

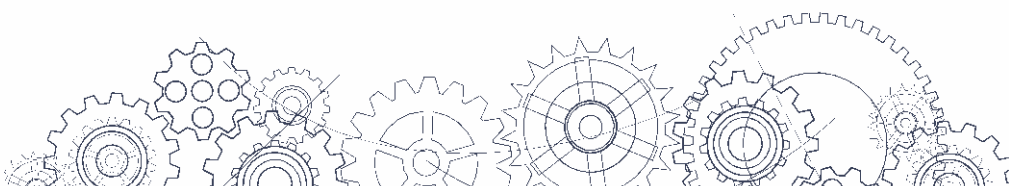
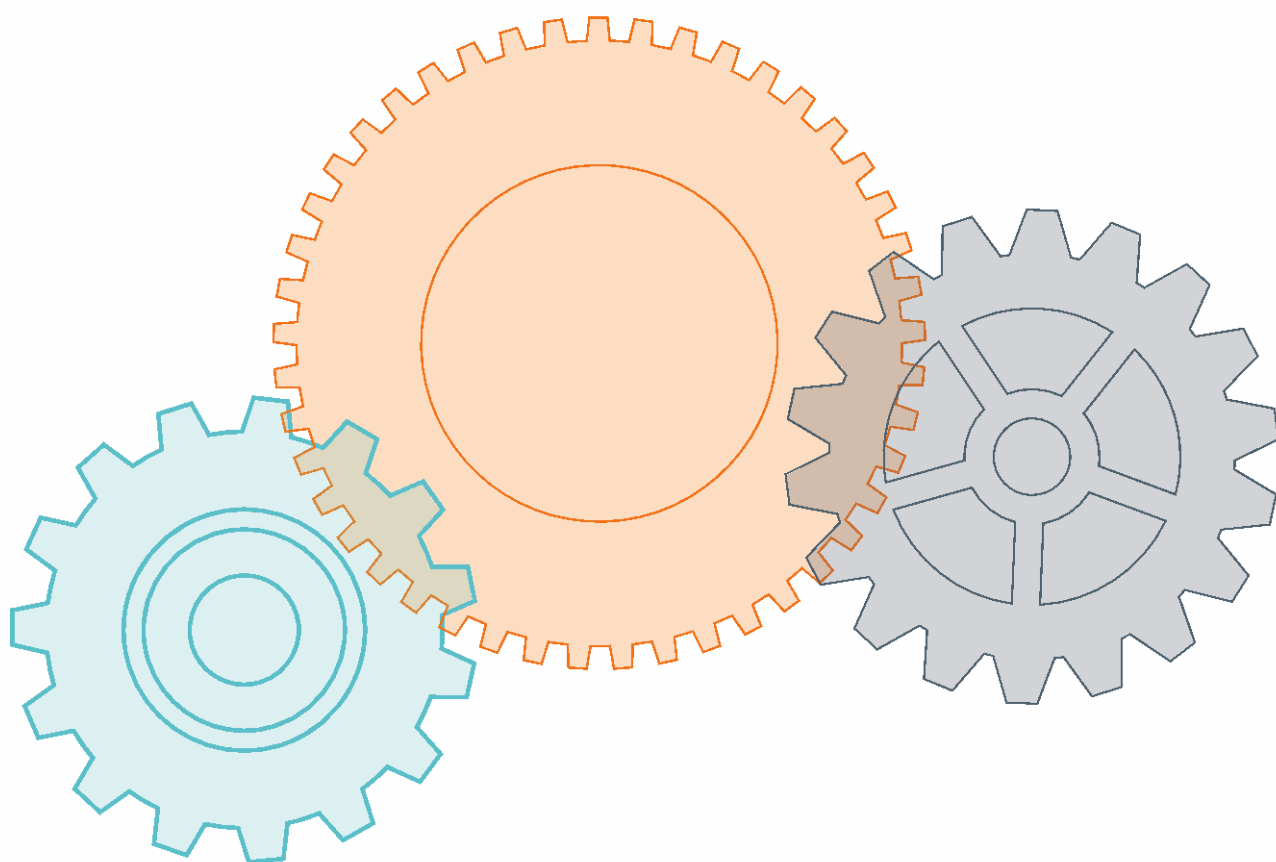
**YOUTH**

**WORK**

**IN TRADES**

## Program Guide

*(Program Procedures,  
Requirements, and Standards)*





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# INTRODUCTION

The Youth Work in Trades (WRK) program consists of two grade-level curricula, four separate courses and student training plans, and four work placements. Through participation in WRK, school-age students can earn up to 16 graduation credits and 480 work-based training hours required for provincially and nationally recognized industry trades credentials. The WRK program combines paid work-based training and 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 Child Care and SkilledTradesBC. 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, SkilledTradesBC is responsible for developing, setting standards for, and regulating industry training programs, and for registering and tracking the progress of apprentices. SkilledTradesBC awards provincial credentials to apprentices who successfully complete two types of industry training programs:

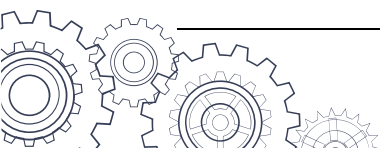
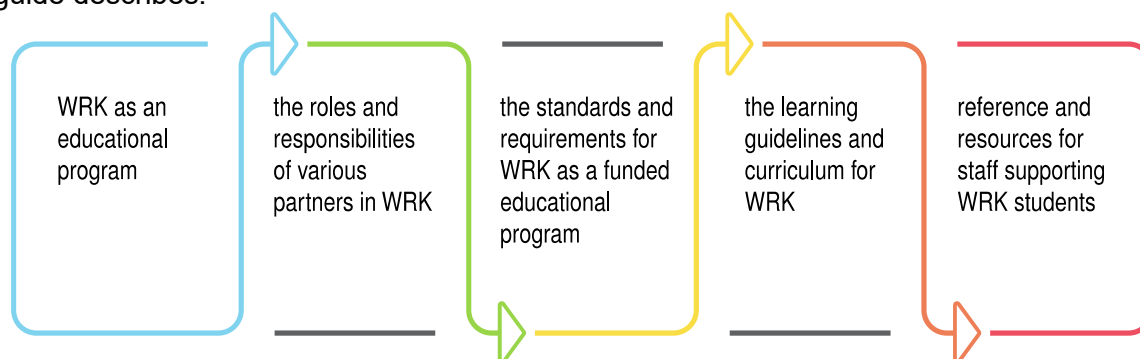
- B.C. trades programs, which are recognized in and specific to the province of British Columbia
- [Red Seal](#) trades programs, which are recognized provincially and nationally

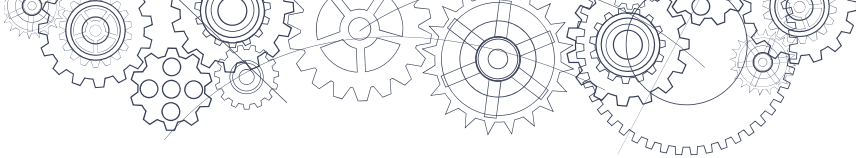
Typically, industry training programs consist of 80 percent work-based training under the guidance of a certified tradesperson or equivalent, and 20 percent technical (in-class) training. Generally, an apprenticeship program takes four years to complete. For the purposes of this document, the term “sponsor” refers to the person or body registered with SkilledTradesBC 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 staff are responsible for delivering the WRK program according to the provincial policy and operational standards set out in this program guide. This guide was developed by the Ministry of Education and Child Care, in consultation with SkilledTradesBC and B.C. educators, to ensure that the WRK program reflects best practices in industry training and career-life development, and to support staff in delivering the program.

This guide describes:





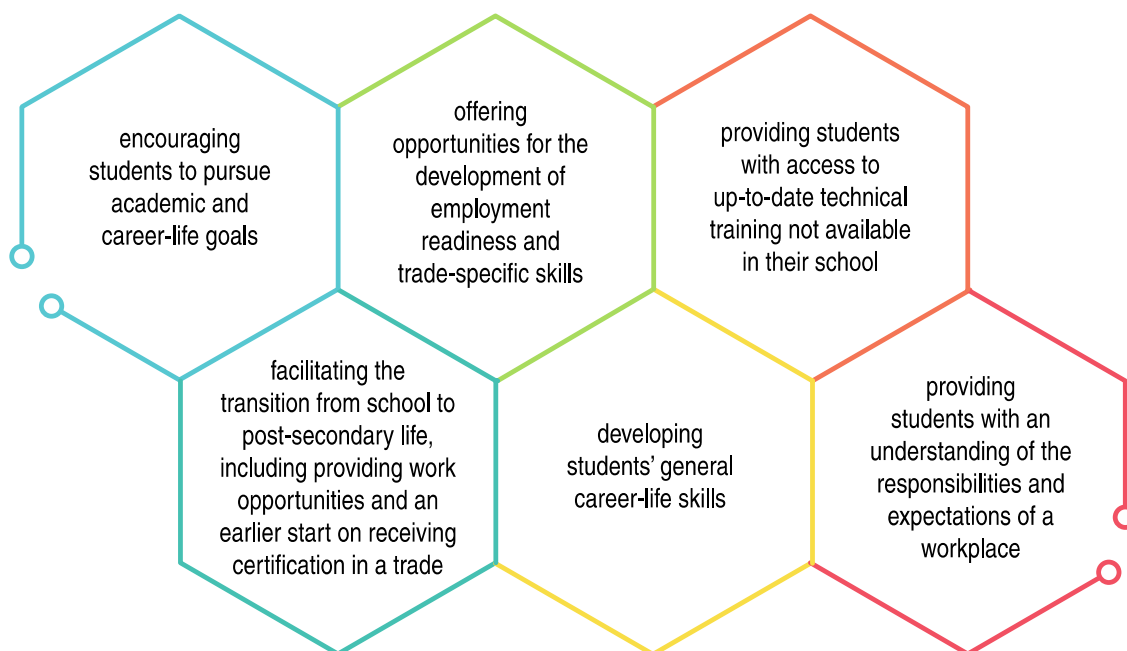
The learning standards outlined in the WRK curriculum and the program delivery guidelines outlined in this guide apply only to apprenticeship training courses. This guide does not cover the requirements for Work Experience 12A and 12B (WEX) or the options used to fulfill the mandatory 30 hours of career exploration required for graduation as outlined in [Career-Life Connections](#). For more information on the 30-hour requirement, please see the [Career Education 10-12 Guide](#).

## Rationale for WRK

Participation in the WRK program enables students to apply trade-specific training or explore career options with SkilledTradesBC-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 SkilledTradesBC](#)
- ✓ registered with SkilledTradesBC as Youth Apprentices<sup>1</sup> and completing 480 hours of work-based training under the supervision of a [certified tradesperson or equivalent](#)<sup>2</sup>
- ✓ able to earn up to 16 graduation elective credits through WRK 11A, WRK 11B, WRK 12A, and WRK 12B
- ✓ able to meet the Applied Design, Skills and Technologies graduation requirements by completing four credits in WRK
- ✓ in some cases, simultaneously enrolled in Youth Work in Trades and Youth Train in Trades

Apprentices' WRK work-based training hours:

- ➔ are undertaken with a sponsor recognized by SkilledTradesBC
- ➔ accrue after students apply for registration as a Youth Apprentice in the WRK program (not the date the registration is confirmed by SkilledTradesBC)
- ➔ must be paid
- ➔ must be verified and reported by the registered sponsor
- ➔ may be used toward fulfilling the substantive experiential learning (30 hours or more) of career-life exploration required for graduation as outlined in [Career-Life Connections](#) (CLC), provided that at the time of enrolment in CLC the placement is relevant to the student's post-secondary planning (more information is found in the [Career Education 10-12 Guide](#)).

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

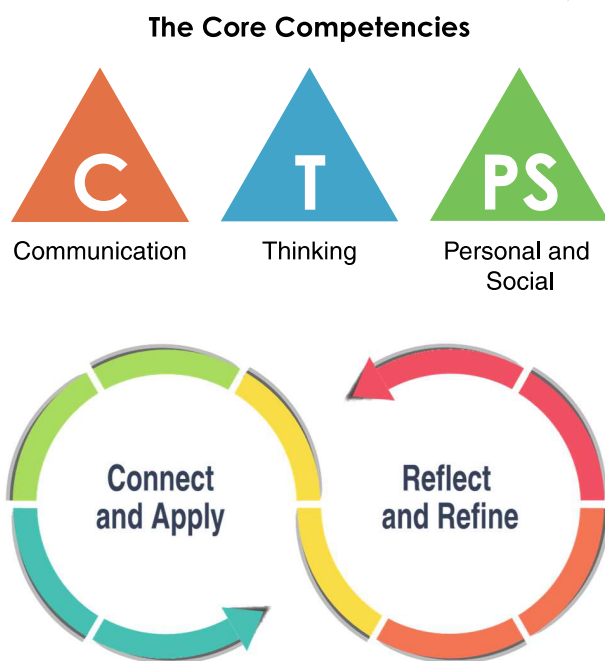
The Youth Work in Trades program consists of four courses: WRK 11A and 11B, and WRK 12A and 12B. The two Grade 11 WRK courses follow the Grade 11 WRK curriculum, and the two Grade 12 WRK courses follow the Grade 12 WRK curriculum. Credits earned through Youth Work in Trades can be used to meet the Applied Skills, Design, and Technologies graduation requirement.

<sup>1</sup> SkilledTradesBC defines "Youth Apprentices" as 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 and Child Care funding.

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

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. Worksite priorities determine the duties and roles students undertake during a placement. Therefore, the Grade 11 and Grade 12 curricula are to be considered across the two courses and placements for each grade level. The [curricular components 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, apprentices in SkilledTradesBC’s apprenticeship program demonstrate progress in the particular trade being undertaken based on [SkilledTradesBC’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) and, where agreed, in the sponsor’s feedback (see Appendix H for a sample feedback form).

## Student readiness

The learning standards in WRK 11A/B and WRK 12A/B apply and build on the knowledge acquired in Career-Life Education (CLE) and Career-Life Connections (CLC). In cases where a student has not completed CLE or CLC, educators must deliver the related learning standards as part of that student’s WRK program. These learning standards relate to career-life development, and include employability, collaboration, leadership, essential job skills, appropriate workplace behaviour, and workplace safety. Before participating in WRK placements, students must have had an in-school orientation that includes worksite safety awareness for their specific placements and/or employment sector. The CLE and CLC learning standards related to workplace safety do not satisfy this WRK program requirement.



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

The Youth Work in Trades program requires staff to ensure that students are prepared for their apprenticeship placement and that school district and independent school authority records demonstrate compliance with Ministry of Education and Child Care 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's 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**

Before students start their WRK placement, schools are required to provide students with an in-school safety orientation covering general workplace safety awareness, issues, and practices. In-school safety orientations are only required in the case of initial or new placements, or if a student's workplace responsibilities have changed significantly.

The in-school orientation may include:

- WorkSafeBC's [Student Work Placement: Guide for assessing workplace health and safety](#)
- WorkSafeBC's [Student WorkSafe 10-12: Resource for teachers](#)
- WorkSafeBC Regulation 3.12: [The right to refuse unsafe work](#)
- WorkSafeBC Regulation 3.22: [Definitions](#)
- WorkSafeBC Regulation 3.23: [Young or new worker orientation and training](#)
- WorkSafeBC Regulation 3.24: [Additional orientation and training](#)
- WorkSafeBC Regulation 3.25: [Documentation](#)
- the [Employment Standards Act](#) and [Regulation](#), which set minimum standards for wages and working conditions in most workplaces, and outline the rights and responsibilities of employees in the workplace

## 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 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 student must complete a Worksite Safety Checklist to confirm that an on-site safety orientation occurred (see Appendix E for a sample Worksite Safety Checklist). Schools 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, school 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. School staff must include documentation of this review in student files.

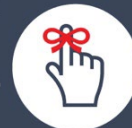
## Registering with SkilledTradesBC

Once students have secured a sponsor, they should work with school staff to register as a Youth Apprentice with SkilledTradesBC by:

- coordinating the completion of a [Youth Apprentice and Sponsor Registration Form](#) (**Note:** If sponsors are new to SkilledTradesBC, school staff are to leave the sponsor registration number blank. SkilledTradesBC staff will assign a sponsor number. Schools and sponsors must retain copies of the Youth Apprentice and Sponsor Registration Form.)
- submitting the information to SkilledTradesBC using the [Dual Credit Management System](#) (DCMS) online registration system
- confirming registration in DCMS and [SkilledTradesBC's Direct Access online database](#)
- contacting SkilledTradesBC Youth Administrator at [youth@skilledtradesbc.ca](mailto:youth@skilledtradesbc.ca) for more information regarding access to DCMS or sponsors seeking supervision and sign-off authority



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



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

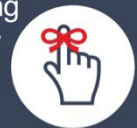


## Developing student training plans

Once students are registered with SkilledTradesBC, educators work with students and sponsors to establish and sign off on a student training plan (see Appendix C for a sample WRK student training plan). Each WRK placement requires a unique, signed student training plan that must:

- confirm the completion of in-school and on-site safety orientations where appropriate
- outline the goals for curricular learning and skill development for each WRK placement
- demonstrate the student's progression through relevant learning standards for WRK 11 or WRK 12
- articulate the trade-specific skills and knowledge to be developed, based on the [SkilledTradesBC's program outline](#) for the particular trade being undertaken

**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 a sign-off authority approved by SkilledTradesBC, 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 a tradesperson (or equivalent) certified by SkilledTradesBC and be documented in the student's file. Documented in-school and worksite safety orientations for hidden apprentices are not required for work-based training hours already completed but they are for any subsequent placements.



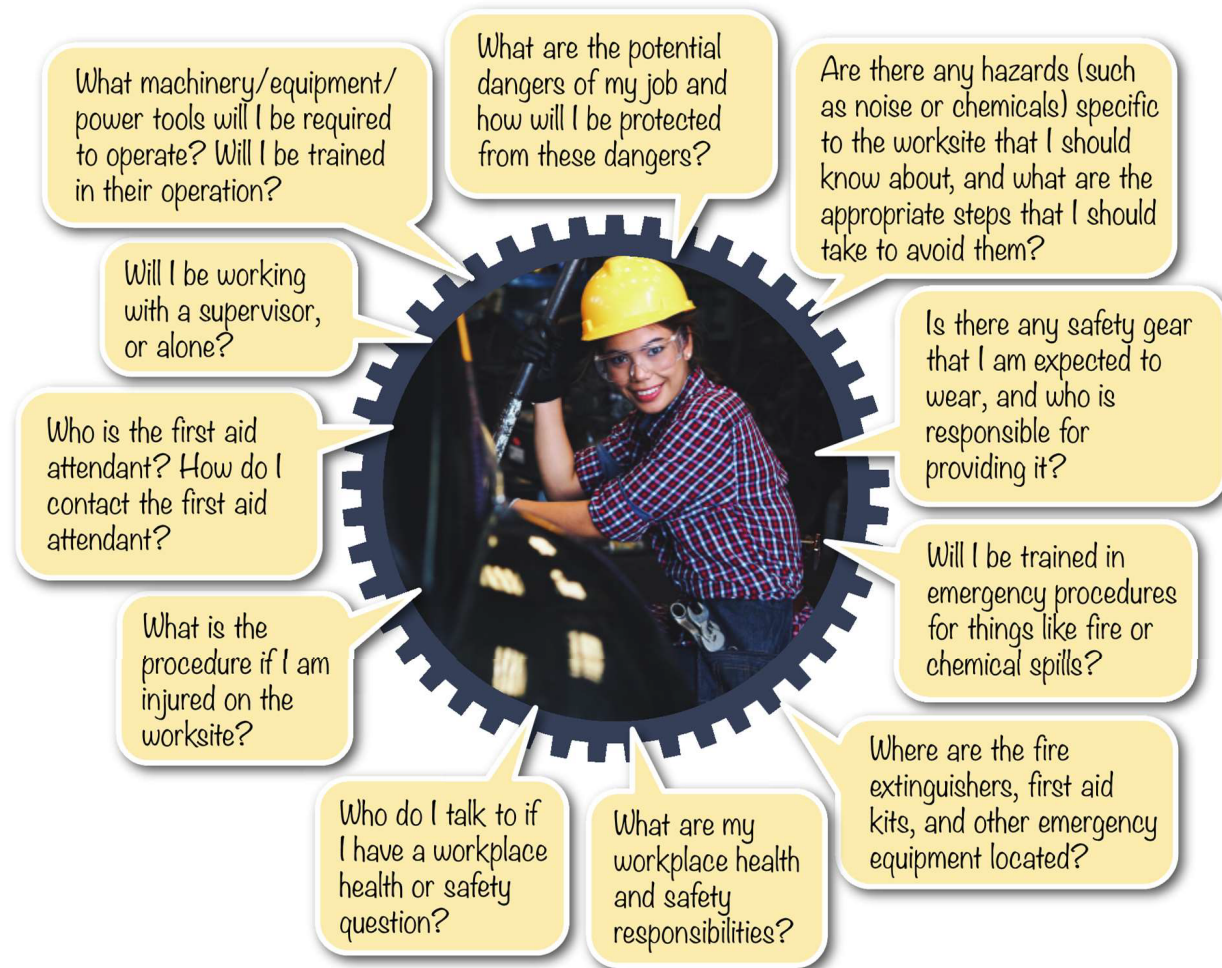
## Preparing students for WRK placements: Additional considerations

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 WRK placements to be effective, school 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 learning standards](#) 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***

Sponsors are required to sign off on student training plans and provide worksite safety orientations. In addition, to ensure a mutually beneficial experience, it is expected school staff will encourage sponsors to:

- review SkilledTradesBC's [How to Sponsor an Apprentice](#)
- 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

- ensure that the work performed by WRK students is meaningful, is of high quality, and meets industry standards
- track and record WRK students' work-based training hours in SkilledTradesBC's online [portal](#). Note: School staff are notified by SkilledTradesBC when sponsors add work-based training hours to a student's record.

### ***Final steps before placement***

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

- Students are issued a SkilledTradesBC 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 SkilledTradesBC 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 SkilledTradesBC Portal login credentials and instructions for activation. The portal 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 SkilledTradesBC's [Steps to become a Certified Tradesperson](#).

## **During a WRK placement**

### ***Program requirements***

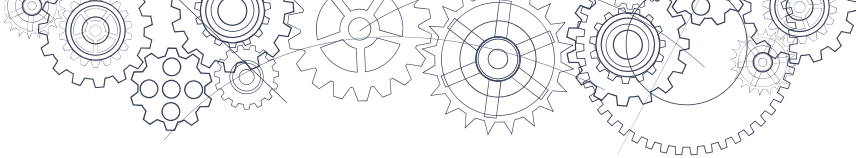
#### **Monitoring WRK students**

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.” Schools 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.







School 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 begin after students apply for registration as Youth Apprentices. While the sponsor must be recognized by SkilledTradesBC before the placement begins, it is not necessary to wait for SkilledTradesBC's confirmation of a student's status as a Youth Apprentice before accumulating hours.

Sponsors submit students' work-based training hours on a regular basis to SkilledTradesBC's [portal](#). These reports credit students with the number of work-based training hours completed, and the information is recorded in each student's profile.

### Recognition of prior work

If students have worked in a trade area but were not enrolled in the WRK program or registered with SkilledTradesBC (i.e., hidden apprentices), school 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 SkilledTradesBC as follows:
  - a) Sponsors submit the hours through SkilledTradesBC's [portal](#) once the student is registered as an apprentice.
  - b) SkilledTradesBC determines the number of hours it will recognize as valid prior work in the trade. SkilledTradesBC only recognizes hours in the trade in which students register.
- 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); however, students not taking all four WRK courses can apply their SkilledTradesBC-recognized hours to WRK 12A and 12B. In either case, awarding course credits and reporting prior work-based training hours to SkilledTradesBC are only to be done after a B.C.-certified teacher has delivered the appropriate grade-level WRK curriculum and assigned a final grade.

**Note:** In some cases, SkilledTradesBC may recognize unpaid work-based training hours for hidden apprentices if approved and signed off by the sponsor. School staff should work with SkilledTradesBC regarding the eligibility of these unpaid hours. For all hidden apprentices, claims for WRK course funding are eligible only after 1. a), ☐ b), and c) above are ☐ completed.



### 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'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's Occupational Health and Safety policies](#) help workers, employers, and supervisors prevent and address workplace bullying and harassment.

WorkSafeBC has also developed [Toward a Respectful Workplace: A Handbook on Preventing and Addressing Workplace Bullying and Harassment](#) to help workplace parties meet 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](mailto:policy@worksafebc.com).

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

## **After a WRK placement**

### ***Program requirement: Assessing and evaluating WRK students***

As in all educational programs, WRK students must be evaluated by educators who are employed by a board of education or Independent School Authority and who are certified by the Teacher Regulation Branch of the Ministry of Education and Child Care. A final grade must be assigned and is based on an assessment of the student's completion of the provincial WRK curricula. Educators should incorporate clear criteria and utilize a variety of assessment strategies (suggestions may be found in the elaborations within the curriculum).

Sponsor feedback and observations are integral components of work experience and may be included as part of any discussions or formative assessment activities that school 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, 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 online learning and continuing education facilities.



## YOUTH WORK IN TRADES SCHOLARSHIP

The Youth Work in Trades Scholarship (WRK Scholarship) is an important incentive for students to complete the four WRK courses and transition to post-secondary trades training. This \$1,000 scholarship, jointly administered by the Ministry of Education and Child Care and SkilledTradesBC, supports eligible recipients with tuition and required fees for post-secondary trades training programs. Each fall, applicants can apply for a WRK Scholarship through the Ministry of Education and Child Care's application portal found on the [Career Programs page](#).

To be eligible for the WRK Scholarship, applicants must be a Canadian citizen or permanent resident and have:

- registered as a Youth Apprentice with SkilledTradesBC on or after July 1, 2024
- graduated with a Dogwood Diploma or Adult Dogwood diploma
- completed the four courses in the Youth Work in Trades program: WRK11A/11B and WRK12A/12B
- achieved a minimum C+ average on all Grade 12-numbered courses
- reported at least 900 work-based training hours to SkilledTradesBC by August 31 after the school year they turn 19

Additional information:

- A student's graduation transcript includes only the courses the student passes. The Youth Work in Trades Scholarship uses all Grade 12-numbered courses in the calculation of the grade point average.
- The scholarship has a 3-year redemption period.
- Up to 600 scholarships are available each year.

### The Former Youth Work in Trades Award

- The Ministry of Education and Child Care and SkilledTradesBC redesigned the Youth Work in Trades Award to support recipients' transitions to post-secondary trades training. The Youth Work in Trades Award is now known as the Youth Work in Trades Scholarship.
- Changes to the program are in effect and were implemented at the start of the 2024/25 school year.
- This change includes legacy provisions for students who registered as a Youth Apprentice with SkilledTradesBC on or before June 30, 2024. These students will follow the eligibility criteria for the Youth Work in Trades Award and will not need to apply.



# LIST OF APPENDICES

**Appendix A: Glossary of Terms**

**Appendix Bi: Curriculum (WRK 11)**

**Appendix Bii: Curriculum (WRK 12)**

**Appendix C: Sample Trade-Specific Student Training Plan (WRK)**

**Appendix D: Suggested Procedures for Youth Work in Trades  
Placements and Course Reporting**

**Appendix E: Sample Worksite Safety Checklist (WRK)**

**Appendix F: SkilledTradesBC Resources**

**Appendix G: Sample Sponsor Feedback Forms (WRK)**

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



## Appendix A: Glossary of Terms

**Accredited Training Programs:** Programs that are designated through regulation by the Minister of Advanced Education and Skills 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 SkilledTradesBC 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., SkilledTradesBC).

**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 SkilledTradesBC.

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

**SkilledTradesBC:** The legal body responsible for the apprenticeship system, certification, and all industry training within British Columbia.

**SkilledTradesBC Direct Access:** The online data management system for SkilledTradesBC 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 the exam is available for challenge.

**Ministry of Education and Child Care (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.





## Glossary of Terms cont'd

**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 SkilledTradesBC Board of Directors and lead to a Certificate of Qualification.

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

**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 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 SkilledTradesBC, and has an employee or contracted worker who is certified by the SkilledTradesBC to deliver and assess trade-specific competencies, and is able to provide written confirmation to SkilledTradesBC 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 SkilledTradesBC.

**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 (Youth Work in Trades 11A/B)



## Area of Learning: Youth Work in Trades

Grade 11

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

NOTE: While the official learning standards and elaborations of this course refer to the Industry Training Authority (ITA), those references have unofficially been updated in this document with references to SkilledTradesBC for increased clarity.

# Curriculum

## (Youth Work in Trades 11A/B) cont'd

Big Ideas – Elaborations	Youth Work in Trades Grade 11
<ul style="list-style-type: none"> <li>• <b>rights and responsibilities:</b> for example, Workers Compensation Act and Workers Compensation Amendment Act</li> </ul>	

Curricular Competencies – Elaborations	Youth Work in Trades Grade 11
<ul style="list-style-type: none"> <li>• <b>trade-specific skills:</b> for example, through SkilledTradesBC trades programs (<a href="https://skilledtradesbc.ca/discover-apprenticeship-programs/search-programs">https://skilledtradesbc.ca/discover-apprenticeship-programs/search-programs</a>)</li> <li>• <b>transferrable skills:</b> skills that transfer from school to work placement and on to post-graduation opportunities and experiences</li> <li>• <b>independently:</b> includes protocols for working alone</li> <li>• <b>cultural sensitivity, workplace ethics and etiquette:</b> for example, diverse cultures, sexual orientation, gender identity; B.C. employment standards, harassment prevention, WorkSafeBC roles, rights, and responsibilities</li> <li>• <b>care of self, others, and community:</b> 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)</li> <li>• <b>workplace safety:</b> applicable to work placement</li> <li>• <b>provincially legislated:</b> for example, WorkSafeBC</li> <li>• <b>reflection and documentation:</b> 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</li> <li>• <b>independent and collaborative problem-solving strategies:</b> for example, responding to real-life unexpected situations, trouble-shooting in emerging scenarios</li> </ul>	



# Curriculum

## (Youth Work in Trades 11A/B) cont'd

Content – Elaborations	Youth Work in Trades Grade 11
<ul style="list-style-type: none"><li>• <b>occupational health and safety rights and responsibilities:</b> for example, as outlined in WorkSafeBC and the Employment Standards Act</li><li>• <b>worker insurance:</b> WorkSafeBC, Employment Standards Act, Workers Compensation Act</li><li>• <b>injury prevention awareness:</b> for example, tripping hazards, appropriate lifting techniques</li><li>• <b>essential skills:</b> includes, for example, the thinking, communication and personal and social core competencies; see also the Government of Canada's essential skills profiles (<a href="https://www.canada.ca/en/employment-social-development/programs/essential-skills/profiles/guide.html">https://www.canada.ca/en/employment-social-development/programs/essential-skills/profiles/guide.html</a>) <u>Note: Demonstrated prior learning from other courses is acceptable (e.g., resumé preparation from Career-life Education).</u></li><li>• <b>workplace expectations:</b> for example, conduct, confidentiality, job- and task-specific apparel, personal protective equipment (PPE), time management</li><li>• <b>cultural land use considerations and First Peoples knowledge:</b> for example, as they relate to the work placement</li><li>• <b>self-advocacy:</b> students' representation of their skills, views, or interests</li><li>• <b>self-efficacy:</b> students' belief in their ability to achieve goals</li><li>• <b>apprenticeship pathways:</b> for example, through SkilledTradesBC trades programs (<a href="https://skilledtradesbc.ca/discover-apprenticeship-programs/search-programs">https://skilledtradesbc.ca/discover-apprenticeship-programs/search-programs</a>)</li><li>• <b>requirements:</b> as outlined on SkilledTradesBC's Direct Access database (<a href="https://www.itadirectaccess.ca/prod/external/Login.aspx">https://www.itadirectaccess.ca/prod/external/Login.aspx</a>)</li><li>• <b>qualification/certification:</b> certificate of qualification, such as Red Seal, SkilledTradesBC certification</li><li>• <b>procedures:</b> including logging of work-based training hours</li></ul>	

# Appendix Bii: Curriculum (Youth Work in Trades 12A/B)



## Area of Learning: Youth Work in Trades

Grade 12

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

# Curriculum

## (Youth Work in Trades 12A/B) cont'd

Big Ideas – Elaborations	Youth Work in Trades Grade 12
<ul style="list-style-type: none"> <li>• <b>rights and responsibilities:</b> for example, Workers Compensation Act and Workers Compensation Amendment Act</li> </ul>	

Curricular Competencies – Elaborations	Youth Work in Trades Grade 12
<ul style="list-style-type: none"> <li>• <b>trade-specific skills:</b> for example, through SkilledTradesBC trades programs (<a href="https://skilledtradesbc.ca/discover-apprenticeship-programs/search-programs">https://skilledtradesbc.ca/discover-apprenticeship-programs/search-programs</a>)</li> <li>• <b>transferrable skills:</b> skills that transfer from school to work placement and on to post-graduation opportunities and experiences</li> <li>• <b>potential futures:</b> 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</li> <li>• <b>independently:</b> includes protocols for working alone</li> <li>• <b>cultural sensitivity, workplace ethics and etiquette:</b> for example, diverse cultures, sexual orientation, gender identity; B.C. employment standards, harassment prevention, WorkSafeBC roles, rights and responsibilities</li> <li>• <b>care of self, others, and community:</b> 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)</li> <li>• <b>workplace safety:</b> applicable to work placement</li> <li>• <b>provincially legislated:</b> for example, WorkSafeBC</li> <li>• <b>reflection and documentation:</b> 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</li> <li>• <b>independent and collaborative problem-solving strategies:</b> for example, responding to real-life unexpected situations, trouble-shooting in emerging scenarios</li> </ul>	



# Curriculum

## (Youth Work in Trades 12A/B) cont'd

Content – Elaborations	Youth Work in Trades Grade 12
<ul style="list-style-type: none"><li>• <b>occupational health and safety rights and responsibilities:</b> for example, as outlined in WorkSafeBC and the Employment Standards Act</li><li>• <b>worker insurance:</b> WorkSafe BC, Employment Standards Act, Workers Compensation Act</li><li>• <b>injury prevention awareness:</b> for example, tripping hazards, appropriate lifting techniques</li><li>• <b>essential skills:</b> includes, for example, the thinking, communication and personal and social core competencies; see also the Government of Canada's essential skills profiles (<a href="https://www.canada.ca/en/employment-social-development/programs/essential-skills/profiles/guide.html">https://www.canada.ca/en/employment-social-development/programs/essential-skills/profiles/guide.html</a>) <u>Note: Demonstrated prior learning from other courses is acceptable (e.g., resumé preparation from Career-life Education).</u></li><li>• <b>workplace expectations:</b> for example, conduct, confidentiality, job- and task-specific apparel, personal protective equipment (PPE), time management</li><li>• <b>cultural land use considerations and First Peoples knowledge:</b> for example, as they relate to the work placement</li><li>• <b>self-efficacy:</b> students' belief in their ability to achieve goals</li><li>• <b>self-advocacy:</b> students' representation of their skills, views, or interests</li><li>• <b>apprenticeship pathways:</b> for example, through SkilledTradesBC trades programs (<a href="https://skilledtradesbc.ca/discover-apprenticeship-programs/search-programs">https://skilledtradesbc.ca/discover-apprenticeship-programs/search-programs</a>)</li><li>• <b>requirements:</b> as outlined on SkilledTradesBC's Direct Access database (<a href="https://portal.skilledtradesbc.ca/SignIn/">https://portal.skilledtradesbc.ca/SignIn/</a>)</li><li>• <b>qualification/certification:</b> certificate of qualification, such as Red Seal, SkilledTradesBC certification</li><li>• <b>procedures:</b> includes logging of work-based training hours</li></ul>	



## Appendix C: Sample 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

--

### Sample trade-specific skills, duties, and tasks

(List the trade- and workplace-specific duties/tasks to be performed alone or with assistance.)

	Will observe	Will perform with assistance	Will perform	N/A
Use sanding equipment and materials				
Remove and/or mask vehicle trim				
Apply Canadian Electrical Code				
Prepare surfaces for application of undercoats and topcoats				
Identify refinishing problems				

### Sample tools, equipment, machinery used

(List the tools and equipment to be used alone or with assistance.)

	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				

### Sample demonstrated employability skills

(List the employability skills to be developed and practised.)

Transferable 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"/> Learning continuously <input type="checkbox"/> Working safely <input type="checkbox"/> Managing time	<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"/> _____





## Sample Trade-Specific Student Training Plan (Youth Work in Trades) cont'd

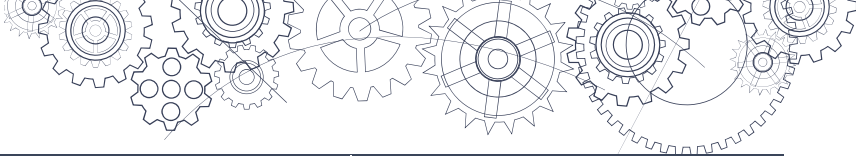
By their signatures, the parties signify agreement with the terms of this Youth Work in Trades student training plan.

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

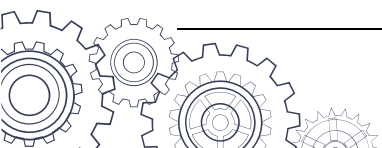
## Appendix D: Suggested Procedures for Youth Work in Trades Placements and Course Reporting

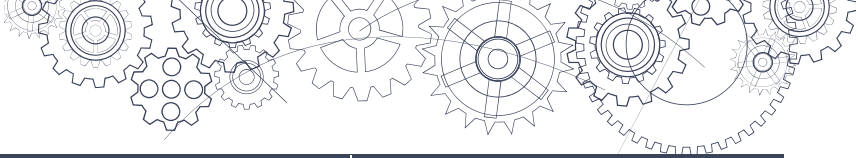
The following table presents a suggested schedule and procedures for school staff coordinating Youth Work in Trades (WRK) placements. The table includes steps and practices to meet the requirements for reporting eligible student enrolments to the Ministry of Education and Child Care for funding. Schools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

Step	Event/Activity	Resources/Appendices	Student file records
<b>Before the placement:</b> As required by <a href="#">Work Experience Order MO237/11</a> , 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 SkilledTradesBC.			
1	Enrol student in WRK via the course registry <b>Note:</b> Hidden apprentices continue in their curricular placement depending on the number of work-based training hours accrued prior to enrolling and recognition by SkilledTradesBC.	<ul style="list-style-type: none"> <li>• <a href="#">Form 1701: Student Data Collection</a></li> </ul> <p>Related policy links for funding eligibility:</p> <ul style="list-style-type: none"> <li>• <a href="#">K-12 Funding General Policy</a></li> <li>• <a href="#">Ministry-Authorized Work Experience Courses and Workplace Safety</a></li> <li>• <a href="#">Work Experience Order MO237/11</a></li> <li>• <a href="#">Online Learning – OLBC Procedures Guide</a></li> <li>• <a href="#">Adult Funding</a></li> </ul>	<ul style="list-style-type: none"> <li>• September 30 student timetable</li> <li>• Evidence that claims are made after students meet ministry's attendance requirements</li> <li>• For hidden apprentices, documentation of paid work-based training hours that have been verified by a sponsor and/or sign-off authority approved by SkilledTradesBC</li> </ul>
2	Register student with SkilledTradesBC as a Youth Apprentice	<ul style="list-style-type: none"> <li>• <a href="#">Youth Apprentice and Sponsor Registration Form</a></li> <li>• See Appendix F for additional SkilledTradesBC resources</li> </ul>	<ul style="list-style-type: none"> <li>• Student's Individual ID and related documentation</li> </ul>
3	Confirm course enrolment with the student and plan for the placement	<ul style="list-style-type: none"> <li>• Student training plan for each WRK placement (refer to Step 6 below, and Appendix C: Sample Student Training Plan)</li> </ul>	<ul style="list-style-type: none"> <li>• Signed and dated student training plan for each WRK placement</li> </ul>
4	Conduct an in-school orientation including safety, workers' rights and responsibilities, and related pre-placement Curricular Competencies <b>Note:</b> Once a student has completed WRK 11A, subsequent <b>in-school</b> safety orientations may not be required if the placement and general job duties are the same	<ul style="list-style-type: none"> <li>• <a href="#">Student WorkSafe 10-12: Resource for Teachers</a></li> <li>• <a href="#">Student WorkSafe 10-12: Student Resources</a></li> <li>• <a href="#">Occupational Health and Safety Guidelines</a></li> <li>• <a href="#">Hazard Recognition</a></li> <li>• <a href="#">Employment Standards Act and Regulation</a></li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of a locally developed in-school orientation having been completed before the placement starts</li> <li>• For hidden apprentices, evidence of school orientation having been completed in the first course after eligible hours are verified</li> </ul>



Step	Event/Activity	Resources/Appendices	Student file records
5	Gather and retain evidence that the student is covered at the worksite by WorkSafeBC	<ul style="list-style-type: none"> <li>WorkSafeBC's <a href="#">Get a Clearance Letter</a> and <a href="#">Understanding Your Clearance Letter</a></li> </ul>	<ul style="list-style-type: none"> <li>Clearance letter or other documentation confirming sponsor's WCB account number and good-standing.</li> </ul>
6	<p>Create a student training plan that:</p> <ul style="list-style-type: none"> <li>confirms the student is enrolled in the specific WRK course</li> <li>includes evidence that a site-specific safety orientation was completed by the employer</li> <li>describes the progression through relevant curricular learning standards and trade-specific skills and knowledge for each of the WRK 11A, 11B, 12A, and 12B placements</li> </ul> <p><b>Note:</b> Once a student has completed WRK 11A, subsequent <b>on-site</b> safety orientations may not be required if the placement and general job duties are the same.</p>	<ul style="list-style-type: none"> <li>Appendix C: Sample Student Training Plan (WRK)</li> <li><a href="#">SkilledTradesBC's program outline</a> for the trade being undertaken</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of a signed and dated student training plan for each course claimed for ministry funding</li> <li>For hidden apprentices, demonstration of prior work, documentation per SkilledTradesBC's <a href="#">Work-Based Training Hours Report</a></li> </ul>
7	<p>Placement starts for WRK 11A, and continues for WRK 11B, 12A, 12B</p> <p><b>Note:</b> For students who change their trade, staff repeat or adjust Steps 1-6 above as appropriate.</p>	<ul style="list-style-type: none"> <li>Student training plan or <a href="#">Work-Based Training Hours Report</a> (SkilledTradesBC)</li> <li>For students changing trades, refer to requirements as per their district's or independent school authority's policy</li> </ul>	<ul style="list-style-type: none"> <li>Signed and dated student training plan showing placement start and completion dates, or SkilledTradesBC's <a href="#">Work-Based Training Hours Report</a></li> </ul>
<b>During the placement:</b>			
8	Monitor student during placement, including performance and attendance	<ul style="list-style-type: none"> <li>Locally developed processes</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of monitoring as determined by Board guidelines</li> </ul>
9	Confirm student applies SkilledTradesBC training curriculum and, if appropriate, identified WRK curricular learning standards as per student training plan and district's or independent school authority's policy	<ul style="list-style-type: none"> <li>Locally developed processes</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of monitoring as determined by Board guidelines</li> </ul>
10	Confirm that the sponsor logs work-based training hours with SkilledTradesBC via Direct Access or a Work-Based Training Hours Report(s)	<ul style="list-style-type: none"> <li><a href="#">Direct Access</a></li> <li><a href="#">Work-Based Training Hours Report</a> (SkilledTradesBC)</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of student's ongoing, regular participation in placement</li> </ul>





Step	Event/Activity	Resources/Appendices	Student file records
<b>After the placement:</b>			
11	Sponsor completes a locally developed sponsor feedback form	<ul style="list-style-type: none"><li>• Appendix H: Sample Sponsor Feedback Form (WRK)</li></ul>	
12	Student completes self-reflection and other post-placement activities as required by the district's or independent school authority's policy and/or course instructor	<ul style="list-style-type: none"><li>• Locally developed processes</li></ul>	
13	Educator assigns final course grade	<ul style="list-style-type: none"><li>• Locally developed processes</li></ul>	<ul style="list-style-type: none"><li>• Report card or other reporting process</li></ul>

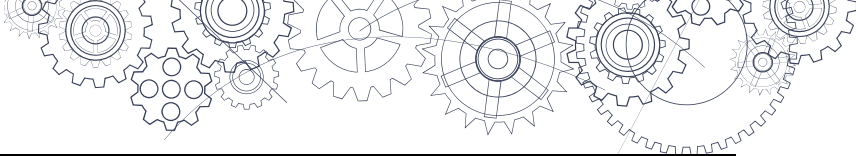


## Appendix E: Sample Worksite Safety Checklist (Youth Work in Trades)

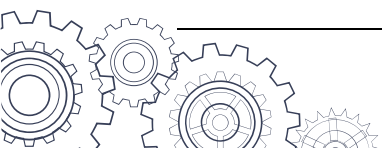
By their signatures and initials, the student/employee and worksite supervisor confirm that a worksite safety orientation was conducted on the date and at the location indicated below.

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
<b>1. Supervisor name:</b> _____ <b>Telephone:</b> _____			
<b>2. Rights and responsibilities</b> 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			
<b>3. Workplace health and safety rules</b> a) _____ b) _____ c) _____ d) _____			
<b>4. Known hazards and how to deal with them</b> a) _____ b) _____ c) _____ d) _____			



Topic	Initials (trainer)	Initials (worker)	Comments
<b>5. Safe work procedures for carrying out tasks</b> a) _____ b) _____ c) _____ d) _____			
<b>6. Procedures for working alone or in isolation</b> a) _____ b) _____ c) _____ d) _____			
<b>7. Personal protective equipment (PPE)</b> (what to use, when to use it, and where to find it) a) _____ b) _____ c) _____ d) _____			
<b>8. First aid</b> 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)			
<b>9. Emergency procedures</b> 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			
<b>10. Hazardous materials and WHMIS</b> 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			
<b>11. Where application, <b>contact information</b> for the occupational health and safety committee or the worker health and safety representative</b>			





## Appendix F: SkilledTradesBC Resources

### Commonly used SkilledTradesBC websites

- SkilledTradesBC Youth website: <https://skilledtradesbc.ca/youth>
- Main SkilledTradesBC website: <https://skilledtradesbc.ca/>
- List of SkilledTradesBC trades programs: <https://skilledtradesbc.ca/discover-apprenticeship-programs/search-programs>
- Youth educators page: <https://youth.skilledtradesbc.ca/educators/overview/>
- SkilledTradesBC Portal system: <https://portal.skilledtradesbc.ca/SignIn/>
- SkilledTradesBC Portal Guides & Resources <https://portal.skilledtradesbc.ca/knowledgebase/>
- Dual Credit Management System (DCMS): <https://www.dualcredit.ca/index.php>

### SkilledTradesBC forms and other resources

- Youth program forms, applications, and guides: <https://skilledtradesbc.ca/youth>
- Youth handouts and videos: <https://youth.skilledtradesbc.ca/educators/resources/>

### Instructions and guides

- Apprentice Guidebook: <https://skilledtradesbc.ca/find-your-trade>
- Employer Guidebook: <https://skilledtradesbc.ca/sponsor-employers>
- SkilledTradesBC “How to” video for sponsors entering work-based training hours: <https://portal.skilledtradesbc.ca/knowledgebase/article/KA-01295/en-us>
- Employer Challenge application or Supervision and Sign-Off Authority (SOA) instructions: [Supervision and Sign-Off Authority](#)

### Contact information

- SkilledTradesBC Youth team: [youth@skilledtradesbc.ca](mailto:youth@skilledtradesbc.ca)



## Appendix G: Sample Sponsor Feedback Form (Youth Work in Trades 11A/B)

Student name		Sponsor/supervisor name	
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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
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Skills	WRK 11A (0–120 hours)				WRK 11B (120–140 hours)			
	Dates (from/to):				Dates (from/to):			
<b>Fundamental skills</b>								
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
<b>Personal management skills</b>								
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
Practises work safety	1	2	3	4	1	2	3	4
<b>Teamwork skills</b>								
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
<b>Technical skills</b>								
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
<b>Sponsor signature</b>				Date				Date
<b>Student signature</b>				Date				Date

## Appendix G cont'd: Sample Sponsor Feedback Form (Youth Work in Trades 12A/B)

Student name		Sponsor/supervisor name	
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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
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Skills	WRK 12A (240–360 hours)				WRK 12B (360–480 hours)			
	Dates (from/to):				Dates (from/to):			
<b>Fundamental skills</b>								
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
<b>Personal management skills</b>								
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
Practises work safety	1	2	3	4	1	2	3	4
<b>Teamwork skills</b>								
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
<b>Technical skills</b>								
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
<b>Sponsor signature</b>				Date				Date
<b>Student signature</b>				Date				Date



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

### Ministry of Education and Child Care

- [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](#)
- [Online Learning – OLBC Procedures Guide](#)
- [Adult Funding Policy](#)
- [Form 1701: Student Data Collection](#)
- [B.C. Graduation Program: Handbook of Procedures](#)

### WorkBC

- [Skills for the Future Workforce](#)
- [Labour Market Snapshots](#)
- [BC's Labour Market Outlook](#)
- [BC Employer Training Grant](#)
- [Employer's Report of Injury or Occupational Disease](#)

### WorkSafeBC

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

### Conference Board of Canada

- [Employability Skills](#)