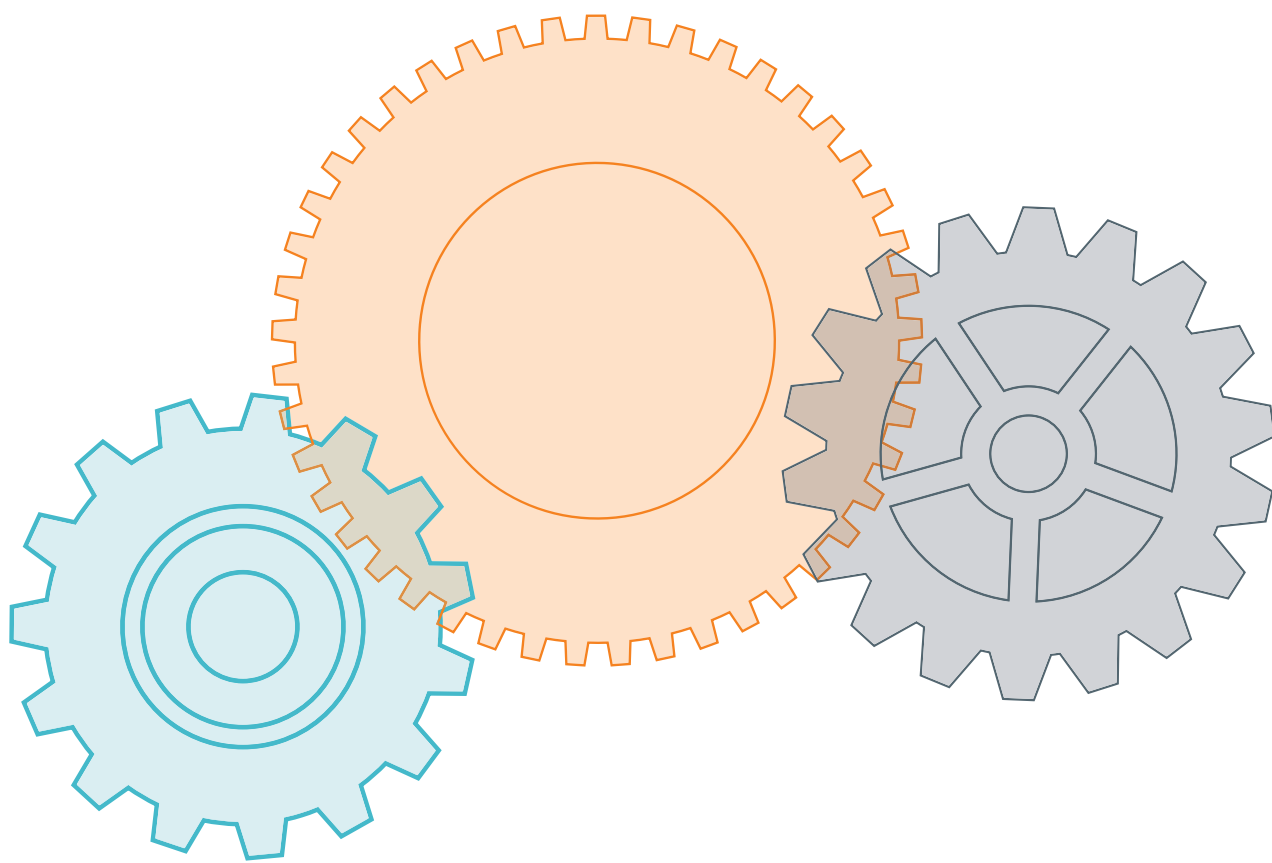




DRAFT

Youth Work in Trades Program Guide

(Program Procedures, Requirements, and Standards)



BRITISH
COLUMBIA

Ministry of
Education





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INTRODUCTION

Through participation in the Youth Work in Trades (WRK) program, school-age students can earn secondary school graduation credits and begin accumulating work-based training hours required for provincially and nationally recognized industry trades credentials. The WRK program consists of paid workplace-based training combined with a provincial curriculum that focuses on connecting, applying, reflecting on, and refining workplace skills and safety, work ethic, and job readiness.

WRK is an educational program jointly supported by the Ministry of Education and the Industry Training Authority (ITA). The ministry is responsible for establishing the program's curriculum and learning guidelines, and for monitoring its operational and funding requirements, as set out in this guide. Related terms and definitions are included in Appendix A.

Working with industry, the ITA is responsible for developing, setting standards for, and regulating industry training programs, and for registering and tracking the progress of apprentices. The ITA awards provincial credentials to apprentices who successfully complete two types of industry training programs:

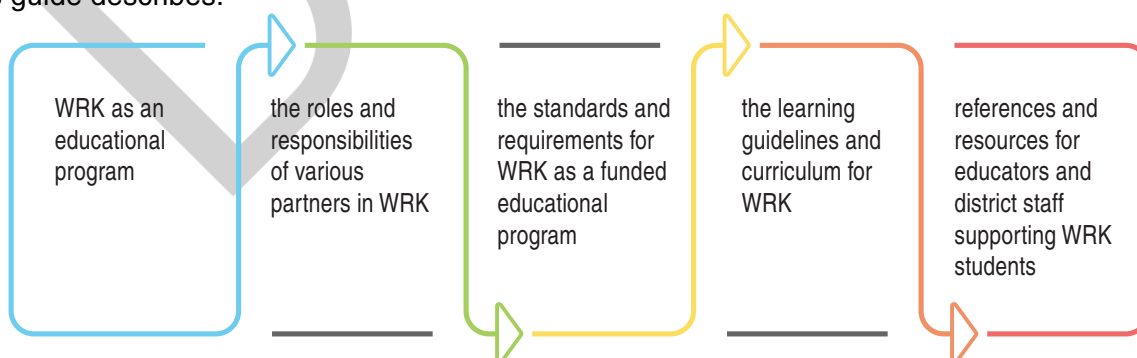
- B.C. trades programs, which are recognized in and specific to the province of B.C.
- [Red Seal](#) trades programs, which are recognized provincially and nationally

Typically, industry training programs consist of 80 percent work-based training under the guidance of a certified tradesperson or equivalent, and 20 percent technical (in-class) training. Generally, an apprenticeship program takes four years to complete. For the purposes of this document, the term “sponsor” refers to the person or body registered with the ITA that:

- is willing and able to ensure that the apprentice receives training and related practical experience in the tasks, activities, and functions carried out in that occupation
- undertakes to attest that the apprentice has met the established standards for the [industry's trade program](#)

School district staff are responsible for delivering the WRK program for all interested students, according to the provincial policy and operational standards set out in this program guide. This guide was developed by the Ministry of Education, in consultation with the ITA and B.C. educators, to ensure that it reflects best practices in industry training and career-life development, and to support district staff in delivering the program.

This guide describes:



The learning standards outlined in the WRK curriculum, and the program delivery guidelines outlined in this guide, apply only to apprenticeship training courses. This guide does not cover options that students may use to fulfill the mandatory 30 hours of career-life explorations required for graduation, as outlined in Career-Life Connections.

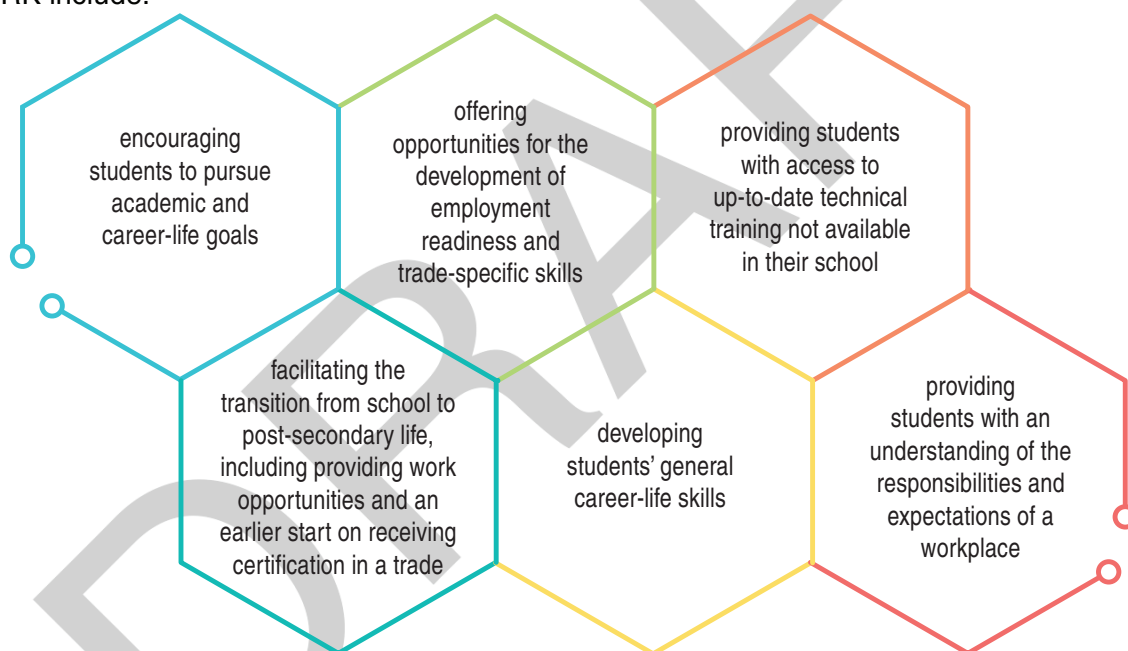


Rationale for WRK

Participation in the WRK program enables students to apply trade-specific training or explore career options with ITA-recognized sponsors, and provides them with a frame of reference within which to review or revise career-life goals. WRK also enables students to delve more deeply into career-life explorations undertaken in Career-Life Education and Career-Life Connections. For many students, participation in WRK increases the relevance and practical application of the secondary school curriculum. By recognizing the work-based training hours accrued through WRK, the program also helps students transfer from secondary school to post-secondary opportunities through a provincially accredited education program.

Goals of WRK

The main goal of the WRK program is to help students personalize their learning by allowing them to begin apprenticeship training as part of their secondary school education program. Other goals of WRK include:



Key characteristics of WRK participants

Students enrolling in the WRK program are 14 years old or older; are in Grade 10, 11, or 12; and are working toward a Grade 12 Dogwood, Adult Dogwood, or Evergreen Certificate. WRK students are also:

- ☒ apprenticed in any trade recognized by the ITA
- ☒ registered with the ITA as Youth Apprentices¹ and completing 480 hours of work-based training under the supervision of a certified tradesperson or equivalent²

¹ The ITA defines “Youth Apprentices” as secondary school apprentices who are school-age (i.e., up to completion of the school year in which the student turns 19) for the purposes of receiving Ministry of Education funding.

² Additional work-based training hours beyond 480 hours count toward the total work-based training hours required for apprenticeship certification.

- ✓ able to earn up to 16 course credits through WRK 11A, WRK 11B, WRK 12A, and WRK 12B
- ✓ in some cases, enrolled as well in foundation-level or Level 1 technical training through a [Youth Train in Trades \(TRN\)](#) program.

Apprentices' WRK work-based training hours:

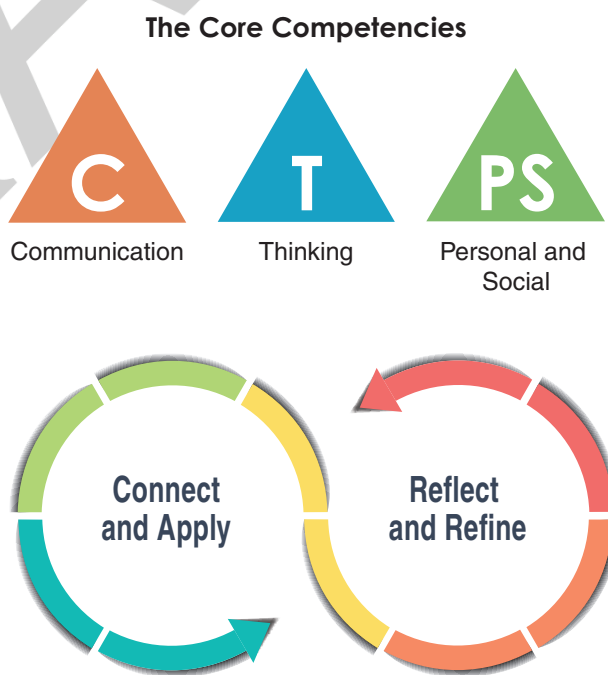
- ➔ accrue after students apply for registration as a Youth Apprentice in the WRK program
- ➔ must be paid
- ➔ must be verified by the registered sponsor
- ➔ must be reported by sponsors
- ➔ cannot be used to fulfill the 30 hours of career explorations required in Career-Life Connections for graduation

YOUTH WORK IN TRADES 11A/B AND 12A/B: CURRICULAR DESIGN

The Youth Work in Trades program consists of four courses: WRK 11A and 11B, and WRK 12A and 12B. The two Grade 11 WRK courses follow the Grade 11 WRK curriculum, and the two Grade 12 WRK courses follow the Grade 12 WRK curriculum. In all cases, student training plans are intended to demonstrate students' progression of learning through the WRK 11A and 11B courses to the WRK 12A and 12B courses.

Like other courses in the B.C. curriculum, the learning standards for all Youth Work in Trades courses are based on the Know-Do-Understand (KDU) curricular model and consist of Big Ideas, Curricular Competencies, and Content, with the Core Competencies embedded throughout. The Curricular Competencies for WRK reflect the cycle of learning students undertake before, during, and after a work placement, and are based on an inquiry model, which includes the steps "Connect and Apply" and "Reflect and Refine."

Unlike the majority of courses, most of the Youth Work in Trades program takes place outside the school setting, and most of the course hours consist of workplace-based training. The [curricular component of WRK 11A/B and 12A/B](#) may be offered in a variety of formats, including but not limited to scheduled classroom settings; seminars; drop-in sessions; electronic instruction; three-way conversations with the educator, student, and sponsor; and one-to-one instruction. See Appendix B for the WRK 11 and WRK 12 curricula.





Provincial and national trade-specific competencies

In addition to the learning standards outlined in the provincial curriculum, as part of the ITA's apprenticeship program, apprentices demonstrate progress in the particular trade being undertaken based on the [ITA's program outline](#). The sponsor will document this progress as part of each apprentice's student training plan (see Appendix C for a sample WRK student training plan).

Student readiness

The learning standards in WRK 11A/B and WRK 12A/B apply the knowledge acquired in Career-Life Education (CLE). In cases where students have not completed CLE, educators must deliver the related learning standards as part of the students' WRK program. These include the CLE learning standards related to career-life development, including employability, collaboration, leadership, essential job skills, appropriate workplace behaviour, and workplace safety. Students must complete these learning standards before starting a WRK placement.

YOUTH WORK IN TRADES: PROGRAM PROCEDURES, REQUIREMENTS, AND STANDARDS

The Youth Work in Trades program requires district and school-based staff to ensure that students are prepared for their apprenticeship placement and that district records demonstrate compliance with Ministry of Education requirements, including those required for funding. This section outlines these requirements, and refers to supporting resources and information that are included in the appendices.

The WRK program procedures, requirements, and standards are organized as follows and are summarized in Appendix D:

- Before starting a WRK placement
- During a WRK placement
- After a WRK placement

Before starting a WRK placement

Program requirements

Providing an in-school safety orientation

After registering students in WRK, district staff are required to provide students with an in-school safety orientation covering general workplace safety awareness, issues, and practices before students start their WRK placement. The in-school orientation may include:

- [WorkSafeBC Regulation 3.12: The Right to Refuse Unsafe Work](#)
- WorkSafe BC's [Student WorkSafe 10-12: Resource for Teachers](#)
- the [Employment Standards Act](#) and [Regulation](#), which set minimum standards for most workplaces and outline the rights and responsibilities of employees in the workplace



*In accordance with
[Ministerial Work
Experience Order
MO237/11](#), Boards of*

*Education must establish
guidelines regarding conduct,
supervision, evaluation, and
participation of students
undertaking WRK placements.*

Confirming WorkSafeBC coverage

WorkSafeBC coverage for WRK students must be provided by sponsors and will not be supplied by the Province. Sponsors are required to provide evidence of WorkSafeBC coverage to district staff, who must document the coverage in student files.

Providing a worksite safety orientation

WRK sponsors are required to provide students with a safety orientation. The orientation must encompass workplace safety precautions specific to the industry and worksite. The on-site orientation must occur before hands-on activities begin, and students must complete a Worksite Safety Checklist to confirm that an on-site safety orientation occurred (see Appendix E for a sample Worksite Safety Checklist). District staff must include the signed checklist in student files as documentation of the orientation. Sponsors may consider using the Worksite Safety Checklist as a reference for conducting on-site orientations.

In the case of new WRK sponsors, district staff and the sponsor will review the worksite from a safety perspective, through site visits (where feasible) and discussions with the sponsor or student's direct supervisor, with the purpose of concluding that the worksite is safe and free from exploitation and harassment. District staff must include documentation of this review in student files.

Registering with the ITA

Once students have secured a sponsor, they are required to register as a Youth Apprentice with the ITA. District staff assist in this process by:

- coordinating the completion of a [Youth Apprentice and Sponsor Registration Form](#) (**Note:** If sponsors are new to the ITA, district staff are to leave the sponsor registration number blank. ITA staff will assign a sponsor number. District staff and sponsors must both retain copies of the Youth Apprentice and Sponsor Registration Form.)
- submitting the information to the ITA using the [Dual Credit Management System](#) (DCMS) online registration system
- confirming that ITA Customer Service has sent a registration card to the sponsor (**Note:** The registration card includes the apprentice's ITA identification number (Individual ID))
- contacting the ITA Youth Administrator at youth@itabc.ca for more information regarding access to DCMS or sponsors seeking supervision and sign-off authority

See Appendix F for a complete list of ITA's resources and support materials for the WRK program.



Note: Informal apprenticeship arrangements with sponsors, where the student is not registered with the ITA, do not qualify students as Youth Work in Trades apprentices.



Developing student training plans

Once students are registered with the ITA, educators work with students and sponsors to establish and sign off on a student training plan. Each WRK course requires a unique student training plan that demonstrates the student's progression through the WRK 11A and 11B courses to the WRK 12A and 12B courses. Student training plans:

- ➔ confirm the completion of in-school and on-site safety orientations
- ➔ articulate the skills and knowledge to be developed, based on the [ITA's program outline](#) for the particular trade being undertaken
- ➔ include the relevant learning standards for WRK 11 or WRK 12 that are to be met

Note: Some students may already be working in a trade but have not enrolled in the WRK program. These “hidden apprentices” may be accruing work-based training hours under the supervision of an ITA-approved sign-off authority, but they may be unaware they can also earn Graduation credits through the WRK program. In the case of hidden apprentices, a summary of prior work-based training hours and the skills acquired and demonstrated is sufficient. The summary must be confirmed by an ITA-certified tradesperson or equivalent and be documented in the student's file.

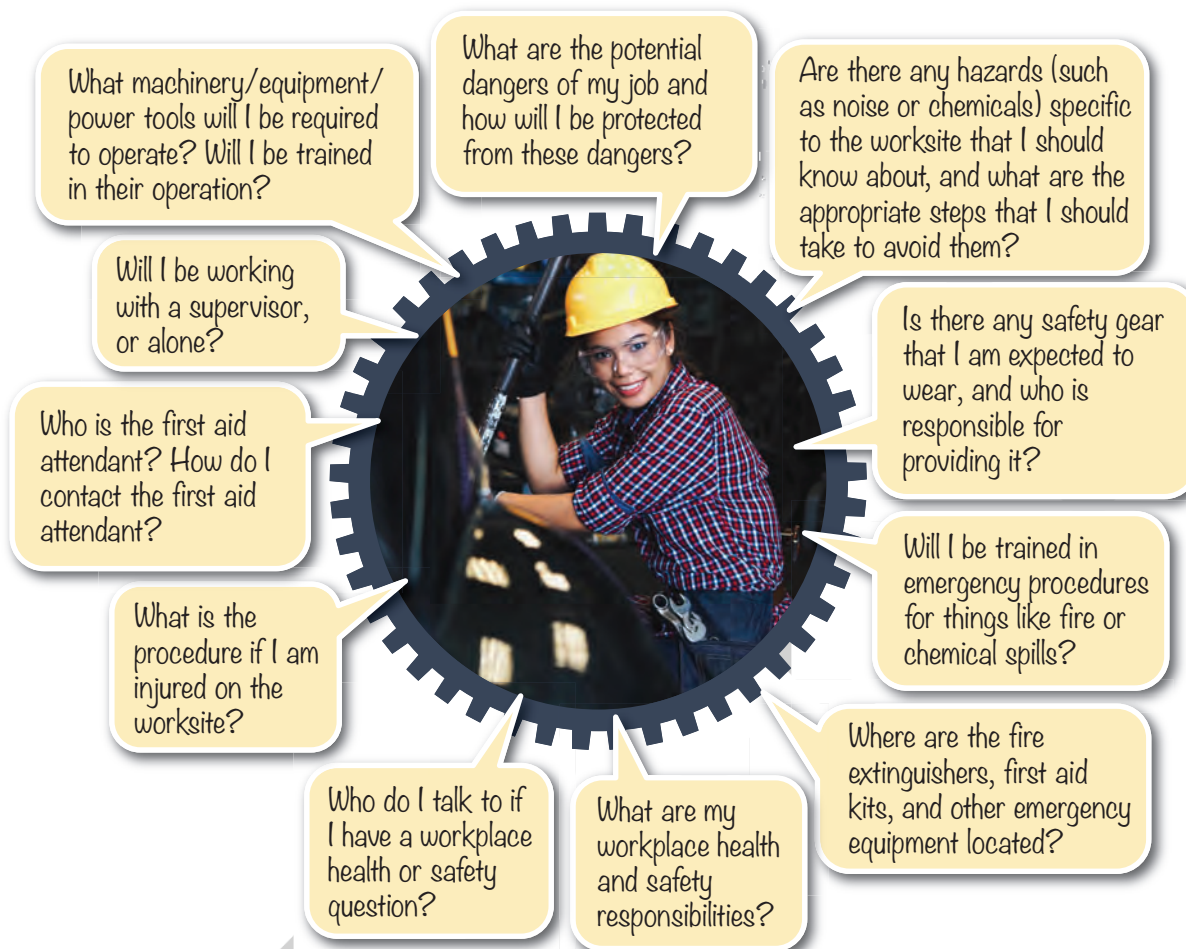


Preparing students for WRK placements: Considerations and resources

As part of their preparation for seeking an apprenticeship placement, students learn first-hand what worksites typically require in terms of behaviour, clothing, and workplace safety. For the WRK placements to be effective, educators and/or other district staff must ensure that students are familiar with the responsibilities and expectations associated with their apprenticeship. It is recommended that students complete related Career-Life Education competencies prior to a WRK placement. Educators must impress upon WRK students the importance of:

- continuing to attend all in-school courses at times other than those assigned for WRK placements
- participating in all required health and safety education and training at the workplace
- using all provided personal protective equipment and clothing
- abiding by the worksite's safety-related rules and regulations and its behavioural standards and practices
- working the days and hours established with sponsors, and notifying sponsors when unable to work
- notifying worksite supervisors immediately of any injuries, emergencies, or other problems
- respecting the confidential nature of information at the worksite
- participating in assessment meetings as required by worksite supervisors or WRK educators
- identifying any accommodations required (if needed) to complete specific tasks
- for Indigenous students and any other applicable students, being knowledgeable about cultural expectations that may or may not align with workplace commitments and being prepared to discuss these with the employer

As part of the required worksite orientation, students are advised to ask their worksite supervisor about workplace safety. Questions suggested by WorkSafeBC include the following:



Other considerations for sponsors and worksite supervisors

In addition to providing a worksite safety orientation, sponsors are required to:

- review the [ITA's Employer Guidebook](#)
- provide a safe working and learning environment
- provide students with an orientation addressing hours of work, breaks, dress code, personal protective equipment, and sponsor expectations (including expectations concerning exploitation and harassment)
- introduce students to other worksite employees, explaining the students' position, required accommodations (if needed), and occupational responsibilities
- ensure a sufficient quantity of work before hiring WRK students
- work with the apprentice, educators, and/or district staff to establish a training plan that articulates the skills and areas of knowledge to be developed during the WRK Program
- ensure that the work performed by WRK students is meaningful, is of high quality, and meets industry standards

- track WRK students' work-based training hours in the [ITA's Direct Access online database](#) or on a Work-Based Training Report form (see Appendix G) to credit students with the number of training hours worked (**Note:** It is the responsibility of sponsors to keep educators and/or district staff informed of students' accrual of work-based training hours.)

Once the ITA has processed registrations, it sends students and sponsors a welcoming letter and additional information about their role as apprentices or sponsors:

- Students are issued an ITA identification number (their Individual ID), which is kept for life.
- Sponsors are sent a certificate of registration on behalf of students. This includes a wallet-sized ITA apprenticeship registration card. Sponsors sign the registration card and give it to the students to retain. Students must keep their registration card safe, as it shows the issue date and their Individual ID.
- Students receive emails about their ITA Direct Access login credentials and instructions for activation. ITA Direct Access allows students to track their progress toward completion of their apprenticeship. Students can find more information about the industry training system and their responsibilities in the [ITA Apprentice Guidebook](#).

During a WRK placement

Program requirements

Monitoring WRK students

The [Elective Work Experience Courses and Workplace Safety Policy](#) requires that Boards of Education “establish guidelines respecting the conduct, supervision, evaluation and participation of students in all school-arranged work placements.” Educators and/or district staff must monitor students during their apprenticeship placement in accordance with Board guidelines and are to keep a record of their interactions. Direct communications with students and sponsors will ensure that any concerns are addressed in the best interests of students and sponsors.

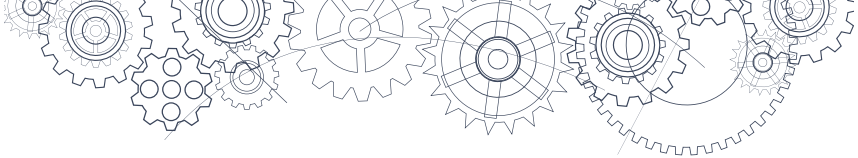


Monitoring should include worksite visits as well as regular communication (e.g., phone calls or emails) with the student's sponsor and/or worksite supervisor. All monitoring activities must be documented. Monitoring ensures that students are performing assigned tasks to the best of their ability and confirms that students' personal management skills are consistent with expectations of the sponsor and school. It is suggested that special attention be paid to attendance and punctuality, as well as demonstration of positive attitudes, adaptability, and workplace safety. If a school arranges WRK apprenticeship placements for students during the summer or other times when school is not in session, an assigned staff person must be available to monitor the students.

Educators and/or district staff must also communicate directly with students to ensure that any student concerns about the work placements are addressed and that any problems are resolved in the best interests of both the students and the sponsors.

Reporting hours

The 480 hours of workplace-based training required for completion of the WRK program begins after students apply for registration as Youth Apprentices. While the sponsor must be sanctioned by ITA, it is not necessary to wait for ITA's confirmation of registration before accumulating hours.



Sponsors submit regular [Work-Based Training Hours Reports](#) to the ITA. These reports credit students with the number of work-based training hours completed, and the information is recorded in each student's profile in [ITA Direct Access](#).

Recognition of prior work

If students have worked in a trade area but were not enrolled in the WRK program or registered with the ITA (i.e., hidden apprentices), district staff can ensure recognition of up to 240 hours of paid work-based training hours for such students by:

- 1) validating their work in the trade by registering the student with the ITA as follows:
 - a. students and district staff complete a regular Work Based Training Hours Report, including the dates and hours of the prior work-based training;
 - b. sponsors sign the form and submit it to ITA Customer Service after ITA's confirmation of registration;
 - c. the ITA determines the number of hours it will recognize as prior work in the trade. The ITA only recognizes hours in the trade in which students register.

Note: In cases where a hidden apprentice has been working in an unpaid placement, the ITA may recognize those work-based training hours. For all hidden apprentices, any district claims for WRK course funding are eligible only after both (a) and (b) are completed and the apprentice has been paid.



- 2) teaching and assessing the curriculum as required for WRK course credit. The recognized hours of prior work are typically applied to meeting the requirements for WRK 11A (120 hours) and 11B (a further 120 hours). Only after a B.C.-certified teacher has delivered the WRK 11A/B curriculum and assigned a final grade are course credits to be awarded and the prior work-based training hours are to be reported to the ITA.

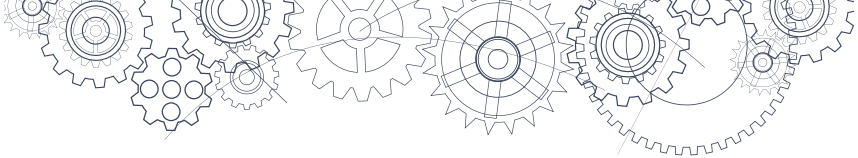
Reporting injuries to WorkSafeBC

It is essential that every workplace accident, no matter how minor, is followed up and a WorkSafeBC report filed. It is the school district's responsibility to inform participating students about the procedure for reporting injuries suffered by students on WRK placements, and to confirm the procedures with worksite supervisors.

Ongoing student safety considerations

During placements, events and circumstances can sometimes lead to negative social-emotional impacts on apprentices. There is growing evidence that exposure to bullying and harassment in the workplace can have serious negative consequences. Workplace bullying and harassment can take many forms, including verbal aggression, personal attacks, and other intimidating or humiliating behaviours. WorkSafeBC has developed Occupational Health and Safety policies to help workers, employers, and supervisors prevent and address workplace bullying and harassment.

WorkSafeBC has also developed a [Bullying and Harassment Prevention Toolkit](#) to assist workplace parties in meeting their legal duties as outlined in the Occupational Health and Safety policies. The toolkit provides information, training tools, and templates that workplaces can adapt to meet their individual needs. Questions about these resources can be answered at policy@worksafebc.com.



Students, educators, other district staff, or sponsors who witness or experience bullying and harassment in the workplace should follow the procedures set out by their sponsor. They can also contact the Prevention Information Line: 604-276-3100 (Lower Mainland) or 1-888-621-7233 (toll-free within B.C.).

After a WRK placement

Program requirement: Assessing and evaluating WRK students

As with all educational programs, WRK students must be evaluated by educators with valid teaching certificates and a final grade must be assigned. Course evaluations are based on assessment of student learning of the provincial curriculum for WRK. As always, educators should incorporate clear criteria and utilize a variety of assessment strategies (suggestions may be found in the elaborations within the curriculum). Final course grades are derived from evaluation of student learning of the course curriculum, which has been delivered and assessed by an educator employed by the Board of Education who is certified by the Teacher Regulation Branch of the Ministry of Education.

Sponsor feedback and observations are integral components of work experience and may be included as part of any discussions or formative assessment activities that educators and/or district staff may have with students before, during, and/or after their placement. Sponsor feedback and observations may also inform instruction. However, they may not be considered as part of a student's formal evaluation or final course grade. A sample sponsor feedback form is included in Appendix H.

Other WRK delivery options

This guide focuses primarily on the requirements and procedures for Boards of Education and Independent School Authorities delivering ministry-funded WRK programming through a “bricks and mortar” school and where placements occur at standard worksites. Boards of Education and Independent School Authorities that comply with the WRK program requirements and procedures outlined in this guide can report students for ministry funding through [Form 1701 reporting processes](#).

Students can also take WRK courses through their public school district's distributed learning and continuing education facilities or their independent school's distributed learning school.



Distributed learning

Boards of Education and Independent School Authorities that comply with the WRK program requirements and procedures outlined in this guide can report distributed learning students for ministry funding through [Form 1701 reporting processes](#) only after attendance requirements are met for each course.



Continuing education

Boards of Education that comply with the WRK program requirements and procedures outlined in this guide can report continuing education students for ministry funding through [Form 1701 reporting processes](#) only after the attendance requirements in accordance with the [Adult Funding Policy](#) have been met for each course.



\$1,000 YOUTH WORK IN TRADES AWARD

The Youth Work in Trades Award is an important incentive for students to enrol in and complete the four WRK courses. The awards are distributed twice a year (Spring and Fall cycles) to students who meet the eligibility criteria. The Ministry of Education co-administers the Youth Work in Trades Award with the ITA, and each provides \$500 toward each \$1,000 award.

To be eligible, students must have:

- been registered with the Industry Training Authority as a Youth Apprentice
- graduated with a Grade 12 Dogwood or Adult Dogwood diploma
- successfully completed WRK 11A, WRK 11B, WRK 12A, and WRK 12B
- maintained a C+ average or better on Grade 12 numbered courses
- reported to the ITA a total of at least 900 work-based training hours completed by January 31 of the school year in which the student turns 19

Educators and other district staff should note the following:

- A student's graduation transcript includes only the courses the student passes. The Youth Work in Trades Award uses all Grade 12 numbered courses in the calculation of the grade point average.
- The 900 work-based training hours completed by January 31 ensures that the awards will be ready for distribution in April of that school year (the Spring Cycle). In some cases, students are unable to complete 900 hours by January 31. To accommodate these school-age students, a second cycle to verify work-based hours occurs in early September of the following school year. Those school-age students who met all the eligibility criteria on or before June 30 but were unable to complete or report their 900 hours by January 31 can still receive the award if they accrue the required work-based hours by August 31. Awards for these students will be processed and distributed in October (the Fall Cycle).
- Students who are eligible for the Youth Work in Trades Award will automatically be considered. There is no need for students or district staff to apply. Ministry staff distribute annual Youth Work in Trades Award schedules to school districts to ensure that timelines are met, and contact district staff throughout the school year regarding potential Youth Work in Trades Award recipients.



LIST OF APPENDICES

Appendix A: Glossary of Terms

Appendix Bi: Curriculum (WRK 11)

Appendix Bii: Curriculum (WRK 12)

Appendix C: Sample Student Training Plan format (WRK)

Appendix D: Suggested Procedures Timeline (WRK)

Appendix E: Sample Worksite Safety Checklist format

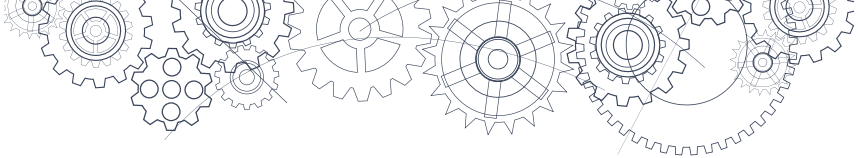
Appendix F: ITA Resources

Appendix G: ITA's Work-Based Training Hours Report

Appendix H: Sample Sponsor Feedback Form format (WRK)

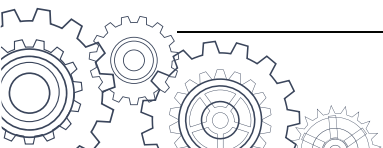
**Appendix I: Links to Related Policies, Legislation, and Career
and Labour Market Information**

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Appendix A: Glossary of Terms

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Glossary of Terms

Accredited Training Programs: Programs that are designated through regulation by the Minister of Advanced Education, Skills and Training under the provisions of the *Industry Training Authority Act* and that lead to a Certificate of Qualification with an Interprovincial Red Seal Endorsement.

apprentice: The traditional name used to describe a person working in a trade and participating in an apprenticeship industry training program.

apprenticeship training: One type of industry training that combines workplace-based training and experience with components of institutional training and leads to provincial and/or national industry training credentials (i.e., Red Seal) for trades-related occupations.

Certificate of Qualification: The credential awarded by the Industry Training Authority to apprentices who have successfully completed the requirements of an Accredited Training Program or a recognized industry training program. An interprovincial Red Seal Endorsement is affixed to a Certificate of Qualification for those apprentices in Accredited Training Programs who pass the written interprovincial Red Seal examination.

Certificate of Qualification examination: A standardized provincial exam that is normally written upon completion of an industry training program. The successful completion of a Certificate of Qualification exam leads to the issuance of a provincial Certificate of Qualification.

certified tradesperson: A person who has acquired the knowledge and skills in a trade, occupation, or craft as attested to by the provincial authority (i.e., the Industry Training Authority).

Designated Training Provider: A university, college, or other educational institution that has been approved by the ITA to provide technical trades training.

employer (also “sponsor”): An individual or group that, for the purposes of apprenticeship, agrees to provide work-based learning and/or experience.

“hidden apprentice”: A student who has worked or is working in a trade area but was not enrolled in the WRK program or registered with the ITA.

industry: Employers and their associated organizations within various economic sectors (e.g., forestry, construction, tourism) and sub-sectors.

Industry Training Authority (ITA): The legal body responsible for the apprenticeship system, certification, and all industry training within British Columbia.

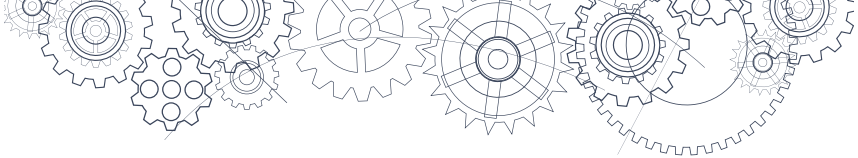
ITA Direct Access: The online data management system for ITA data.

interprovincial Red Seal examination: A standardized interprovincial examination available in a number of trades. The successful completion of an interprovincial Red Seal examination leads to a Red Seal Endorsement being affixed to the corresponding provincial Certificate of Qualification.

joint training board: Committee of management and union members formed to manage apprenticeship agreements.

level examination: A standardized provincial exam that is normally written upon completion of a level of industry technical training. Level exams can also be challenged in cases where technical training is not completed and available for challenge.

Ministry of Education (ministry) curriculum: The learning standards for each area of learning from Kindergarten to Grade 12. The curriculum describes what students are expected to know, do, and understand at each grade in each area of learning.



National Occupational Analysis (NOA): A competency profile for an Accredited Training Program that is nationally developed under the interprovincial Red Seal Program.

National Occupational Classification (NOC): Canada's national system of organizing and describing occupations.

occupation: A job for which people are recruited, retained, and compensated, including self-employment. Occupations comprise many activities and duties that the incumbent performs. Trades are one occupational sub-category for which apprenticeship training is the traditional method of skill and knowledge acquisition.

Recognized Training Programs: Those programs that have been approved pursuant to a bylaw by the Industry Training Authority Board of Directors and lead to a Certificate of Qualification.

Recognized Training Providers: Organizations or institutions that have successfully completed the ITA's Designation Review Process and are permitted to offer specified ITA-approved industry training programs.

Red Seal: A standardized national endorsement for specified trades that enables greater mobility of tradespeople. Upon successful completion of an interprovincial Red Seal examination, a nationally recognized Red Seal Endorsement is added to the provincial Certificate of Qualification.

school-age student: A student is “school-age” until the completion of the school year in which the student turns 19 (i.e., between the age of 5 by December 31 of the current calendar year and 19 on or after July 1 of the current school year).

school year: The period from July 1 to June 30.

sponsor: The individual or group that employs an apprentice, has an Organization ID number registered with the ITA, and has an employee or contracted worker who is certified by the ITA to deliver and assess trade-specific competencies, and is able to provide written confirmation to the ITA that the student has demonstrated the competencies.

trade: A skilled occupation requiring manual skills and special training.

trades curriculum: Formally documented instructional components that are designed to guide the delivery of an Industry Training Program to established standards. Curriculum components include a competency profile, a program outline, learning resources, and assessment tools.

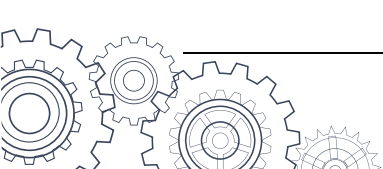
technical training: The institution-based component of Industry Training Programs that is intended to provide apprentices with a combination of theoretical knowledge and practical skills to complement their work-based training.

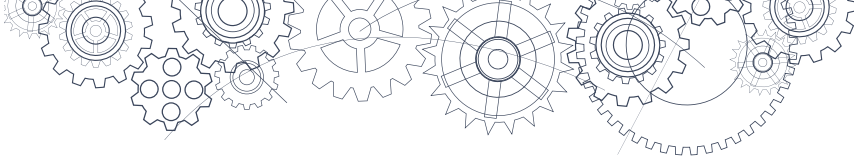
trainer: An individual or organization, but not a public college or post-secondary institution, that provides training services and has been designated by the Industry Training Authority.

workplace-based training (also “work-based training”): Skill development through practical hands-on experiences under regular working conditions.

Youth Apprentice: An apprentice between the ages of 14 and 19.

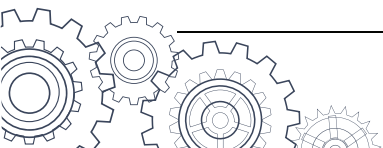
Youth Train in Trades (TRN): An industry certification program for British Columbia secondary school students that enables students to earn both graduation credits and credit for the first level of technical training associated with an industry training program or apprenticeship.





Appendix Bi: Curriculum (WRK 11)

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BIG IDEAS

Trades experiences outside of school expand our workplace skills and career-life options while providing opportunities for self-discovery.

Understanding and applying one's personal **rights and responsibilities** as a worker builds a safer work environment for all.

Pursuing trade pathways involves an inquiry cycle of questioning, planning, reflecting, adapting, and deciding next steps.

Learning Standards

| Curricular Competencies | Content |
|--|---|
| <p><i>Students are expected to be able to do the following:</i></p> <p>Connect and Apply</p> <ul style="list-style-type: none"> Collaborate with teacher and employer to develop a trade-specific training plan Apply trade-specific skills in the work placement, as defined in the training plan Identify transferrable skills specific to the work placement Explore work placement opportunities Develop skills to work respectfully and constructively, both independently and with others, to achieve common goals Demonstrate knowledge of cultural sensitivity, workplace ethics and etiquette Contribute to care of self, others, and community Access information and ideas on workplace safety prior to work placement to determine workplace safety risks Identify, demonstrate, and incorporate provincially legislated safety and site-specific work-site safety procedures while at the work placement <p>Reflect and Refine</p> <ul style="list-style-type: none"> Engage in ongoing reflection and documentation of work experience to identify strengths, employability skills, and areas for future development Reflect on independent and collaborative problem-solving strategies implemented, specific to the work placement | <p><i>Students are expected to know the following:</i></p> <p>Workplace Safety</p> <ul style="list-style-type: none"> occupational health and safety rights and responsibilities, including trade-specific hazards, risk reduction and the right to refuse unsafe work worker insurance potential hazards in their occupation/industry sector/worksites workplace incident and accident response procedures and protocols injury prevention awareness <p>Workplace Skills</p> <ul style="list-style-type: none"> essential skills for a continually changing labour market responsibilities and expectations associated with workplace ethics and etiquette, including the need for confidentiality general and site-specific workplace expectations cultural land use considerations and First Peoples knowledge problem-solving and conflict resolution strategies and interpersonal skills |

Learning Standards (continued)

| Curricular Competencies | Content |
|-------------------------|--|
| | <ul style="list-style-type: none"> • self-advocacy skills and self-efficacy • apprenticeship pathways and requirements for qualification/certification for chosen trades • procedures for Industry Training Authority (ITA) documentation |

Big Ideas – Elaborations

Youth Work in Trades Grade 11

- **rights and responsibilities:** for example, Workers Compensation Act and Workers Compensation Amendment Act

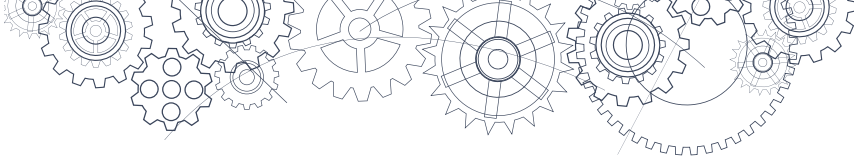
Curricular Competencies – Elaborations

Youth Work in Trades Grade 11

- **trade-specific skills:** for example, through Industry Training Authority (ITA) trades programs (<http://www.itabc.ca/discover-apprenticeship-programs/search-programs>)
- **transferrable skills:** skills that transfer from school to work placement and on to post-graduation opportunities and experiences
- **independently:** includes protocols for working alone
- **cultural sensitivity, workplace ethics and etiquette:** for example, diverse cultures, sexual orientation, gender identity; B.C. employment standards, harassment prevention, WorkSafeBC roles, rights, and responsibilities
- **care of self, others, and community:** for example, digital citizenship; injury prevention; various safety protocols, such as Workplace Hazardous Materials Information System (WHMIS), personal protective equipment (PPE), Food Safe Level 1, safety data sheets (SDS)
- **workplace safety:** applicable to work placement
- **provincially legislated:** for example, WorkSafeBC
- **reflection and documentation:** activities that help students reflect on their learning and make their learning visible – for example, multiple forms of representation, including but not limited to student/educator conversations; three-way conversations between employer, student, and teacher; portfolios, photo essays, digital presentations, oral presentations; evidence gathering, journaling, storytelling
- **independent and collaborative problem-solving strategies:** for example, responding to real-life unexpected situations, trouble-shooting in emerging scenarios

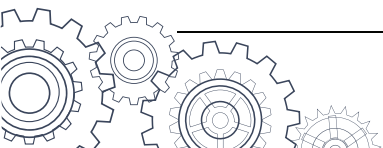
Content – Elaborations

- **occupational health and safety rights and responsibilities:** for example, as outlined in WorkSafeBC and the Employment Standards Act
- **worker insurance:** WorkSafeBC, Employment Standards Act, Workers Compensation Act
- **injury prevention awareness:** for example, tripping hazards, appropriate lifting techniques
- **essential skills:** includes, for example, the thinking, communication and personal and social core competencies; see also the Government of Canada's essential skills profiles (<https://www.canada.ca/en/employment-social-development/programs/essential-skills/profiles/guide.html>)
Note: Demonstrated prior learning from other courses is acceptable (e.g., resumé preparation from Career-life Education).
- **workplace expectations:** for example, conduct, confidentiality, job- and task-specific apparel, personal protective equipment (PPE), time management
- **cultural land use considerations and First Peoples knowledge:** for example, as they relate to the work placement
- **self-advocacy:** students' representation of their skills, views, or interests
- **self-efficacy:** students' belief in their ability to achieve goals
- **apprenticeship pathways:** for example, through Industry Training Authority (ITA) trades programs (<http://www.itabc.ca/discover-apprenticeship-programs/search-programs>)
- **requirements:** as outlined on the ITA Direct Access database (<https://www.itadirectaccess.ca>)
- **qualification/certification:** certificate of qualification, such as Red Seal, Industry Training Authority (ITA) certification
- **procedures:** including logging of work-based training hours



Appendix Bii: Curriculum (WRK 12)

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BIG IDEAS

Trades experiences outside of school expand our workplace skills and career-life options while providing opportunities for self-discovery.

Understanding and applying one's personal **rights and responsibilities** as a worker builds a safer work environment for all.

Pursuing trade pathways involves an inquiry cycle of questioning, planning, reflecting, adapting, and deciding next steps.

Learning Standards

| Curricular Competencies | Content |
|--|--|
| <p><i>Students are expected to be able to do the following:</i></p> <p>Connect and Apply</p> <ul style="list-style-type: none"> • Collaborate with teacher and employer to develop a trade-specific training plan • Further develop and apply trade-specific skills while working, as defined in the training plan, and demonstrate progression of learning • Use transferrable skills specific to the work placement • Explore further work placement opportunities to enhance potential futures • Develop skills to work respectfully and constructively, both independently and with others, to achieve common goals • Demonstrate understanding of cultural sensitivity, workplace ethics and etiquette • Contribute to and describe care of self, others, and community • Access information and ideas on workplace safety prior to work placement to determine workplace safety risks • Identify, demonstrate, and incorporate provincially legislated safety and site-specific work-site safety procedures while at the work placement <p>Reflect and Refine</p> <ul style="list-style-type: none"> • Engage in ongoing reflection and documentation of work experience to identify strengths, employability skills, and areas for future development • Reflect on independent and collaborative problem-solving strategies implemented, specific to the work placement • Recognize career skills progression and refine their trade-specific training plan | <p><i>Students are expected to know the following:</i></p> <p>Workplace Safety</p> <ul style="list-style-type: none"> • occupational health and safety rights and responsibilities, including trade-specific hazards, risk reduction, and the right to refuse unsafe work • worker insurance • potential hazards in their occupation/industry sector • workplace incident and accident response procedures and protocols • injury prevention awareness <p>Workplace Skills</p> <ul style="list-style-type: none"> • essential skills in a continually changing labour market • responsibilities and expectations associated with workplace ethics and etiquette, including the need for confidentiality • general and site-specific workplace expectations • cultural land use considerations and First Peoples knowledge • problem-solving and conflict resolution strategies, and interpersonal skills |

Learning Standards (continued)

| Curricular Competencies | Content |
|-------------------------|--|
| | <ul style="list-style-type: none"> • self-advocacy skills and self-efficacy • apprenticeship pathways and requirements for qualification/certification for chosen trades • procedures for Industry Training Authority (ITA) documentation |

Big Ideas – Elaborations

Youth Work in Trades Grade 12

- **rights and responsibilities:** for example, Workers Compensation Act and Workers Compensation Amendment Act

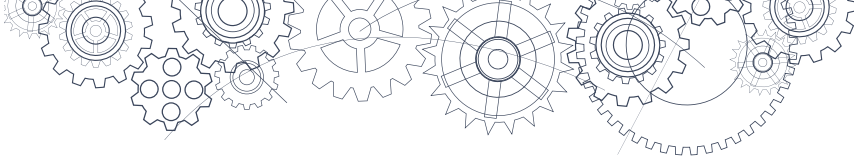
Curricular Competencies – Elaborations

Youth Work in Trades Grade 12

- **trade-specific skills:** for example, through Industry Training Authority (ITA) trades programs (<http://www.itabc.ca/discover-apprenticeship-programs/search-programs>)
- **transferrable skills:** skills that transfer from school to work placement and on to post-graduation opportunities and experiences
- **potential futures:** refers to career-life development which is the ongoing process of self-discovery, growth in competence, and learning from experiences in educational, work-related, and personal life contexts. This includes, but is not limited to, course selection, personal interests and passions, community service, certificate programs, degrees, apprenticeships, diploma programs, co-op opportunities, work placements
- **independently:** includes protocols for working alone
- **cultural sensitivity, workplace ethics and etiquette:** for example, diverse cultures, sexual orientation, gender identity; B.C. employment standards, harassment prevention, WorkSafeBC roles, rights and responsibilities
- **care of self, others, and community:** e.g., digital citizenship; injury prevention; various safety protocols, such as Workplace Hazardous Materials Information System (WHMIS), personal protective equipment (PPE), Food Safe Level 1, safety data sheets (SDS)
- **workplace safety:** applicable to work placement
- **provincially legislated:** for example, WorkSafeBC
- **reflection and documentation:** activities that help students reflect on their learning and make their learning visible – for example, multiple forms of representation, including but not limited to student/educator conversations; three-way conversations between employer, student, and teacher; portfolios, photo essays, digital presentations, oral presentations; evidence gathering, journaling, storytelling
- **independent and collaborative problem-solving strategies:** for example, responding to real-life unexpected situations, trouble-shooting in emerging scenarios

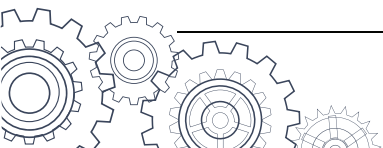
Content – Elaborations

- **occupational health and safety rights and responsibilities:** for example, as outlined in WorkSafeBC and the Employment Standards Act
- **worker insurance:** WorkSafe BC, Employment Standards Act, Workers Compensation Act
- **injury prevention awareness:** for example, tripping hazards, appropriate lifting techniques
- **essential skills:** includes, for example, the thinking, communication and personal and social core competencies; see also the Government of Canada's essential skills profiles (<https://www.canada.ca/en/employment-social-development/programs/essential-skills/profiles/guide.html>)
Note: Demonstrated prior learning from other courses is acceptable (e.g., resumé preparation from Career-life Education).
- **workplace expectations:** for example, conduct, confidentiality, job- and task-specific apparel, personal protective equipment (PPE), time management
- **cultural land use considerations and First Peoples knowledge:** for example, as they relate to the work placement
- **self-efficacy:** students' belief in their ability to achieve goals
- **self-advocacy:** students' representation of their skills, views, or interests
- **apprenticeship pathways:** for example, through Industry Training Authority (ITA) trades programs (<http://www.itabc.ca/discover-apprenticeship-programs/search-programs>)
- **requirements:** as outlined on the ITA Direct Access database (<https://www.itadirectaccess.ca>)
- **qualification/certification:** certificate of qualification, such as Red Seal, Industry Training Authority (ITA) certification
- **procedures:** includes logging of work-based training hours



Appendix C: Sample Student Training Plan format (WRK)

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Trade-Specific Student Training Plan

(YOUTH WORK IN TRADES)

Trade Type or Name

Please circle the appropriate course designation: **11A** **11B** **12A** **12B**

Student name: _____ Worksite supervisor name: _____

Sponsor/Company name: _____

Has the sponsor provided an on-site safety orientation? Y / N

What days and hours are to be worked? _____

| General description of the nature of the work to be performed |
|---|
| |

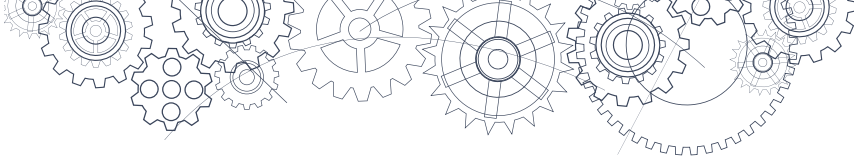
| Trade-specific duties and tasks <i>List the trade- and workplace-specific duties/tasks to be performed alone or with assistance. (These are examples only. Adjust as needed.)</i> | Will observe | Will perform with assistance | Will perform | N/A |
|--|--------------|------------------------------|--------------|-----|
| Use sanding equipment and materials | | | | |
| Remove and/or mask vehicle trim | | | | |
| Practise basic horticulture skills and manage soils | | | | |
| Apply Canadian Electrical Code | | | | |
| Prepare surfaces for application of undercoats and top coats | | | | |
| Engage in assessment and management of general plant health | | | | |
| Identify refinishing problems | | | | |

| Tools, equipment, machinery used <i>List the tools and equipment to be used alone or with assistance. (These are examples only. Adjust as needed.)</i> | Will observe use | Will use with assistance | Will use | N/A |
|---|------------------|--------------------------|----------|-----|
| Personal protective equipment | | | | |
| Hand tools (e.g., screwdrivers, scrapers, specialty tools) | | | | |
| Power tools (e.g., spray guns, sanders, grinders, polisher) | | | | |
| Ladders and platforms | | | | |

| Employability skills checklist <i>List the employability skills to be developed and practiced. (These are examples only. Adjust as needed.)</i> | | |
|---|---|--|
| Fundamental skills | Personal management skills | Teamwork skills |
| <input type="checkbox"/> Communicating <input type="checkbox"/> Managing information <input type="checkbox"/> Using numbers <input type="checkbox"/> Thinking, analyzing, and solving problems <input type="checkbox"/> _____ | <input type="checkbox"/> Demonstrating positive attitudes and behaviours <input type="checkbox"/> Being responsible <input type="checkbox"/> Being adaptable <input type="checkbox"/> Continuous learning <input type="checkbox"/> Working safely <input type="checkbox"/> Time management | <input type="checkbox"/> Working with others <input type="checkbox"/> Participating in projects and tasks <input type="checkbox"/> Giving and/or receiving feedback <input type="checkbox"/> Demonstrating initiative <input type="checkbox"/> _____ |

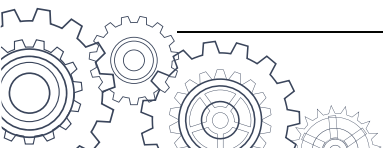
By their signatures, the parties signify agreement with the terms of this Youth Work in Trades student training plan.

| School contact | Sponsor (Supervisor) | Student and parent or guardian (where applicable) |
|---------------------------------|---------------------------------|---|
| <div>Contact name (print)</div> | <div>Sponsor name (print)</div> | <div>Student name (print)</div> |
| <div>Contact's signature</div> | <div>Sponsor's signature</div> | <div>Student's signature</div> |
| <div>Date: </div> | <div>Date: </div> | <div>Parent/guardian name (print)</div> |
| | | <div>Parent/guardian signature</div> |
| | | <div>Date: </div> |



Appendix D: Suggested Procedures Timeline (WRK)

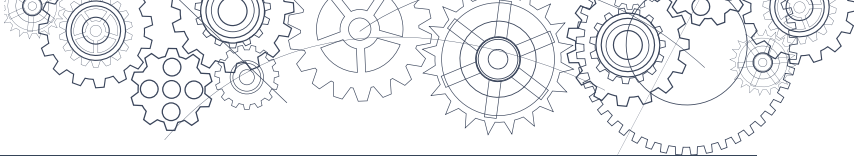
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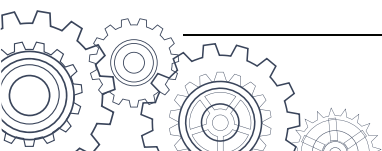
Suggested Procedures for Youth Work in Trades Placements and Course Reporting

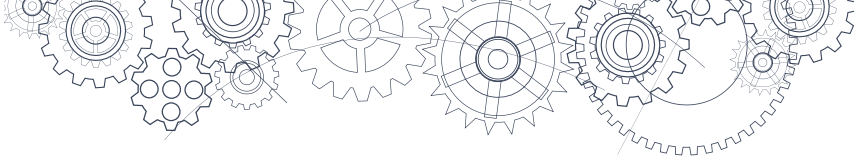
The following table presents a suggested schedule and procedures for school district staff coordinating Youth Work in Trades (WRK) placements. The table includes steps and practices to meet the requirements for reporting eligible student enrolments to the Ministry of Education for funding. School districts determine the staff to undertake the tasks as per Board policies and district practices. The table is based on eligibility at standard schools and includes considerations for distributed learning (DL) and continuing education (CE).

| Step | Event/Activity | Resources/Appendices | Student file records |
|--|--|---|--|
| Before the placement: As required by Work Experience Order 237/11 , there must be Board-established guidelines regarding conduct, supervision, evaluation, and participation of students in an educational program that consists of workplace-based training where secondary students register as apprentices with the Industry Training Authority. | | | |
| 1 | Enrol student in WRK via the course registry Note: Hidden apprentices continue in their curricular placement depending on the number of work-based training hours accrued prior to enrolling. | <ul style="list-style-type: none"> • Form 1701: Student Data Collection <p>Related policy links for funding eligibility:</p> <ul style="list-style-type: none"> • K-12 Funding General Policy • Elective Work Experience Courses and Workplace Safety Policy • Work Experience Order MO237/11 • DL Active Policy • Adult Funding Policy | <ul style="list-style-type: none"> • September 30 student timetable • Evidence that claims are made after students meet ministry's attendance requirements • For hidden apprentices, documentation of paid work-based training hours that have been verified by an ITA-approved sponsor and/or sign-off authority |
| 2 | Register student with the ITA as a Youth Apprentice | <ul style="list-style-type: none"> • Youth Apprentice and Sponsor Registration Form • See Appendix F for additional ITA resources | <ul style="list-style-type: none"> • Student's Individual ID and related documentation |
| 3 | Confirm that the student knows they are in the course | <ul style="list-style-type: none"> • Student training plan (refer to Appendix C: Sample Student Training Plan (WRK)) | <ul style="list-style-type: none"> • Signed and dated student training plan |
| 4 | Conduct an in-school orientation including safety, workers' rights and responsibilities, and related pre-placement Ministry curriculum Note: Once the student is engaged in WRK 11A, subsequent in-school and on-site safety orientations are not required if placement and job duties are the same. | <ul style="list-style-type: none"> • Student WorkSafe 10-12: Resource for Teachers, Student Resources • Occupational Health and Safety Guidelines • Hazard Recognition • Employment Standards Act and Regulation | <ul style="list-style-type: none"> • Evidence of a locally developed in-school orientation having been completed before September 30 • For hidden apprentices, evidence of school orientation having been completed in the first course after eligible hours are verified |
| 5 | Gather and retain evidence that the student is covered at the worksite by WorkSafeBC | <ul style="list-style-type: none"> • WorkSafeBC's Get a Clearance Letter and Understanding Your Clearance Letter | <ul style="list-style-type: none"> • Clearance letter or other documentation confirming sponsor's WCB account number and good-standing. |



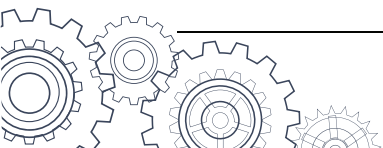
| Step | Event/Activity | Resources/Appendices | Student file records |
|------------------------------|---|--|--|
| 6 | Create a student training plan that: <ul style="list-style-type: none"> includes evidence that a trade- and site-specific safety orientation was completed by employer describes the progression through trade-specific competencies for each of WRK 11A, 11B, 12A, and 12B where appropriate, identifies the general progression through course-specific Ministry curriculum for each of WRK 11A, 11B, 12A, and 12B | <ul style="list-style-type: none"> Appendix C: Sample Student Training Plan (WRK) Course curricula in Appendix B | <ul style="list-style-type: none"> Evidence of signed and dated student training plan for each course claimed for ministry funding For hidden apprentices, demonstration of prior work, documentation per the ITA's Work-Based Training Hours Report |
| 7 | Placement starts for WRK 11A, and continues for WRK 11B, 12A, 12B Note: For students who change their trade, district staff must repeat or adjust as needed Steps 1-6 above. | <ul style="list-style-type: none"> Student training plan or Work-Based Training Hours Report (ITA) | <ul style="list-style-type: none"> Signed and dated student training plan or the ITA's Work-Based Training Hours Report includes placement start and completion dates |
| During the placement: | | | |
| 8 | Monitor student during placement, including performance and attendance | <ul style="list-style-type: none"> Locally developed processes | <ul style="list-style-type: none"> Evidence of monitoring as determined by Board guidelines |
| 9 | As per student training plan and/or district policy, confirm the student follows ITA training and relevant Ministry curriculum | <ul style="list-style-type: none"> Locally developed processes | <ul style="list-style-type: none"> Evidence of monitoring as determined by Board guidelines |
| 10 | Confirm that the sponsor logs work-based training hours with ITA via Direct Access or a Work-Based Training Hours Report(s) | <ul style="list-style-type: none"> Direct Access Work-Based Training Hours Report (ITA) | <ul style="list-style-type: none"> Evidence of student's ongoing, regular participation in placement |
| After the placement: | | | |
| 11 | Sponsor completes a locally developed sponsor feedback form | <ul style="list-style-type: none"> Appendix H: Sample Sponsor Feedback Form (WRK) | |
| 12 | Student completes self-reflection and other post-placement activities as required by district policies and/or course instructor | <ul style="list-style-type: none"> Locally developed processes | |
| 13 | Educator assigns final course grade | <ul style="list-style-type: none"> Locally developed processes | <ul style="list-style-type: none"> Report card or other reporting process |
| 14 | After four placements, district staff may track student hours on Direct Access to support student in meeting requirements for the Youth Work in Trades Award | <ul style="list-style-type: none"> Locally developed processes Direct Access Youth Work in Trades Award | |





Appendix E: Sample Worksite Safety Checklist format

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Worksite Safety Checklist

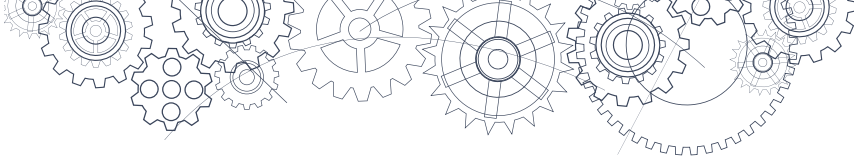
(YOUTH WORK IN TRADES)

By their signatures and initials, the student/employee and work site supervisor confirm that a worksite safety orientation was conducted on the date and at the location indicated below.

| | | | |
|--|--|------|--|
| Employer/company name | | | |
| Employer's main activity | | | |
| WRK placement location | | | |
| Student/employee name | | | |
| Date of orientation | | | |
| Student/employee signature | | Date | |
| Worksite supervisor name (person providing orientation) | | | |
| Worksite supervisor signature | | Date | |

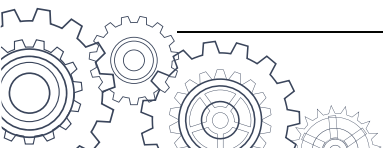
| Topic | Initials (trainer) | Initials (worker) | Comments |
|---|-----------------------|----------------------|----------|
| 1. Supervisor name: _____ Telephone: _____ | | | |
| 2. Rights and responsibilities (a) General duties of employers, workers, and supervisors | | | |
| (b) Worker right to refuse unsafe work and procedure for doing so | | | |
| (c) Worker responsibility to report hazards and procedure for doing so | | | |
| 3. Workplace health and safety rules (a) _____ (b) _____ (c) _____ (d) _____ | | | |
| 4. Known hazards and how to deal with them (a) _____ (b) _____ (c) _____ (d) _____ | | | |

| Topic | Initials (trainer) | Initials (worker) | Comments |
|--|-----------------------|----------------------|----------|
| 5. Safe work procedures for carrying out tasks (a) _____ (b) _____ (c) _____ (d) _____ | | | |
| 6. Procedures for working alone or in isolation | | | |
| 7. Personal protective equipment (PPE) (what to use, when to use it, and where to find it) (a) _____ (b) _____ (c) _____ (d) _____ | | | |
| 8. First aid (a) First aid attendant name and contact information | | | |
| (b) Locations of first aid kits and eye-wash facilities | | | |
| (c) How to report an illness, injury, or other accident (including near misses) | | | |
| 9. Emergency procedures (a) Locations of emergency exits and meeting points | | | |
| (b) Locations of fire extinguishers and fire alarms | | | |
| (c) How to use fire extinguishers | | | |
| (d) What to do in an emergency situation | | | |
| 10. Hazardous materials and WHMIS (a) What hazardous materials are in the workplace | | | |
| (b) Purpose and significance of hazard information on product labels | | | |
| (c) Location, purpose, and significance of material safety data sheets (MSDS) | | | |
| (d) How to handle, use, store, and dispose of hazardous materials safely | | | |
| 11. Where application, contact information for the occupational health and safety committee or the worker health and safety representative | | | |



Appendix F: ITA Resources

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Industry Training Authority (ITA) Resources

Commonly Used ITA Websites

- ITA Youth Website: youth.itabc.ca
- Main ITA Website: www.itabc.ca
- List of ITA Trades Programs: <http://www.itabc.ca/discover-apprenticeship-programs/search-programs>
- Youth Educators Page: <http://youth.itabc.ca/educators/overview/>
- ITA Direct Access: <https://www.itadirectaccess.ca/Login.aspx>
- Dual Credit Management System (DCMS): <https://www.dualcredit.ca/index.php>

ITA Forms and Other Resources

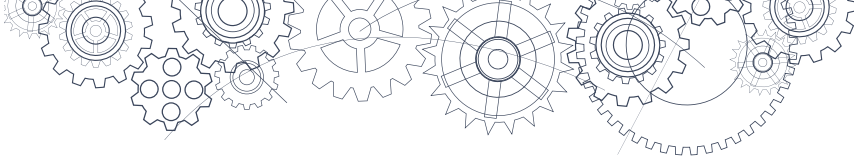
- Youth Apprentice and Sponsor Registration form and Work-Based Training Report: <http://youth.itabc.ca/educators/youth-programs/work/>
- Youth program forms, applications and guides: <http://youth.itabc.ca/educators/youth-programs/>
- Youth handouts and videos: <http://youth.itabc.ca/educators/resources/>

Instructions and Guides

- Apprentice Guidebook: http://www.itabc.ca/sites/default/files/docs/Trades-Training/Apprentice%20GB_july17_FINAL-WEB.pdf
- Employer Guidebook: http://www.itabc.ca/sites/default/files/docs/discover/Employer%20GB_july2017_FINAL-for%20online.pdf
- ITA “How to Video” for sponsors entering work based training hours: <http://www.itabc.ca/registration-checklist/how-guides#WBT>
- Employer Challenge Application or Supervision and Sign-Off Authority (SOA) instructions: http://www.itabc.ca/sites/default/files/program-information/soa-application-instructions-february-2015_73.pdf

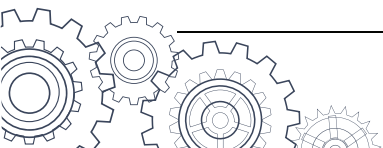
Contact Information

- ITA Youth team: youth@itabc.ca



Appendix G: ITA's Work-Based Training Hours Report

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WORK-BASED TRAINING HOURS REPORT

ITA Customer Service
800 - 8100 Granville Ave
Richmond, BC V6Y 3T6
Tel: 778-328-8700
Fax: 778-328-8701
Toll Free: 1-866-660-6011
customerservice@itabc.ca

SPONSOR REPORT FOR WORK-BASED TRAINING HOURS

This form is used by employers / sponsors to report work-based training hours for an apprentice in any program. Missing information may delay the reporting process.

A. Apprentice Information

Please print clearly and return form to the address noted above

| | | |
|------------------------------|------------------------|-------------------|
| ITA Individual ID #: | Program (Trade) Name: | |
| *Legal First Name: | Legal Middle Name (s): | *Legal Last Name: |
| *Date of Birth (MM/DD/YYYY): | Email Address: | |

B. Work-Based Training Hours Reporting Period

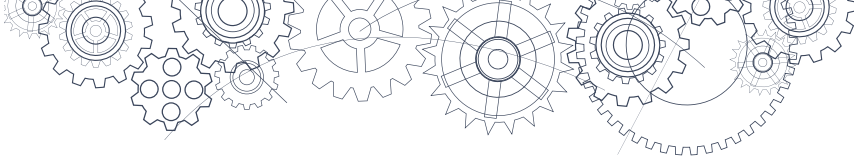
| Ensure exact start and end dates are reported | Total number of work-based training hours reported during this period. |
|---|---|
| Start Date: (MM/DD/YYYY) | Do not overlap any hours on this report with hours sent in previously. Note: We are unable to accept future dates for hours apprentices have not yet worked. |
| End Date: (MM/DD/YYYY) | |

C. Employer / Sponsor Approval

| | |
|---|---|
| Were these hours worked for a previous/alternate employer? <input type="checkbox"/> Yes (Employer Name Required) <input type="checkbox"/> No | Previous/Alternate Employer Name: |
| Sponsor Organization Name: | Name of Authorized Sponsor Representative: |
| Sponsor Organization ID#: | Signature of Authorized Sponsor Representative: |

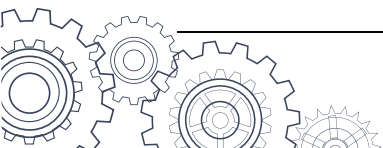
"I attest that the work-based training completed by the above named trainee/apprentice is being done under the supervision/direction of a certified tradesperson or equivalent."

The signature of the apprentice's registered sponsor or an authorized representative is required. Without it, the work-based training hours claimed in this report will not be added to the apprentice's record.



Appendix H: Sample Sponsor Feedback Form format (WRK)

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Sponsor Feedback Form

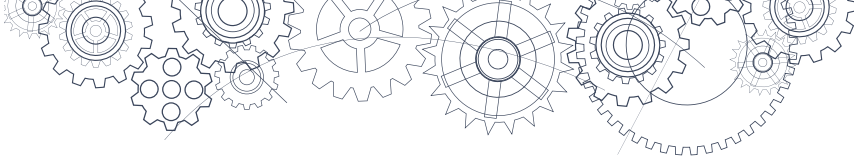
(YOUTH WORK IN TRADES)

| | | | |
|--------------|--|-------------------------|--|
| Student name | | Sponsor/supervisor name | |
|--------------|--|-------------------------|--|

Please complete an assessment following each 120-hour period of work, using the four-point scale below. Leave blank if not applicable.

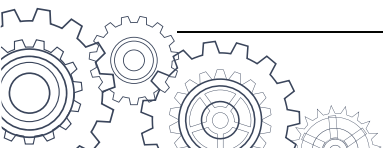
| | | | |
|---------------|----------------|----------------|---------------|
| 1 – Beginning | 2 – Developing | 3 – Proficient | 4 – Exceeding |
|---------------|----------------|----------------|---------------|

| Skills | WRK 11A (0–120 hours) | | | | WRK 11B (120–140 hours) | | | |
|---|--------------------------|---|---|------|----------------------------|---|---|------|
| | Dates (from/to): | | | | Dates (from/to): | | | |
| Fundamental skills | | | | | | | | |
| Communication is appropriate for the work placement (listening and responding, writing, speaking) | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| Manages information, including privacy requirements | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| Reading, writing, and math skills are appropriate for the work placement | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| Solves problems effectively | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| Personal management skills | | | | | | | | |
| Is punctual | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| Is responsible | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| Shows initiative | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| Is efficient | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| Is adaptable | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| Practices work safety | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| Teamwork skills | | | | | | | | |
| Interacts respectfully | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| Is co-operative | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| Is courteous | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| Technical skills | | | | | | | | |
| Uses tools/equipment appropriately and effectively for the specific trade and the work placement | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| Quality of work | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| Applies trade-specific skills | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| Sponsor signature | | | | Date | | | | Date |
| Student signature | | | | Date | | | | Date |



Appendix I: Links to Related Policies, Legislation, and Career and Labour Market Information

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Links to Related Policies, Legislation, and Career and Labour Market Information

Ministry of Education

- [WRK 11A/B and 12A/B Curricula](#)
- [Career and Skills Programs](#)
- [K-12 Funding General Policy](#)
- [Elective Work Experience Courses and Workplace Safety Policy](#)
- [Work Experience Order MO237/11](#)
- [DL Active Policy](#)
- [Adult Funding Policy](#)
- [Form 1701: Student Data Collection](#)
- [Handbook of Procedures](#)

WorkBC

- [Skills for the Future Workforce](#)
- [Labour Market Snapshot](#)
- [High Demand Occupations](#)
- [What is the BC Employer Grant?](#)
- [Employer's Report of Injury or Occupational Disease](#)

WorkSafeBC

- [Student WorkSafe 10-12: Resource for Teachers](#)
- [Student Resources](#)
- [Occupational Health and Safety Guidelines](#)
- [Student WorkSafe 10-12: Resource for Teachers, Student Resources](#)
- [Occupational Health and Safety Guidelines](#)
- [Hazard Recognition](#)
- [Employment Standards Act and Regulation](#)

Conference Board of Canada

- [Employability Skills \(2018\)](#)