

# WORKFORCE TRAINING CERTIFICATES 12

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*Program Guide*



Ministry of  
Education

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***Please Note:***

- Workforce Training Certificates 12 is being introduced as a Grade 12 elective credit for a one-year trial in the 2017/18 school year. Continuation of the program will be determined on the basis of feedback and evaluation of the expected program outcomes.
- Workforce Training Certificates 12 is a Transfer Standing (TS) graded course.

## **Introduction**

This program guide sets out the standards for the Workforce Training Certificates 12 (WTC12) course, authorized by the British Columbia Ministry of Education. Workforce Training Certificates 12 (WTC12) is an elective course, developed to provide students with the opportunity to participate in workforce training opportunities while in high school. This course will allow students to complete one or more training certificates that support their personalized learning plan and increase their ability to successfully transition to the paid workforce.

The BC Ministry of Education is responsible for establishing standards and identifying the curricular competencies that support WTC12. This program guide sets out those standards and competencies.

The Workforce Training Certificates 12 Program Guide was developed by the Ministry of Education in consultation with the Industry Training Authority (ITA) and BC educators to ensure that it establishes best practices in the awarding of graduation credit for the earning of workforce training certificates. School authorities and school staff are responsible for implementing WTC12 according to this program guide, and providing access to WTC12 for all interested students.

## **Rationale**

WTC12 is a ministry-developed course that will provide students with an opportunity to acquire employer-desired knowledge, skills, and attitudes in a number of trades, technology, and other career areas by obtaining workforce training certificates valued by employers, and to earn graduation credit for doing so. WTC12 is intended to assist students in making smooth transitions to the workplace or further education and training.

# Expectations for Workforce Training Certificates 12

WTC12 has the following expected outcomes:

- Assist students with career and education planning.
- Provide students with an opportunity to acquire workforce training certificates that will be recognized by employers.
- Introduce students to a career or career sector, and the type of work involved in that career or career sector, through hands-on experience.
- Enhance students' existing interest in trades, technology, or other career areas.
- Enhance students' existing job-readiness skills, or provide opportunities for the development of new skills.
- Assist students, including students in Youth Work in Trades (WRK), in finding employment or employer sponsors, or retaining employment/employer sponsors.
- Allow students to satisfy the Applied Skills and/or Fine Arts 10, 11, or 12 graduation requirements under the 2004 Graduation Requirements.

WTC12 is expected to help provide students with smooth transitions from school to work, and to help prepare students to enter the world of work with the skills, attitudes, and sense of responsibility necessary to be successful.

## Standards for Workforce Certificate Training

It is expected that student learning in a certificate course could take place outside of a regular high school classroom, either in a post-secondary classroom, other training facilities, or in the workplace. Providing standards allows schools to be consistent in the way they support student success in this course.

### *Standards for monitoring students in Workforce Training Certificates 12*

It is expected that school districts and school-based administrators will make provisions for staff to monitor all students participating in WTC12, regardless of how long it takes the student to complete the certificates that are being claimed for credit.

Staff are expected to ensure that the certificate course meets the following general standards:

1. For any certificate to be considered for inclusion in this course, it must be part of the student's personalized learning plan leading to graduation and a specific career.
2. Workforce training certificate instruction must match the interests and abilities of each student.
3. Educators will provide each student with an understanding of expectations concerning workforce training certificate instruction before instruction begins (e.g., differences in behavioural expectations between school and the training provider).
4. Certificates must be recognized by the organization, industry, or sector to increase employability for the student within the sector.
5. Certificate training must be provided by a recognized training authority or a legitimate sector organization. Examples include:
  - a. All post-secondary institutions recognized within the Handbook of Procedures for the Graduation Program.

- b. CSTS-09 (Construction Safety Training System) is an online course supported by the British Columbia Construction Association and recognized by the construction industry. It comprises 15 modules with a total expected completion time of between five and nine hours. For the purposes of credit recognition, the maximum number of hours that could be claimed would be nine (9).
- c. Focus on Information Technology (FIT) is a nationally recognized program designed for Canadian high school students. It is associated with a number of training certificates. For example, CISCO's CCNA Security course is a free 70-hour course that "prepares students to design, implement, and support security for networked devices." The course is industry recognized and supported and could lead to careers in network security and security engineers.

### ***Planning 10 and Grad Transitions 12***

Before participating in WTC12, students would benefit from having job-seeking skills, including résumé writing and job interview skills. It is expected that students taking a Planning 10 class or Graduation Transitions in the 2017/18 school year will have completed a Career and Education Plan, which indicates essential skills and the need for the planned workplace certificates to move forward with their anticipated career path.

In WTC12, it is expected that students will have engaged in self-assessment and reflection to consider their post-graduation goals and plans, and considered the following:

- the impact of personal and career choices on themselves and others
- local and global career and labour market information to make career decisions
- how obtaining the workforce training certificates will match their interests and abilities
- the impact of obtaining the workforce training certificates on their Career and Education Plan, required for Graduation Transitions
- how the knowledge, skills, and attitudes acquired in obtaining the workforce training certificates can be applied in a workplace setting
- how obtaining workforce training certificates will help them attain or retain employment or an employer sponsor
- expectations concerning workforce training certificate instruction, such as differences in behavioural expectations between school and the training provider

In addition, students should demonstrate awareness of essential skills in the workplace and how the certificates will provide evidence to support some of those skills. They should also produce an updated résumé indicating successful completion of workforce training certificates.

## **Career Awareness/Guidance**

An integral part of WTC12 is career awareness and the preparation, and support of students in their planning to secure or retain employment. To this end, educators will provide information to students about:

- why employers require basic certificates prior to employment
- the expectations and prerequisites for accessing a trade/apprenticeship, technology, engineering, or other career of interest
- job opportunities in high-demand employment sectors and the range of options within those sectors, and

- the workforce training certificates valued by employers in a student's chosen career or career area

As part of the WTC12 course, educators will assist students in investigating career paths and related training and apprenticeship opportunities. Teachers, career educators/counsellors, and possibly local employment counsellors may provide information and connections for students.

The BC Ministry of Education has a number of resources, specifically the Career Zone Guides, which would be useful in the process of developing a career plan. This information can be found at <http://www2.gov.bc.ca/gov/content/education-training/administration/kindergarten-to-grade-12/career-and-skills-training/toolkit/create-a-strategy/career-exploration/career-zones>

With assistance from the WTC12 teacher, students will develop or update their personalized Career and Education Plan, required within Planning 10 or Grad Transitions 12, to indicate how obtaining workforce training certificates will help them attain or retain employment or an employer sponsor, or lead to further education or training in their desired career or career area.

### ***Addressing local labour market information and needs***

Labour Market Information (LMI) provides data and employer demand for specific occupations. This includes the nature of work, main duties, working conditions and wages, employment prospects, and education and training requirements. Usually this information addresses local, regional, and national work opportunities and trends. WorkBC provides up to date labour market information on their website: <https://www.workbc.ca/Labour-Market-Information.aspx>

WorkBC provides information on how to use Labour Market Information on their website: <https://www.workbc.ca/Labour-Market-Information/B-C-s-Economy/Guide-to-using-Labour-Market-Information.aspx>

## **Safety Considerations**

One of the fundamental requirements of the workplace is an understanding of safe work practices and procedures. For WTC12, school staff must be satisfied that students will be safe undertaking workforce training certificate instruction:

- Staff must consider travel to and from the training site if it is not at the school. This means that schools must be in contact with training providers before and during workforce training certificate instruction.
- District and school-based administrators must make provisions for staff to plan for and monitor students participating in workforce training certificate instruction.
- Teachers or coordinators will also communicate directly with students as needed to ensure that any student concerns about the workforce training certificate instruction are addressed and that any problems are resolved in the best interests of both the students and the training providers.
- Educators must determine whether a student is adequately prepared to participate in workforce training certificate instruction. Students at risk of injuring themselves or others during training, or who demonstrate behaviours that are not in keeping with expectations associated with undertaking workforce training certificate instruction, must be carefully evaluated before being allowed to participate.

## Essential Skills

Essential skills provide the foundation for the acquisition of other skills and learning, and as such are needed for work, learning, and life. These skills are used in nearly every job and throughout daily life in different ways and at varying levels of complexity. In WTC12, students will learn about the essential skills required for trades, technology, or other careers of interest.

Employment and Social Development Canada provides a list of skills identified as essential across occupations in Canada:

- reading
- writing
- document use (use of a variety of information displays, such as graphs, lists, and tables, in which words, numbers, icons and other visual characteristics are given meaning by their spatial relationship)
- numeracy
- thinking (includes problem solving, decision making, critical thinking, job task planning and organizing, significant use of memory, and finding information)
- oral communication
- working with others
- continuous learning

The ITA offers free online resources, training, and certification in essential skills for students in the trades (<http://ita.essentialskillsgroup.com/>). Non-trades-specific essential skills certification is available from other organizations, including TOWES (Test of Workplace Essential Skills; <http://www.towes.com/en/home/home>). Additional information about the essential skills is available on the Government of Canada website, at [http://www.esdc.gc.ca/en/essential\\_skills/index.page](http://www.esdc.gc.ca/en/essential_skills/index.page).

## Student Assessment

An educator with a valid teaching certificate must validate the industry/sector credential for students in WTC12.

The educator should take the following actions before providing a Transfer Standing (TS) grade for a student in this course:

1. Ascertain that the certificate obtained matches the planned career path for the student.
2. Ensure that the certificate is an industry/sector-recognized certification.
3. Ensure that the certificate is authentic and valid for that student.

## Considerations For Course Delivery

Unlike most courses, much of the content of WTC12 is unique to each student – determined by the specific workforce training certificates that fit within a student’s Career and Education Plan.

Although the workforce training certificates sought by students are specific to each student, there may nevertheless be overlap in the certificates wanted by students. Schools/districts might consider using an appropriately trained and certified teacher to provide instruction for frequently subscribed

certification training courses in order to realize efficiencies. Instruction could then be offered in-school, potentially simplifying the process and likely reducing costs.

Similarly, and depending on student demand, it may be cost-effective to arrange for many students to attend the same training session, or even to arrange for dedicated training for students, rather than arranging training for students on a one-off basis. This can be discussed with training providers when arrangements for student training are made.

When training is provided off-site, outside of regular school hours, or by non-school staff, school staff must be satisfied that students will be safe, including during transportation between the school and training site, if required. Provision for student supervision may be required. School staff are encouraged to consider multiple workforce training certification suppliers if available, both online and in-person, and to choose, through a competitive process if needed, the most cost-effective means of providing workforce training certification for students.

## Ministry Courses, Credits and Codes for Workforce Training Certificates 12

1. Workforce Training Certificates 12 is to be reported as WTC12.
2. Workforce Training Certificates 12 can be claimed once up to a maximum of four (4) credits. Ministry credit is granted based on the number of hours of instruction. One credit is the value attached to the knowledge, skills, and aptitudes most students can acquire in approximately 30 hours of instruction.
3. It is the responsibility of the school to track each student's hours completed. **The course can only be reported once**, and it is recommended that it be reported in the student's Grade 12 year.
4. Reporting for Adult Dogwood students should take into consideration the fact that this course is eligible as a Ministry-authorized Grade 12 elective but only when recognized as a four-credit course.
5. There is a potential for overlap between WTC12 and other ministry-authorized courses. As students cannot receive credit more than once for the same training, school staff can only recognize certificates for WTC12 that have not been recognized for credit elsewhere. For example, certificates that are being claimed for external credentials cannot also be claimed under WTS12.
6. The number of hours claimed is up to the maximum number of hours identified in the certificate program outline. If specific adaptations have been identified for a student, especially adaptations that would increase the allowable maximum hours, the following information will be required as evidence of the accommodation(s):
  - a. psych-ed assessment
  - b. Individual Education Plan (IEP), and
  - c. statement of rationale for including additional hours

## Appendix: Workforce Training Certificates

The following list of workforce training certificates or training providers for various industries is provided here for illustrative purposes only: students are not required to take any of these workforce training certificates, nor are they limited to the workforce training certificates included here. Schools should use this list only as a guide in determining the workforce training certificates to include in WTC12. Potentially any and all workforce training certificates can be included in WTC12: the decision is made locally based on student interest and operational considerations. Note that many workforce training certificates are available online.

Many of the certificates listed here were identified by career and technical educators as worth including, or they are already offered in other courses (including STX 10-12, BAA, or external credentials), or were identified by industry or employers as certificates they value.

In addition to these and other potential workforce training certificates, the asset most commonly sought by employers is a driver's licence. Also high on the list of certificates valued by employers is Occupational First Aid and Workplace Hazardous Materials Information System (WHMIS).

### *Suggested certificates*

**Note:** These are examples only. There are many other certificates that could potentially be included in a student's Career and Education Plan.

- Aerial/Scissor Lift Training
- Air Brakes
- CISCO Certified Network Associate
- COMPTIA- Linux+ - Fundamental Linux Operating Systems
- Confined Space Entry and Monitor
- Confined Space Rescue Awareness
- Construction Safety Training System
- CPR
- Electrical Safety Awareness
- Emergency Medical Responder
- Fall Protection
- Fire Suppression
- Flag Person
- Foodsafe Level 1
- Forklift Operator
- Ground Disturbance
- H2S Alive
- Ladder Safety Training
- Medic First Aid
- Microsoft Certified Desktop Support, Technician
- Occupational First Aid (with or without a Transportation Endorsement)
- Petroleum Safety Training
- Powder-actuated Fastening (Hilti training)

- S-100 Firefighting
- Skid steer operator training
- Spray Safe
- Traffic Control
- Transportation of Dangerous Goods
- WHMIS
- World Host