

NEWFOUNDLAND AND LABRADOR APPRENTICESHIP SYSTEM

Apprenticeship training in Newfoundland and Labrador is provided in a wide variety of trades. Apprenticeship programs generally last between two to five years, depending on the skilled occupations and related experience. Each year, approximately 600 - 700 apprentices are registered. Of those that continue with the program and complete to the journeyperson level, the average success rate is approximately 92% per year.

What is apprenticeship?

Apprenticeship is an agreement between a person who wants to learn a skill, an apprentice, and an employer who needs a skilled worker. Apprenticeship is a proven industry-based training system that combines on-the-job experience with technical training to produce a certified journeyperson. Upon completion of the specified training period and successful writing of an examination, apprentices receive a Certificate of Qualification. On average, 85% of the apprentice's two to five years is spent in the workplace, the rest is spent at a training institution. Apprenticeship training begins when a student first registers at a training institution, or signs a Contract of Apprenticeship with an employer, and continues until such time as the apprentice has completed all of the required technical training and has received the required industry experiences necessary to write an interprovincial examination.

What is a designated occupation?

Under the terms of the Canadian Constitution, each province and territory has the responsibility for apprenticeship training. The legislation permits each jurisdiction to designate occupations for apprenticeship. In Newfoundland, there are 51 designated occupations. They are governed by provincial legislation under the Apprenticeship and Occupational Certification Act.

Who administers the apprenticeship program?

The apprenticeship program is administered under the authority of the Apprenticeship Act by the Institutional and Industrial Education Division of the Department of Education. The Provincial Apprenticeship Board is the body responsible for the development of appropriate legislation and policy which establish standards, regulations, operational methodologies, and protocol. Because the mandate of the Board is very broad and one which covers a wide and diverse number of occupations, it looks for advice and guidance from groups associated with each occupation that have an intimate knowledge of most matters pertaining to that occupation. These groups are known as Provincial Advisory Committees.

What is the Interprovincial Standards “Red Seal” Program?

The Red Seal program was established to provide greater mobility across Canada for skilled workers. Through the program, apprentices who have completed their training and certified journeypersons are able to obtain a “Red Seal” endorsement on their Certificate of Qualification by successfully completing an Interprovincial Standards Examination.

The program encourages standardization of provincial and territorial apprenticeship training and certification programs. The “Red Seal” allows qualified persons to practice the occupation in any province or territory in Canada where it is designated, without having to write further examinations. To date, there are forty-five occupations included in the Red Seal program on a national basis.

Because legislation permits each province and territory to designate apprenticeship programs for their own requirements, there are in excess of 150 apprenticeship programs available across Canada. Human Resources Development Canada, in collaboration and consultation with the provinces and territories, produces an Ellis Chart which is a comparative chart of these apprenticeship training programs across Canada.

Who administers the Interprovincial Standards Red Seal Program and how does it work?

The program is administered in each province and territory under the guidance of the Canadian Council of Directors of Apprenticeship (CCDA). The Director of Institutional and Industrial Education is Newfoundland's representative on this Council.

A national occupational analysis, developed for each Red Seal trade, is used as a base document for the development of interprovincial standard examinations. It is also used by the province for curriculum development.

What is the Interprovincial Standards “Red Seal” Examination?

As of February 2000 there were 44 designated Red Seal occupations. Newfoundland provides training in 32 of these occupations. For these 32 occupations, apprentices write an Interprovincial Examination; if successful, they receive a distinctive “Red Seal” which is affixed to their Certificate of Qualification.

Who are trade qualifiers?

A trade qualifier is a person who has been employed in a designated occupation for a length of time not less than as specified in the *Conditions Governing Apprenticeship Training* for that occupation and who now wishes to be certified. Through assessment of their prior learning and verification of their work experience, the Division of Institutional and Industrial Education determines their readiness to write the certification examination and if necessary, prescribes further in-school training. Journeyperson certification is not granted without writing the provincial or interprovincial examination.

What are Plans of Apprenticeship Training?

A Plan of Apprenticeship Training details the full scope of learning for a particular occupation. It recognizes that apprenticeship training begins when a student first registers at a training institution, or signs a Memorandum of Understanding with an employer, and continues until such time as the apprentice has completed all of the required technical training and has received the required industry experiences necessary to write an interprovincial examination. Passing this examination will result in the apprentice receiving Red Seal Certification which gives the tradesperson national mobility of trade qualifications. This plan also recognizes the need to provide flexible access to training based on the needs of the employer and the apprentice while at the same time recognizing the end goal is to complete the requirements for Red Seal Certification.

What is a Memorandum of Understanding for Apprenticeship?

An MOU for Apprenticeship is a written agreement entered into between a person and an institution or employer under which the person agrees to learn an occupation based on a mix of in-school and on-the-job training as outlined in the plan of apprenticeship training.

What is a Record of Occupational Progress or Logbook?

A Record of Occupational Progress is a permanent record of the apprentice's progress through the apprenticeship program. It lists the work experiences and skills that have been identified by competent journeypersons in that particular occupation as those required for the occupation. The signature of specific work supervisors or in-school instructors that follows each of the required skills acknowledges that the apprentice has performed and/or has attained a level of competence in each of the skill areas that is appropriate for a journeyperson.

How is Apprenticeship Training delivered in Newfoundland?

Apprenticeship training in the Province of Newfoundland and Labrador is undergoing considerable change. This change is prompted by the need to keep pace with technological changes in industry, the need to be competitive, and the desire to be efficient and effective in meeting the needs of the apprentice.

There are many different models for delivery of Apprenticeship training in Newfoundland. Some are delivered using the traditional model which involves an individual spending their first year of training in-school followed by approximately 1800 hours on-the-job supplemented by a 6 to 8-week in-school period each year of the apprenticeship term which, for the majority of occupations, is 4 years. Other models of delivery designed to provide quality, accessibility and transferability include Internship, Cooperative Education, Modified Block release for new entrants, Modified Block Release for those individuals who have the equivalent of 1200 hours in the occupation, and a Youth Apprenticeship for high school students.

What is the purpose of accreditation?

The primary objective of accreditation is to identify to the prospective students, counselors, parents, employers and the public, those educational programs that meet the PAB's minimum standards to produce graduates who can function at the required level of competence.

- To provide an auditing mechanism that is independent of the educational system.
- To assure the educational community and the general public that a program has clearly defined and appropriate objectives and is meeting them.
- To ensure that a program reflects current technical practices and educational methodologies.
- To promote portability of qualifications through the provision of accredited educational programs.
- To stimulate continuous improvement.

Who benefits from accreditation?

- The public, through industry, benefits by receiving high quality service from the graduates of accredited programs.
- Employers benefit by having the assurance that graduates from an accredited program have the competencies demanded by industry to meet current and future requirements.
- Faculty benefit by ongoing professional development necessary to ensure their programs are current with industry requirements.
- The graduates from an accredited program benefit by having assurance that their education has met standards thereby adequately preparing them for employment in industry.
- Journeypersons benefit by having the standards of their occupation continually improving and ensuring the credibility of the occupations is maintained.

What are the common core curriculum standards?

The Division of Institutional and Industrial Education is presently involved in an Atlantic Canada initiative which will see the development of a core curriculum for a number of apprenticeship occupations. Using the National Occupational Analysis, the Atlantic provinces have agreed to cooperate on the development of a common plan of training based on the relevant occupational analysis. This will help to ensure a standard of training for all required competencies which will enhance labour market mobility for graduates. To date, a common core curriculum has been developed for seven trade areas with an additional six in the development stage. Other initiatives underway include the development of a common core logbook to chart the apprentice's progress from entry level to journeyperson certification.

What are the entrance requirements for apprenticeship?

Entry into the occupation as an apprentice requires: completion of designated first year courses specific to the occupation; or, indenturing into the occupation by an employer, who agrees to provide the appropriate training and work experiences as outlined in this plan of training.

Enrolment in a program of studies that includes all entry and advanced level skills and required work experiences, as approved by the Provincial Apprenticeship Board.

Notwithstanding the above, each candidate must have successfully completed a high school program or equivalent and in addition may be required to have completed certain academic subjects as specified in particular plans of training. Mature students, at the discretion of the Director of Institutional and Industrial Education, may be registered. A mature student is defined as one who has reached the age of 19 and who can demonstrate the ability and the interest to complete the requirements for certification.

At the discretion of the Director of Institutional and Industrial Education, credit towards the apprenticeship program may be awarded to an apprentice for previous work experience and/or training as validated through prior learning assessment.

What are the roles and responsibilities of the stakeholders in the apprenticeship process?

The apprenticeship process involves a number of stakeholders playing significant roles in the training of apprentices. The following captures, in a broad sense, these roles and the responsibilities that result from them.

Apprentices

- ▶ to complete all required technical training courses as approved by the Provincial Apprenticeship Board.
- ▶ to find appropriate employment
- ▶ to complete all required work experiences in combination with the required hours.
- ▶ to ensure that the work experiences are well documented
- ▶ to approach apprenticeship training with an attitude and commitment that fosters the qualities necessary for a successful career as a qualified journeyman.
- ▶ to obtain the required hand tools as specified by the Board for each period of training of the apprenticeship program.
- ▶ to provide feedback to Training Institutions, the Industrial Training Division and Employers in an effort to establish a process of continuous quality improvement.

Employers

- ▶ to provide high quality work experiences in an environment that is conducive to learning.
- ▶ to remunerate apprentices as set out in the Plan of Training or Collective Agreements.
- ▶ to provide feedback to Training Institutions, Industrial Training Division and Apprentices in an effort to establish a process of continuous quality improvement.

- ▶ where appropriate, to release apprentices for the purpose of returning to a training institution to complete the necessary technical courses.
- ▶ to ensure that work experiences of the apprentices are documented.

Training Institutions

- ▶ to provide a high quality learning environment.
- ▶ to provide the necessary student support services that will enhance an apprentices ability to be successful.
- ▶ to participate with other stakeholders in the continual updating of programs.

Industrial Training Division

- ▶ to establish and maintain provincial program advisory committees under the direction of the Provincial Apprenticeship Board.
- ▶ to promote apprenticeship training as a viable career option to prospective apprentices and other appropriate persons involved such as career guidance counselor, teachers, parents, etc.
- ▶ to establish and maintain a protocol with apprentices, training institutions, employers and other appropriate stakeholders to ensure the quality of apprenticeship training programs.
- ▶ to ensure that all apprentices are appropriately registered and records are maintained as required.
- ▶ to schedule all necessary technical training periods for apprentices to complete requirements for certification.
- ▶ to administer provincial/interprovincial examinations.

Provincial Apprenticeship Board

- ▶ to set policies to ensure that the provisions of the Apprenticeship Training Act are implemented.
- ▶ to ensure that advisory and examination committees are established and maintained.
- ▶ to accredit institutions to deliver apprenticeship training programs.
- ▶ to designate occupations for apprenticeship training and / or certification.