

SECONDARY SCHOOL APPRENTICESHIP

Program Guide 2014



Ministry of Education

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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 SSA, students earn credit toward secondary school graduation and begin earning work-based training hours toward provincially and nationally recognized industry training program credentials. Individuals 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 (in-class) training. Generally, an apprenticeship program takes four years to complete. The British Columbia Ministry of Education is responsible for establishing standards and learning outcomes for SSA, defined 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 at www.bced.gov.bc.ca/legislation/schoollaw/e/m237-11.pdf). 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 the progress of individuals working toward certification through their apprenticeship training program. The ITA awards provincial credentials to candidates after they successfully 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, where 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 provincially and nationally. 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 practice their trade in any province or territory in Canada where the trade is designated, without having to write further examinations. See www.red-seal.ca/ for additional information on the Red Seal Program.

This Program Guide was developed by the Ministry of Education in consultation with the ITA, and BC educators to ensure that it reflects best practices in industry training. 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:

- overviews 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 the learning outcomes for SSA; and
- provides references and resources for educators working with SSA students.

Key Characteristics of SSA

SSA is a provincial career program that:

- introduces students to industry training in BC;
- 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 employer-sponsored students to register with the ITA as Youth Apprentices*;
- 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, as well as school-age students participating in SSA after their graduation; and,
- requires all four SSA courses to be completed while student is still school age (18 years of age prior to July 1 of the current school year and to the end of the school year in which the student reaches the age of 19 years).

**Note: The ITA defines “Youth Apprentices” as apprentices between the ages of 15 – 19 years of age. Active Youth Apprentices are converted to adult apprenticeship status on their 20th birthday, or on their graduation date plus 150 days, whichever occurs first.*

SSA involves students:

- completing work-based training – skill development through practical, hands-on experiences – under the supervision of certified trades-persons 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 DirectAccess system – 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 <http://www.itabc.ca/discover-apprenticeship-programs/search-programs>; and
- in some cases, enrolling in first level technical training – this may be through the Accelerated Credit Enrolment in Industry Training (ACE IT) program (see <http://www.itabc.ca/youth/programs#ace-it> for information concerning the ACE IT program).

SSA work-based training hours:

- accrue only after students apply for registration as apprentices with the ITA. However, some students may be given credit for prior work-based training (see “Recognition of Prior Work” on page 8 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 sign-off authority) as set out in the policy for earning work-based training hours by the ITA; and
- are used to create “time in trade” hours that are recorded on apprentices’ profiles in ITADirectAccess.

***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.*

Rationale for SSA

For many students, participation in SSA increases the relevance and practical application of 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 program.

SSA participation helps students with career exploration, and provides them with a frame of reference to review or revise career goals. In the Graduation Program 2004, ‘Trades and Technology’ is one of 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/grad_certificate.htm.

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:

1. Encouraging students to pursue academic goals and to graduate.
2. Providing students with a smooth transition from school to work, and an earlier start to certification in a trade.
3. Enhancing students’ existing trade-specific job readiness skills, or providing opportunities for the development of new skills.
4. Providing students with access to up-to-date technical training that may not be available in secondary school.
5. Helping prepare students to enter the world of work with the skills, attitudes, and sense of responsibility necessary to be successful.
6. 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 five curriculum organizers:

- Workplace Health and Safety
- Secure and Maintain Work
- Workplace Application
- Education and Career Planning
- Trade-Specific Learning

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

EDUCATOR RESPONSIBILITIES

Registering Students as Youth Apprentices with the ITA

To help ensure their success in SSA, prospective 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 prospective SSA students, as it allows them to become familiar with these 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. It is hoped that sponsors will retain their Youth Apprentices for a minimum of 480 hours allowing completion of the SSA program.
2. Under the guidance of SSA Coordinators, students, along with their sponsors must complete the Youth Apprentice and Sponsor Registration Form:
<http://www.itabc.ca/youth/educators>

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 sign-off authority status, contact the ITA Youth Administrative Assistant at 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 #5 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:
www.dualcredit.ca/.

Note: If school district staff does not have access to the ITA on-line registration system, they should contact their district Industry Training contact or the ITA Youth Administrative Assistant at: youth@itabc.ca.

4. To confirm registration, the ITA Customer Service (ITA CS) sends a registration card to the sponsor that has the apprentice's ITA identification number (ITA ID). Sponsors are also sent a welcoming letter and a sponsor guide for new sponsors. Students are sent a package that includes an SSA welcoming letter and an apprentice guide.
5. To find out more information about a student's registration status, the ITA Customer Service may be contacted at youth@itabc.ca.

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 work-based training hours completed. This information is recorded in each apprentice's profile in ITA Direct Access.

The 480 hours of workplace-based training required for completion of the SSA Program normally begins after students apply for registration as apprentices with the ITA. 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. See "Recognition of Prior Work," below, for further information. If Sign-off Authority 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.

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 when the students register with the ITA. The second step is to teach and assess the learning outcomes required for SSA course credit.

For students to apply for credit for prior work, SSA Coordinators help students and sponsors complete a regular Work Based Training report with the dates and hours of the prior work-based training sought for recognition. Sponsors sign the form and submit it to the ITA CS at the time of online registration.

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 for more

information.) Up to 240 hours of paid or unpaid work can be used to for 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

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.

Educators should discuss WorkSafeBC Regulation 3.12: The Right to Refuse Unsafe Work with SSA students (see Appendix D). 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

Placing Students

Some SSA students find their own work placements. For those SSA students who are already working as an apprentice, 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 involved in 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 WorkSafeBC coverage is provided. WorkSafeBC 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 that articulates the skills and areas of knowledge to be developed, based on the Program Outline for their particular trade. A sample SSA training plan is contained in Appendix F.

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 student concerns are addressed, and that any issues are addressed in the best interests of 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.

This guide also provides Suggested Achievement Indicators for each Prescribed Learning Outcome. Achievement indicators describe the knowledge acquired, skills applied, and attitudes demonstrated by students in relation to the Prescribed Learning Outcomes. The evaluation of SSA students should be based on clear criteria, and include a variety of assessment strategies.

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 are to determine the actual assessment criteria and measurement activities. In addition to sponsor evaluations, other common assessment measures used in SSA may include:

- resume and interview skills demonstrations
- student training plans
- student activity logs (logbooks)
- 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.

IMPORTANT INFORMATION FOR PARTICIPATING SSA STUDENTS

Planning 10

Before participating in SSA, students should be able to demonstrate job-seeking skills, including resume 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, keeping a job, 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. Once students are registered for SSA, the 30 hours of job shadowing, or relevant work experience, can count toward the 120 hours of work experience required for SSA 11A. For those students who do not pursue SSA after the 30 hours, the hours may be used to meet the 30 hours of work experience and/or community service required for Graduation Transitions.

Registering as a Youth Apprentice with the ITA

Students in the SSA Program are required to register as Youth Apprentices with the ITA. SSA Coordinators and their sponsors assist students in registering 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, a student must have a sponsor employer. 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 Youth Apprentice and Sponsor Registration Form which can be downloaded from the Educator Webpage from the Youth section of the ITA website (www.itabc.ca). Signed hard copies of the registration form should be given to the apprentice and the sponsor for their records. The signed original should be kept in the student's file and be accessible for auditing purposes. SSA Coordinators register student apprentices with the ITA online at www.dualcredit.ca.

- The 480 hours of workplace-based training in the SSA Program normally begins only after students apply for registration as apprentices. However, students may 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, students are issued registration (ITA ID) numbers, which are kept for life, and apprentice numbers that are valid for the duration of the apprenticeships.
- To confirm registration, the ITA sends a “Certificate of Registration” to the sponsor and the SSA Coordinator. The ITA also sends a student wallet ID card to the sponsor. The SSA Coordinator receives a pdf copy. The sponsor signs the ID card and gives it to the student to retain. Students should keep their ID card safe, as it shows the issue date, and ITA ID. 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 WorkSafeBC 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 it?
- 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?

WorkSafeBC Coverage

SSA students must show that they are working at sites where WorkSafeBC coverage is provided. WorkSafeBC coverage for SSA students must be provided by sponsors.

Workplace Bullying and Harassment

There is growing evidence that exposure to bullying and harassment in the workplace can have serious negative consequences. Workplace bullying and harassment can take many forms, including verbal aggression, personal attacks, and other intimidating or humiliating behaviours. WorkSafeBC has developed Occupational Health and Safety (OHS) policies to help workers, employers and supervisors prevent and address workplace bullying and harassment.

WorkSafeBC has also developed a Bullying and Harassment Prevention Toolkit that will assist workplace parties to comply with their legal duties outlined in the OHS policies. The toolkit provides information, training tools and templates that workplaces can adapt to meet their individual needs. If you have any questions about the resources, please contact policy@worksafebc.com.

If you witness or experience bullying and harassment in the workplace, follow the procedures set out by your employer. For safety questions about workplace bullying and harassment, contact the Prevention Information Line: 604 276-3100 (Lower Mainland) or 1 888 621-7233 (toll-free within B.C. and Alberta).

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; and
- continue to attend all in-school courses at times other than those assigned for SSA work.

IMPORTANT INFORMATION FOR SPONSORS

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 ITA. Informal, non-registered arrangements with sponsors are not sufficient to qualify students as Secondary School Apprentices.
- A student's sponsor can be an employer (e.g., the employer with whom the student is going to begin his or her workplace-based training), an industry association, or another legal entity recognized by the ITA.
- School district SSA Coordinators work with students and sponsors to complete an ITA Youth Apprentice Registration Form (www.itabc.ca). SSA Coordinators and Sponsors should both keep copies of all forms required for registrations. SSA Coordinators register student apprentices with the ITA online at: www.itabc.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 for more information at: youth@itabc.ca.

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 a Work-Based Training Report (www.itabc.ca) with the dates and hours of the prior work-based training sought for recognition. After sponsors sign the WBT Report, it is submitted to the ITA for consideration.

Note: The ITA determines how many hours of prior work in the trade it will recognize toward apprenticeship completion. Up to a maximum of 240 can be used to gain SSA course credit. It is important to note that the ITA only recognizes hours in the trade in which students register, and that the classroom portion of each SSA course credit is still required for these students.

New sponsors are sent a Sponsor Guide, which provides information on how the industry training system in BC works, along with the functions and responsibilities of key participants. For information regarding sponsor responsibilities, see the ITA's *Sponsor Guide* at www.itabc.ca.

WorkSafeBC Coverage

SSA students must show that they are working at a site where WorkSafeBC coverage is provided by their sponsors.

Other Expectations for Sponsors or Work Site Supervisors

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, personal protective equipment, 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; and
- track SSA student work hours using the Work-Based Training Reports in order to credit students with the number of training hours worked and keep the school district SSA Coordinator informed of the same (see the ITA's *Sponsor Guide* at www.itabc.ca for more information on this process).

PRESCRIBED LEARNING OUTCOMES

Prescribed Learning Outcomes (PLOs) are content standards for the BC education system; they constitute the prescribed curriculum. PLOs set out the required knowledge, skills, and attitudes – what students are expected to know and be able to do – for each subject and grade. Prescribed Learning Outcomes are clearly stated and expressed in measurable terms. All PLO's 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.

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; and
- 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 resume 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; and
- 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; and
- identify the technical training required to reach journeyman status in their trade.

Trade-Specific Learning

It is expected that students will:

- be taught concepts from the ITA Program Outline specific to the trade in which the student is registered;* and
- be taught trade-specific concepts in keeping with their growing experience in the trade.*

** Note: All SSA students are registered in specific trades which have Program Profiles, and most have Program Outlines produced by the ITA. Since the majority of the learning for SSA students occurs at the worksite, SSA Coordinators must, in conjunction with sponsors, keep track of all trade-specific learning outcomes each SSA student has been taught.*

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

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"> apply job search skills, including resume writing and a job interview, to gain SSA employment 	<ul style="list-style-type: none"> prepare an updated resume for SSA employment participate in a job interview for an SSA placement

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"> identify and describe the type of work done while participating in SSA 	<ul style="list-style-type: none"> create a log or journal describing the type of work done and tasks performed, and update it on a daily or weekly basis
<ul style="list-style-type: none"> use employ-ability skills in the workplace 	<ul style="list-style-type: none"> compile a chart listing the employ-ability skills used in school and compare this list to the employ-ability skills used during the SSA placement (see Appendix H for the Employ-ability Skills 2000+) identify four employ-ability skills that were considered essential for success during the SSA placement describe why these four employ-ability skills were so important
<ul style="list-style-type: none"> demonstrate a positive work ethic and meet performance standards of the workplace 	<ul style="list-style-type: none"> list and describe the work performance standards for the SSA placement 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 provide at least three examples of how workplace performance improved by accepting feedback or suggestions from workplace supervisors or others

<ul style="list-style-type: none"> • use trade-specific skills while in the workplace 	<ul style="list-style-type: none"> • 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) • describe the selection and use of appropriate equipment, tools, or technology for tasks and assignments while on the SSA placement
<ul style="list-style-type: none"> • identify how a workplace problem was analysed/solved 	<ul style="list-style-type: none"> • describe a problem experienced or observed at the work site • explain how the problem was identified and with whom it was discussed • explain the cause of the problem and each step used to resolve it • compare the problem-solving model used at the work site to ones used to resolve school-based problems
<ul style="list-style-type: none"> • 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) 	<ul style="list-style-type: none"> • create a chart of at least four transferable education skills developed during secondary school, and list the courses that supported each skill developed • identify at least four transferable education skills that were used during the SSA experience, and indicate how they were used • 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

Education and Career Planning

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p>
<ul style="list-style-type: none"> • analyse the impact of their SSA employment on their graduation transition plan 	<ul style="list-style-type: none"> • describe personal short-term and long-term education and career goals • outline employment options that relate to career, education, and personal goals • create or update a resume that includes the SSA workplace training • describe how participating in SSA assisted with development or confirmation of the transition plan

<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 discuss how the SSA workplace training supports the Focus Area
---	--

Trade-Specific Learning

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p>
<ul style="list-style-type: none"> be taught concepts from the ITA Program Outline specific to the trade in which the student is registered 	<ul style="list-style-type: none"> list the learning concepts covered in their apprenticeship from the applicable Program Outline and the sponsor's assessment of each
<ul style="list-style-type: none"> be taught learning objectives in keeping with their experience in the trade 	<ul style="list-style-type: none"> list the concepts covered in their apprenticeship from different levels of certification or qualification and the sponsor's assessment of each

SSA SCHOLARSHIP

SSA Scholarship

SSA scholarships are awarded to those SSA students who meet the eligibility criteria - there is no need to apply. Students completing all four SSA courses while still school age are automatically considered for the award. The funds are intended to help apprentices continue in the trade through the partial payment of tuition, or the purchase of tools or supplies. The Ministry and ITA will start considering scholarship candidates in January of each school year. Scholarship winners receive a \$1,000 cheque. Cheques for successful candidates are usually mailed out to school districts by the end of March or early April.

Eligibility

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

- been registered with the Industry Training Authority as a youth apprentice;
- 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 all Grade 12 numbered courses;*
- reported a minimum of 900 hours to the ITA within six months of secondary school graduation.

** Note: A student's graduation transcript only includes the courses the students pass. The Scholarship uses all grade 12 numbered courses in the calculation of the grade point average.*

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

SSA Scholarship Application Process

As stated, there is no formal application process for the SSA Scholarship. All students who meet the ministry criteria are automatically selected as candidates for the award. All students who have transcripts that prove graduation, the presences of all four SSA courses, and a C+ grade point average in all grade 12 numbered courses are placed in consideration. This initial list will be sent to the Industry Training Authority for satisfaction of the time in trade hours. Students who meet both the Ministry and ITA criteria will be awarded the SSA Scholarship.

Educators responsible for SSA in each district, or independent school, will be informed of their successful candidates. Each scholarship winner will have to provide the Ministry with a valid Social Insurance Number before their cheque will be produced. Scholarship cheques and letters will be sent to each school district and independent school for distribution to the students.

SSA PROGRAM GUIDE APPENDICES

Appendix A: Glossary of 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 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.

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 inter-provincial Red Seal Endorsement is affixed to a Certificate of Qualification for those apprentices in Accredited Training Programs who pass the written inter-provincial 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

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

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

Journey-person 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 Inter-provincial 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 Inter-provincial 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.

Youth Apprentice [ITA definition]: An apprentice between the ages of 15 – 19 years of age. Active Youth Apprentices are closed out on the apprentice's 20th birthday or the apprentice's graduation date plus 150 days, whichever occurs first.

Appendix B: Sample Apprentice and Sponsor Registration Form

This is a sample only. The complete and current registration form is available at the ITA website, found here: <http://www.itabc.ca/youth/educators>

 ita industry training authority THE RIGHT SKILLS ▶ A PROVEN ADVANTAGE	  YOUTH APPRENTICE AND SPONSOR REGISTRATION FORM	ITA Youth Initiatives 8008100 Granville Ave. Richmond, BC V6Y-3T6 Tel: 778-785-2437 Fax: 778 327 5883
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Please complete the relevant portions of this form and print clearly. Mandatory fields are indicated in BOLD. Please return completed and signed registration form to the school district/board authority contact. SSA and ACE IT students must be registered via the Youth online registration system using the information from this SSA/ACE IT registration form. Provide both the student and the sponsor (if SSA) signed copies of the registration form and file the original in the student's permanent records for audit purposes.

Please indicate the purpose of your request:

New Registration Update of a previous Registration

A. Apprentice Information

ITA Individual ID #:(leave blank for new registration)		Program (Trade):	
Legal Last Name:		Legal First Name:	Legal Middle Name (s):
Suite Number:	Mailing Address:		
City:	Province:	Postal Code:	
Home Phone Number: ()	Secondary or Mobile Phone Number:	Email:	
Date of Birth (MM/	SAMPLE		n Date (MM/DD/YYYY):
How do you want t Email Address (if di			r? <input type="checkbox"/> Yes <input type="checkbox"/> No
Name of School:			

B. Sponsor/Employer Information

Name of Sponsor Organization:		ITA Sponsor ID # (if already registered):	Name of Contact Person:
Contact Person Email:	Phone Number and Extension: ()	Preferred Channel of Communication: <input type="checkbox"/> Email <input type="checkbox"/> Mail	
Suite Number:	Mailing Address:		
City:	Province:	Postal Code:	
Supervising Tradesperson First Name (SSA only):	Supervising Tradesperson Last Name (SSA only):	Supervising Tradesperson Certificate # or Sign-Off Authority # (SSA only):	

C. Program Information

ACE IT			
Program Type (Select one): <input type="checkbox"/> Level 1 <input type="checkbox"/> Foundation <input type="checkbox"/> Level 2	ACE IT Intake (MM/YYYY):	Program Start Date (MM/DD/YYYY):	Program End Date (MM/DD/YYYY):
Trade Name:			

SSA

Trade Name:

Appendix C: Sample Work-Based Training Report

This is a sample only. The complete and current registration form is available at the ITA website, found here: <http://www.itabc.ca/apply-apprenticeship/forms>



WORK-BASED TRAINING REPORT

ITA Customer Service
800 - 8100 Granville Ave
Richmond, BC V6P 4Z4
Tel: 778-328-8700
Fax: 778-328-8701
Toll Free: 1-866-660-6011
customerservice@itabc.ca

Please complete the relevant sections of this form to report your work-based training hours for your apprentice. Print clearly. Required fields are indicated in **BOLD**. Missing information may delay the reporting process. Return completed form to ITA Customer Service (email, fax or mail).

Note: The apprentice's registered sponsor must always sign this form.

A. Your Apprentice Information

Program (Trade):	ITA Individual ID#:	
Legal First Name:	Legal Middle Name (s):	Legal Last Name:
Suite Number:	Mailing Address:	
City:	Province: B.C.	Postal Code:
Telephone Number: ()	Secondary Telephone Number: ()	Email Address:

B. Work-Based Training Hours Report

Reporting Period: (MM/DD/YYYY) Start Date:	ended during this
SAMPLE	
Please ensure you Inc 'ongoing', etc. End di hours 'up to' for exam ITA for processing	you do not overlap an are unable to accept e hours yet.
Company name of employer providing work-based training hours (if different than registered Sponsor):	Program (Trade): Program Endorsement:
Employer Contact name and phone number (if different than registered Sponsor Contact):	Signature of Employer contact (if different than registered Sponsor)

Signature by an authorized representative the apprentice's registered sponsor attesting to the statement below is required to approve the reported work-based training hours being added to the apprentice's training record.

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

C. Sponsor Approval

Sponsor Organization Name:	Name of Authorized Sponsor Representative: (Please Print)
Sponsor Organization ITA ID#:	Signature of Authorized Sponsor Representative:

Appendix D: WCB Regulation 3.12 –The Right to Refuse 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.

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

Student's Name: Phone:	Supervisor's Name: Phone:	Work Site Employer (Name of Business): Address: _____ _____ _____
Teacher Monitor: Phone:	Work Site Email/Fax: _____ _____	
Student signature: _____	Supervisor signature: _____	

- | | Yes | No | N/A |
|--|--------------------------|--------------------------|--------------------------|
| 1. I was given an orientation regarding workplace safety. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Hazards and risks specific to this workplace were identified during this orientation. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. I have reviewed the fire exits and fire drill with my employer. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. I know the location of the fire extinguisher and alarm. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Describe location: _____ | | | |
| 5. I have discussed WorkSafeBC accident or injury procedures. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. I know where the incident report forms are stored | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Describe location: _____ | | | |
| 7. I have been informed that Personal Protective Equipment IS/IS NOT required. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| List: _____ | | | |
| 8. I have reviewed worksite policies on dealing with robberies (if applicable). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. I have requested that I will be trained on any machinery or equipment prior to use. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

	Yes	No	N/A
10. When in doubt about how to do something safely, I will ask before I begin.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. I have been taught proper lifting procedures/ergonomics (if applicable).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. I have reviewed worksite policies on how to deal with shoplifting (if applicable).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. I have reviewed the generic risks of this job with my employer.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Have you been made aware of any potential dangers or hazards? Describe: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. I have been informed of the WHMIS procedures at my Worksite. Describe: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. I know who I should report workplace hazards / injuries to. Record the name of the person (and department): _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. I know where the First Aid Station is located. Describe location: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

EMERGENCY INFORMATION

First Aid Attendant: _____ In case of injury: _____

Outline the procedures at your work site if you are injured:

Step 1: _____

Step 2: _____

Step 3: Receive first aid and/or be transported to a doctor or hospital, as required.

Step 4: Report to the school immediately.

Step 5: All the necessary forms must be completed and WorkSafeBC contacted within 72 hours of injury. This should be done with your teacher or other school representative.

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,

Weld handles on tank sides	_____	_____
Et cetera	_____	_____

Workplace-specific Skills:

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

Identify different electrodes and their usage (welding)	_____	_____
Et cetera	_____	_____

Employability Skills:

List the employability skills to be practiced; for example,

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

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 Name: (print)	Sponsor Name: (print)
_____	_____	_____
Signature:	Student's Signature	Signature
Date: _____	_____	Date: _____
	(Parent/Guardian Signature)	
	Date: _____	

Appendix G: Sample SSA Student Evaluation Form for Sponsors

Student Name: _____ Employer Name: _____

Please complete an evaluation following each 120 hour period of work.

1 – Weak **2 - Needs Improvement** **3 - Good** **4 - Excellent**

Skills	0-120 hours				SSA 11A	120- 240 hours				SSA 11B
	Date _____					Date _____				
Fundamental Skills										
Communication (listening writing, speaking)	1	2	3	4		1	2	3	4	
Information Management	1	2	3	4		1	2	3	4	
Numeracy	1	2	3	4		1	2	3	4	
Think and Solve Problems	1	2	3	4		1	2	3	4	
Personal Management Skills										
Punctuality	1	2	3	4		1	2	3	4	
Responsibility	1	2	3	4		1	2	3	4	
Shows Initiative	1	2	3	4		1	2	3	4	
Adaptability	1	2	3	4		1	2	3	4	
Work Safety	1	2	3	4		1	2	3	4	
Teamwork Skills										
Respect	1	2	3	4		1	2	3	4	
Cooperation	1	2	3	4		1	2	3	4	
Courtesy	1	2	3	4		1	2	3	4	
Technical Skills										
Use of Tools/Equipment	1	2	3	4		1	2	3	4	
Quality of Work	1	2	3	4		1	2	3	4	
Efficiency	1	2	3	4		1	2	3	4	

Employer Signature

Employer Signature

Student Signature

Student Signature

1 – Weak

2 - Needs Improvement

3 - Good

4 - Excellent

Skills	240-360 hours SSA 12A				360-480 hours SSA 12B			
	Date _____				Date _____			
Fundamental Skills								
Communication (listening writing, speaking)	1	2	3	4	1	2	3	4
Information Management	1	2	3	4	1	2	3	4
Numeracy	1	2	3	4	1	2	3	4
Think and Solve Problems	1	2	3	4	1	2	3	4
Personal Management Skills								
Punctuality	1	2	3	4	1	2	3	4
Responsibility	1	2	3	4	1	2	3	4
Shows Initiative	1	2	3	4	1	2	3	4
Adaptability	1	2	3	4	1	2	3	4
Work Safety	1	2	3	4	1	2	3	4
Teamwork Skills								
Respect	1	2	3	4	1	2	3	4
Cooperation	1	2	3	4	1	2	3	4
Courtesy	1	2	3	4	1	2	3	4
Technical Skills								
Use of Tools/Equipment	1	2	3	4	1	2	3	4
Quality of Work	1	2	3	4	1	2	3	4
Efficiency	1	2	3	4	1	2	3	4

Employer Signature

Employer Signature

Student Signature


Student Signature

Appendix H: Employability Skills 2000+

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	Personal Management Skills The personal skills, attitudes and behaviours that drive one's potential for growth	Teamwork Skills The skills and attributes needed to contribute productively
<p><i>You will be better prepared to progress in the world of work when you can:</i></p> <p>Communicate</p> <ul style="list-style-type: none"> • 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 <p>Manage Information</p> <ul style="list-style-type: none"> • 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) <p>Use Numbers</p> <ul style="list-style-type: none"> • decide what needs to be measured or calculated • observe and record data using appropriate methods, tools and technology • make estimates and verify calculations <p>Think & Solve Problems</p> <ul style="list-style-type: none"> • 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 	<p><i>You will be able to offer yourself greater possibilities for achievement when you can:</i></p> <p>Demonstrate Positive Attitudes & Behaviours</p> <ul style="list-style-type: none"> • 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 <p>Be Responsible</p> <ul style="list-style-type: none"> • 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 <p>Be Adaptable</p> <ul style="list-style-type: none"> • 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 <p>Learn Continuously</p> <ul style="list-style-type: none"> • 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 <p>Work Safely</p> <ul style="list-style-type: none"> • be aware of personal and group health and safety practices and procedures, and act in accordance with these 	<p><i>You will be better prepared to add value to the outcomes of a task, project or team when you can:</i></p> <p>Work with Others</p> <ul style="list-style-type: none"> • 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 <p>Participate in Projects & Tasks</p> <ul style="list-style-type: none"> • 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 <div style="text-align: center;">  <p>The Conference Board of Canada</p> <p>255 Smyth Road, Ottawa ON K1H 8M7 Canada Tel. (613) 526-3280 Fax (613) 526-4857 Internet: www.conferenceboard.ca/education</p> </div>

Appendix I: Sample ‘Hidden Apprentice’ Letter

(Feel free to customize this letter, as you see fit, for SSA candidates or employers.)

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 are already doing and get a head start on earning your trade certification; you also may be eligible for a 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 may qualify for a \$1000 scholarship. By participating in the program, you will be ahead of your peers in a career in the trades.

In the labour market, there is a concern about a skills shortage. Employers need young 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.