

**Department of Immigration, Population Growth and Skills   
Apprenticeship and Trades Certification Division**

**APPRENTICESHIP ACCREDITATION APPLICATION**

By submitting this application you are demonstrating your commitment to complete the accreditation process. You believe that you meet all the eligibility criteria, have completed the application requirements, are meeting the quality standards, and are available to have a site visit. Make sure the application is filled out completely and all application requirements are included. Submission of an incomplete packet will delay the accreditation process. It is requested that the **application be submitted via email** to wendyrobinson@gov.nl.ca.

|  |
| --- |
| Training Institution: |
| Campus (if applicable): |
| Program: |
| Level: (check one)  Entry Level 🗌 Entry & Advanced-Level 🗌 |
| Type: (check one)  Initial Accreditation 🗌 Re-accreditation 🗌 |
| Delivery Format: (check all that apply)  Day 🗌 Evening 🗌 Remote/Online 🗌  Full-Time 🗌 Part-Time 🗌 Other (specify) 🗌 |

**Instructor and Instructor Assistant/Demonstrator credentials and evaluations should be securely sent to the Program Development Specialist (PDS) for accreditation via email. The PDS will inform the remaining accreditation team member(s) verbally whether accreditation standards are being met regarding credentials.**

**Revised July 2023**

**I. The Training Institution**

**A.** **General Information**

|  |
| --- |
| Street Address: |
| Mailing Address: |
| Mission Statement: |
| Contact Information of person completing and submitting Phase documents  Name:  Position Title:  Phone Number:  Email Address: |

**B. Campus and Off-Campus Facilities/ Partnerships with External Agencies on Resource Sharing**

Identify the campuses and off-campus facilities used in connection with the program being evaluated. All facilities must meet fire and health standards and copies of the facilities’ Fire and, if applicable, Health and Safety Certificates must be attached.

If some components of the program cannot be delivered in-house and are provided elsewhere, provide a description of such arrangements and services. Contracts with any external agencies will be validated during the site visit. Examples of such occurrences follow:

* Space used outside the training institution to complete practical objectives of the course
* Any instructor or demonstrator used in the program who is not member of the training institution’s faculty
* Leased and borrowed equipment used in the program
* Third party course providers used in the program (for example, first aid taught by a third party)
* Any online programs provided by a third party in the program (for example third party WHMIS program)
* Any and all services to students by a third party (for example, guidance, accommodations, etc.)

The site visit will include all campus and off-campus facilities used in connection with the program being evaluated.

**C. Calendar Entry and Student Handbook**

If an initial accreditation or the information has been revised since the last accreditation; include a copy of the college calendar and, if applicable, the student handbook. If available online, please provide the **website address (URL)**. If the program is being reaccredited and the information has not changed since the last accreditation, please indicate such.

The calendar should reference the full scope of training for the program, as well as include a description of the level and duration of courses offered at your training institution.

The following information should be readily available to the student in the calendar and/or the student handbook and must be included in this submission:

* attendance policies
* hours of operation and closing procedures
* code of conduct/disciplinary procedures
* complaint resolution process
* accommodations for students with disabilities

**II. Admission, Retention and Graduation Policies and Standards**

Current and previous year student records for the program should be readily available for review by the accreditation team during the site visit. The records will able the accreditation team to verify information provided under this category.

**A. Entrance Requirements**

If an initial accreditation or the information has been revised since the last accreditation; include **all** the eligibility for admission requirements for the program (i.e., high school, ABE, mature student). If available online, please provide the **website address (URL)**. If the program is being reaccredited and the information has not changed since the last accreditation, please indicate such.

**B. Admission Statistics**

Based on the current year’s statistics, please provide the approximate percentage of students accepted under each category.

**C. Policy Regarding Admission with Advanced Standing, Credit Transfer and/or Recognition of Prior Learning**

If an initial accreditation or the information has been revised since the last accreditation; include policies and procedures for awarding students with course exemptions due to direct transfer and/or recognition of prior learning. If available online, please provide the **website address (URL)**. If the program is being reaccredited and the information has not changed since the last accreditation, please indicate such.

For the site visit, ensure students’ records contain evidence as to why they were awarded course exemptions.

**D. Inclusive Policies and Procedures**

If an initial accreditation or the information has been revised since the last accreditation; include policies and procedures that promote a healthy learning environment such as equity, diversity, and inclusion. This should include any policies that pertain to a Respectful Learning Environment and Harassment. If available online, please provide the **website address (URL)**. If the program is being reaccredited and the information has not changed since the last accreditation, please indicate such.

**E. Services to Students**

Include a thorough description of the Campus’ student support services (including but not limited to accessibility, counselling, library, Internet, academic support). If an initial accreditation or the information has been revised since the last accreditation; include all applicable policies and procedures. If available online, please provide the **website address (URL)**. If the program is being reaccredited and the information has not changed since the last accreditation, please indicate such.

**F. Policy on Program Completion Requirements**

If an initial accreditation or the information has been revised since the last accreditation; include the following policies and procedures:

* Academic requirements to successfully complete the program
* Academic probation
* Expulsion for academic failure
* Repeating courses
* Supplementary examinations

If available online, please provide the **website address (URL)**. If the program is being reaccredited and the information has not changed since the last accreditation, please indicate such.

**G. Graduation Credential and Transcript**

Attach a voided copy of the graduation credential/diploma awarded to students upon their successful completion of the program. Attach a copy of the transcript to this report. If accreditation is being requested for both entry- and advanced-level programs, please provide transcripts for both.

**III. Apprenticeship Program**

Indicate which version of the Plan of Training (POT) and/or Atlantic Apprentice Curriculum Standard (AACS) was covered during the accreditation year for pre-employment training. For **each** level of advanced training indicate which version of the Plan of Training (POT) was used in the most recent advanced offering since the last accreditation site visit.

**A. Program Duration**

|  |  |
| --- | --- |
| Hours per week |  |
| Number of weeks |  |
| Total hours per program |  |

**B. Program Layout (Accreditation Year/most recent advanced level training since previous accreditation)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Course** | **Instructor Name and Email** | | **Hours** | | **Total**  **Hours** |
| **Course Number and Name** | **Theory** | **Practical** | **Theory** | **Practical** |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

Identify the program’s instructional staff (Core Instructors, Related Instructors, and Demonstrators/Instructional Assistants) for each course in the program. Include all **permanent** and **substitute/temporary/contractual/part-time** instructional staff. The name and email contact for each instructor must be provided. If required, the Program development Specialist may request upon review copies of instructor and demonstrator credentials which may include Journeyperson Certificates, evidence of completion or pursuit of the Post-Secondary Instructor’s Certificate and, approval letter from the Private Training Unit. It is important to note that the Provincial Apprenticeship and Certification Board does not differentiate between permanent and other instructional staff (contractual/temporary/substitute/part-time). All instructors and demonstrators teaching in an accredited program **must meet the accreditation requirements**.

**IV. INSTRUCTIONAL STAFF**

**A. Teaching Load Averages**

Provide data as requested below for the **accreditation year**.

|  |  |
| --- | --- |
|  | **Actual Range** |
| **Number of hours per week taught by full-time faculty** |  |
| **Number of hours per week that faculty is available on campus** |  |
| **Number of students allotted in the shop at one time** |  |
| **Number of students per class per instructor** |  |
| **Number of hours per week for instructional assistants/demonstrators, if applicable** |  |

1. **Faculty Evaluation**

Securely send in a separate email copies of student evaluations for all instructors in the program for the accreditation year. If individual evaluations are submitted, please remove/redact the students’ names. Statistical reports per instructor are acceptable.

**V. COURSE PORTFOLIOS**

Electronically submit two **CORE** course portfolios with the application. **The remaining portfolios will be examined during the site visit**.

**Each Core course portfolio must contain the following**:

1. **Detailed lesson plans** for each objective in the Plan of Training. Each lesson plan should include:
   1. Objective(s) from the Plan of Training

* Each lesson plan should be broken down into objectives that the instructor can cover in one class sitting (to a maximum of 10 hours). This will help ensure that any instructor required to teach the material would understand when to introduce a reference, project, assignment, topic, and so on.
  1. List of instructional aids, materials and tools used to teach the objective
  2. Location (i.e. shop or classroom)
  3. Duration (time spent on the objective)
* It is important to keep in mind the duration of the entire course to determine how to allocate time for each objective (theoretical and practical, including evaluations).
  1. Reference materials
* Include copies of handouts and presentations.
* If textbooks are being used, ensure that the name of text and edition are included, and identify the pages or chapter where the objective is covered.
* If websites or online videos are being used, include complete URLs.
  1. Learning activities. This is the step-by-step walk through of the lesson itself.
* Break the lesson into individual learning activities (i.e., how the instructor will deliver the lesson). The instructor should consider how they engage students to learn the objective in a meaningful way (e.g., complete worksheets, split into small discussion groups, lecture, self-assessments, demonstrations, videos, etc.).
* Determine the sequence of tasks and specify how the students will be organized.

*Example: Instructor will show the 85 minute DVD, Basic gas metal arc welding,**Northern Alberta Institute of Technology. After which instructor will ask questions to the class to discuss as a group. Students will be subsequently given a self-assessment (see handout 1) to complete. (Duration 3 hours).*

* 1. Marking System.
* A page/section that includes all the evaluation tools that are used towards the final grade in the course (e.g., assignments, quizzes, final exam, and projects). Include how each evaluation tool contributes to the student’s final grade. For example, grade items can count as a percentage of a final grade worth 100% or grade items can be worth a certain amount of points that are totaled for a final grade. Students should be made aware the value of each evaluation tool. As such, each individual assignment, quiz and project should be identified.
* Evaluation tools include but are not limited to exams, practical projects, presentations, quizzes and assignments.
  1. Breakdown of Evaluation Tools and Weighting.
* Students should be evaluated in a clear and objective manner on competencies found in the Plan of Training. As such, evaluations should reflect the learning objectives.
* Include copies of all **evaluation tools** listed in the marking system with the associated **answer key** or **rubric** showing how students are to be evaluated.
* For practical objectives, the lesson plan must include **project/job sheets**. These sheets contain tasks that match the practical requirement and reflect industry best practices. Project/job sheets should have clear and detailed instructions and, where possible, be based in the “real world” and contain the types of problems/scenarios students might encounter in the future. To complete the task, students should work through a process that approximates what they would do if they were actually facing that situation in a workplace.
* When practical to use one, the lesson plan should also include a **grading rubric**. Rubrics are most commonly used when instructors evaluate student performance against a range of assessment criteria and performance standards. They are not needed when an instructor is evaluating a single task. For work involving calculations, a rubric is most likely not necessary. As an example, ER1170 Voltage Drop and Power Loss has a practical requirement to “Use CEC tables to calculate voltage drop.” This involves a calculation and will not require a rubric. Rubrics contain a specific list of criteria so students know exactly what the instructor expectations are. There is a clear gradation of quality based on the degree (percentages) to which a criterion has been met. For each score there should be a description of what the performance at each achievement level looks like, to show how the score is derived and what is expected of the students.

1. **Samples of Student Work.**
   1. For each evaluation tool, there should be three recent **samples of student work**: one from the lower end, mid-point and upper end of the range of achievement. It is essential that the marking is clear and unbiased. Students should know specifically why marks were lost.
   2. Evidence of students completing practical requirements.

* Where reasonable, evidence can include photographs, videos and/or completed shop projects. Including such evidence indicates that the instructor verifies that the practical accurately portrays what is described.
* Evidence should be identified with a date and description (e.g., project number, course number, activity).
* It is important to note that some tasks can be verified by other means. The instructor is not being directed to take photographs of every minor practical task. Having student signatures on completed job sheets, log book hours and practical rubrics will also provide evidence. However, it should be clear in the course portfolio that students were informed of the purpose and meaning of their signatures. With regards to online learning, digital signatures would be acceptable.

**VI. PROGRAM SUCCESS AND SATISFICATION**

**A. Student Statistics for previous year**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Indicate Entry Level **(EL)** or Advanced Level **(AL)** | Enrollment Date  (mm/yy) | Number of students who enrolled | Completion Date (mm/yy) | Number of students who completed | Number of students still enrolled | Number of students who did not complete for academic reasons | Number of students who did not complete for other reasons |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |

**B. STUDENT COMPLIANTS**

If applicable, provide documentation of student complaints received during the accreditation year and their resolution.

**C**. **CURRENT STUDENT SATISFACTION**

The Campus must ensure that the Program Development Specialist will have the opportunity to interview students during the site visit. If this is not possible, the Campus must provide the names and email information of all current students enrolled in the program. The students must be informed by the Campus that the Program Development Specialist will be emailing them to provide feedback on the program.

**D. PROGRAM EVALUATION BY GRADUATES**

The Campus must provide names and contact information (phone number and email address) of at least **five (5) graduates** of the program who are working or have worked in the program since graduation. The graduates must be contacted by a Campus representative and advised that the Program Development Specialist will be contacting them to ask that they provide feedback on the program.

**E.** **EMPLOYER EVALUATION OF GRADUATES**

The Campus must provide a list of at least **five (5) employers** who have employed graduates from the program. **Specific contact information** for the employers (name of company, name of company representative to be interviewed, direct phone number) is required. The employers must be contacted by a Campus and advised that the Program Development Specialist will be contacting them to ask that they provide feedback on the program.

For any program offering an **on-the-job training component**, feedback forms from the employers are to be made available to the accreditation team during the site visit.