefer not to report

Designated Group - African Nova Scotian

☐ Yes ☐ No ☐ Prefer not to report

Designated Group - Francophone / Acadian

☐ Yes ☐ No ☐ Prefer not to report

Designated Group - Youth

☐ Yes ☐ No ☐ Prefer not to report

Designated Group - Visible Minority

☐ Yes ☐ No ☐ Prefer not to report

Pre-Intervention - Education Level (Choose One)

- ☐ Less than Grade 6 Complete
- ☐ Less than Grade 11 Complete
- ☐ Some Grade 12
- ☐ High School Equivalent
- ☐ Non-University Incomplete
- ☐ University Certificate / Diploma
- ☐ University Incomplete
- ☐ Master's Degree
- ☐ Other

- ☐ Less than Grade 9 Complete
- ☐ Completed Grade 11
- ☐ High School Diploma
- ☐ Trade/Apprenticeship Incomplete
- ☐ Trade/Apprenticeship Complete
- ☐ Non-University Certificate / Diploma
- ☐ University Degree
- ☐ PhD (Doctorate)
- ☐ Prefer not to report

Immediate Outcome: Employment Status (Choose One)

- ☐ Employed
- ☐ Self Employed
- ☐ Not employed
- ☐ Not Reported

Participant Employer: Business Sector (NAIC)

Participant Employer: # Business Employees

Participant's Employer Name:

Appendix B - Workplace Education Reporting Guidance Document

The Purpose

Activity and Financial reports required for every WEI Agreement. This document provides guidance for the documentation and reports required to meet the obligations of a Workplace Education agreement.

Activity Report

At the end of each program, the host organization is responsible for submitting the activity report (4-6 weeks post program). It is completed in LaMPSS and reports on whether the objectives were met and provides a narrative of any challenges or issues that were identified throughout the program. If hosting multiple programs (courses), a summary of each program must be included on the report, as well as an overall summary of the Agreement. WEI Coordinators are responsible for verifying the activity report in LaMPSS at the end of the Agreement.

When Entering the Activity Report in LaMPSS Include:

- ✓ Number of participants who completed the program
- ✓ In "Update / Status this Period" note include:
 - Number of participants at the start and end of each program
 - Breakdown of how many participants were from the region (i.e. Metro Halifax vs. Cape Breton)
 - Number of Certificates issued
 - Any attrition and reason why (if known)
 - Any issues/concerns about participation, instructor, program, etc.
 - Feedback from participants about the program

Example of Activity Report Note:

"This program was intended to be delivered in-person, but we had more applicants from outside the area than local, so we switched the week before to the Zoom online software. The curriculum was covered as outlined; the participants completed evaluations online at the end of the program. Ten people began the program and only five completed it; one person lost their job part way through, another had health issues, and the remaining three cited workload. The instructor was paid promptly upon receipt of their invoices at the halfway point and upon conclusion. A graduation celebration took place over Zoom; a representative from the host organization and LSI participated. Certificates were emailed to the participants during the event."

Financial Report

At the end of each program, the host organization is responsible for submitting the financial report (4-6 weeks post program). This report is completed in LaMPSS and identifies whether the entire budget was spent and that all funds were dispersed. It must detail expenditures and any overpayment that may have occurred. WEI Coordinators are responsible for verifying the financial report in LaMPSS to ensure that all funds are accounted for (all amounts match to the budget) and have been dispersed.

When Entering the Financial Report in LaMPSS:

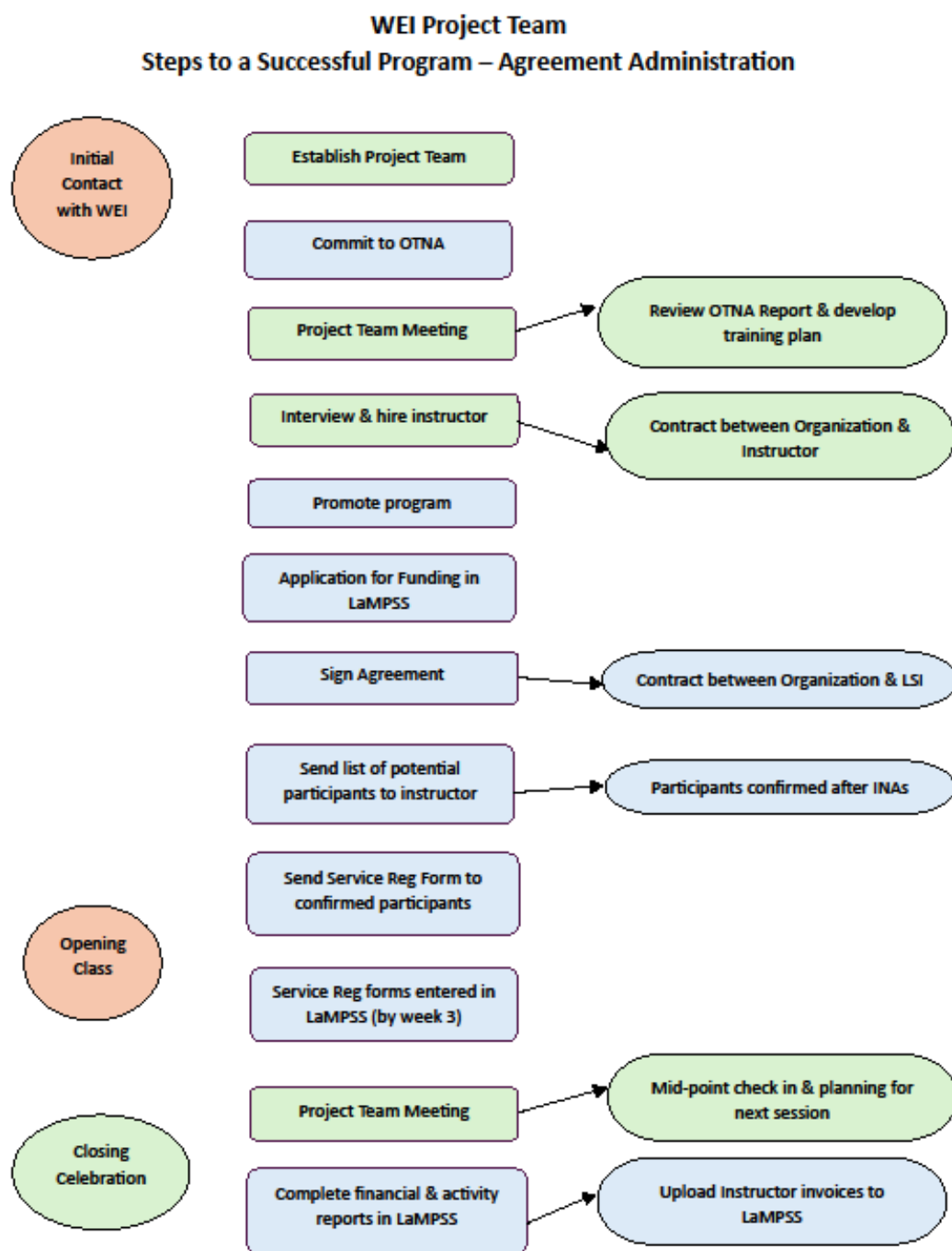
- ✓ Record expenditures in the categories that they fall under in the Agreement.
 - There is also space to note if there are any anomalies.
- ✓ The financial report note should include details such as:
 - Ensure that all monies are accounted for.
 - Note any over or under payments.
 - Report if you had any difficulties in managing the financial aspects of the program.
- ✓ Attach the **invoices received from instructors*** as well as any other expenses incurred under the agreement which were reimbursed, such as facility rental.

***Required**

Example of a Financial Report Note:

“All funding was disbursed appropriately. There was a delay in paying the instructor as we had a turnover in our accounting department. The delay was for 1 month and was addressed as soon as the Workplace Education Coordinator contacted us on behalf of the instructor.”

Appendix C – Infographic



Notes