

**Provincial Apprenticeship and Certification  
Board  
Annual Activity Report  
2013-14**

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**Chairperson's Message**

September 25, 2014

Honourable Kevin O'Brien  
Department of Advanced Education and Skills  
West Block, Confederation Building  
P.O. Box 8700  
St. John's, NL, A1B 4J6

Dear Minister:

I am pleased to submit the 2013-14 Annual Activity Report of the Provincial Apprenticeship and Certification Board (PACB).

This report covers the period April 1, 2013 to March 31, 2014. The Board developed a three year activity plan for 2011-14 and the following two issues were the focus for the three-year period:

- apprenticeship experience
- assessment and evaluation methods

Details on the successful achievement of the associated objectives for 2013-14 are presented in this report. The report also summarizes the success the Board had in achieving the plan objectives over the three years of the plan (2011-12 to 2013-14). My signature below is on behalf of the Board and indicative of the Board's accountability for the actual results reported herein.

Respectfully submitted,



**Harry Bartlett**  
Chairperson

## **Overview**

The Provincial Apprenticeship and Certification Board (the Board) was established under Section 5 of the *Apprenticeship and Certification Act* and is composed of the following:

- a chairperson and, in equal representation;
- 2 or more persons representative of employers;
- 2 or more persons representative of employees;
- 2 or more persons – representatives at large; and,
- the director or his or her designate

Board members serve without remuneration as per section 6 of the *Apprenticeship and Certification Act*. Travel and incidental expenses incurred by the Board were minimal and were covered by the Department of Advanced Education and Skills in accordance with government policy.

The chairperson is the representative for the province on the Inter-provincial Alliance of Apprenticeship Board Chairpersons, the Canadian Apprenticeship Forum and the Atlantic Canada Association of Apprenticeship Directors and Board Chairs; each normally meets four days per year. The Board held one meeting during the 2013-14 period.

## **Mandate**

The mandate of the Board is established under Section 8 and Section 9 of the *Provincial Apprenticeship and Certification Act* and included responsibility for:

- determining whether an occupation is appropriate for certification and, if so, designating that occupation;
- determining the form and contents of both a plan of training and a memorandum of understanding for apprenticeship, in designated occupations;
- registering all apprentices and trade qualifiers, and monitoring their progress leading to journeyman certification;
- determining and approving the objectives of every course of instruction included in a plan of training;
- accrediting institutions for the purpose of delivering training in a designated occupation;
- approving plans specific to certain employers as private plans;
- providing for periodic and final examinations of apprentices and trade qualifiers;
- appointing examining committees to conduct practical examinations for the periodic and final examinations of apprentices and trade qualifiers and defining the duties of those committees;
- assessing, evaluating and determining the requirements to complete a period of apprenticeship and may grant credits for:
  - occupational experience, and
  - occupational training in a recognized training institution;
- revoking a certificate where evidence supports a finding of fraud by the applicant regarding the issuing of same certificate;
- approving assignments of memorandums of understanding for apprenticeship;

- making the final determination regarding all disputes arising out of a memorandum of understanding for apprenticeship or a plan of apprenticeship training;
- terminating, cancelling or suspending memorandums of understanding for apprenticeship upon agreement of the parties or for proper and sufficient cause in the Board's opinion;
- amending, varying, or revoking and substituting, a plan of apprenticeship training;
- ordering, with the approval of the minister, that persons cannot work in apprenticeship trades unless they:
  - hold a certificate of qualification issued or recognized by the Board,
  - are a trade qualifier under an arrangement acceptable to the Board, or
  - are apprentices working under a memorandum of understanding for apprenticeship in accordance with its terms under a plan of apprenticeship approved by the Board;
- issuing certificates or diplomas to apprentices and trade qualifiers who complete their training and pass the necessary journeyman examinations;
- appointing advisory committees which shall be equally representative of employers and employees in respect of apprenticeship in occupations, and prescribing the duties of those committees; and
- setting fees with the approval of the minister.

### **Vision and Mission**

During the 2011-14 planning period, the Provincial Apprenticeship and Certification Board was committed to supporting the vision and mission of the Department of Advanced Education and Skills as follows:

#### ***Vision***

Growth through employment, strength in diversity, dignity by inclusion.

#### ***Mission***

By 2017, the Department of Advanced Education and Skills will have improved the quality and the delivery of supports and services.

The Board ensures that all individuals receiving apprenticeship training meet the highest standards of their profession. Ensuring an appropriate supply of trained apprentices to fill current and emerging skilled trade positions is essential to the provincial economy.

The Provincial Apprenticeship and Certification Board monitors all courses of study and training to ensure apprentices and journeymen participate in a high quality apprenticeship system.

## **Highlights/Accomplishments**

The following is an overview of work approved and implemented by the Board during the 2013-14 year:

- Continued with implementation of the new Journeyperson Mentorship Program (JMP).
- Continued the development and implementation of a Construction Electrical and Plumber distance learning pilot project.
- Continued with a blended learning approach for the Heavy Duty Equipment Technician program which includes approaches such as online, classroom and streaming media.
- Ongoing development of online block exams for ten occupations.
- Commenced development of block one examinations for high volume trades.
- Implemented a new process for Recognition of Prior Learning (RPL).
- Continued with development and maintenance of Study Guides for all Red Seal trades and explored the development of Study Guides for provincially designated trades.
- De-designated the Power Line Technician (Construction).
- Revised plans of training for the following trades:
  - Insulator (Heat and Frost);
  - Automotive Service Technician;
  - Power Line Technician (Operating);
  - Cook; and,
  - Painter and Decorator.
- Finalized a three-year initial accreditation for the Entry Level Insulator (Heat and Frost) program at Academy Canada, Harding Road Campus.
- Provided five-year re-accreditations for the following programs:
  - Entry Level and Advanced training the Carpenters Millwright College, Paradise;
  - Hairstylist program at Keyin Tech, Grand Falls-Windsor Campus; and,
  - Entry Level Steamfitter Pipefitter at Keyin Tech, Burin Campus

### **Quick Facts – 2013-14**

Number of active apprentices	<b>6149</b>
Number of newly registered apprentices in 2013-14	<b>1419</b>
Number of apprentices that received journeyperson certification	<b>627</b>
Number of trade qualifiers that received journeyperson certification	<b>160</b>
Number of apprenticeship incentive grant letters issued	<b>1718</b>
Number of apprenticeship completion grant letters issued	<b>619</b>
Number of apprentices that received in-school training	<b>3169</b>
Number of apprentices that received credit through the recognition of prior learning (Prior Learning and Assessment Recognition - PLAR)	<b>81</b>
Number of journeypersons that received enhanced training to keep skills current and respond to industry standards e.g. heavy form work	<b>166</b>

## **Outcomes of Objectives**

The Provincial Apprenticeship and Certification Board identified two issues in its 2011-14 activity plan to guide its work for the three-year period:

### **Issue One: Apprenticeship Experience**

Over the past three years, the Provincial Apprenticeship and Certification Board has worked with industry, labour partners and educators to ensure that all apprentices throughout Newfoundland and Labrador are trained to the highest provincial and national standards. This is in accordance to the strategic direction of the Department of Advanced Education and Skills for an enhanced post-secondary education system benefiting those seeking higher education.

With respect to apprenticeship experience, the following objective was the focus for the fiscal year ending March 31, 2014, the third and final year in the current activity planning period.

#### **Objective:**

By March 31, 2014 the Provincial Apprenticeship and Certification Board will have collaborated with industry, labour partners and educators to improve the apprenticeship experience in Newfoundland and Labrador.

**Measure:** Collaborated with industry, labour partners and educators.

#### **Indicator:**

Consulted with partners throughout the year to improve the apprenticeship experience.

#### **Results:**

Over the last three years, the Board has worked with the Department of Education to develop and implement the Youth Apprenticeship Program pilot program in the high school system, including ongoing support for five additional schools which were added around the province. A final report on the pilot program is being developed.

From 2011-2014, the Board, through the Welder Advisory Committee representatives, provided valuable input into developing national benchmarks for Practical Welding Assessments. Newfoundland and Labrador is the host province for the Welder Trade and as a result, was responsible for leading an initiative to ensure all Canadian jurisdictions were in agreement with the national benchmarks set for all Certified Welders across Canada.

During 2013-14, the PACB continued to work with the blaster industry group by providing presentations on the apprenticeship and certification process while comparing other certification models. This industry continues to experience issues with recruiting and retaining qualified blasters and is contemplating adopting an alternative model to meet the industry needs.

## **Issue Two: Assessment/Evaluation Methods**

The Provincial Apprenticeship and Certification Board is dedicated to providing assessment and evaluation methods to support certification of highly qualified skilled trades journeypersons. This is in accordance with the strategic direction of the Provincial Government for an enhanced post-secondary education system benefiting those seeking higher education. An increase in the number of individuals, with significant years of practical experience in the trades wishing to become certified, warrants a formalized assessment process. Labour mobility, especially as applied to individuals migrating to the province, has increased the need for formalized assessments.

With respect to assessment/evaluation methods, the following objective was the focus for the fiscal year ending March 31, 2014, the third and final year in the current activity planning period.

### **Objective:**

By March 31, 2014 the Provincial Apprenticeship and Certification Board will have reviewed and recommended enhancements to assessment and evaluation policies.

**Measure:** Reviewed and recommended enhanced policies.

**Indicator:** Recommended enhancements to policies.

### **Results:**

Over the last three years, a review of the Recognition of Prior Learning policy was completed and recommendations for improvements were made to the Board. Subsequently, the policy was updated and the Apprenticeship and Trades Certification Division provided in-service training for all appropriate divisional staff. All educational agencies (private and public) who offer advanced trades training also participated in the training.

During 2013-14, a review of both *Policy # 5: Certification and Block Exams* and *Policy # 10: Exam Security to Incorporate the Implementation of Mandatory Block Exams* was completed and recommendations were made to the Board. Subsequently, the Board approved the recommendation to expand the development of block exams to include two additional prioritized trades. This ensured that exams were developed for block-two and block-three training for a total of 10 trades considered high volume. These include:

- Automotive Service Technician;
- Carpenter;
- Construction Electrical;
- Cook;
- Heavy Duty Equipment Technician;
- Industrial Mechanic (Millwright);
- Steamfitter Pipefitter;
- Welder;
- Plumber; and,
- Truck Transport Mechanic.



## **Opportunities and Challenges Ahead**

As economic development continues within the province, the need for skilled trade workers is also expanding. As outlined in the new three-year (2014-15 to 2016-17) activity plan, the Board will consider the following issues in the upcoming year:

- Harmonization work with Atlantic Canada apprenticeship authorities; and
- Participating in the pilot project to improve the Red Seal Occupational Standard with the overall goal of enhancing the apprenticeship experience.

The Board will also continue its curriculum reviews and accreditation mechanisms.