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# Program Guide for Secondary School Apprenticeship



Ministry of  
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# Introduction

Secondary School Apprenticeship (SSA) is an educational program jointly supported by the Ministry of Education and the Industry Training Authority (ITA). Through participation in the SSA program, students earn credit toward secondary school graduation and begin earning work-based training hours toward provincially and nationally recognized industry training program credentials. Individuals will complete an industry training program and become a certified tradesperson by combining both work-based training and technical training in an apprenticeship program. Typically industry training programs consist of 80% work-based training under the guidance of a certified tradesperson or equivalent and 20% technical training. A typical apprenticeship program takes four years to complete.

The Ministry of Education is responsible for establishing standards and learning outcomes for SSA, which it defines as “an educational program that consists of work-based training where secondary students register as apprentices with the Industry Training Authority” (source: Work Experience Ministerial Order). This SSA program guide sets out those standards and learning outcomes.

The ITA is responsible for working with industry to develop and set standards for industry training programs and for registering and tracking progress of those individuals working toward certification through their apprenticeship industry training program. Industry training programs typically combine on-the-job learning with classroom instruction. The ITA awards provincial credentials to candidates when they complete their training programs.

One of the ITA's responsibilities is to regulate apprenticeship training. Apprenticeship training is paid, workplace-based training combined with in-class technical training in which apprentices acquire knowledge about the skills, tools, and materials of a trade. The ITA has responsibility for two types of industry training programs: BC trades programs, which are recognized and specific to the province of BC, and Red Seal trades programs, which are recognized nationally and provincially. Through the Red Seal program, certified tradespeople can obtain a “Red Seal” endorsement on their Certificates of Qualification and Apprenticeship. The “Red Seal” allows qualified tradespeople to practise their trade in any province or territory in Canada where the trade is designated, without having to write further examinations. See <http://red-seal.ca/> for additional information on the Red Seal Program.

This program guide was developed by the Ministry of Education in consultation with school district educators and the ITA to ensure that it reflects best practices. School district and school staff are responsible for implementing SSA according to the standards contained in this program guide, and providing access to SSA for all interested students.

This program guide:

- describes SSA as an educational program
- describes the roles and responsibilities of various partners in SSA
- establishes the standards for SSA as an educational program
- sets out the learning outcomes for SSA
- highlights best practices in SSA
- provides references and resources for educators working with SSA students

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## Key Characteristics of SSA

SSA is a provincial career program that:

- introduces students to industry training programs in British Columbia
- combines the K-12 education and apprenticeship training systems, leading to both secondary school graduation and ongoing apprenticeship training for trade certification in BC
- enables students to register with the ITA as an apprentice sponsored by an employer
- allows students to start accumulating hours toward trade certification
- is open to all students 15 years old or older in Grades 10, 11, or 12, including students on the Grade 12 Dogwood or Adult Graduation Programs

SSA involves students:

- completing work-based training, which is skill development through practical, hands-on experiences under the supervision of certified tradespersons or equivalent
- working toward completing 480 hours of work-based training with a sponsor employer. (Additional workplace time beyond 480 hours count as “time in trade” hours in the ITA’s Apprenticeship Information Management System (AIMS), but students cannot receive more than 16 credits toward Grade 12 graduation through SSA.)
- earning course credits - SSA 11A, SSA 11B, SSA 12A, and SSA 12B, worth 4 credits each
- being apprentices in any trade that is recognized by the ITA. See the list of Red Seal and BC Trade programs at [www.itabc.ca/TrainingPrograms.php](http://www.itabc.ca/TrainingPrograms.php)
- taking optional Level 1 Apprenticeship Technical Training for chosen apprenticeship occupations. This may be through the Accelerated Credit Enrolment in Industry Training (ACE IT) program when delivered in partnership with SSA. See the ITA web site at [www.itabc.ca/Youth-ACEIT.php](http://www.itabc.ca/Youth-ACEIT.php) for information concerning the ACE IT program

SSA work-based training hours:

- accrue only **after** students apply for registration as apprentices with the ITA. (In some cases, students can be given credit for prior work. See “Recognition of Prior Work” on page 5 for more information.)
- must be paid
- must be reported by sponsors to the ITA and recorded by apprentices and SSA Coordinators\*
- must be verified by a certified tradesperson or equivalent as set out in the policy for earning work-based training hours by the ITA
- must be reported by sponsors to the Industry Training Authority Customer Service (CS) at 480 and 1100 hours
- are used to create “time in trade” hours that are recorded on apprentices’ profiles in AIMS

*\*Note: Many school districts have an SSA Coordinator or other person responsible for SSA. However, the use of the term “SSA Coordinator” in this document is not intended to suggest that all school districts have such a position. Use of the term “SSA Coordinator” in this document should be read as a reference to any school or school district-based person who fulfills the functions ascribed to the SSA Coordinator in this document.*

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## Rationale for SSA

In addition to helping meet the needs of employers for skilled tradespeople, SSA participation helps students with career exploration, and provides them with a frame of reference to review or revise their career goals. In the Graduation Program 2004, 'Trades and Technology' is one of the eight Focus Areas that students explore in Planning 10. (For more information about the Graduation Program 2004, Focus Areas, and Planning 10, see [www.bced.gov.bc.ca/graduation/grad2004.htm](http://www.bced.gov.bc.ca/graduation/grad2004.htm).)

SSA increases the relevance and practical application of the secondary school curriculum by linking directly with the world of work. It also helps students to transition from school to work through a provincially accredited and seamless program.

## Goals for SSA

The main goal of SSA is to allow students to begin apprenticeship training as part of their secondary school education program. Other goals of SSA include:

- providing students with a smooth transition from school to work, and an earlier start to certification in a trade
- enhancing students' existing trade-specific job readiness skills, or providing opportunities for the development of new skills
- providing students with access to up-to-date technical training that may not be available in secondary school
- helping prepare students to enter the world of work with the skills, attitudes, and sense of responsibility necessary to be successful
- encouraging students to pursue academic goals and to graduate
- facilitating students' understanding of the similarities and differences in behaviour standards between the workplace and school

## Design of SSA Courses

Like other ministry courses, SSA has Prescribed Learning Outcomes and Suggested Achievement Indicators. The learning outcomes for SSA are based on four curriculum organizers: Workplace Health and Safety, Secure and Maintain Work, Workplace Application, and Education and Career Planning.

All of the learning outcomes contained in this program guide must be met in SSA 11A, SSA 11B, SSA 12A, and SSA 12B. SSA Coordinators and other educators involved in the delivery of SSA should use their professional judgement in evaluating attainment of the learning outcomes. For instance, if students have secured employment in SSA 11A and retain the same sponsors throughout their SSA program, they will have also satisfied the need to apply job search skills to secure SSA employment in SSA 11B, SSA 12A, and SSA 12B. In addition, over the 480 hours of the program, students should be able to demonstrate increasing mastery of the learning outcomes. The learning outcomes start on page 14 of this program guide.

Unlike most school courses, SSA takes place outside of the school setting, with course hours consisting of workplace-based training. In-school instructional or assessment activities may take place in a variety of formats, including seminars, drop-in sessions, electronic instruction, and one-on-one instruction.

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# Educator Responsibilities

## Registering Students as Youth Apprentices with the ITA

To help ensure their success in SSA, prospective SSA students should undergo at least 30 hours of job shadowing or hands-on work experience in a related trade prior to SSA registration. This is not necessary if the applicants are already working in the trade area. The 30 hours of job shadowing or relevant work experience can count toward the 120 hours of work experience required for SSA 11A once the students are registered for SSA. For those students who do not pursue SSA after the 30 hours, the hours can be used to meet the 30 hours of work experience and/or community service required for graduation. Sponsors should be encouraged to provide job-shadowing opportunities for pre-SSA students as it allows them to try out students before committing to participation in SSA.

Students in the SSA Program are required to register as youth apprentices with the ITA. Informal, non-registered arrangements with sponsors are not sufficient to qualify students as Secondary School Apprentices.

To register with the ITA, students must have sponsors. Sponsors can be employers (e.g., the employers with whom the students are going to begin their workplace-based training), industry associations, or other legal entities recognized by the ITA.

SSA Coordinators assist students and their sponsors to register apprenticeships with the ITA.

The registration process is as follows:

1. Students find an employer willing to be a sponsor for their apprenticeship. This process can be assisted by the school district staff helping with student placement.  
Note that employers are not required to sponsor the apprentice for the entire length of their industry training program, although it is hoped that sponsors will retain their youth apprentices a minimum of 480 hour allowing completion of the SSA program.
2. Under the guidance of SSA Coordinators, students, along with their sponsors must complete the Apprentice and Sponsor Registration Form (a sample can be found in Appendix B or at [www.itabc.ca](http://www.itabc.ca) under Apprentices or Trainees - Forms).  
Note: If the employer is a new sponsor to ITA, leave the sponsor registration number blank and ITA staff will assign a sponsor number. If the sponsor is seeking equivalency status, contact the ITA Youth Administrative Assistant at [youth@itabc.ca](mailto:youth@itabc.ca) for more information. Additional student and employer documentation is only required if students apply for credit for prior practical experience or the employer is seeking equivalency status (see #6 on following page).
3. School district staff will collect the completed form and submit the information to ITA using the Youth Industry Training on-line registration system (<https://aceit.ca>).  
Note: If school district staff do not have access to the ITA on-line registration system, they should contact their district Industry Training contact or the ITA Youth Administrative Assistant for more information at [youth@itabc.ca](mailto:youth@itabc.ca).



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4. To confirm registration, the ITA Customer Service (CS) sends a “Certificate of Registration” to both the sponsor and the SSA Coordinator, for their records. ITA CS also sends two student wallet ID cards, one to the sponsor and the other to the SSA Coordinator. The sponsor and SSA Coordinator should sign the cards, and one of them, preferably the sponsor, should give the ID card to the student to retain (the SSA Coordinator keeps the second card in case the first is lost). Students should keep their ID card safe, as it shows the issue date, and registration (trades worker) and apprentice numbers. In addition, new apprentices are sent an Apprentice/Trainee Guide and new sponsors are sent a Sponsor Guide. These guides give information on how the industry training system in BC works, along with the functions and responsibilities of key participants.
  5. To find out more information about a student’s registration status, the ITA CS may be contacted at [youth@itabc.ca](mailto:youth@itabc.ca).
  6. Additional documentation is required only if students apply for credit for prior practical experience. The 480 hours of workplace-based training in the SSA Program normally begins only **after** students apply for registration as apprentices with the ITA. (Note: The 480 hours of the SSA Program begin to accrue from the date students apply for registration with the ITA. It is not necessary to wait for confirmation of registration before accumulating hours.) However, students can be given credit for related practical experience or training, which counts toward both apprenticeship completion and up to 240 hours of paid or unpaid SSA Program workplace-based training requirements, through submission of a Work-Based Training Report. (A sample Work-Based Training Report is contained in Appendix C.) See “Recognition of Prior Work,” below, for further information. If Equivalency and Work-Based Training Forms are required, they should be submitted to the ITA CS. SSA Coordinators and Sponsors should each keep copies of all forms required for registrations.

### **Reporting Hours**

Once students are registered as youth apprentices, the sponsors submit regular Work-Based Training Reports to the ITA, crediting the students with the number of training hours worked. This information is recorded in each apprentice’s profile in AIMS. To report work-based hours, sponsors must complete Work-Based Training Reports (a sample can be found in Appendix C or at [www.itabc.ca](http://www.itabc.ca) under Employers and Industry - Forms) and fax them to the ITA CS (778-328-8701).

Note: 1100 recorded hours with the ITA is one of the SSA Scholarship eligibility criteria. These hours must be earned by the student within five months after graduation and reported to the ITA by November 30 in order for the student to be eligible for the SSA scholarship.

### **Recognition of Prior Work**

When students have worked in a trade area but are not enrolled in the SSA Program, a two-step process is followed to provide them with SSA credit for up to 240 hours of work in the trade. The first step is to validate their work in the trade. This is done at the same time the students are registered with the ITA. The second step is to teach and assess the learning outcomes required for SSA course credit.

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For students to apply for credit for prior work, SSA Coordinators help students and sponsors complete the Work-Based Training Report (a sample can be found in Appendix C or at [www.itabc.ca](http://www.itabc.ca) under Employers and Industry - Forms) with the dates and hours of the prior work-based training sought for recognition. After sponsors sign the WBT Form, it is faxed to the ITA CS (778-328-8701) at the time of online registration.

Note: The ITA determines how many hours of prior work in the trade it will recognize toward apprenticeship completion. (See the ITA's Sponsor Guide at [www.itabc.ca/Employers-guide.php](http://www.itabc.ca/Employers-guide.php) for more information.) This same number of (paid or unpaid) hours, up to a maximum of 240, can be used to gain SSA credit. It is important to note that the ITA only recognizes hours in the trade in which students register.

In addition to the recognition of time in trade hours, and in order to maintain the integrity of SSA as an educational program, students must be taught and assessed on the learning outcomes of SSA contained in this program guide before they can be given SSA credit. SSA Coordinators ensure that students are evaluated by educators with valid teaching certificates, who assign final percentages before granting SSA credit to students with prior work in the trade.

## Preparing Students for SSA

In order for SSA to be effective as an educational program, educators should familiarize students with the responsibilities and expectations associated with participation in SSA. Students should also complete the Employment Standards and Workplace Safety learning outcomes from Planning 10 before enrolling in SSA.

All students must have an in-school orientation that includes work site safety awareness. This should prepare students to apply their knowledge of health and safety issues to the work site. (See “Heads Up! for Safety” on the Ministry of Education web site at [www.bced.gov.bc.ca/irp/resdocs/headsup.pdf](http://www.bced.gov.bc.ca/irp/resdocs/headsup.pdf) for information concerning work site safety.)

SSA Coordinators should discuss WCB Regulation 3.12: The Right to Refuse Unsafe Work (see Appendix D) with SSA students. They should also impress upon SSA students the importance of doing the following at the work site:

- asking the supervisor for training before beginning work if unsure how to do something safely
- participating in all required health and safety education and training at the workplace
- using all provided personal protective equipment and clothing
- correcting any unsafe conditions if it is safe to do so, or immediately reporting the conditions to the supervisor and reporting any injury to a first aid attendant or supervisor

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## Placing Students

Many SSA students find their own work placements. For those SSA students who are already working, it is important for school staff to ensure that the students have received a work site safety orientation and are knowledgeable about workplace safety. Educators should discuss with sponsors the importance of providing SSA students with an orientation to workplace safety practices specific to their work environment.

If the school/district places students with a sponsor not previously used for SSA, school staff should meet with the sponsor or supervisor to view the work site and discuss having the sponsor conduct an on-site safety orientation for students before any hands-on tasks begin. The work site visit is not intended to be an exhaustive safety inspection, but a common sense perusal to ensure that the school is comfortable sending students to the work site (see Appendix E for a Work Site Safety Checklist). During the work site visit, the school staff should satisfy themselves that the work site provides an environment that is safe and free of exploitation and harassment.

SSA students must show they are working at sites where WCB coverage is provided (e.g., showing the SSA Coordinator a pay stub from the employer). WCB coverage for SSA students must be provided by sponsors, and will not be supplied by the Province.

## Developing Student Training Plans

Once students are registered with the ITA, educators must, in conjunction with employers/sponsors, establish a training plan for use by the students and sponsors that articulates the skills and areas of knowledge to be developed during the SSA Program (not for each course). A sample SSA training plan is contained in Appendix F. Log books can be used in place of training plans provided they list required competencies that are to be developed.

## Monitoring and Evaluating SSA Students

SSA Coordinators and other educators involved in the delivery of SSA should monitor students by communicating directly with both workplace supervisors and students to ensure that any student concerns are addressed, and that any problems are resolved in the best interests of both students and sponsors.

As with all educational programs, SSA students must be evaluated by educators with valid teaching certificates, who must assign final percentages. As with other courses, evaluation is based on established criteria measuring student achievement in relation to the Prescribed Learning Outcomes for SSA. The Prescribed Learning Outcomes for SSA are listed on pages 14 and 15 of this program guide.

This guide also provides Suggested Achievement Indicators for each Prescribed Learning Outcome, starting on page 17. Achievement indicators describe the knowledge acquired, skills applied, and attitudes demonstrated by students in relation to the learning outcomes. The achievement indicators listed in this guide are not mandatory. They are suggestions that provide criteria to assist teachers in assessing how well their students achieve the learning outcomes. The evaluation of SSA students should be based on clear criteria, and should include

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a variety of assessment strategies. Assessment is the systematic gathering of information about what students know and are able to do. Student performance is evaluated from the information collected through assessment activities.

Sponsors should be informed about the assessment and evaluation procedures to be used to evaluate student performance, including the use of sponsor evaluations. SSA Coordinators are responsible for providing employers/sponsors with student evaluation forms. (A sample student evaluation form for sponsors is included in Appendix G.) Although employer/sponsor evaluations are an important assessment instrument, they are only one means of assessing SSA students. Teachers determine the actual assessment criteria and measurement activities. Beside sponsor evaluations, other common assessment measures used in SSA include:

- résumé and interview skills demonstrations
- student training plans
- student activity logs
- employability skills performance scales
- occupation-specific performance scales
- portfolios
- student self-assessments
- written reports
- student projects or products
- oral presentations
- reflective journals

The assessment information necessary for proper evaluation can be obtained in part through the monitoring of SSA students. In addition to collecting assessment information during monitoring visits, teachers should evaluate whether students perform assigned tasks to the best of their abilities, and whether students' personal management skills (demonstrating positive attitudes and behaviours, being responsible, being adaptable, learning continuously, and working safely) are consistent with expectations of sponsors and the school. Special attention should be paid to attendance and punctuality, as well as demonstration of positive attitudes and workplace safety.

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# Student Responsibilities

## Planning 10

Before participating in SSA, students should be able to demonstrate job-seeking skills, including résumé writing and job interview skills. Students should also be able to demonstrate an understanding of workplace safety. The Planning 10 learning outcomes related to job seeking and job keeping, and employment standards and workplace safety, should be successfully completed before students participate in SSA.

## Pre-SSA Work Experience

Students are encouraged to undergo at least 30 hours of job shadowing or hands-on work experience in a related trade prior to SSA registration, unless they are already working in the trade area. The 30 hours of job shadowing or relevant work experience can count toward the 120 hours of work experience required for SSA 11A once students are registered for SSA. For those students who do not pursue SSA after the 30 hours, the hours can be used to meet the 30 hours of work experience and/or community service required for graduation.

## Registering as a Youth Apprentice with the ITA

Students in the SSA Program are required to register as youth apprentices with the Industry Training Authority (ITA). SSA Coordinators assist students and their sponsors to register apprenticeships with the ITA.

A description of the process of registering students for SSA is provided in the section on educator responsibilities. For students it is important to note the following:

- To register with the ITA, students must have sponsors. Sponsors can be employers (e.g., the employers with whom the students are going to begin their workplace-based training), industry associations, or other legal entities recognized by the ITA. Informal, non-registered arrangements with sponsors are not sufficient to qualify students as Secondary School Apprentices.
- School district SSA Coordinators work with students and sponsors to complete an ITA Apprentice and Sponsor Registration Form (a sample can be found in Appendix B or at [www.itabc.ca](http://www.itabc.ca) under Apprentices or Trainees - Forms). SSA Coordinators and Sponsors should both keep copies of all forms required for registrations. SSA Coordinators register student apprentices with the ITA online at <https://aceit.ca>.
- The 480 hours of workplace-based training in the SSA Program normally begins only **after** students apply for registration as apprentices with the ITA. However, students can be given credit for related paid or unpaid work, which counts toward both apprenticeship completion and up to 240 hours of SSA Program workplace-based training requirements. SSA Coordinators can provide more information to students about the requirements for the recognition of prior work in the trade for SSA credit.
- Once registrations have been processed by the ITA CS, students are issued registration (TWID) numbers, which are kept for life, and apprentice numbers that hold for the duration of the apprenticeships.

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- To confirm registration, the ITA Customer Service (CS) sends a “Certificate of Registration” to both the sponsor and the SSA Coordinator, for their records. ITA CS also sends two student wallet ID cards, one to the sponsor and the other to the SSA Coordinator. The sponsor and SSA Coordinator should sign the cards, and one of them, preferably the sponsor, should give the ID card to the student to retain (the SSA Coordinator keeps the second card in case the first is lost). Students should keep their ID card safe, as it shows the issue date, and registration (trades worker) and apprentice numbers. In addition, new apprentices are sent an Apprentice/Trainee Guide and new sponsors are sent a Sponsor Guide. These guides give information on how the industry training system in BC works along with the functions and responsibilities of key participants.

## Student Safety

All SSA students are required to have an in-school orientation that includes work site safety awareness. Sponsors also have a responsibility to orient students to workplace safety precautions specific to the industry and work environment.

In addition to a work site orientation, students are advised to ask their work site supervisor about workplace safety. Types of questions suggested by the WCB include:

- What are the potential dangers of my job and how will I be protected from these dangers?
- Are there any hazards (such as noise or chemicals) that I should know about, and what are the appropriate steps to take to avoid these hazards?
- What site-specific safety orientation and training will I receive before I start work?
- Is there any safety gear that I am expected to wear, and who is responsible for providing the gear?
- Will I be trained in emergency procedures for things like fire or chemical spills?
- Where are the fire extinguishers, first aid kits, and other emergency equipment located?
- What are my workplace health and safety responsibilities?
- Who do I talk to if I have a workplace health or safety question?
- What is the procedure if I am injured on the work site?
- Who is the first aid attendant? How do I contact the attendant?
- Will I be working with a supervisor, or alone?
- What machinery/equipment/power tools will I be required to operate? Will I be trained in their operation?

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## Workers' Compensation Coverage

SSA students must show that they are working at sites where WCB coverage is provided (e.g., showing the SSA Coordinator a pay stub from the employer, obtaining a WCB clearance letter for the employer). WCB coverage for SSA students must be provided by sponsors.

## Other Standards for Students in Relation to SSA

In order for SSA to be effective, students must:

- abide by the behaviour standards and practices of the workplace
- understand the rights and responsibilities of employees in the workplace
- understand and meet the expectations of sponsors
- work the days and hours of work as agreed to with sponsors
- notify their sponsors when unable to report to work
- adhere to all safety-related rules and regulations at the work site
- notify work site supervisors immediately of any injuries, emergencies, or problems at the work site
- respect the confidential nature of information at the work site
- participate in evaluation meetings as required by work site supervisors or SSA Coordinators
- continue to attend all in-school courses at times other than those assigned for SSA work

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# Sponsor Responsibilities

## Registering Students as Youth Apprentices with the ITA

A description of the process of registering students for SSA is provided in the section on educator responsibilities. For sponsors it is important to note the following:

- For students to be Secondary School Apprentices, they must be registered as youth apprentices with the Industry Training Authority (ITA). Informal, non-registered arrangements with sponsors are not sufficient to qualify students as Secondary School Apprentices.
- Students' sponsors can be employers (e.g., the employers with whom the students are going to begin their workplace-based training), industry associations, or other legal entities recognized by the ITA.
- School district SSA Coordinators work with students and sponsors to complete an ITA Apprentice and Sponsor Registration Form (see sample in Appendix B or at [www.itabc.ca](http://www.itabc.ca) under Apprentices or Trainees - Forms). SSA Coordinators and Sponsors should both keep copies of all forms required for registrations. SSA Coordinators register student apprentices with the ITA online at <https://aceit.ca>.

Note: If the employer is a new sponsor to ITA then leave the sponsor registration number blank and ITA staff will assign a sponsor number. If the sponsor is seeking equivalency status, contact the ITA Youth Administrative Assistant at [youth@itabc.ca](mailto:youth@itabc.ca) for more information.

Students who have worked in a trade area but are not yet enrolled in the SSA Program may be eligible to receive SSA credit for up to 240 hours of their work in the trade. Sponsors will be asked to provide information to validate the students' work in the trade. To apply for credit for prior work, SSA Coordinators help students and sponsors complete the Work-Based Training Report (a sample can be found in Appendix C or at [www.itabc.ca](http://www.itabc.ca) under Employers and Industry - Forms) with the dates and hours of the prior work-based training sought for recognition. After sponsors sign the WBT Report, it is faxed by the SSA Coordinator to the ITA CS (778-328-8701) at the time of online registration.

Note: The ITA determines how many hours of prior work in the trade it will recognize toward apprenticeship completion. (See [www.itabc.ca/Employers-guide.php](http://www.itabc.ca/Employers-guide.php) for more information.) This same number of (paid or unpaid) hours, up to a maximum of 240, can be used to gain SSA credit. It is important to note that the ITA only recognizes hours in the trade in which students register.

To confirm registration, the ITA Customer Service (CS) sends a "Certificate of Registration" to both the sponsor and the SSA Coordinator, for their records. ITA CS also sends two student wallet ID cards, one to the sponsor and the other to the SSA Coordinator. The sponsor and SSA Coordinator should sign the cards, and one of them, preferably the sponsor, should give the ID card to the student to retain (the SSA Coordinator keeps the second card in case the first is lost). In addition, new sponsors are sent a Sponsor Guide, which gives information on how the industry training system in BC works along with the functions and responsibilities of key participants.

See the ITA's Sponsor Guide at [www.itabc.ca/Employers-guide.php](http://www.itabc.ca/Employers-guide.php) for information on sponsors' responsibilities.



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## Workers' Compensation Coverage

SSA students must show that they are working at a site where WCB coverage is provided. WCB coverage for SSA students must be provided by sponsors.

## Other Expectations for Sponsors or Work Site Supervisors in Relation to SSA

In order for students' SSA programs to be effective, sponsors or work site supervisors should:

- provide a safe working and learning environment
- provide a safety orientation for SSA students before hands-on activities begin
- provide an orientation to the students concerning hours of work, breaks, dress code, and sponsor expectations (including expectations concerning exploitation and harassment)
- introduce the students to other work site employees, if applicable, with an explanation of the students' position
- ensure a sufficient quantity of work before hiring SSA students
- in conjunction with SSA Coordinators and students, establish a training plan for use by the students that articulates the skills and areas of knowledge to be developed during the SSA Program
- ensure that the work performed by SSA students is meaningful, of high quality, and meets industry standards
- track SSA student work hours using the ITA Work-Based Training Report (WBT report) (a sample can be found in Appendix C or at [www.itabc.ca](http://www.itabc.ca) under Employers and Industry - Forms) in order to credit students with the number of training hours worked, and keep the school district SSA Coordinator informed of SSA student work hours completed (see the ITA's Sponsor Guide at [www.itabc.ca/Employers-guide.php](http://www.itabc.ca/Employers-guide.php) for more information on this process).

Note: In order for students to meet the SSA scholarship criteria, employers need to submit a WBT report when the student has accumulated 1,100 apprenticeship hours, or report the number of hours accumulated five months after graduation.

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## Prescribed Learning Outcomes

Prescribed Learning Outcomes are content standards for the BC provincial education system; they constitute the prescribed curriculum. They set out the required knowledge, skills, and attitudes – what students are expected to know and be able to do – for each subject and grade. Learning outcomes are clearly stated and expressed in measurable terms. All learning outcomes complete the stem, *It is expected that students will...*

Schools have the responsibility to ensure that all learning outcomes in this program guide are met in SSA 11A, SSA 11B, SSA 12A, and SSA 12B. Even though SSA learning takes place outside the classroom at work sites, schools are required to evaluate and assess students in relation to the learning outcomes.

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The Prescribed Learning Outcomes for SSA are:

### **Workplace Health and Safety**

*It is expected that students will:*

- apply sector-specific safety knowledge, including hazard recognition and injury prevention skills, in the workplace
- demonstrate knowledge of workplace health and safety rights and responsibilities, including basic workplace incident and accident response procedures and protocols

### **Secure and Maintain Work**

*It is expected that students will:*

- apply job search skills, including résumé writing and a job interview, to gain SSA employment

### **Workplace Application**

*It is expected that students will:*

- identify and describe the type of work done while participating in SSA
- use employability skills in the workplace
- demonstrate a positive work ethic and meet performance standards of the workplace
- use trade-specific skills while in the workplace
- identify how a workplace problem was analysed/solved
- identify the transferable skills acquired from in-school courses that were used during SSA employment (e.g., applied math, carpentry, mechanics, cooking, writing, computer skills, blueprint reading)

### **Education and Career Planning**

*It is expected that students will:*

- analyse the impact of their SSA employment on their graduation transition plan
- identify a chosen Focus Area (e.g., Trades and Technology, Tourism, Hospitality) and describe how four in-school courses and their SSA employment support this Focus Area
- identify the technical training required to reach journeyman status in their trade

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## Suggested Achievement Indicators

To support teachers in assessing student mastery of the learning outcomes, this program guide includes sets of Suggested Achievement Indicators in relation to the learning outcomes. Achievement indicators define the knowledge acquired, skills applied, and attitudes demonstrated by students in relation to the Prescribed Learning Outcomes.

Suggested Achievement Indicators are not mandatory. They are suggestions only, provided to assist teachers in assessing how well their students achieve the Prescribed Learning Outcomes.

## Workplace Health and Safety

Prescribed Learning Outcomes	Suggested Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i>
<ul style="list-style-type: none"> <li>apply sector-specific safety knowledge, including hazard recognition and injury prevention skills, in the workplace</li> </ul>	<ul style="list-style-type: none"> <li>list and describe sector-specific safety knowledge provided by the sector council or industry association</li> <li>initiate conversation with supervisor and ask questions about workplace hazards and workplace safety procedures (record the information in a journal)</li> <li>practise and accurately document safe work procedures appropriate to the work site</li> <li>use established safety guidelines for recognizing hazards and reducing risk and injury in the workplace (e.g., those set out by the Workers' Compensation Board)</li> <li>use personal protective and other safety equipment appropriate to the work site</li> </ul>
<ul style="list-style-type: none"> <li>demonstrate knowledge of workplace health and safety rights and responsibilities, including basic workplace incident and accident response procedures and protocols</li> </ul>	<ul style="list-style-type: none"> <li>describe or list protocols and procedures for reporting accidents and incidents that may occur in the workplace</li> <li>list reasons why it is important to report every workplace injury, no matter how minor</li> <li>identify and describe workplace health and safety rights and responsibilities of employers, supervisors, and workers</li> <li>identify key issues related to supervision, orientation, and training related to workplace health and safety</li> <li>list or discuss avenues of recourse for health and safety rights violations and for failures to meet responsibility</li> </ul>

## Secure and Maintain Work

Prescribed Learning Outcomes	Suggested Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i>
<ul style="list-style-type: none"> <li>apply job search skills, including résumé writing and a job interview, to gain SSA employment</li> </ul>	<ul style="list-style-type: none"> <li>prepare an updated résumé for SSA employment</li> <li>participate in a job interview for an SSA placement</li> </ul>

## Workplace Application

Prescribed Learning Outcomes	Suggested Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i>
<ul style="list-style-type: none"> <li>identify and describe the type of work done while participating in SSA</li> </ul>	<ul style="list-style-type: none"> <li>create a log or journal describing the type of work done and tasks performed, and update it on a daily or weekly basis</li> </ul>
<ul style="list-style-type: none"> <li>use employability skills in the workplace</li> </ul>	<ul style="list-style-type: none"> <li>compile a chart listing the employability skills used in school and compare this list to the employability skills used during the SSA placement (see Appendix H for the Employability Skills 2000+)</li> <li>identify four employability skills that were considered essential for success during the SSA placement</li> <li>describe why these four employability skills were so important</li> </ul>
<ul style="list-style-type: none"> <li>demonstrate a positive work ethic and meet performance standards of the workplace</li> </ul>	<ul style="list-style-type: none"> <li>list and describe the work performance standards for the SSA placement</li> <li>analyse how teamwork skills contributed to the success of the SSA experience, and analyse how teamwork by all workers affected productivity at the work site</li> <li>provide at least three examples of how workplace performance improved by accepting feedback or suggestions from workplace supervisors or others</li> </ul>
<ul style="list-style-type: none"> <li>use trade-specific skills while in the workplace</li> </ul>	<ul style="list-style-type: none"> <li>identify and list at least four technical or trade-specific skills used during the SSA placement (e.g., use of specific tools, cooking skills, inventory control)</li> <li>describe the selection and use of appropriate equipment, tools, or technology for tasks and assignments while on the SSA placement</li> </ul>
<ul style="list-style-type: none"> <li>identify how a workplace problem was analysed/solved</li> </ul>	<ul style="list-style-type: none"> <li>describe a problem experienced or observed at the work site</li> <li>explain how the problem was identified and with whom it was discussed</li> <li>explain the cause of the problem and each step used to resolve it</li> <li>compare the problem-solving model used at the work site to ones used to resolve school-based problems</li> </ul>
<ul style="list-style-type: none"> <li>identify the transferable skills acquired from in-school courses that were used during SSA employment (e.g., applied math, carpentry, mechanics, cooking, writing, computer skills, blueprint reading)</li> </ul>	<ul style="list-style-type: none"> <li>create a chart of at least four transferable education skills developed during secondary school, and list the courses that supported each skill developed</li> <li>identify at least four transferable education skills that were used during the SSA experience, and indicate how they were used</li> <li>identify at least four additional skills that may be required to meet career goals, and describe the types of courses or training that could provide these skills</li> </ul>

## Education and Career Planning

Prescribed Learning Outcomes	Suggested Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i>
<ul style="list-style-type: none"> <li>analyse the impact of their SSA employment on their graduation transition plan</li> </ul>	<ul style="list-style-type: none"> <li>describe personal short-term and long-term education and career goals</li> <li>outline employment options that relate to career, education, and personal goals</li> <li>create or update a résumé that includes the SSA workplace training</li> <li>describe how participating in SSA assisted with development or confirmation of the transition plan</li> </ul>
<ul style="list-style-type: none"> <li>identify a chosen Focus Area (e.g., Trades and Technology, Tourism, Hospitality) and describe how four in-school courses and their SSA employment support this Focus Area</li> </ul>	<ul style="list-style-type: none"> <li>list four or more courses taken in school that support a chosen Focus Area, and explain why the Focus Area was selected and how the courses support it</li> <li>discuss how the SSA workplace training supports the Focus Area</li> </ul>
<ul style="list-style-type: none"> <li>identify the technical training required to reach journeyman status in their trade</li> </ul>	<ul style="list-style-type: none"> <li>list and describe the training required to reach journeyman status in the trade</li> <li>identify options concerning how and where the training can be obtained</li> </ul>

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# SSA Best Practices

## School District Operations

### Personnel

To support SSA and career programs, it is recommended that school districts establish dedicated 'Career Programs Coordinators' responsible for all career programs, including SSA. The use of Career Programs Coordinators supports the provision of quality service to students, parents, and sponsors, and the efficient use of resources.

Career Programs Coordinators or SSA Coordinators have a vision and appreciation for apprenticeship. They advocate on behalf of the program and its students. In their role, they can represent the district at provincial/regional and district activities related to SSA. They are supported in their work by the board of education, superintendent and other senior district administrators, principals, teachers, and counsellors, with whom they work closely to identify possible SSA students. At the same time, they participate in professional development to more effectively function as apprenticeship experts and advocates.

The Career Programs or SSA Coordinator advocates for, and informs the board of education about, the SSA Program. Having a board of education trustee champion the program at the board level supports the work of the Coordinator, and enhances program success.

### Design of SSA Programs

School districts with successful SSA Programs often utilize a comprehensive career programs model, where SSA fits within a larger continuum of career programs. In these districts, students may participate in formal career programs or undertake work experience placements. The knowledge acquired through participation in these experiences may lead students into more focused programs, such as SSA or other industry-training programs.

For those students whose career goals include apprenticeship training, school staff should consider pre-screening students for SSA participation. School districts are advised to develop guidelines regarding the selection or screening of students for participation in SSA. SSA Coordinators can provide students with information about apprenticeship and workplace-based training so that students have a realistic understanding of the program. They can assign students research work to complete so the students understand what is involved in their trade area (e.g., interview practising tradespeople regarding the pros and cons of working in the trade area).

Schools/districts should also:

- keep in touch with sponsors to track SSA student work hours for granting course credit. The ITA Work-Based Training Report (a sample can be found in Appendix C or at [www.itabc.ca](http://www.itabc.ca) under Employer and Industry - Forms) is an existing mechanism for tracking apprentice work hours. It can be used to assist schools in tracking SSA student work hours.

Note: For students to be able to meet the SSA scholarship criteria regarding continued full-time work or technical training after graduation, coordinators need to have in place measures to ensure employers report SSA hours five months after graduation or (if earlier) 1,100 hours.



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- develop policy regarding the monitoring of SSA students, especially at times when school is not in session (evenings, weekends, summer) or at remote locations
  - arrange for level 1 technical training if possible
- Note: it is possible for the technical training to be covered by ACE IT funding if the student completes the training within three months of graduation. To find out more information on ACE IT registration, contact the ITA CS at [youth@itabc.ca](mailto:youth@itabc.ca).

## Promotion and Recognition of SSA

Promotional materials are available from the ITA or can be locally developed and used to inform students, parents, employers, and others about apprenticeship and the benefits of participation in SSA. The distribution of such materials can occur in schools and at career-related events, such as career fairs and conferences. Contact the ITA CS at [youth@itabc.ca](mailto:youth@itabc.ca) to order promotional materials.

Within schools, SSA Coordinators as well as one or more current SSA students or industry representatives can speak with Planning 10 classes about the SSA Program. These classes may also be provided with materials containing current information on trade occupations and relevant labour market information such as “You and the Trades” available with a teacher’s guide from the ITA (to order, contact ITA CS at [youth@itabc.ca](mailto:youth@itabc.ca)). Students may also be taken on workplace tours, or otherwise exposed to trades-related jobs.

It may be useful to promote the participation in SSA of members of groups traditionally under-represented in the trades. This may be done by inviting workers from under-represented groups to speak with Planning 10 classes, or ensuring that promotional materials break down stereotypes of tradespeople. Strategies may need to be developed to help ensure equality of access and opportunity to SSA for all students.

It may be helpful to survey current students in order to identify ‘hidden apprentices’ (students already working in apprenticable occupations) for whom the benefits of formal SSA registration can be explained. An effective strategy to identify hidden apprentices is to reach out to the community through local media. See Appendix I for a sample letter that can be sent to local/community newspapers in search of hidden apprentices.

A useful promotional strategy is to recognize the accomplishments of current or former SSA students. The accomplishments of SSA students can be highlighted through local media, school communications, and student awards recognition ceremonies for SSA scholarship winners. (To facilitate this, the ministry distributes scholarship cheques and SSA completion certificates to school districts rather than directly to students, unless requested otherwise.)

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## Partner Involvement

School districts are encouraged to form SSA advisory committees as a means of involving all interested partners in the SSA Program. SSA advisory committees can be composed of board of education, school district, school-level, employer/business/industry, labour/union, post-secondary, and community representation, including parents. Student representation, from current or graduated SSA students, should also be considered.

SSA advisory committees provide for partnership/liaison with post-secondary training and local employment opportunities through the involvement of post-secondary institutions and employer/industry organizations. They can provide advice on:

- the development, implementation, facilitation, and promotion of SSA
- policies, procedures, and organization of SSA
- local labour market needs and opportunities
- determining the readiness of students for participation in SSA, for example, by screening applicants

## Working with Sponsors

Sponsor buy-in and participation in SSA are critical to the Program's success. To engage sponsors, SSA Coordinators can reach out through such means as personal visits to businesses/work sites, one-on-one dialogue, and engaging employer-oriented service clubs and organizations, such as chambers of commerce and Rotary clubs. SSA Coordinators may also attend local industry association meetings. Sponsor participation is also fostered through school and business/industry association partnerships, including employer/business/industry representation on SSA advisory committees.

It is important to minimize sponsors' workload related to SSA participation, for instance, by making SSA Program elements and operations transparent and easily understandable for sponsors.

SSA Coordinators should encourage sponsors to provide job-shadowing and work experience opportunities for pre-SSA students. This allows sponsors to try out students before committing to participation in SSA. Sponsors should also be encouraged to continue apprenticeship training after the students graduate.

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# SSA Scholarship Eligibility and Guidelines

SSA scholarships are given to those SSA students who meet the eligibility criteria and apply for a scholarship. The money is intended to help apprentices continue in the trade through the partial payment of tuition, or the purchase of tools or supplies.

## Eligibility

To be eligible for SSA scholarships, ITA registered apprentices must have:

- been registered in a school district Secondary School Apprenticeship Program prior to graduation
- graduated with a Grade 12 Dogwood Diploma or Adult Dogwood
- successfully completed SSA 11A, SSA 11B, SSA 12A, and SSA 12B no later than three months after graduation.
- maintained a C+ average or better on Grade 12 numbered courses
- continued working or training full-time in the trade five months after secondary school graduation or have 1100 hours reported to the ITA

SSA scholarships are available to students from all BC public and Groups 1, 2, or 4 independent schools.

## SSA Scholarship Application Process

Scholarship applicants must fill out and sign a paper SSA Scholarship Application Form (see Appendix J). The signed paper application forms must be kept by the SSA Coordinator for record keeping purposes.

Using the information gathered on the student application, SSA Coordinators must fill in the on-line application at [www.bced.gov.bc.ca/careers/ssa/application/](http://www.bced.gov.bc.ca/careers/ssa/application/) and submit it to the Ministry of Education by November 30. Paper applications will not be accepted. Applications may be submitted any time up to one year after successful completion of a BC Grade 12 Dogwood or Adult Graduation Program.

Note: the on-line application is to be filled out only by the SSA Coordinator to avoid duplication and ensure accurate record-keeping.

## Awards

Scholarship winners receive a certificate of completion and a \$1,000 cheque. In most cases, these are sent to school districts for distribution to recipients. Cheques for successful applicants are usually mailed by the end of March.

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# **SSA Program Guide Appendices**

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## Appendix A: Glossary of ITA Terms

- ACE IT (Accelerated Credit Enrolment in Industry Training):** An industry certification program for BC 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.
- Accredited Training Programs:** Those programs that have been designated through regulation by the Minister of Advanced Education under the provisions of the *Industry Training Authority Act* and lead to a Certificate of Qualification with an inter-provincial Red Seal endorsement.
- AIMS:** Apprenticeship Information Management System. A data collecting and retrieval system used by the Industry Training Authority to manage the apprenticeship program.
- 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 work-based training and experience with components of institutional training leading to provincial and/or national industry training credentials (i.e., Red Seal) for trades-related occupations.
- 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.
- Certificate of Qualification:** The credential awarded by the Industry Training Authority to apprentices who have successfully completed the requirements of an Accredited Industry 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.
- 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.
- Employer:** An individual or group that, for the purposes of apprenticeship, agrees to provide work-based learning and/or experience.
- Industry:** Employers and their associated organizations, including sponsors of apprentices, within the various sectors (e.g. forestry, construction, tourism) and sub-sectors of the British Columbia economy who effectively utilize and manage the skills and knowledge produced by the BC industry training system.
- ITA:** Industry Training Authority. The legal body within British Columbia responsible for the apprenticeship system, certification, and all Industry Training.
- ITA CS:** Industry Training Authority Customer Service
- 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.

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

**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 Technical Training. Level exams can also be challenged in cases where Technical Training is not completed.

**National Occupational Analysis (NOA):** A Competency Profile for an Accredited Industry Training Program that is nationally developed under the Interprovincial Red Seal Program.

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

**Program Outline:** Curriculum component, derived from a Competency Profile, which delineates prescribed competencies into learning objectives/tasks, key content areas, and recommended time allocations and sequencing. Program outlines are typically used to guide the technical (in-school) component of Industry Training Programs.

**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.

**Red Seal:** A standardized national endorsement for specified trades that enables greater mobility of trades workers. Upon successful completion of an Interprovincial Red Seal Exam, a nationally recognized Red Seal endorsement is added to the provincial Certificate of Qualification.

**Related practical experience:** Previous experience of a practical nature gained through employment or other practical engagement in tasks related to the specific trade or occupation.

**SSA:** Secondary school apprenticeship.

**Sponsor:** A person or body registered with the Industry Training Authority willing and able to ensure the apprentice receives training and related practical experience in the tasks, activities, and functions that are carried out in that occupation, and undertakes to attest that the apprentice has met the established standards for the Industry Training Program.

**Trade:** A skilled occupation requiring manual skills and special training.

**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 that provides training services and has been designated by the Industry Training Authority, but is not a public college or post-secondary institute.

**Training Institution:** A public or private college or post-secondary institute that provides training services to the Industry Training Authority.

**Workplace-based Training:** Skill development through practical hands-on experiences under regular working conditions.


# Appendix B: Sample Apprentice and Sponsor Registration Form

Note: This is a sample form only. Download the current form from the ITA web site at [www.itabc.ca/index.php](http://www.itabc.ca/index.php)

 <b>ita</b> industry training authority THE RIGHT SKILLS ▶ A PROVEN ADVANTAGE		<h2>APPRENTICE AND SPONSOR REGISTRATION</h2>		ITA Customer Service Suite 110 - 2985 Virtual Way Vancouver, BC V5M 4X7 Tel: 778-328-8700 Fax: 778-328-8701 Toll Free: 1-866-660-6011	
Please print clearly and return to the address noted above					
<b>A. Apprentice to Complete</b>					
Please indicate if this is a:			Registration Number (TWID)		
<input type="checkbox"/> New Registration <input type="checkbox"/> Update/Change to a Previous Registration			(if updating a previous registration):		
Legal Last Name:		Legal First Name:		Legal Middle Name (s):	
Date of Birth (YYYY/MM/DD):		Gender: <input type="checkbox"/> Male <input type="checkbox"/> Female			
Suite Number:	Mailing Address:				
City:		Province: B.C.	Postal Code:		Email:
Home Telephone Number: (    )		Cell / Pager Number: (    )		Fax Number: (    )	
<b>B. Sponsor to Complete</b>				Transfer to a new Sponsor? <input type="checkbox"/> Yes <input type="checkbox"/> No	
Sponsor Registration Number (if already registered):		Legal Name of Business:			
Suite Number:	Mailing Address:				
City:		Province: B.C.	Postal Code:		Email:
Telephone Number and Extension: (    )		Fax Number: (    )		Training Coordinator / Contact Person:	
<b>Responsibilities of Sponsor:</b> The <i>Sponsor</i> hereby acknowledges the responsibility to: <ul style="list-style-type: none"> <li>• Ensure the <i>Apprentice</i> receives training and related practical experience under the direction of a qualified individual (certified Tradesperson or equivalent), in a work environment conducive to learning the tasks, activities and functions that form the <i>Industry Training Program</i> in which the <i>Apprentice</i> is registered;</li> <li>• Enable the <i>Apprentice</i> to regularly attend <i>Technical Training</i> that is required under the <i>Apprentice's Industry Training Program</i>;</li> <li>• Submit all forms and documents required by the <i>Industry Training Authority</i> to verify completion of the established standards for the <i>Industry Training Program</i>;</li> <li>• Recommend the <i>Apprentice</i> for certification; the <i>Apprentice</i> has met the established standards for that program and is performing at the level of a Certified Tradesperson in the trade.</li> </ul>					
<b>Responsibilities of Apprentice:</b> The <i>Apprentice</i> hereby acknowledges the responsibility to: <ul style="list-style-type: none"> <li>• Complete the required work-based training and practical experience as assigned by the <i>Sponsor</i>;</li> <li>• Complete the required <i>Technical Training</i>;</li> <li>• Meet any additional requirements of the <i>Industry Training Program</i> as outlined in the <i>Industry Training Program Profile</i>.</li> </ul>					
<b>C. Apprentice and Sponsor to Complete</b>				Change of Program? <input type="checkbox"/> Yes <input type="checkbox"/> No	
Industry Training Program (Trade):		Apprenticeship Start Date ( <b>NOTE: if a date is not provided, or exceeds one year, the "received" date of this form will be used:</b> (YYYY/MM/DD))			
If applying for work-based training hours please complete and attach Work-Based Training Hours Report (CS005)					
<small><b>Certification and authorization for collection, use, and disclosure of personal information inside or outside Canada:</b>          I certify that the information I (as apprentice, sponsor, or employer) have provided is accurate. In accordance with the Freedom of Information and Protection of Privacy Act, I authorize the Industry Training Authority to use and disclose the personal information I have provided on this form, as well as any further information necessary, for the purpose of administering the apprenticeship training program, including the application process, program delivery, evaluation, and certification. I authorize the Industry Training Authority to disclose my personal information for the above purposes to other agencies and ministries of the provincial and federal governments, and to apprenticeship officials in other jurisdictions, my present and future sponsors, educational institutions, private trainers, and agencies, whether located inside or outside Canada. I also authorize the Industry Training Authority to make the status of my certification and apprenticeship publicly available. (NOTE: If you have any question about your personal information, contact a Client Service Representative at Industry Training Authority Customer Service at 1.866.660.6011.)</small>					
Apprentice's Signature:				Date: (YYYY/MM/DD)	
Sponsor's Signature:				Date: (YYYY/MM/DD)	
CS001.4		The Industry Training Authority is an agency of the Government of British Columbia.		May 2007	
Page 1 of 1		<a href="http://www.itabc.ca">www.itabc.ca</a>			

# Appendix C: Sample Work-Based Training Report

Note: This is a sample form only. Download the current form from the ITA web site at [www.itabc.ca/index.php](http://www.itabc.ca/index.php)

 <p>THE RIGHT SKILLS ▶ A PROVEN ADVANTAGE</p>	<h2>WORK-BASED TRAINING REPORT</h2>	<p>ITA Customer Service Suite 110 - 2985 Virtual Way Vancouver, BC V5M 4X7 Tel: 778-328-8700 Fax: 778-328-8701 Toll Free: 1-866-660-6011</p>
<p><b>Please complete sections A and B, ensuring all necessary signatures have been obtained, and return form to the address noted above.</b></p>		
<p><b>A. Apprentice's Information</b></p>		
Registration Number	Apprenticeship ID:	Industry Training Program (Trade):
Legal Last Name:	Legal First Name:	Legal Middle Name:
<p><b>B. Work-Based Training Report</b></p>		
Reporting Period for this Training Progress Report: (YYYY/MM/DD)		Number of hours of work-based training reported during this period:
Start Date:	End Date:	
<p>The sponsor/employer must sign below to verify that work-based training completed by the above named apprentice is being done under the supervision/direction of a certified tradesperson or equivalent.</p>		
Name of Reporting Sponsor/Employer:	Sponsor/Employer Registration Number:	Signature of Sponsor/Employer:
Name of Current Sponsor (if different):	Current Sponsor Registration Number (if different):	Signature of Current Sponsor (if different):
<p><b>Your current sponsor must always sign this form.</b></p>		
<p><b>If the hours are being reported by another employer, the reporting employer must also sign.</b></p>		
Page 1 of 1 CS005.3	<p>The Industry Training Authority is an agency of the Government of British Columbia. <a href="http://www.itabc.ca">www.itabc.ca</a></p>	August 2006



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## Appendix D: WCB Regulation 3.12

### The Right to Refuse Unsafe Work

#### Refusal of Unsafe Work

##### 3.12 Procedure for refusal

- (1) A person must not carry out or cause to be carried out any work process or operate or cause to be operated any tool, appliance or equipment if that person has reasonable cause to believe that to do so would create an undue hazard to the health and safety of any person.
- (2) A worker who refuses to carry out a work process or operate a tool, appliance or equipment pursuant to subsection (1) must immediately report the circumstances of the unsafe condition to his or her supervisor or employer.
- (3) A supervisor or employer receiving a report made under subsection (2) must immediately investigate the matter and
  - (a) ensure that any unsafe condition is remedied without delay, or
  - (b) if in his or her opinion the report is not valid, must so inform the person who made the report.
- (4) If the procedure under subsection (3) does not resolve the matter and the worker continues to refuse to carry out the work process or operate the tool, appliance or equipment, the supervisor or employer must investigate the matter in the presence of the worker who made the report and in the presence of
  - (a) a worker member of the joint committee,
  - (b) a worker who is selected by a trade union representing the worker, or
  - (c) if there is no joint committee or the worker is not represented by a trade union, any other reasonably available worker selected by the worker.
- (5) If the investigation under subsection (4) does not resolve the matter and the worker continues to refuse to carry out the work process or operate the tool, appliance or equipment, both the supervisor, or the employer, and the worker must immediately notify an officer, who must investigate the matter without undue delay and issue whatever orders are deemed necessary.

---

## Appendix E: Work Site Safety Checklist

Date: \_\_\_\_\_

Company/Employer: \_\_\_\_\_

Phone: \_\_\_\_\_

Address: \_\_\_\_\_

Fax: \_\_\_\_\_

City: \_\_\_\_\_

Postal code: \_\_\_\_\_

Contact Person: \_\_\_\_\_ Title: \_\_\_\_\_

Phone: \_\_\_\_\_ Fax: \_\_\_\_\_

Company's main activity: \_\_\_\_\_

Home based: \_\_\_\_\_ Industrial: \_\_\_\_\_ Office: \_\_\_\_\_ Retail: \_\_\_\_\_ Other: \_\_\_\_\_

Near bus route: Y / N    Parking: Y / N    Days of operation: S/ M/ T/ W/ T/ F/ S

Hours: \_\_\_\_\_ Number of Employees: \_\_\_\_\_ Attire: \_\_\_\_\_

Duties/Skills: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### To be Reviewed With Student Prior to Work Site Placement

- If you do not know how to do something safely, ask your supervisor for training before you begin work.
- Discuss WCB Regulation 3.12: The Right to Refuse Unsafe Work (*see Appendix D*).
- Participate in all required health and safety education and training.
- Use all provided personal protective equipment and clothing.
- Correct any unsafe conditions if it is safe for you to do so, or report them to your supervisor immediately.
- Immediately report any injury to a first aid attendant or supervisor.

---

## **Work Site Evaluation: General Observations**

- Housekeeping: Generally in order/tidy?
- Tools/Equipment: Orderly/put away when not in use?
- Tripping hazards: Extension cords/lumber/debris/uneven ground?
- Noise level: Can you talk at a normal level and be heard?
- Mobile equipment: Speed/watching for other workers?
- Working from heights: Guardrails/fall protection being used?
- Open ditches/excavations: Safe entry and escape route?
- Personal protective equipment: Being used?
- Air quality: Dust/odour/paint fumes/gas/chlorine?
- Heavy lifting: Required? Done correctly?
- Working alone: Do you see people working alone?

## **Questions to Ask Employer/Supervisor**

- Will student be given a workplace safety orientation?
- First aid orientation? Who to report injuries to?
- Who to report unsafe work or hazards to?
- Emergency training (e.g., earthquake, fire)?
- Will student be working with a supervisor? Alone?
- Will student be working with or near controlled products (e.g., WHMIS)?
- Personal Protective Equipment: Required? Supplied?
- Will student be required to operate machinery/equipment/power tools?
- Will student be required to operate a vehicle that requires a driver's licence?
- Will task-specific training be provided?
- Are there any specific safety hazards at this particular workplace that the student should be made aware of (e.g., potential for violence/poor air quality/high noise levels)?

**If you would like any further information regarding safety aspects of work sites, please contact your local WCB office to speak with your area Safety Officer or call (604) 276-3100 (toll free 1-888-621-7233).**

## Appendix F: Sample SSA Training Plan Template

Student Name:	Supervisor Telephone No.:	Workplace Supervisor Name:
Educator Name:	Supervisor Facsimile No.:	Business Address:
Sponsor (Business) Name:	Supervisor Email:	

**Trade Name:** *For example, Welder*

**Sponsor On-Site Safety Orientation Provided:** Y / N

**Days/Hours to be worked:**

**Outline:**

*Provide a general description of the nature of the work to be performed; for example, "Student will be involved in fabricating and welding steel tanks."*

**Duties/Tasks:**

*List the trade-specific duties/tasks to be performed alone or with assistance; for example,*

	Performed with help	Performed alone
Weld handles on tank sides	_____	_____
Et cetera	_____	_____

**Workplace-specific Skills:**

*List the workplace-specific skills to be developed; for example,*

	Performed with help	Performed alone
Identify different electrodes and their usage (welding)	_____	_____
Et cetera	_____	_____

**Employability Skills:**

*List the employability skills to be practiced; for example,*

	Performed with help	Performed alone
Be aware of personal and group health and safety practices and procedures, and act in accordance with these	_____	_____
Et cetera		

By their signatures, the parties signify their agreement with the terms of the Training Plan, above.

School:	Student/Parent or Guardian:	Sponsor (Supervisor):
Contact Name (print):	_____	_____
_____	(student signature)	
(signature)	_____	(signature)
Date:	Date:	Date:

## Appendix G: Sample SSA Student Evaluation Form for Sponsors

Student Name:
Trade Name:
Course (circle): SSA 11A (120 hrs.) SSA 11B (120 hrs.) SSA 12A (120 hrs.) SSA 12B (120 hrs.)
School Contact Name:

*To be completed by the school*

Sponsor (Business) Name:	Business Address:	Supervisor Telephone No.:
		Supervisor Facsimile No.:
Workplace Supervisor Name:		Supervisor Email:

Please evaluate the student on each of the indicated workplace attitudes and abilities, using the rating scale provided. This evaluation form will influence the mark the student receives for school credit.

Rating Scale: A = Excellent B = Good C = Satisfactory D = Needs improvement  
N/A = Not applicable at this time

*Please circle rating below*

### EMPLOYABILITY SKILLS

Listening and Speaking	A	B	C	D	N/A
Reading	A	B	C	D	N/A
Writing	A	B	C	D	N/A
Numeracy	A	B	C	D	N/A
Organization	A	B	C	D	N/A
Problem solving	A	B	C	D	N/A
Attitude	A	B	C	D	N/A
Accountability and Responsibility	A	B	C	D	N/A
Adaptability	A	B	C	D	N/A
Punctuality	A	B	C	D	N/A
Initiative	A	B	C	D	N/A
Grooming	A	B	C	D	N/A
Work Safety	A	B	C	D	N/A
Cooperation/Team Work	A	B	C	D	N/A
Respect	A	B	C	D	N/A

*Please circle rating below*

### TECHNICAL SKILLS

General Knowledge	A	B	C	D	N/A
Use of Tools & Equipment	A	B	C	D	N/A
Quality of Work Performed	A	B	C	D	N/A
Efficiency	A	B	C	D	N/A
Other (please specify):	A	B	C	D	N/A

Please indicate (✓) the student's overall rating:

Exceeds expectations

Minimally meets expectations

Meets expectations

Does not meet expectations

Comments or Recommendations:

Have the number of hours worked by the student to-date been reported to the ITA CS using a Training Progress Report form? Y / N

\_\_\_\_\_  
Supervisor Signature

\_\_\_\_\_  
Date:

## Appendix H: Employability Skills 2000+

*The skills you need to enter, stay in, and progress in the world of work—whether you work on your own or as a part of a team.*

These skills can also be applied and used beyond the workplace in a range of daily activities.

### Fundamental Skills

The skills needed as a base for further development

*You will be better prepared to progress in the world of work when you can:*

#### Communicate

- read and understand information presented in a variety of forms (e.g., words, graphs, charts, diagrams)
- write and speak so others pay attention and understand
- listen and ask questions to understand and appreciate the points of view of others
- share information using a range of information and communications technologies (e.g., voice, e-mail, computers)
- use relevant scientific, technological and mathematical knowledge and skills to explain or clarify ideas

#### Manage Information

- locate, gather and organize information using appropriate technology and information systems
- access, analyze and apply knowledge and skills from various disciplines (e.g., the arts, languages, science, technology, mathematics, social sciences, and the humanities)

#### Use Numbers

- decide what needs to be measured or calculated
- observe and record data using appropriate methods, tools and technology
- make estimates and verify calculations

#### Think & Solve Problems

- assess situations and identify problems
- seek different points of view and evaluate them based on facts
- recognize the human, interpersonal, technical, scientific and mathematical dimensions of a problem
- identify the root cause of a problem
- be creative and innovative in exploring possible solutions
- readily use science, technology and mathematics as ways to think, gain and share knowledge, solve problems and make decisions
- evaluate solutions to make recommendations or decisions
- implement solutions
- check to see if a solution works, and act on opportunities for improvement

### Personal Management Skills

The personal skills, attitudes and behaviours that drive one's potential for growth

*You will be able to offer yourself greater possibilities for achievement when you can:*

#### Demonstrate Positive Attitudes & Behaviours

- feel good about yourself and be confident
- deal with people, problems and situations with honesty, integrity and personal ethics
- recognize your own and other people's good efforts
- take care of your personal health
- show interest, initiative and effort

#### Be Responsible

- set goals and priorities balancing work and personal life
- plan and manage time, money and other resources to achieve goals
- assess, weigh and manage risk
- be accountable for your actions and the actions of your group
- be socially responsible and contribute to your community

#### Be Adaptable

- work independently or as a part of a team
- carry out multiple tasks or projects
- be innovative and resourceful: identify and suggest alternative ways to achieve goals and get the job done
- be open and respond constructively to change
- learn from your mistakes and accept feedback
- cope with uncertainty

#### Learn Continuously

- be willing to continuously learn and grow
- assess personal strengths and areas for development
- set your own learning goals
- identify and access learning sources and opportunities
- plan for and achieve your learning goals

#### Work Safely

- be aware of personal and group health and safety practices and procedures, and act in accordance with these

### Teamwork Skills

The skills and attributes needed to contribute productively

*You will be better prepared to add value to the outcomes of a task, project or team when you can:*

#### Work with Others

- understand and work within the dynamics of a group
- ensure that a team's purpose and objectives are clear
- be flexible: respect, be open to and supportive of the thoughts, opinions and contributions of others in a group
- recognize and respect people's diversity, individual differences and perspectives
- accept and provide feedback in a constructive and considerate manner
- contribute to a team by sharing information and expertise
- lead or support when appropriate, motivating a group for high performance
- understand the role of conflict in a group to reach solutions
- manage and resolve conflict when appropriate

#### Participate in Projects & Tasks

- plan, design or carry out a project or task from start to finish with well-defined objectives and outcomes
- develop a plan, seek feedback, test, revise and implement
- work to agreed quality standards and specifications
- select and use appropriate tools and technology for a task or project
- adapt to changing requirements and information
- continuously monitor the success of a project or task and identify ways to improve



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## Appendix I: Sample ‘Hidden Apprenticeship’ Letter

Please print this article on behalf of the Career Centre at [Name of School/District]. If you need clarification or have any questions regarding this article, please contact: [Contact Person] at [phone number].

Date: [Date Submitted]

Article: **In Search of the Hidden Apprenticeship**  
Written by: [Contact Person and Title]  
[Name of School/District]

In an effort to promote the Secondary School Apprenticeship (SSA) program, [Name of School/District] is searching for “Hidden Apprentices.” If you are a secondary school student working in a trade area, you may already be eligible to become a secondary school apprentice and not know it.

A secondary school apprenticeship involves part-time work within a trade – something you may already be doing. The SSA program provides a smooth transition from school to work, and a quicker route to certification in a trade – and to the earning power that goes with it. You can begin your apprenticeship as early as Grade 10.

By registering as a secondary school apprentice in the school, you will be able to receive dual credit for the work you’re already doing and get a head start on earning your trade certification, and you may be eligible for a \$1,000 scholarship. “Dual Credit” means simultaneously receiving both secondary school credits required for graduation, and credit toward completion of an apprenticeship. As an added bonus, as a secondary school apprentice you can qualify for a \$1,000 scholarship if you complete at least 480 hours of paid workplace-based training in your chosen trade, graduate with a C+ average on Grade 12 numbered courses, and are training full-time in the trade five months after secondary school graduation.

The SSA Program allows you to fast track your career. By participating in the program, you will be ahead of your peers in a career in the trades.

A lot of people are concerned about the skills shortage issue. The headlines are filled with predictions about the coming shortage of skilled workers – and many businesses are already feeling the crunch. Employers need people with the right skills, right now! There’s never been a better time to explore a career in the skilled trades and technology sectors.

If you are a secondary school student, or an employer willing to hire a student, please contact [Contact Person] at [Contact Location and phone number] to find out more about the Secondary School Apprenticeship Program.



## Appendix J: Student SSA Scholarship Application

### Secondary School Apprenticeship Scholarship Program Application

This \$1000 dollar scholarship is available to **Secondary School Apprentices** for sustained and exceptional work as an apprentice. The money is intended to assist the apprentice with the purchase of tools, equipment, materials, or tuition necessary to continue in their trade.

To be eligible for SSA scholarships, ITA registered apprentices/trainees must have:

- been registered in a school district Secondary School Apprenticeship Program
- graduated with a Grade 12 Dogwood Diploma or Adult Dogwood
- successfully completed SSA 11A, SSA 11B, SSA 12A and SSA 12B
- maintained a C+ average or better on Grade 12 numbered courses
- continued working or training full-time in the trade five months after secondary school graduation (or have 1100 hrs reported to the ITA)

**The deadline for applications at your school is:**

Student deadline to be inserted by the school or district

### Collection and Use of Information

The information on this form is collected under the authority of the Freedom of Information and Protection of Privacy Act (the Act). Section 32(b) of the Act allows the ministry to disclose personal information when the individual has agreed the ministry may do so. The personal information collected will be used to determine the eligibility for the Secondary School Apprenticeship Scholarship and to publicize the names of winners.

Student signature: \_\_\_\_\_



### STUDENT PLACEMENT FORM

Surname: \_\_\_\_\_

Given Name: \_\_\_\_\_

Address: \_\_\_\_\_

City/Town: \_\_\_\_\_

Postal Code: \_\_\_\_\_

Telephone: (    ) \_\_\_\_\_

Cell Phone: \_\_\_\_\_

Email: \_\_\_\_\_

PEN # \_\_\_\_\_

SIN # \_\_\_\_\_

Graduation Date: \_\_\_\_\_

ITA Registration #: \_\_\_\_\_

Trade: \_\_\_\_\_

Employer Name: \_\_\_\_\_

Employer Phone: (    ) \_\_\_\_\_

Supervisor Name: \_\_\_\_\_

School: \_\_\_\_\_

School District Name: \_\_\_\_\_

Signing Date: \_\_\_\_\_

SSA Coordinator Name: \_\_\_\_\_

**School Please Keep Original and Submit an Online Application**