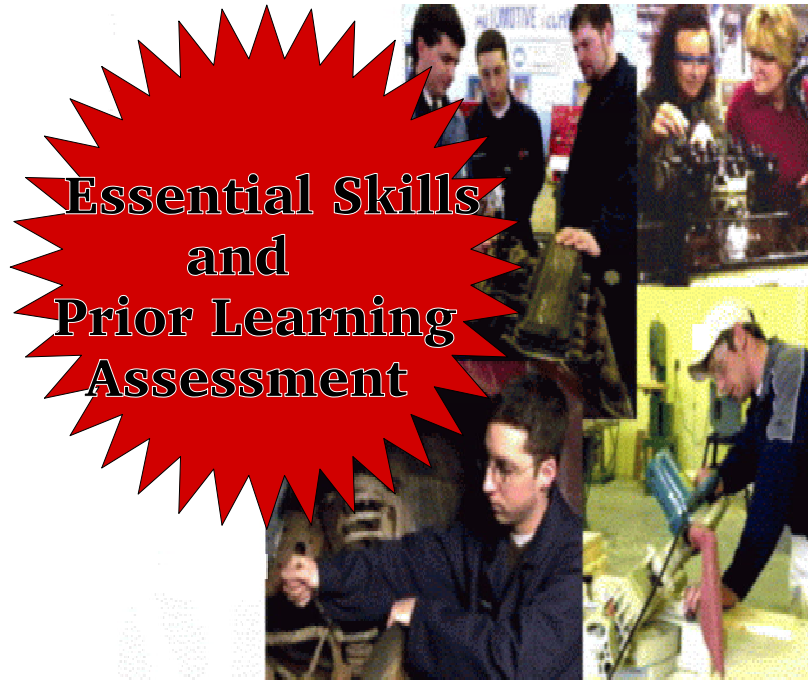


# Prince Edward Island Provincial Apprenticeship Strategy



*Strengthening the foundation of apprenticeship with  
Essential Skills and Prior Learning Assessment and Recognition*

August 2004

A project of the PEI Provincial Apprenticeship Board  
Funded by National Literacy Secretariat,  
Human Resource Skills Development Canada



PEI Apprenticeship Training  
a section of  
Continuing Education and Training  
PEI Department of Education

Strengthening the Foundation of Apprenticeship on  
Prince Edward Island  
with a  
**Strategy for incorporating Essential Skills  
and  
Prior Learning Assessment and Recognition  
into the PEI Apprenticeship Process**

**August 2004**

Strategy Developers



## Acknowledgements

The Prince Edward Island Provincial Apprenticeship Board and Department of Education, Apprenticeship Section, gratefully acknowledge the contribution of all who served on the PEI Apprenticeship Strategy Working Group. Their commitment and dedication to enhancing the professionalism of trades through the development of the PEI Provincial Apprenticeship Strategy has created a solid foundation where individuals:

- can receive recognition for their skills;
- access opportunities to support life long learning;
- achieve their desired level of competence in a professional trades career.

Input and viewpoints represented in this strategy by Working Group members include; specific trades, trades related business and industry, trades related provincial government initiatives and sectors, trades and essential skills instructors, unions, secondary, post-secondary and youth initiatives.

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The PEI Provincial Apprenticeship Strategy Working Group wishes to acknowledge the work of the *Centre of Education and Work, Winnipeg, Manitoba, Ontario Ministry of Training, Colleges and Universities* and *Workplace Education Nova Scotia* for their work in essential skills which was invaluable to the development of the Skills Passport and Essential Skills Needs Assessment in this Operational Strategy.

Needs of apprentices are reflected throughout this strategy from participant studies, essential skills program and block release program evaluations.

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## Definitions

### Complexity Levels

**Interpreting complexity levels is critical to understanding the need to incorporate Essential Skills and Prior Learning Assessment and Recognition as the foundational building blocks for all apprenticeship training.**

**Minimum complexity levels in Reading Text and Numeracy for entry into trades occupations, reported by Human Resource Skills Development Canada (HRSD) in the Essential Skills Project is Level 3.**

**The following complexity level definitions have been adopted for this strategy as they were defined in the *International Adult Literacy Survey, 1996* and the PEI Department of Education Adult Education and Training Strategy, *“Tough Challenges: Great Rewards,” 1998* and correlate with the HRSD Essential Skills Profiles.**

<u>Level ONE</u>	<u>Activities</u>	<u>Translation</u>
<b>Reading</b>	Tasks at this level require a person to locate one piece of information in a short text	Follow simple written directions.
<b>Numeracy</b>	One simple, clearly defined operation is used in a task	Minimal translation is required to turn a task into a mathematical operation and all information is provided
<u>Level TWO</u>	<u>Activities</u>	<u>Translation</u>
<b>Reading</b>	Tasks at this level require a person to read more complex texts to locate a single piece of information or read a simple text to locate several pieces of information with low-level distractors present.	Integrate two or more pieces of information, compare and contrast information and make low-level assumptions.
<b>Numeracy</b>	Only relatively simple operations are required but the specific operations to be performed may not be clearly specified.  Tasks involve one or two types of mathematical operations and few steps of calculations are required.	Some interpretation may be required or numbers for the solution may need to be collected from several sources. Simple formulae are required.

<u>Level THREE</u>	<u>Activities</u>	<u>Translation</u>
<b>Reading</b>	Tasks at this level require a person to search texts, choose, match and integrate information from various sources or several sections of a single text.	Identify relevant from irrelevant information. Integrate or compare and contrast information from various sources or sections of text and make low-level assumptions.
<b>Numeracy</b>	Tasks at this level require a combination of operations or multiple applications of a single operation. Several steps of calculation are required.	Some interpretation is required but the problem is well defined. Combinations of formulae may be used.
<u>Level FOUR</u>	<u>Activities</u>	<u>Translation</u>
<b>Reading</b>	These tasks require a person to integrate and synthesize information from multiple, complex and lengthy text sources. Typically, these texts contain more distracting information and the information is more abstract.	Evaluate the quality of the information and use general background knowledge to develop complex assumptions.
<b>Numeracy</b>	Tasks involve multiple operations and steps of calculation.	Considerable interpretation is required
<u>Level FIVE</u>	<u>Activities</u>	<u>Translation</u>
<b>Reading</b>	Tasks at this level require a person to search for information in dense text that contains a number of plausible distractors.	Make high-level inferences and use specialized knowledge.
<b>Numeracy</b>	Tasks involve multiple steps of calculation. Advanced mathematical techniques are required.	Unknown numbers have to be created or estimated. Complex formulae, equations and functions are used.

**Apprentice**

A person at least 16 years of age or older who has entered into a training agreement with an employer and the Provincial Apprenticeship Section, PEI Department of Continuing Education and Training.

**Apprenticeship Program**

The period of training required to achieve journeyman status in a skilled occupation. It comprises approximately 80% applied skills training in industry and 20 % technical and theoretical instruction.

**Apprenticeship System**

A system of apprenticeship training that leads to a certificate of apprenticeship ( *Section 13, Apprenticeship PEI and Trades Qualification Act*) or certificate of qualification ( *Section 14, Apprenticeship PEI and Trades Qualification Act*) in a designated trade and includes a youth apprenticeship program, pre-employment apprenticeship training, skills upgrading and skills enhancement in a designated trade. (*Appendix A1 - PEI Apprenticeship and Trades Qualification Act - Draft 2004*)

**Assessment**

A defined process of evaluation of learning that is fair, equitable and flexible and results in accomplishments toward a specific goal of recognition or credit.

**Block Release**

A period of technical and theoretical training usually offered by a college of applied arts and technology to apprentices on annual leave from their jobs during their apprenticeship program.

**Certificate of Qualification**

A certificate granted after a person who holds a certificate of apprenticeship and has successfully completed the Red Seal Exam.

**Completed Apprentice**

A person who has successfully completed;

- a Grade 12 High School Certificate or equivalent,
- an apprenticeship program,
- and the Red Seal Examination in their specific trade.

## **Essential Skills**

Skills identified by employers and defined by Human Resource Skills Development Canada as necessary and used in nearly every occupation and throughout daily life in different ways at different complexity levels.

### **Nine essential skills are:**

- Reading
- Writing
- Document Use
- Math Skills
- Working with Others
- Communication Skills
- Thinking Skills
- Continuous Learning
- Computer Skills

## **Essential Skills Assessment**

An informal assessment conducted by trained staff in the Apprenticeship Section that will assist them in identifying essential skill needs of an apprentice.

## **Individual Needs Assessment**

An informal assessment conducted between an individual and an Essential Skills instructor that will assist in identifying the complexity level at which learning materials should be presented.

## **Journey person**

A person who holds a certificate of qualification in a designated trade or a certificate recognized by the Manager of Apprenticeship under PEI apprenticeship regulations.

## **NOC**

National Occupational Classification developed by Human Resources Skills Development Canada, identifying skills and tasks of an occupation and identifying each occupation by a four-digit unit in which it is classified.

## **Red Seal Program**

A national program established to provide portability of credentials across Canada for skilled workers. Apprentices who have completed their training and certified journeypersons are able to obtain a Red Seal endorsement on their Certificate of Qualification by successfully completing an Interprovincial Standards Examination.



### **Skills Passport**

A portfolio document that presents learning outcomes acquired in the workplace and through life long learning experiences. These outcomes equate to those learning outcomes in the PEI apprenticeship program.

### **Skills Passport Development**

A process of collecting, substantiating, and organizing documented evidence to support an individuals' claim for recognition and presented in a skills passport.

### **Prior Learning Assessment and Recognition**

A self-assessment process in which a variety of assessment tools are used to evaluate and equate relevant learning against a set of standards or credentials.

Assessments must be:

**Authentic** - the individual must prove conclusive ownership of the learning evidence.

**Sufficient** - There must be enough evidence that the learning can be transferred from one context to another - knowledge/applied skill.

**Current** - The learning must be competent for relevant for application in today's workplace.

**Reliable** - The assessment must be measurable and criteria clearly defined so that succeeding assessments of the same evidence would produce the same results or equivalencies.

## Executive Summary

A crisis in trades occupations has been documented by federal, provincial and territorial governments in Canada. On Prince Edward Island the impact of this shortage has resulted in many people working in trades occupations without the foundational skills required to successfully complete the apprenticeship program.

*Canada's Innovation Strategy*, released in 2002 states:

*“Canada must continuously renew and upgrade the skills of its workforce. We can no longer assume that the skills acquired in youth will carry workers through their active lives. Rather, the working life of most adults must be a period of continuous learning. Having the skills and learning that employers demand can open the door to better jobs and a better standard of living....and we must provide ongoing opportunities for workers to improve and upgrade their skills and acquire new ones to meet the changing skills demands of the new economy.”*

The PEI Apprenticeship Board accepted this challenge issued through Canada's Innovation Strategy. The Board initiated a project that would ***strengthen the foundation of apprenticeship*** on PEI by incorporating Essential Skills (ES) and Prior Learning Assessment and Recognition (PLAR) into the apprenticeship process.

The first step consisted of conducting an Organizational Needs Assessment through which priority issues were outlined. The primary issue identified was the need to develop a provincial strategy to integrate ES and PLAR into the apprenticeship process.

The second step, this strategy, was advanced to become an operational model through which prototypes of tools and resources were created. Integration of ES and PLAR into the PEI Apprenticeship Process is designed to meet and complement previously identified issues

Pivoted on ***Communication***, these issues which form the framework for this strategy are;

- ***Recruitment***  
promoting trades occupations as professional career choices with upward mobility rewarded by increased financial benefits,
- ***Retention***  
creating programs and services that support the life-long-learning culture in trades occupations,
- ***Responsibility***  
identifying specific tasks and duties required by all individuals involved in, and attending to, trades and apprenticeship initiatives.

The proposed third step in this project to integrate ES and PLAR into the apprenticeship process is to implement a two year action plan that will result in:

- the development of Essential Skill informal assessments for the 20 most common apprenticeable trades on PEI
- the development of Skills Passports for the 20 most common trades on PEI
- the development and delivery of training in informal assessment and PLAR practices to apprenticeship section staff
- assisting apprenticeship section staff to develop assessment criteria in 20 trades for credit recognition in the PLAR process
- the development of a communications plan for apprenticeship section ES and PLAR service providers
- the development and distribution of promotional material on ES and PLAR to apprentices and business owners
- the development and delivery of ES and PLAR workshops to adult educators who deliver apprenticeship programs
- developing and piloting ES in apprenticeship programs.

## Introduction

Significant information to assist in the development of this PEI Apprenticeship Strategy has been collected and reviewed from an abundance of invaluable sources among them, *Canada's Innovation Strategy*, released in 2002. The two papers presented in *Canada's Innovation Strategy* focus on what Canada must do to ensure opportunity and innovation in the knowledge-based economy that drives society in this 21<sup>st</sup> century.

*Knowledge Matters: Skills and Learning for Canadians* emphasises people as Canada's greatest resource in the global knowledge-based economy. *Knowledge Matters* asserts that strengthening skills and creating learning opportunities for Canadians, will provide the opportunity for people to develop their abilities, enabling them to contribute to and benefit from the new economy.

*Achieving Excellence: Investing in People, Knowledge and Opportunity* identifies knowledge as a vital national asset. *Achieving Excellence* highlights the benefits of strengthening Canada's science and research capacity that can result in building an innovative economy.

*Canada's Innovation Strategy* places emphasis on literacy skills. Literacy skills have been broadened to the nine (9) Essential Skills (defined by Human Resource Skills Development Canada) required to be successful in the 21<sup>st</sup> century Canadian workforce.

They include:

- Reading Text
- Document Use
- Numeracy
- Writing
- Oral Communications
- Working with Others
- Computer Use
- Continuous Learning
- Thinking Skills.

*Canada's Innovation Strategy* states that in Canada, a skilled trade shortage abounds. Sections of the strategy deal specifically with issues such as:

- the importance of continuous learning and upgrading,
- improved opportunities for trades people,
- lack of literacy skills (essential skills) in the labour force,
- lack of foundational literacy (essential skills) training and the impact this has on the trades,
- lack of prior learning assessment and recognition opportunities.

This does not come as a surprise to provinces that have been dealing with the skill shortages for some time. These documents provide an opportunity to increase learning in the workforce and provide foundational training to those in the trades who require it.

Through *Canada's Innovation Strategy*, the Government of Canada states:

“Canada must continuously renew and upgrade the skills of its workforce. We can no longer assume that the skills acquired in youth will carry workers through their active lives. Rather, the working life of most adults must be a period of continuous learning. Having the skills and learning that employers demand can open the door to better jobs and a better standard of living.” (p. 37)

*Canada's Innovation Strategy* further states:

“And we must provide ongoing opportunities for workers to improve and upgrade their skills and acquire new ones to meet the changing skills demands of the new economy.” (p.38)

In terms of barriers, we see time and time again, that underdeveloped essential skills are one of highest contributors to low income and high unemployment. The Government of Canada in *Knowledge Matters: Skills for Learning for Canadians* states:

“There is a sharp divide in labour force participation rates for low skilled Canadians and high-skilled Canadians. Lack of literacy skills poses a significant barrier to integration and re-integration into the labour market. Canadians, overall have more formal education than ever before, nearly eight million Canadians - more than 40% of working age Canadians - lack the basic literacy skills required for successful participation in our rapidly changing economy.” (p. 38)

As identified consistently in the area of the trades and workplace education, specifically in the last two projects with Workplace Education PEI and the PEI Apprenticeship Board, the foundational essential skills must be enhanced before other skills can be learned. Only on a firm foundation of essential skills can new skills be learned and performed with accuracy and efficiency. The Government of Canada supports this viewpoint in their document *Knowledge Matters*:

“There is abundant evidence that good literacy skills, along with numeracy and technological skills, are important prerequisites to the productivity and ongoing skills development of Canada's workforce. The impact of this issue must be addressed by both the public and private sectors.” (p.39)

“Foundation skills are usually obtained in basic education and are needed in almost any job, providing the base upon which other skills are built. They include reading, writing, and numeracy, as well as the abilities to work with others and to use computers. They are critical requirements for continuous learning. Workers with solid foundation skills are more adaptable and less likely to be unemployed. (p.41)

In Prince Edward Island, 48% of adult Islanders have low level literacy skills and 17% of the 48% cannot read at all (*Tough Challenges: Great Rewards*, PEI Adult Literacy Strategy 1998). Any strategy in apprenticeship must address all essential skill gaps to build and sustain a pool of trades professionals to meet industry demands.

### **Prior Learning Assessment and Recognition (PLAR)**

*Knowledge Matters* states that prior learning has not been recognized to the extent it should. “Insufficient prior learning assessment and recognition capacity is another important gap in our learning infrastructure.” Although many Islanders have skills that are valuable, most have never been formally recognized by employers or institutions.

The economic impact of documenting and recognizing this prior learning and experience is significant. Some estimate it could mean an additional 1.4 to 5.9 billion dollars in annual income to Canadians (Government of Canada, 2002b). This could represent an increase of income in the range of 8,000 to 12,000 annually for Islanders (Government of Canada, 2002b, p.42). This, coupled with a progressive, effective apprenticeship strategy, could significantly boost interest in a trade as a profession.

Through this *Provincial Apprenticeship Strategy*, the PEI Provincial Apprenticeship Board supports the development and implementation of resources and tools for:

- trades people to be assessed and receive recognition for prior learning,
- essential skill learning opportunities specifically designed for trades occupations.

## Background

Essential Skills and Prior Learning Assessment were targeted as two primary foundational components to achieve success in advancing apprenticeship initiatives on PEI.

### Phase ONE

During the first phase of this three phase project, 2002/03, the Prior Learning Assessment Portfolio (PLA) Development Process was applied as an Organizational Needs Assessment tool to research and identify:

- significant, concrete events in the growth and development of apprenticeship on PEI;
- critical learning outcomes from these experiences;
- the effectiveness of the application of these learning outcomes toward meeting the goal of advancing present and future apprenticeship initiatives on PEI;
- any obstacles that might impede achieving the intended goal;
- possible actions that will contribute to creating a seamless transition toward achieving the goal of strengthening the foundation of apprenticeship on PEI.

The application of the PLA Portfolio Development Process as a needs assessment tool resulted in several findings and actions. Two significant findings were identified as critical to the advancement of the apprenticeship process and addressing the shortage of certified trades people to meet industry demands.

### **Significant Finding:**

PEI does not have a formal apprenticeship strategy. An integrated operational apprenticeship strategy with guiding principles, policies and procedures supporting defined objectives, is critical to successful growth and stability for initiatives in the apprenticeship process. 1

### **Action:**

The original motivational direction in Phase TWO of the project was changed to address the finding that PEI needed to develop a Provincial Apprenticeship Strategy.

### **Significant Finding:**

For more than 50 years there have been several entry options into the apprenticeship process. Although this resulted in many Islanders earning a living in trades occupations, technological advances in all trades have resulted in a crisis where industry requires qualified trades people. Advancing in a trade requires foundational skills.

The academic entry requirement into the apprenticeship process is now Grade 12. Workforce requirements in Essential Skills, which in the past were generally interpreted as reading, writing and math, have expanded to nine Essential Skills, as defined by Human Resource and Skills Development necessary to perform to business and industry standards.<sup>1</sup>

**Action:**

Program delivery was not a component of Phase One of this project. However, Workplace Education PEI, in partnership with the PEI Provincial Apprenticeship Board, responded to industry needs by developing two Workplace Essential Skills Programs for Cooks and Plumbers who wanted to challenge the Red Seal Exams. Program development utilized Workplace Education Individual Needs Assessments, which includes informal assessment methods; Human Resource and Skill Development (HRSD) Essential Skills profiles; and National Occupational Classifications for Cooks and Plumbers.

In 1999 Department of Education Apprenticeship Branch statistics recorded the pass rates for Red Seal Exams was 34.6% percent for those who challenged exams and 85.4% success rate for completed apprentices. The percentage pass rate from the two programs for Cooks and Plumbers was 76.5%. Based on the 1999 statistics, essential skills programs did increase the success rate for those who wrote their Red Seal exams. <sup>1</sup>

<sup>1</sup> PEI *Apprenticeship Portfolio* 2003



## Rationale

Over the past half century, numerous studies, surveys and statistics have documented growth and development of trades in Canada. For the past decade, trades research has escalated resulting in an overwhelming amount of documentation. However, many reports and studies are indecisive when it comes to the “how” of advancing a trade as a professional career choice.

On PEI, industry needs, union requirements, the lack of formal foreign credential recognition and limited compulsory trades designations all contribute to opportunities for people to work untrained, uncertified and in some instances, illegally, in trades occupations. The “*Trades and Apprenticeship Literacy Research Project*,” completed under the auspices of the PEI Provincial Apprenticeship Board in 2001, attests to the reluctance of people to come forward. In that study, research was completed with people enrolled in trades programs who had the foundational academic skills rather than the intended research group, people working in the field who had not entered or completed the apprenticeship process. The history of people working in trades without foundational skills in academic, essential and trades specific training results in:

- some employers paying lower wages for untrained people to do the work of trades people;
- qualified trades people leaving PEI to seek employment in other provinces and countries because possible local employment positions are filled by unqualified workers;
- increased risk for job related accidents because employees may not have acquired the necessary essential skills required to respond to safety standards or read and follow instructions.

Statistics in the 1999 *International Adult Literacy Survey* (IALS), and later reiterated in the PEI Adult Literacy Strategy, *Tough Challenges, Great Rewards*, states “**40% of Canadian adults face literacy challenges in the workplace.**” The *PEI Trades and Apprenticeship Literacy Research Project* reported a combined **40% failure rate** in the Red Seal exams. Is it merely a coincidence or is there a direct correlation between these statistics?

## Essential Skills Requirements

In Canada, it is reported there is a continuing and ever widening gap between industry demand and human resource supply in the apprenticeable trades. This gap provides opportunities for people on PEI to pursue careers, become certified and capitalize on employment openings. This situation also creates a responsibility for apprenticeship training providers on PEI to ensure that education and training gaps are filled so people can take advantage of growing opportunities in the trades. Grade 12 is the entrance requirement necessary to successfully complete requirements of the Apprenticeship Completion Certificate. The Essential Skills profiles for trades related occupations completed by Human Resource Skills Development Canada indicate competency requirement levels of 3 and 4. Transferred to the PEI system, levels 3 and 4 equate to Grade 12 and post-secondary.

A review of records filed in the PEI Apprenticeship Training Section indicates that between 1960 and 2000, 8,449 trade certificates have been issued but only 3,591, Red Seal Certificates have been issued. That represents 42.5% of certificate holders who pursued and received Red Seal Certification over a 40 year period. If we allow 25% for career change, retirement and death, we still have approximately 41% or 3,500 trades people working without their Red Seal Certification and Apprenticeship Completion Certificates.

There are many conditions that have had direct consequences on, and possibly skew these statistics over that 40 year period. Until 1995, there was a provincial certification exam. The majority of trades people remained on PEI and only those who were intending to leave PEI chose to write the Red Seal exam. Certification was primarily promoted as a mobility tool rather than a level of professionalism within a trade. Other factors that influence these statistics are, some trades did not have Red Seal endorsements and many apprentices got their Trades Qualifications prior to 1995. As the need for higher level skills in trades occupations and workplace mobility creates pressure on people presently in and entering into trades careers so does the need to create opportunities for trades all people to reach their desired level of expertise.

The most recent Statistics Canada findings on PEI stated approximately **7%** of the population indicated trades, transport, equipment operator and related occupations, as their primary source of income. This translates into approximately 9,000 people deriving income from these jobs. This strategy will provide the blueprint to support the needs of this workforce population to remain in and take advantage of increasing

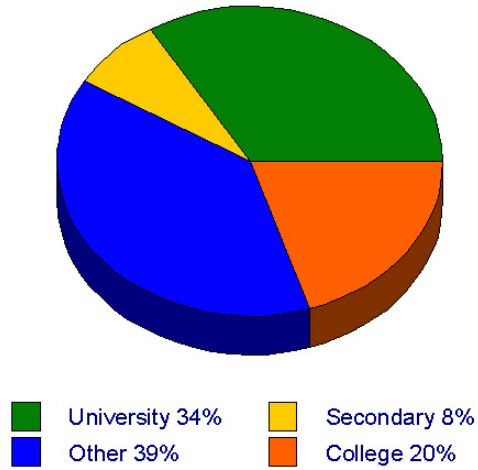
## Prior Learning Assessment and Recognition Requirements

The traditional approach to apprenticeship continues to be approximately 20% learning in a formal institutional setting and 80% learning on the job. People who have been working in trades after completing Grade 12 or less may have learned their skills entirely in a workplace setting. Newcomers to Canada may have no record of their learning or evaluation of their skills compared to Canadian standards and requirements in their trade.

The following Conference Board of Canada chart demonstrates a mature students learning profile where approximately 39% of learning takes place outside formal training institutions. A second chart, deduced from this Conference Board chart, profiles a learner completing Grade 12, then entering a trades related job or a newcomer to Canada who has learned entirely on the job. This deductive chart profiles approximately 92% of learning occurring outside formal training institutions.

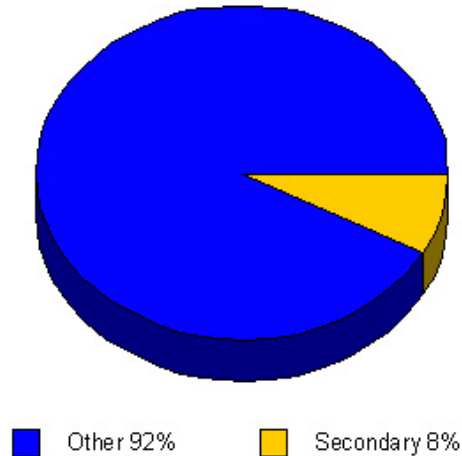
## Where learning takes place.

Mature Students Profile in Canada  
19 years, out of the formal system 2 or more years



*Conference Board of Canada 2001*

Traditional Apprenticeship Students Profile in PEI  
19 years, out of the formal system 2 or more years

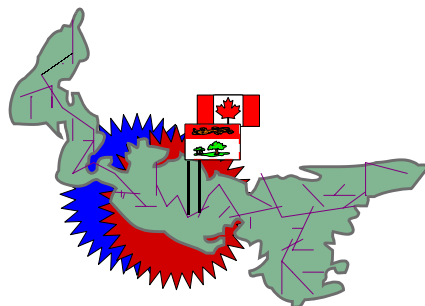


*Deduced profile from Mature Students Profile for  
Traditional Apprenticeship Model in PEI  
G MacAulay 2003*

## Operational Model

This strategy was designed as a practical, learner-centred model to identify needs, create a path and develop tools to support the development of trades as a professional career choice. Whether people enter the apprenticeship process from:

- High School Completion or Youth Apprenticeship Program;
- High School or College Pre-Apprenticeship Programs;
- Workforce Apprenticeship;
- Newcomers to Canada in Apprenticeship;
- or Workforce without Grade 12, their life-long learning path remains constant.



### **The learning route to a professional career in trades includes:**

- Essential Skills and Grade 12 Certificate
- Specific Trade Knowledge Base and Technological Skills
- Provincial and National Certification
- Apprenticeship Completion

Consequently, this strategy is creating an **operational model** to ensure that anyone interested in pursuing trades occupations has a seamless transition through the apprenticeship process to successful certification. Projected outcomes from this strategy include operational procedures to:

- guide individuals through the apprenticeship system regardless of their entry path by developing a Prior Learning Assessment and Recognition process;
- provide tools to identify essential skills gaps then identify or create programs and initiatives that assist apprentices in bridging these gaps;
- identify programs and initiatives to assist apprentices in meeting academic requirements for entry into apprenticeship;
- create a framework for communication for all apprenticeship stakeholders including governing and administrative bodies, secondary and post-secondary institutions, public and private trainers, industry, labour, apprentices, journeypersons and professional trades people.

## **Mission Statement**

All individuals on Prince Edward Island have equal access to a clearly defined professional career path in designated trades that includes Essential Skills and Prior Learning Assessment and Recognition.

## Strategy Focus

The goal of this learner-centered strategy is to make Essential Skills and Prior Learning Assessment and Recognition accessible to all trades people on Prince Edward Island.

## **PEI Department of Education, Apprenticeship Section**

### **Essential Skills and PLAR Commitment Statement**

The PEI Department of Education, Apprenticeship Section, supports and encourages the building of interconnected life long learning opportunities for PEI Tradespeople through Essential Skills and Prior Learning Assessment and Recognition (PLAR) initiatives.

In recognizing the value of Essential Skills and PLAR, which encompasses Qualifications Recognition, the Apprenticeship Section of the PEI Department of Education believes that:

- essential skills are the foundation skills upon which all other learning takes place;
- all learning should be recognized or considered for recognition by educational, professional and work organizations;
- recognition of prior learning is fundamental to a lifelong learning culture;
- standards for practice are essential in order to maintain high quality services and programs; and
- the success of Essential Skills and PLAR initiatives are dependent on partnerships that include but are not limited to post-secondary institutions, business, labour, communities, all levels of government, professional and/or occupational associations.



## Guiding Principles

### 1. Guiding Principle - Support

Support for Essential Skills and Prior Learning Assessment and Recognition (PLAR) from a persons admission to the apprenticeship process and throughout their professional trades career is the responsibility of all direct and related partners including:

- Trades Professionals
- Department of Education
- Provincial School Units
- Business
- Industry
- Unions
- Public and private trades training institutions
- Community and not-for-profit organizations.

### 2. Guiding Principle - Three “R’s”

A defined path for apprenticeship that begins with Essential Skills and PLAR has clear communications supporting the three “R’s” required to meet the challenge of change and industry demands leading to certification:

- Recruitment
- Retention
- Responsibility.

### 3. Guiding Principle - Quality Assurance

A defined foundational path in apprenticeship ensures that individuals on PEI have access to quality learning opportunities and transferability of that learning towards certification.

#### **4. Guiding Principle - Assessable Learning**

All learning that is documented, has the right to be considered for recognition through a quality PLAR process.

#### **5. Guiding Principle - Current Learning Opportunities**

All direct and related education and training providers will respond to the needs of apprentices by:

- responding quickly to industry demands
- providing life long learning opportunities for apprentices
- providing curriculum that is current with industry needs meeting quality assurance guidelines and safety practices.

## Priority Planning Components

The following components were designated as priority planning issues to guide the incorporation of Prior Learning Assessment and Recognition (PLAR) and Essential Skills (ES) into Apprenticeship.

**Organizational Analysis**

**PLAR and Essential Skills Operational Strategy**

**Staff Training**

**Marketing Plan - Recruitment**

**Programs and Services - Retention**

Client Path

PLAR Skills Passport and Essential Skills Evaluation

Skills Update

essential skills - workplace model

academic skills - GED, high school credits

applied skills - through on-the-job training or  
pre-apprenticeship programs

trade specific knowledge - in-school apprenticeship  
training and preparation for Red Seal  
programs.

Further Assessment  
(when indicated)

**Roles and Communication - Responsibility**

## Overview of Priority Planning Components

**In defining priority planning components, identifying, utilizing and building upon previous developmental initiatives is as essential as the adaption and creation of new tools for this functional strategy model.**

### **Organizational Analysis**

This component, completed in 2003, marked the inauguration of utilizing the portfolio development process as a needs assessment tool by Workplace Education PEI and lead to the development of this provincial strategy.

### **PLAR and Essential Skills Operational Strategy**

With the completion of this strategy in 2004, a functional, operational model for Essential Skills and Prior Learning Assessment and Recognition is designed for the apprenticeship process on PEI. In this operational strategy model, tools, resources and paths are identified to assist apprentices in achieving certification and apprenticeship completion.

### **Staff Training**

Training required for personnel in the Apprenticeship Section of the PEI Department of Education is the critical component to incorporating Essential Skills and PLAR into the Apprenticeship Process. Quality assurance built into the process begins with staff training followed by consistent application of assessment practices.

Implementing ES and PLAR into an established process creates impact on the:

- Structure
- Strategy
- Content or materials used by staff and instructors.

Creating a transitional path that reduces the impact and stress on staff is crucial. This will be decreased through training programs ensuring the implementation of quality practices that are developed and implemented by staff. Training components will include the following workshops:

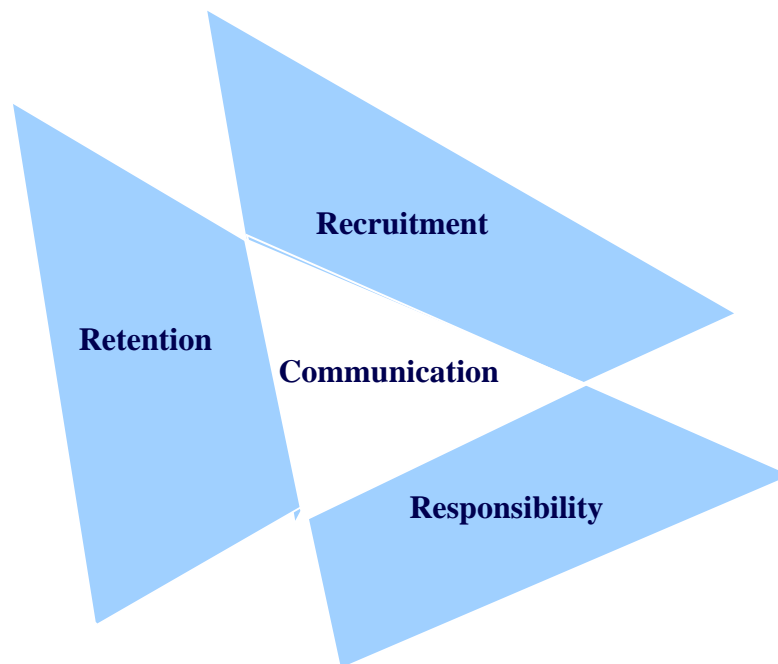
- Using Essential Skills as a diagnostic tool in conducting informal assessment in apprenticeship;

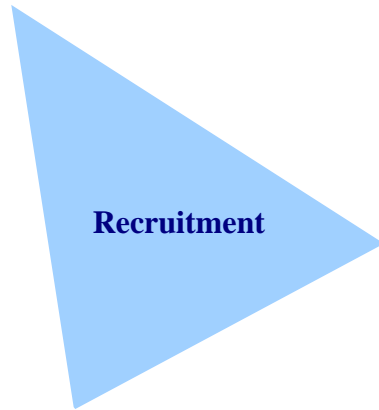
- How to use Essential Skills Profiles in curriculum development;
- Prior Learning Assessment Recognition (PLAR) Certification Training...Advisor (Level One) and Assessor (Level Two);
- Developing Skills Passports as a portfolio model for PLAR an ES in apprenticeship;
- Learning styles of adults entering apprenticeship programs and developing an awareness of learning disabilities in adults;
- Utilizing Evaluating Academic Readiness for Apprenticeship Training (EARAT) materials in the informal assessment process and enhancing workplace essential skills programs for apprentices

Approaching the implementation of Essential Skills and PLAR into the apprenticeship process for clients requires three fundamental organizational components pivoted on communication:

- marketing,
- quality programs and services,
- a support network with defined roles and responsibilities

The Three R's of the PEI Apprenticeship Strategy





### **Marketing Plan**

The marketing plan for PLAR and ES must define what is/are the message/s, who is it directed to and what are the outcomes for an apprentice who goes through the process.

#### **Purpose**

- to increase the number of registered apprentices on PEI
- to promote trades as first choice professional career designations
- to increase the number of newcomers registered in the apprenticeship process.

#### **Success Indicator**

- to record an increase in the number of certified trades persons and completed apprentices on PEI over the next five years.

One objective of the 2000 PEI Apprenticeship Board Strategic Plan was to develop a Marketing Plan. It was completed and implemented in 2001.

Messages about apprenticeable trades included:

- pay well
- require intelligence, good math and science skills
- provide national mobility
- exciting career
- demand will be higher in the future.

Actions included:

- restructuring the website
- forming stronger alliances
- updating and distributing promotional kits to targeted groups.

This marketing plan can be updated to include information on Essential Skills (ES) and PLAR. In support of this update, the following marketing plan was developed to support ES and PLAR under the Promotional Objective outlined in the PEI Apprenticeship Board Strategic Plan

Objective

Promote Apprenticeship...Essential Skills and PLAR

LEARNER CENTRED - Recruitment

Key Strategy	Target Audience	Message	Distribution	Target Date	Status	Success indicators
Create dynamic, factual, readable materials with strategic distribution	Students	Life style issues	Schools	March 2005		Readership hits on web site
	Instructors		Colleges			
	Teachers	Travel opportunities from this type of work	Libraries	November 2004		Number of entrants into programs
	Youth who have left school	Places for employment	CAP Sites			Increase pass rate on exams
	Young adults who need to increase skills	User Friendly	4-H Clubs			Participation by those needing ES help
	Guidance Counsellors		AY Groups			Number of people using PLAR to enter apprenticeship at various levels.
	Apprentices		Trade Shows			
	Potential Apprentices		Teacher Conventions			
	Employers		Web Sites or a pop up on a school site			
	Any one who will listen to the message			Training offices		
			Workplace Education			
			Apprenticeship office			

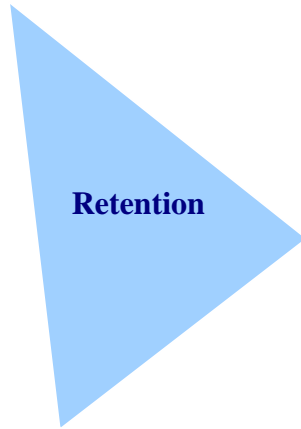
<b>Key strategy</b>	<b>Target Audience</b>	<b>Message</b>	<b>Distribution</b>	<b>Target Date</b>	<b>Status</b>	<b>Success indicators</b>
Engage journey persons to be spokespersons/ models: organize speaking engagements including high schools.	Successful Trades people  Trades people who now own successful business  Mentor Programs i.e. Pipe fitters Union  Apprentices Teachers and Educators  Highschool students	Show the life style that successful trades people have developed. Select restaurant owners, trades people, etc  Solid careers - get a head start	Jr. High School  High School  College Students  Universities (for people who realize the universities are not where they want to be)  Career days or HS classes upon request.	2005  2004/2005	Planning	Contact  Trained journey persons i.e. information sessions for journey persons so they share the right message  Newly developed pre-packaged presentation materials.  Requests for speakers
Highlight specific trades opportunities	Each issue of a news letter would highlight a trade plus someone in the trade. Highlight women in the trades whenever possible.	Highlight successful trades people... Liam Dolan, Martin Kenny, Elmer MacDougall	Trades Magazines Local Media Education Publications School papers Website Government Newsletter	ASAP  Three years	Organized and started in 2003	Improved attitude towards trades careers by different audiences with more people attending information sessions.



<b>Key strategy</b>	<b>Target Audience</b>	<b>Message</b>	<b>Distribution</b>	<b>Target Date</b>	<b>Status</b>	<b>Success indicators</b>
Promote opportunities according to forecasted skill shortage	Must provide opportunities in industries that are experiencing shortages i.e. wage rates, management styles, career opportunities to see why some industries have high turnovers.	Prepare for the future today.	TV and Newspaper ads	February 2005		Increased inquiries on ES and PLAR.
Develop effective readable newsletter, more dynamic website	Students Parents Employers Employees Teachers, etc.  Quality work-seniors magazines  Apprentices  Youth highschool	Success stories Training Opportunities  Entrance Requirements  Summer jobs that relate to a trade career  Apprenticeship is alive and well and training is accessible.	PROVINCE WIDE  1500 employers and apprentices  Holland College students  Highschool students	2005  Twice yearly	Ongoing	Readership surveys  Requests for copies  hits/visits

<b>Key Strategy</b>	<b>Target Audience</b>	<b>Message</b>	<b>Distribution</b>	<b>Target Date</b>	<b>Status</b>	<b>Success indicators</b>
Create more industry involvement	Employer & Employee Associations  Institutions Unions Government  Government Employees  Student Representative	In order for the apprentice to be successful, all stakeholders have to be participating in the development of the trainee.  TAC's	N/A	Monthly	Ongoing	Industry's ability to participate
Hire marketing officers to focus on developing new promotional initiatives.	Career Development on going	Must have interest in the LONG TERM goals of the apprenticeship division.  Knowledgeable about trades.  Respect for people in the trades.			Jan. 2005	

<b>Key Strategy</b>	<b>Target Audience</b>	<b>Message</b>	<b>Distribution</b>	<b>Target Date</b>	<b>Status</b>	<b>Success indicators</b>
Seek funding to implement promotion plan	HRSD Education User groups Advertising Unions Employer Groups					Long term funding
Encourage joint promotion efforts among stakeholders; HC, Employers, industry organizations and high schools.						



### **Programs and Services**

Life long learning is the key to successful employment. Therefore, programs and services planning for PLAR and ES must include options for the full career span of trades people. Outcomes must be designed as transferable so trades people can navigate a course that can access opportunities in the global workforce.

#### **Purpose**

- to increase training opportunities for trades people at all stages of the process
- to increase the number of apprentices in Essential Skills programs
- to advance people who have been working in trades into the apprenticeship process by granting credit through Skills Passports.

#### **Success Indicators**

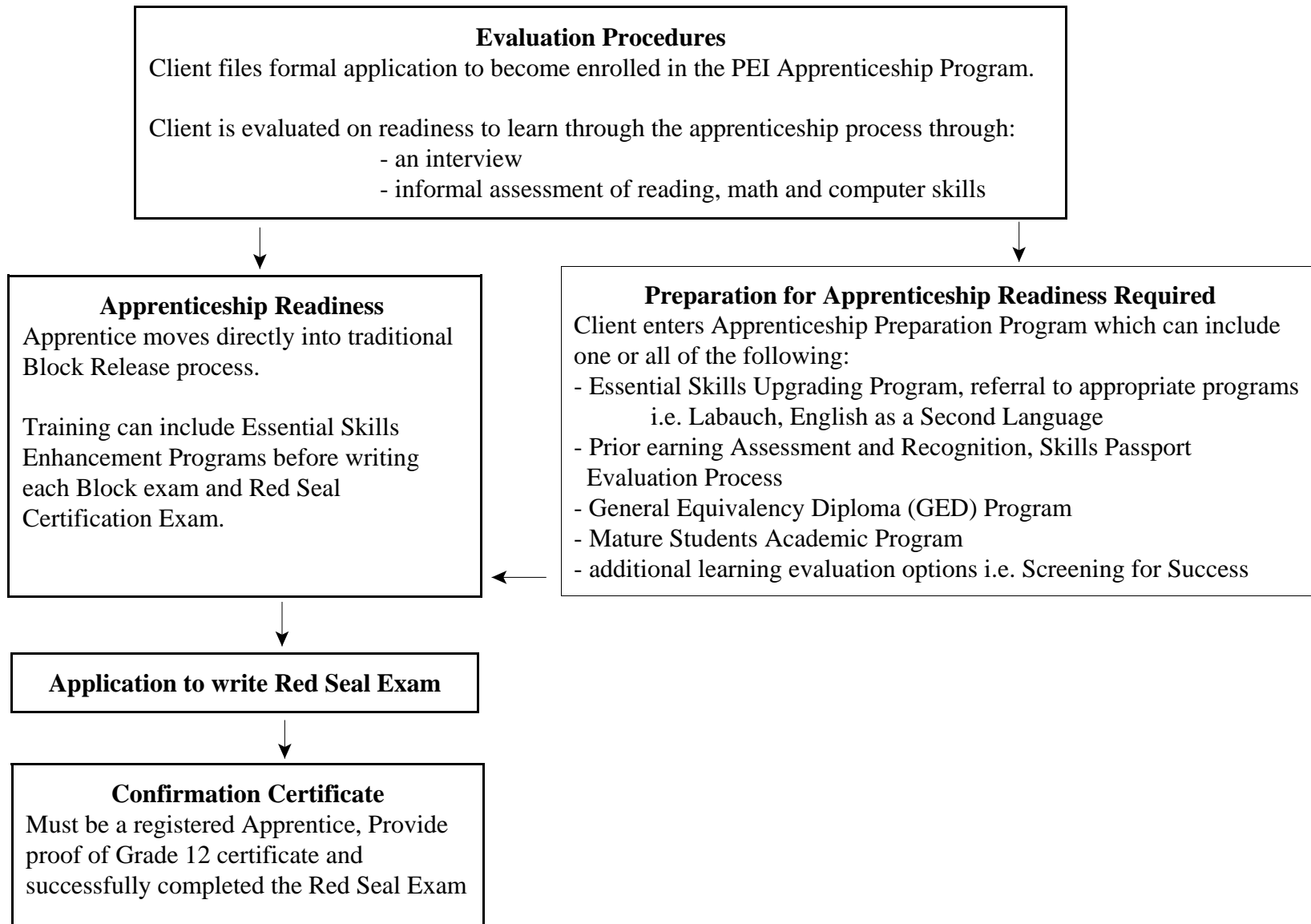
- to create sustainable funding for ES and Skills Passport programs
- to track the advancement of individuals through the apprenticeship levels
- to have industry demand new training opportunities for their workers
- to monitor and record any increase in trades people starting their own trades related business.

A clearly defined path for apprentices had to be developed that would incorporate ES and PLAR into apprenticeship. ES are the foundational skills upon which all other learning is built. The following **Client Chart** indicates the “front end loading” of essential skills.

## PLAR and ES in Apprenticeship

### A path for Client Retention

## Client



## The Skills Passport and Essential Skills Assessment Tools for Client Entry and Retention into Apprenticeship

This strategy was just not designed to develop objectives, identify success indicators and recommend actions. The goal was also to develop tools that would meet objectives of implementing ES and PLAR into the Apprenticeship Process:

**The Skills Passport** will be developed from a **Log Book** as a tool to:

- help trades people track and plan their own learning,
- identify essential skills learning levels required in a specific trade and record the individual's essential skills,
- identify, track and record trade specific documents and skills the individual has acquired,
- grant credit for learning acquired on the job and move into the appropriate level in the apprenticeship process that will not require them to relearn what they already know,
- assist in moving newcomers into trades careers,
- create a skills portfolio that is easily understood by employers in other regions of Canada and around the world.

**NOTE:** The attached **Skills Passport** sample is only one section of the Automotive Service Technician Log Book.

The ES and PLAR Training **Cluster Chart** was the result of researching the complexity learning levels of the most common trades on PEI. These common trades are clustered for assessment and curriculum development purposes using the Essential Skills Profiles to identify related complexity levels.

The **Essential Skills Assessment** was developed for the Construction One Cluster by Workplace Education PEI. This assessment will be used by Apprenticeship Section personnel to identify essential skill levels of an individual and recommend a learning path. A more in-depth assessment will be used by instructors in workplace education programs during **Individual Needs Assessments** where they, together with the client, determine the most effective learning strategies for that individual in a program.

The prototypes of both the Skills Passport and the Essential Skills Assessment will facilitate the development of these documents for the most common trades on PEI.

Prior Learning Assessment & Recognition  
 Apprenticeship Branch, Province of Prince Edward Island

# Skills Passport

## Automotive Service Technician

Apprentice Name \_\_\_\_\_

Journey person's Name \_\_\_\_\_

Apprenticeship Section Training Officer \_\_\_\_\_

Start Date: \_\_\_\_\_ Completion Date: \_\_\_\_\_

Essential Skills Profile: **Automotive Mechanical Installers and Servicers - NOC 7443**

Essential Skill	Industry Level Required	Level Achieved
Reading Text	4	
Document Use	3	
Writing	2	
Numeracy	3	
Oral Communication	2	
Thinking Skills	3	
Working with Others	Generally work alone	
Computer Use	2	
Continuous Learning	Dictated by job & industry	

**Documentation Attached:**

Document Name	Where Issued	Date Issued	Related Task/Sub-Task

**Assessment Form Instructions:**

**The Apprentice, Journeyperson and Apprenticeship Branch Training Officer agree on the evidence required to prove the apprentice has this the skills and knowledge required to perform the task and sub-task.**

*Skill and knowledge required to be awarded credit.* → **Task - Demonstrates safe working practices and techniques to ensure injury free workplace.**

*Duties performed to provide evidence to the Journeyperson and Training Officer for assessment.* → **Sub -Task: 1.01 Can identify potential health and safety hazards.**

*Evidence provided by the apprentice to prove he/she has the skills and knowledge required to complete the task.*

*Type of evidence required is discussed and decided upon with the Journeyperson, Apprentice and Training Officer at the beginning of the training period*

*Any further skills and training required to meet industry needs are outlined and agreed to by all parties in an action plan.*

DEMONSTRATION	ORAL INTERVIEW	DOCUMENTATION
<input type="checkbox"/> Has insufficient knowledge	<input type="checkbox"/> Has insufficient knowledge.	<input type="checkbox"/> Has insufficient documentation.
<input type="checkbox"/> Can perform with direct supervision	<input type="checkbox"/> Has some knowledge	<input type="checkbox"/> Has some documentation.
<input type="checkbox"/> Can perform with little or no supervision	<input type="checkbox"/> Has adequate knowledge.	<input type="checkbox"/> Has adequate documentation.
<input type="checkbox"/> Is able to supervise others.	<input type="checkbox"/> Has excellent knowledge.	<input type="checkbox"/> Has advanced documentation.

**Assessors Comments:** \_\_\_\_\_  
 \_\_\_\_\_

→ \_\_\_\_\_  
 \_\_\_\_\_ Journey

Person's Signature \_\_\_\_\_ Date \_\_\_\_\_

Apprentice Signature \_\_\_\_\_ Date \_\_\_\_\_

→ **Apprenticeship Training Officer Comments & Recommendations:** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

→ \_\_\_\_\_  
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**Apprenticeship Training Officer Signature** \_\_\_\_\_ Date \_\_\_\_\_

<b>Apprenticeship Section</b>
Skills Complete <input type="checkbox"/>
Skills Incomplete <input type="checkbox"/>

**ACTION PLAN ON REVERSE SIDE.**



## Action Plan:

Task: \_\_\_\_\_

Skills and Knowledge:

Essential Skills Requirement	Method	Status	Target Date

Sub-task and Applied Skills:

Sub-task/Applied Skills Requirement	Method	Status	Target Date

**Task - Demonstrates safe working practices and techniques to ensure injury free workplace.**

**Sub -Task: 1.01 Can identify potential health and safety hazards.**

DEMONSTRATION	ORAL INTERVIEW	DOCUMENTATION
<input type="checkbox"/> Has insufficient knowledge	<input type="checkbox"/> Has insufficient knowledge.	<input type="checkbox"/> Has insufficient documentation.
<input type="checkbox"/> Can perform with direct supervision	<input type="checkbox"/> Has some knowledge	<input type="checkbox"/> Has some documentation.
<input type="checkbox"/> Can perform with little or no supervision	<input type="checkbox"/> Has adequate knowledge.	<input type="checkbox"/> Has adequate documentation.
<input type="checkbox"/> Is able to supervise others.	<input type="checkbox"/> Has excellent knowledge.	<input type="checkbox"/> Has advanced documentation.

**Assessors Comments:** \_\_\_\_\_  
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Journey Person's Signature \_\_\_\_\_ Date \_\_\_\_\_

Apprentice Signature \_\_\_\_\_ Date \_\_\_\_\_

**Apprenticeship Training Officer Comments and Recommendations** \_\_\_\_\_  
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<p><b>Apprenticeship Section</b>                  Skills Complete <input type="checkbox"/>                  Skills Incomplete <input type="checkbox"/></p>
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**Apprenticeship Training Officer Signature** \_\_\_\_\_ Date \_\_\_\_\_

**Sub - Task: 1.02 Interprets government safety standards and regulations.**

DEMONSTRATION	ORAL INTERVIEW	DOCUMENTATION
<input type="checkbox"/> Has insufficient knowledge	<input type="checkbox"/> Has insufficient knowledge.	<input type="checkbox"/> Has insufficient documentation.
<input type="checkbox"/> Can perform with direct supervision	<input type="checkbox"/> Has some knowledge	<input type="checkbox"/> Has some documentation.
<input type="checkbox"/> Can perform with little or no supervision	<input type="checkbox"/> Has adequate knowledge.	<input type="checkbox"/> Has adequate documentation.
<input type="checkbox"/> Is able to supervise others.	<input type="checkbox"/> Has excellent knowledge.	<input type="checkbox"/> Has advanced documentation.

**Assessors Comments:** \_\_\_\_\_  
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Journey Person's Signature \_\_\_\_\_ Date \_\_\_\_\_

Apprentice Signature \_\_\_\_\_ Date \_\_\_\_\_

**Apprenticeship Training Officer Comments and Recommendations** \_\_\_\_\_  
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<p><b>Apprenticeship Section</b>                  Skills Complete <input type="checkbox"/>                  Skills Incomplete <input type="checkbox"/></p>
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**Apprenticeship Training Officer Signature** \_\_\_\_\_ Date \_\_\_\_\_

**Task - Demonstrates safe working practices and techniques to ensure injury free workplace.**

**Sub - Task: 1.03 Wears personal protective equipment.**

DEMONSTRATION	ORAL INTERVIEW	DOCUMENTATION
<input type="checkbox"/> Has insufficient knowledge <input type="checkbox"/> Can perform with direct supervision <input type="checkbox"/> Can perform with little or no supervision <input type="checkbox"/> Is able to supervise others.	<input type="checkbox"/> Has insufficient knowledge. <input type="checkbox"/> Has some knowledge <input type="checkbox"/> Has adequate knowledge. <input type="checkbox"/> Has excellent knowledge.	<input type="checkbox"/> Has insufficient documentation. <input type="checkbox"/> Has some documentation. <input type="checkbox"/> Has adequate documentation. <input type="checkbox"/> Has advanced documentation.

**Assessors Comments:** \_\_\_\_\_  
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Journey Person's Signature \_\_\_\_\_ Date \_\_\_\_\_  
 Apprentice Signature \_\_\_\_\_ Date \_\_\_\_\_

**Apprenticeship Training Officer Comments and Recommendations** \_\_\_\_\_  
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**Apprenticeship Training Officer Signature** \_\_\_\_\_ Date \_\_\_\_\_

<p align="center"><b>Apprenticeship Section</b></p> Skills Complete <input type="checkbox"/> Skills Incomplete <input type="checkbox"/>
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**Sub - Task: 1.04 Operates emergency safety equipment effectively.**

DEMONSTRATION	ORAL INTERVIEW	DOCUMENTATION
<input type="checkbox"/> Has insufficient knowledge <input type="checkbox"/> Can perform with direct supervision <input type="checkbox"/> Can perform with little or no supervision <input type="checkbox"/> Is able to supervise others.	<input type="checkbox"/> Has insufficient knowledge. <input type="checkbox"/> Has some knowledge <input type="checkbox"/> Has adequate knowledge. <input type="checkbox"/> Has excellent knowledge.	<input type="checkbox"/> Has insufficient documentation. <input type="checkbox"/> Has some documentation. <input type="checkbox"/> Has adequate documentation. <input type="checkbox"/> Has advanced documentation.

**Assessors Comments:** \_\_\_\_\_  
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Journey Person's Signature \_\_\_\_\_ Date \_\_\_\_\_  
 Apprentice Signature \_\_\_\_\_ Date \_\_\_\_\_

**Apprenticeship Training Officer Comments and Recommendations** \_\_\_\_\_  
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**Apprenticeship Training Officer Signature** \_\_\_\_\_ Date \_\_\_\_\_

<p align="center"><b>Apprenticeship Section</b></p> Skills Complete <input type="checkbox"/> Skills Incomplete <input type="checkbox"/>
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**Task - Demonstrates safe working practices and techniques to ensure injury free workplace.**

**Sub - Task: 1.05 Practices good housekeeping.**

DEMONSTRATION	ORAL INTERVIEW	DOCUMENTATION
<input type="checkbox"/> Has insufficient knowledge <input type="checkbox"/> Can perform with direct supervision <input type="checkbox"/> Can perform with little or no supervision <input type="checkbox"/> Is able to supervise others.	<input type="checkbox"/> Has insufficient knowledge. <input type="checkbox"/> Has some knowledge <input type="checkbox"/> Has adequate knowledge. <input type="checkbox"/> Has excellent knowledge.	<input type="checkbox"/> Has insufficient documentation. <input type="checkbox"/> Has some documentation. <input type="checkbox"/> Has adequate documentation. <input type="checkbox"/> Has advanced documentation.

**Assessors Comments:** \_\_\_\_\_  
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Journey Person's Signature \_\_\_\_\_ Date \_\_\_\_\_

Apprentice Signature \_\_\_\_\_ Date \_\_\_\_\_

**Apprenticeship Training Officer Comments and Recommendations** \_\_\_\_\_  
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<p align="center"><b>Apprenticeship Section</b></p> <p>Skills Complete <input type="checkbox"/></p> <p>Skills Incomplete <input type="checkbox"/></p>
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**Apprenticeship Training Officer Signature** \_\_\_\_\_ Date \_\_\_\_\_

**Sub - Task: 1.06 Uses hand tools and equipment properly and effectively.**

DEMONSTRATION	ORAL INTERVIEW	DOCUMENTATION
<input type="checkbox"/> Has insufficient knowledge <input type="checkbox"/> Can perform with direct supervision <input type="checkbox"/> Can perform with little or no supervision <input type="checkbox"/> Is able to supervise others.	<input type="checkbox"/> Has insufficient knowledge. <input type="checkbox"/> Has some knowledge <input type="checkbox"/> Has adequate knowledge. <input type="checkbox"/> Has excellent knowledge.	<input type="checkbox"/> Has insufficient documentation. <input type="checkbox"/> Has some documentation. <input type="checkbox"/> Has adequate documentation. <input type="checkbox"/> Has advanced documentation.

**Assessors Comments:** \_\_\_\_\_  
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Journey Person's Signature \_\_\_\_\_ Date \_\_\_\_\_

Apprentice Signature \_\_\_\_\_ Date \_\_\_\_\_

**Apprenticeship Training Officer Comments and Recommendations** \_\_\_\_\_  
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<p align="center"><b>Apprenticeship Section</b></p> <p>Skills Complete <input type="checkbox"/></p> <p>Skills Incomplete <input type="checkbox"/></p>
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**Apprenticeship Training Officer Signature** \_\_\_\_\_ Date \_\_\_\_\_

**Task - Demonstrates safe working practices and techniques to ensure injury free workplace.**

**Sub - Task: 1.07 Maintains hand tools and equipment.**

DEMONSTRATION	ORAL INTERVIEW	DOCUMENTATION
<input type="checkbox"/> Has insufficient knowledge <input type="checkbox"/> Can perform with direct supervision <input type="checkbox"/> Can perform with little or no supervision <input type="checkbox"/> Is able to supervise others.	<input type="checkbox"/> Has insufficient knowledge. <input type="checkbox"/> Has some knowledge <input type="checkbox"/> Has adequate knowledge. <input type="checkbox"/> Has excellent knowledge.	<input type="checkbox"/> Has insufficient documentation. <input type="checkbox"/> Has some documentation. <input type="checkbox"/> Has adequate documentation. <input type="checkbox"/> Has advanced documentation.

**Assessors Comments:** \_\_\_\_\_  
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Journey Person's Signature \_\_\_\_\_ Date \_\_\_\_\_

Apprentice Signature \_\_\_\_\_ Date \_\_\_\_\_

**Apprenticeship Training Officer Comments and Recommendations** \_\_\_\_\_  
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**Apprenticeship Training Officer Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

<p><b>Apprenticeship Section PEI</b>                  Skills Complete  <input type="checkbox"/>                  Skills Incomplete  <input type="checkbox"/></p>
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**Sub - Task: 1.08 Takes safety measures to avoid protection from fire and hazards.**

DEMONSTRATION	ORAL INTERVIEW	DOCUMENTATION
<input type="checkbox"/> Has insufficient knowledge <input type="checkbox"/> Can perform with direct supervision <input type="checkbox"/> Can perform with little or no supervision <input type="checkbox"/> Is able to supervise others.	<input type="checkbox"/> Has insufficient knowledge. <input type="checkbox"/> Has some knowledge <input type="checkbox"/> Has adequate knowledge. <input type="checkbox"/> Has excellent knowledge.	<input type="checkbox"/> Has insufficient documentation. <input type="checkbox"/> Has some documentation. <input type="checkbox"/> Has adequate documentation. <input type="checkbox"/> Has advanced documentation.

**Assessors Comments:** \_\_\_\_\_  
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Journey Person's Signature \_\_\_\_\_ Date \_\_\_\_\_

Apprentice Signature \_\_\_\_\_ Date \_\_\_\_\_

**Apprenticeship Training Officer Comments and Recommendations** \_\_\_\_\_  
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**Apprenticeship Training Officer Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

<p><b>Apprenticeship Section PEI</b>                  Skills Complete  <input type="checkbox"/>                  Skills Incomplete  <input type="checkbox"/></p>
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**Task - Demonstrates safe working practices and techniques to ensure injury free workplace.**

**Sub - Task: 1.09 Reports injury to Supervisor or Service Manager.**

DEMONSTRATION	ORAL INTERVIEW	DOCUMENTATION
<input type="checkbox"/> Has insufficient knowledge <input type="checkbox"/> Can perform with direct supervision <input type="checkbox"/> Can perform with little or no supervision <input type="checkbox"/> Is able to supervise others.	<input type="checkbox"/> Has insufficient knowledge. <input type="checkbox"/> Has some knowledge <input type="checkbox"/> Has adequate knowledge. <input type="checkbox"/> Has excellent knowledge.	<input type="checkbox"/> Has insufficient documentation. <input type="checkbox"/> Has some documentation. <input type="checkbox"/> Has adequate documentation. <input type="checkbox"/> Has advanced documentation.

**Assessors Comments:**

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Journey Person's Signature \_\_\_\_\_ Date \_\_\_\_\_

Apprentice Signature \_\_\_\_\_ Date \_\_\_\_\_

**Apprenticeship Training Officer Comments and Recommendations** \_\_\_\_\_

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**Apprenticeship Training Officer Signature** \_\_\_\_\_ Date \_\_\_\_\_

<p align="center"><b>Apprenticeship Section</b></p> <p>Skills Complete <input type="checkbox"/></p> <p>Skills Incomplete <input type="checkbox"/></p>
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**Sub - Task: 1.10 Competes written safety and injury reports.**

DEMONSTRATION	ORAL INTERVIEW	DOCUMENTATION
<input type="checkbox"/> Has insufficient knowledge <input type="checkbox"/> Can perform with direct supervision <input type="checkbox"/> Can perform with little or no supervision <input type="checkbox"/> Is able to supervise others.	<input type="checkbox"/> Has insufficient knowledge. <input type="checkbox"/> Has some knowledge <input type="checkbox"/> Has adequate knowledge. <input type="checkbox"/> Has excellent knowledge.	<input type="checkbox"/> Has insufficient documentation. <input type="checkbox"/> Has some documentation. <input type="checkbox"/> Has adequate documentation. <input type="checkbox"/> Has advanced documentation.

**Assessors Comments:**

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Journey Person's Signature \_\_\_\_\_ Date \_\_\_\_\_

Apprentice Signature \_\_\_\_\_ Date \_\_\_\_\_

**Apprenticeship Training Officer Comments and Recommendations** \_\_\_\_\_

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**Apprenticeship Training Officer Signature** \_\_\_\_\_ Date \_\_\_\_\_

<p align="center"><b>Apprenticeship Section PEI</b></p> <p>Skills Complete <input type="checkbox"/></p> <p>Skills Incomplete <input type="checkbox"/></p>
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**Task - Demonstrates safe working practices and techniques to ensure injury free workplace.**

**Sub - Task: 1.11 Applies first aid.**

DEMONSTRATION	ORAL INTERVIEW	DOCUMENTATION
<input type="checkbox"/> Has insufficient knowledge <input type="checkbox"/> Can perform with direct supervision <input type="checkbox"/> Can perform with little or no supervision <input type="checkbox"/> Is able to supervise others.	<input type="checkbox"/> Has insufficient knowledge. <input type="checkbox"/> Has some knowledge <input type="checkbox"/> Has adequate knowledge. <input type="checkbox"/> Has excellent knowledge.	<input type="checkbox"/> Has insufficient documentation. <input type="checkbox"/> Has some documentation. <input type="checkbox"/> Has adequate documentation. <input type="checkbox"/> Has advanced documentation.

**Assessors Comments:** \_\_\_\_\_  
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Journey Person's Signature \_\_\_\_\_ Date \_\_\_\_\_

Apprentice Signature \_\_\_\_\_ Date \_\_\_\_\_

**Apprenticeship Training Officer Comments and Recommendations** \_\_\_\_\_  
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**Apprenticeship Training Officer Signature** \_\_\_\_\_ Date \_\_\_\_\_

<p align="center"><b>Apprenticeship Section</b></p> <p>Skills Complete <input type="checkbox"/></p> <p>Skills Incomplete <input type="checkbox"/></p>
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**Sub - Task: 1.12 Demonstrates safe working practices for propane and natural gas.**

DEMONSTRATION	ORAL INTERVIEW	DOCUMENTATION
<input type="checkbox"/> Has insufficient knowledge <input type="checkbox"/> Can perform with direct supervision <input type="checkbox"/> Can perform with little or no supervision <input type="checkbox"/> Is able to supervise others.	<input type="checkbox"/> Has insufficient knowledge. <input type="checkbox"/> Has some knowledge <input type="checkbox"/> Has adequate knowledge. <input type="checkbox"/> Has excellent knowledge.	<input type="checkbox"/> Has insufficient documentation. <input type="checkbox"/> Has some documentation. <input type="checkbox"/> Has adequate documentation. <input type="checkbox"/> Has advanced documentation.

**Assessors Comments:** \_\_\_\_\_  
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Journey Person's Signature \_\_\_\_\_ Date \_\_\_\_\_

**Apprentice Signature** \_\_\_\_\_ Date \_\_\_\_\_

**Apprenticeship Training Officer Comments and Recommendations** \_\_\_\_\_  
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**Apprenticeship Training Officer Signature** \_\_\_\_\_ Date \_\_\_\_\_

<p align="center"><b>Apprenticeship Section</b></p> <p>Skills Complete <input type="checkbox"/></p> <p>Skills Incomplete <input type="checkbox"/></p>
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**Task - Demonstrates safe working practices and techniques to ensure injury free workplace.**

**Sub - Task: 1.13 Demonstrates safe procedures for boosting a vehicle.**

DEMONSTRATION	ORAL INTERVIEW	DOCUMENTATION
<input type="checkbox"/> Has insufficient knowledge <input type="checkbox"/> Can perform with direct supervision <input type="checkbox"/> Can perform with little or no supervision <input type="checkbox"/> Is able to supervise others.	<input type="checkbox"/> Has insufficient knowledge. <input type="checkbox"/> Has some knowledge <input type="checkbox"/> Has adequate knowledge. <input type="checkbox"/> Has excellent knowledge.	<input type="checkbox"/> Has insufficient documentation. <input type="checkbox"/> Has some documentation. <input type="checkbox"/> Has adequate documentation. <input type="checkbox"/> Has advanced documentation.

**Assessors Comments:** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Journey Person's Signature \_\_\_\_\_ Date \_\_\_\_\_  
 Apprentice Signature \_\_\_\_\_ Date \_\_\_\_\_

**Apprenticeship Training Officer Comments and Recommendations** \_\_\_\_\_  
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 \_\_\_\_\_  
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<p align="center"><b>Apprenticeship Section</b></p> <p>Skills Complete <input type="checkbox"/></p> <p>Skills Incomplete <input type="checkbox"/></p>
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**Apprenticeship Training Officer Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Sub - Task: 1.14 Identifies vehicles that are unsafe for road tests.**

DEMONSTRATION	ORAL INTERVIEW	DOCUMENTATION
<input type="checkbox"/> Has insufficient knowledge <input type="checkbox"/> Can perform with direct supervision <input type="checkbox"/> Can perform with little or no supervision <input type="checkbox"/> Is able to supervise others.	<input type="checkbox"/> Has insufficient knowledge. <input type="checkbox"/> Has some knowledge <input type="checkbox"/> Has adequate knowledge. <input type="checkbox"/> Has excellent knowledge.	<input type="checkbox"/> Has insufficient documentation. <input type="checkbox"/> Has some documentation. <input type="checkbox"/> Has adequate documentation. <input type="checkbox"/> Has advanced documentation.

**Assessors Comments:** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Journey Person's Signature \_\_\_\_\_ Date \_\_\_\_\_  
 Apprentice Signature \_\_\_\_\_ Date \_\_\_\_\_

**Apprenticeship Training Officer Comments and Recommendations** \_\_\_\_\_  
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<p align="center"><b>Apprenticeship Section</b></p> <p>Skills Complete <input type="checkbox"/></p> <p>Skills Incomplete <input type="checkbox"/></p>
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**Apprenticeship Training Officer Signature** \_\_\_\_\_ **Date** \_\_\_\_\_



**Task - Demonstrates safe working practices and techniques to ensure injury free workplace.**

**Sub - Task: 1.15 Demonstrates safe vehicle towing practices.**

DEMONSTRATION	ORAL INTERVIEW	DOCUMENTATION
<input type="checkbox"/> Has insufficient knowledge <input type="checkbox"/> Can perform with direct supervision <input type="checkbox"/> Can perform with little or no supervision <input type="checkbox"/> Is able to supervise others.	<input type="checkbox"/> Has insufficient knowledge. <input type="checkbox"/> Has some knowledge <input type="checkbox"/> Has adequate knowledge. <input type="checkbox"/> Has excellent knowledge.	<input type="checkbox"/> Has insufficient documentation. <input type="checkbox"/> Has some documentation. <input type="checkbox"/> Has adequate documentation. <input type="checkbox"/> Has advanced documentation.

**Assessors Comments:** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Journey Person's Signature \_\_\_\_\_ Date \_\_\_\_\_  
 Apprentice Signature \_\_\_\_\_ Date \_\_\_\_\_

**Apprenticeship Training Officer Comments and Recommendations** \_\_\_\_\_  
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 \_\_\_\_\_

**Apprenticeship Training Officer Signature** \_\_\_\_\_ Date \_\_\_\_\_

<p align="center"><b>Apprenticeship Section</b></p> Skills Complete <input type="checkbox"/> Skills Incomplete <input type="checkbox"/>
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**Sub - Task: 1.16 Demonstrates safe working practices for supplemental inflatable restraints equipped vehicles.**

DEMONSTRATION	ORAL INTERVIEW	DOCUMENTATION
<input type="checkbox"/> Has insufficient knowledge <input type="checkbox"/> Can perform with direct supervision <input type="checkbox"/> Can perform with little or no supervision <input type="checkbox"/> Is able to supervise others.	<input type="checkbox"/> Has insufficient knowledge. <input type="checkbox"/> Has some knowledge <input type="checkbox"/> Has adequate knowledge. <input type="checkbox"/> Has excellent knowledge.	<input type="checkbox"/> Has insufficient documentation. <input type="checkbox"/> Has some documentation. <input type="checkbox"/> Has adequate documentation. <input type="checkbox"/> Has advanced documentation.

**Assessors Comments:** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Journey Person's Signature \_\_\_\_\_ Date \_\_\_\_\_  
 Apprentice Signature \_\_\_\_\_ Date \_\_\_\_\_

**Apprenticeship Training Officer Comments and Recommendations** \_\_\_\_\_  
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 \_\_\_\_\_  
 \_\_\_\_\_

**Apprenticeship Training Officer Signature** \_\_\_\_\_ Date \_\_\_\_\_

<p align="center"><b>Apprenticeship Section</b></p> Skills Complete <input type="checkbox"/> Skills Incomplete <input type="checkbox"/>
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# Essential Skills and Prior Learning Assessment and Recognition Clusters

This chart has been developed by Workplace Education PEI.  
 Trades have been clustered for ES and PLAR training and assessment purposes  
 based upon the complexity levels in the Essential Skills Profiles.

<u>Essential Skills A</u>	<u>Essential Skills B</u>	<u>Essential Skills C</u>	<u>Essential Skills D</u>	<u>Essential Skills E</u>
Construction Craft Labourer	Carpenter	Cook	Precision Machinist/Industrial Mechanic	Automotive Service Technician
Plumber	Cabinet Maker	Hair Stylist	Industrial Instrumentation Mechanic	Heavy Duty Equipment Technician
Steamfitter/Pipefitter	Welder		Power Line Technician	Autobody Repair Technician
Bricklayer	Metal Fabricator		Industrial Electrician	Truck and Transport Technician
Iron Worker			Construction Electricians	Agricultural Equipment Technician
			Refrigeration/Air Conditioning Technician	
			Oil Burner Mechanic	

# Essential Skills Evaluation

for the

## Essential Skills Cluster A

Construction Craft Labourer

Plumber

Steamfitter/Pipefitter

Bricklayer

Iron Worker

## Interview questions

1. Are you working in a trade ? Which one? If not, go to question 4.
2. What do you like best about your job?
3. What do you like the least?
4. What training have you had to be a \_\_\_\_\_?
5. Have you ever written a trade exam before? In what year?
6. What was the last grade you completed in school ? In what year?
7. What did you like best about school?
8. What did you like the least?
9. What do you like to do in your spare time?
10. Why do you want to become an apprentice in \_\_\_\_\_?

# Essential Skills

ES are the skills we need for work, learning and life. They are used in all occupations in different forms and at different degrees of difficulty. In order to be successful in apprenticeship training, these skills have to be at a certain level.

The Essential skills are:

- reading text
- using documents
- numeracy
- writing
- oral communication
- working with others
- thinking skills
- computer use
- continuous learning

As part of the application for apprenticeship, we need to know what *your* essential skills are to best prepare you for entrance into apprenticeship. We will not be looking at all of the essential skills, but rather at some of the most important ones, for example, numeracy, reading text, using documents and using a computer, in order to make an effective learning plan for you and to help prepare you for a successful apprenticeship.

We will be asking you to show or tell us what your present skills are in these areas so you will be as prepared as possible for the apprenticeship. You are not graded on these skills .

# Skill Level Assessment Tools

## Reading

### Interview questions

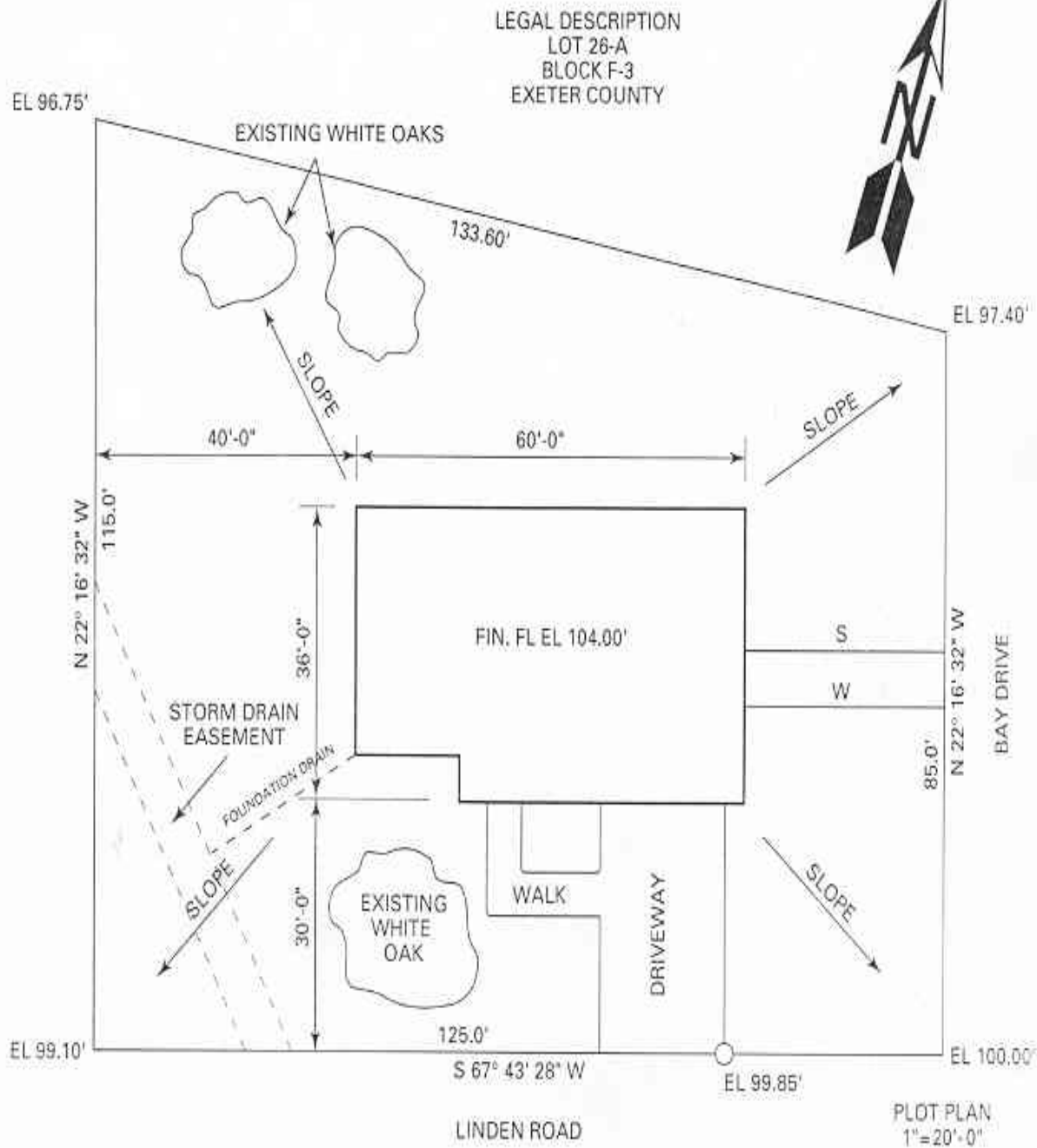
1. What do you read at work? (Include information from computer screens).
2. How often do you read?
3. Do you like to read for pleasure? Which books /magazines ?
4. Do you read to children/grandchildren?
5. On a scale of 1-5, what do you think your present reading level is?

Use the Canadian Adult Reading Assessment (CARA) to determine the applicant's *current* reading level. (Use the levels as described by Essential skill, **not** grade levels.

## Document Use

Construction tradespeople study sets of drawings and schematics and use that information at worksites.

Look at the plot plan on the next page and answer the questions that follow.



**Transparency Master 31**



- \_\_\_\_\_ 1. The elevation of the finished floor on the accompanying lot plan is \_\_\_\_\_.
- \_\_\_\_\_ 2. The plot plan is drawn on a scale of 1" equals \_\_\_\_ feet.
- \_\_\_\_\_ 3. The driveway connects to \_\_\_\_\_ Road.
- \_\_\_\_\_ 4. The foundation drain connects to the \_\_\_\_\_.
- \_\_\_\_\_ 5. The setback distance of the home from the front boundary line is \_\_\_\_\_ on the plot plan.

# Numeracy

The purpose of this inventory is to identify what the applicant's present math skills are as well as his/her attitude about math.

## Interview questions

1. How would you describe your math skills?
2. Are there any math skills you would like to improve?
3. Do you use a scientific calculator?
4. What do these words bring to mind? algebra? geometry?
5. What was the last math you studied in school, in a training course or at work?

Choose the problems that you are comfortable doing. If you are comfortable with all of them, choose a few and continue.

**Whole numbers:**

1.  $429 + 32 + 8 =$

2.  $1004 - 657 =$

3.  $8007 \times 44 =$

4.  $885507 \div 55 =$

**Fractions:**

1.  $\frac{2}{7} + \frac{4}{7} =$

2.  $\frac{1}{8} + \frac{3}{4} =$

3.  $12 - 11 \frac{2}{3} =$

4.  $\frac{1}{2} \times \frac{1}{2} =$

**Order of operations**

1.  $64 \div 8 + 5 \times 4 =$

2.  $7(42 \div 6) + 18 =$

3.  $\$5.59 + \$4.60(3 - 6 \div 3 + 2) - \$9.99 =$

## Decimals

1.  $.0067 + .2543 =$

2.  $26 - .03 =$

3.  $4.8 \times 5.5 =$

4.  $22.78 \div 3.4 =$

5. Change  $20/36$  to a decimal. Round off to the nearest 1000.

## Percents

Write the following as a percent:

1. 10 out of 100

2.  $1/3$

3. 1

4. .05

Change the following percents to decimal numbers:

1. 7%

2. 250%

3. .2%

4. 625 %

Find a percent of a number

1. Find 50 % of 200
2. Find .25 % of 12
3. What is 150% of 68?

Find what percent one number is of another

1. 3 is what percent of 12?
2. 250 is what % of 200?
3. What percent is 1 of 1?
4. What % of 43.99 is \$1.10?

Convert between fractions , decimals, and percents

1. Change  $7 \frac{3}{5}$  to a decimal
2. Change .625 to a fraction
3. Change .3333 to a percent

**Ratio and proportion** Write as ratios using a colon between the two quantities

1. 15L to 9L
2. 20 in. to 45 in.
3. One nickel to a quarter

### **Variables**

Solve for the unknown quantity

1.  $\frac{12}{21} = \frac{x}{14}$

2. If it takes 70 minutes to travel 35 km, how long will it take to travel 85 km at the same speed ?

### **The metric system**

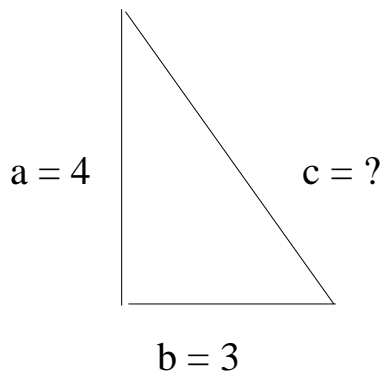
1. Change 8.7 cm to meters
2. Change 3400 mg to grams
3. Change 1760 ml to L

## Word problems

Choose the appropriate formula from those given below to answer the following questions.

$$\begin{aligned} \text{Speed} &= d/t \\ C^{\circ} &= 5/9 (F - 32^{\circ}) \\ V &= lwh \\ A &= lw \end{aligned}$$

1. A truck is traveling for 5 hours. It covers a distance of 300 kms . What is its speed?
2. What is the temperature in Celsius degrees of water that is  $45^{\circ}\text{F}$  ?
3. Find the volume of a rectangular solid 10 inches long, 5 inches wide and 3 inches high.
4. Use the Pythagorean theorem to find the measurement of side c  
 $c^2 = a^2 + b^2$



## Computer use

1. Do you use a computer at work? At home?

2. Do you use a computer for any of the following?

word processing notes, letters ,etc

spread sheets

data base

search the internet

send and receive e mail

use a digital camera

download music

2. Do you use computerized equipment at work? \_\_\_ If so, please describe it briefly.

3. Are you interested in learning computer skulls? \_\_\_\_\_

4. Do you have a computer at home? \_\_\_\_\_



## Writing

Read the words on the first line. Then write a sentence that includes those words.

1. door                  frame                  studs                  lumber

---

2. concrete              forms                  nails                  water

---

3. co-worker            message              shift                  late

---

4. safety                  job                      accidents              regulations

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Write a note introducing yourself to a trades instructor.

# Comments:

Apprentice

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Apprentice Signature \_\_\_\_\_ Date \_\_\_\_\_

Interviewer

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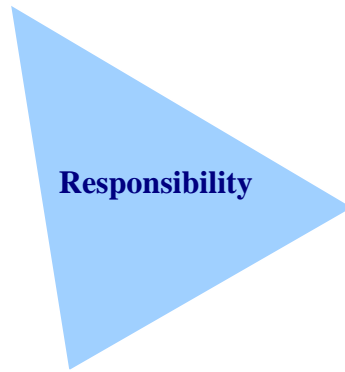
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Interviewer Signature \_\_\_\_\_ Date \_\_\_\_\_



### **Roles and Responsibility**

A great many changes in roles and responsibilities have occurred within the Apprenticeship Section, PEI Department of Education over the past year. New responsibilities necessitated by the incorporation of PLAR and ES into the apprenticeship process must be designated to personnel.

#### **Purpose**

- to have clearly defined roles for all staff who serve the needs of trades people on PEI
- to identify new tasks and duties for staff who will oversee the implementation of ES and PLAR into the Apprenticeship Process.

#### **Success Indicators**

- that staff participate in required training
- that staff apply their learning from training by developing new initiatives and advance the incorporation of ES and PLAR into the everyday activities in the Apprenticeship Section, PEI Department of Education.

The following comprehensive document defines the role and responsibilities of organizations, staff and candidates who support the advancement of professional trades careers on PEI. New roles and responsibilities for staff who support the implementation of Essential Skills and Prior Learning Assessment and Recognition have been identified in each Section, PEI Department of Education.

## PEI Apprenticeship Support Structure

### **PEI Department of Education,** *Role and Responsibilities*

- To improve life long learning activities on Prince Edward Island.
- To increase public and client satisfaction with department programs and services.
- To improve collaboration with an influence on education partners, departments, government and institutions who have an input on our clients
- To improve accountability

### **Provincial Apprenticeship Board** *Role and Responsibilities*

- To provide advice to the Minister of Education on matters concerning apprenticeship training and provide an important link between government, business and industry
- To ensure support for the implementation of PLAR and Essential Skills into the apprenticeship process
- To recommend the designation of trades on Prince Edward Island
- To provide policy advice and direction to the Apprenticeship Training Section, PEI Department of Education
- To establish educational requirements for persons wishing to become registered apprentices
- To establish the required time for apprentices to work at a trade before they qualify to write for a Certificate of Qualification
- To approve plans for Apprenticeship Training for a designated trade before activation of training

- To establish Trade Advisory Committees that provide trades specific advice to the board.
- To approve training institutions as suitable for Apprenticeship Training.

**Apprenticeship Section Manager, PEI Department of Education,  
Continuing Education and Training**

*Role and Responsibilities*

- To ensure the quality of legislation, regulations and policies to enforce the Apprenticeship and Trades Qualification Act
- To ensure implementation of quality PLAR and Essential Skills services and training into the apprenticeship process
- To provide quality advice, assistance and information in apprenticeship policies and procedures
- To ensure quality policies are in place to support quality training in Apprenticeship
- To ensure a positive, progressive relationship exists with PEI Apprenticeship Training providers, Holland College (HC) and off Island training providers i.e. Nova Scotia Community College (NSCC) and New Brunswick Community College (NBCC)
- To ensure client satisfaction
- To assist in hiring and ensure effective, quality performance of employees, advance employee satisfaction and ensure the health, safety and welfare of Apprenticeship Section, PEI Department of Education employees
- To ensure cost effectiveness in the Apprenticeship Section, PEI Department of Education programs and services.
- To set goals and assist staff in setting short and long term goals, conduct performance development reviews with staff
- To promote Apprenticeship Process and Programs
- To provide support to the Provincial Apprenticeship Board and perform duties assigned by the Board

## **Apprenticeship Examinations Officer**

### *Role and Responsibilities*

- To keep the apprentice/learner as the focus of apprenticeship training
- To coordinate trade certification for PEI tradespeople
- To ensure that apprenticeship exams reflect industry and National Occupation Analysis (NOA) standards
- To ensure the highest possible success for every apprentice including Essential Skills evaluation and training opportunities
- To represent PEI in NOA development in 46 trades areas
- To represent PEI on Interprovincial Standards Examination Committee
- To represent Apprenticeship at trades advisory committees and chair the Oil Burner advisory committee
- To review and approve applications for certification
- To develop, supervise/invigilate and score apprenticeship modular exams in 16 trades and certification exams in 52 trades
- To support the development and application of PLAR policy, procedures and quality standards and codes of practice information to be developed and disseminated
- To provide essential skills assessment for new apprentices.
- To provide supervision of the computerized Interprovincial Examination Management System.
- To ensure appropriate training opportunities are available for Apprenticeship Training Instructors
- To ensure the Apprenticeship Website is updated regularly
- To provide client services

## **Youth Apprenticeship Coordinator**

### *Role and Responsibilities*

- To coordinate and develop the Youth Apprenticeship Program and activities in response to the needs of youth and industry
- To promote the youth and post-secondary apprenticeship programs to schools, youth, employers, trades organizations and general public
- To recruit youth and employer participation in the Youth Apprenticeship Program
- To develop and evaluate Atlantic curriculum in all apprenticeable trades
- To prepare and deliver reports and presentations to the Provincial Apprenticeship Board
- To assess high school trades courses to establish appropriate apprenticeship credit
- To make presentations and distribute promotional materials to youth, schools and businesses
- To identify youth already working in a designated trade who would benefit from participating in the youth apprenticeship program
- To apply Prior Learning Assessment and Recognition (PLAR) process to help youth apprentices document skills and abilities to determine level of expertise and develop skills to track their life long learning
- To meet with teachers, school counselors and administration to increase the connection between school and youth apprenticeship activities
- To approve youth and employer eligibility in the youth apprenticeship program
- To provide advisory services and assistance to employers with regards to writing job descriptions and developing interview questions in preparation for hiring potential youth apprentices
- To coordinate technical training for youth apprentices

## **Training Officers**

### *Role and Responsibilities*

- To monitor the progress of apprentices through their training to ensure that they and their employers receive maximum benefit from training programs
- To coordinate and monitor the application of PLAR services for apprentices to ensure they are getting quality assessments in their training
- To promote apprenticeship and careers in trades with visitations and presentations to highschool students and highschool staff
- To determine the applicants eligibility for apprenticeship and the employer's ability to train an apprentice
- To participate in updating training programs and certification exams
- To perform general office duties, produce reports and update client files

## **Apprenticeship Administrative Support**

### *Role and Responsibilities*

- To facilitate and expedite all administrative and secretarial responsibilities for the Apprenticeship Section, PEI Department of Education including arranging staff meetings and taking notes for distribution to staff, preparing large mail-outs to apprentices and employers
- To assist the Manager of the Apprenticeship Section, PEI Department of Education.
- To provide service to the public regarding apprenticeship and certification including phone service and respond to inquiries regarding apprenticeship, certification and Board matters
- To produce a variety of complex correspondence, reports, tables, record books, set appointments for manager and staff of the Apprenticeship Section, PEI Department of Education



- To collaborate with other Apprenticeship Offices across Canada regarding apprenticeship and committee issues including...Manager as Chair of the Canadian Council of Directors of Apprenticeship (CCDA) Standing Committee
- To maintain the Apprenticeship Information Management System
- To supervise administrative on-the-job (OJT) students for 8 to 12 weeks per year
- To provide administrative support to the Examinations Officer and send out applications and notifications to candidates including exam results, when directed and complete certificates, wallet cards and mail to individuals in addition to arranging appointments for certification exams, organize exam materials, administer and score exams as required
- To convert the Atlantic Common Curriculum Standards into format for PEI...familiar with trade terminology
- To prepare lists of qualified tradespersons for other government departments
- To accept exam fees, record and complete deposit form, prepare renewals, provide candidate information for Interprovincial Computerized Examination Management System (ICEMS), record apprentices progress and status, and provide communication links between the Apprenticeship section and apprentices
- To register new apprentices in registration books and prepare apprenticeship contracts and logbooks, prepare lists of apprentices scheduled for in-school training, send out training notices to apprentices and employers
- To send lists to Human Resource Skills Development (HRSD) Centres, Instructors, HC, NSCC, NBCC and Training Officers
- To provide administrative support to the Apprenticeship Board and Trades Advisory Committees (TACs).

## **Trades Training Service Providers**

### *Role and Responsibilities*

- To provide curriculum consistent with standards set by the Atlantic Apprenticeship Council and approved by the advisory committee
- To directly manage the dissemination of information to students in trades programs
- To ensure all staff are trained in policy, procedures, managing and recording the progress of students
- To disseminate information and promotional materials on the apprenticeship process to students

## **Candidates**

### *Role and Responsibilities*

- To obtain relevant information on their trade career choice
- To secure employment with an apprenticable employer
- To ensure they meet the entry requirements of their chosen trade
- To submit formal application to the Apprenticeship Section, PEI Department of Education to become enrolled in the Apprenticeship Program
- To participate in the evaluation process
- To participate in recommended essential skills programs and prior learning assessment process
- to complete the apprenticeship program



## Communication

### **Communications**

Accepting change is the first step to establishing and incorporating new policies and procedures into an established process. Communication is critical to implementing Essential Skills and Prior Learning Assessment and Recognition into the Apprenticeship Process on PEI.

#### Purpose

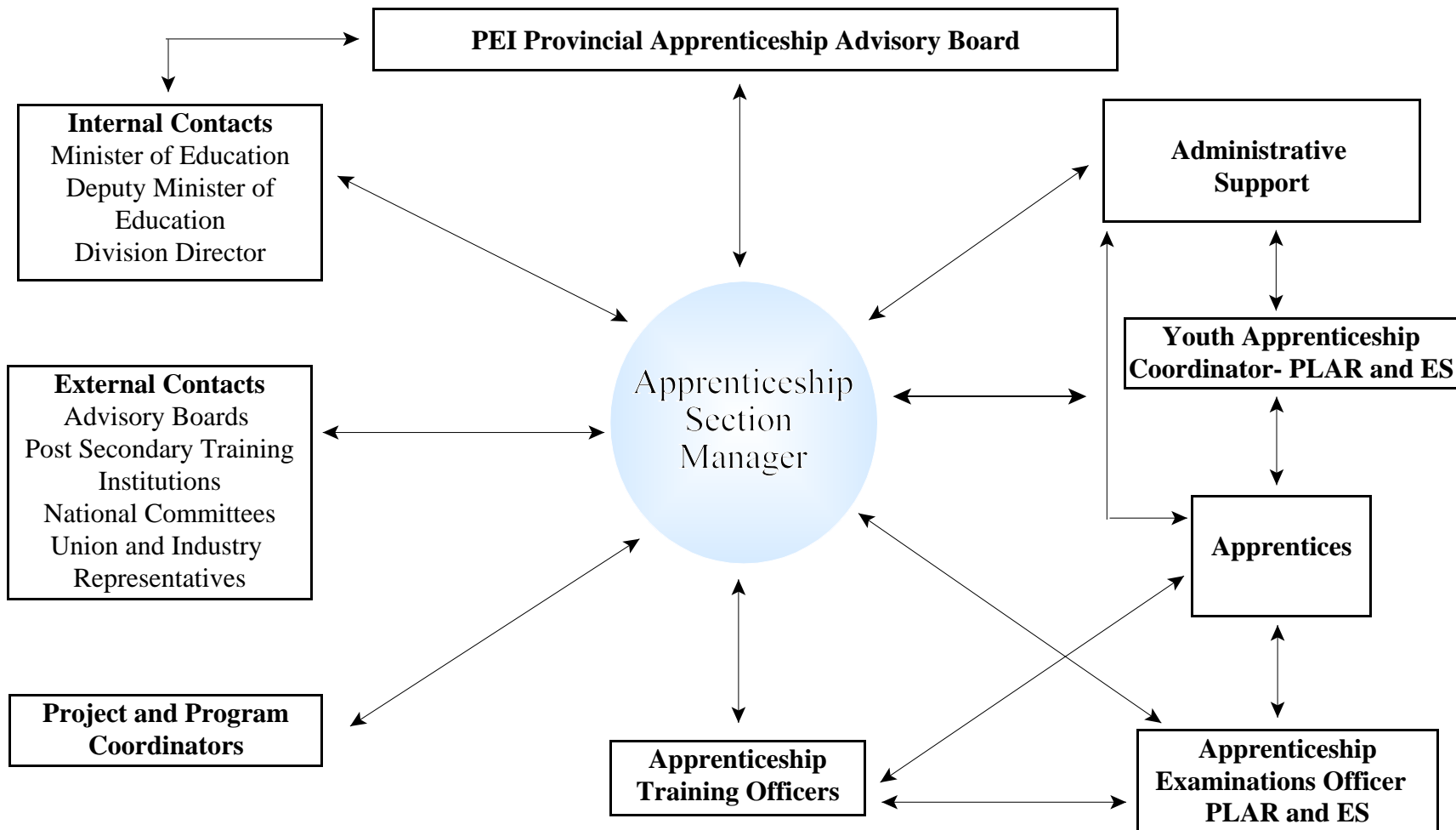
- To clearly define, identify and maintain clear lines of communication among all apprenticeship stake holders
- To facilitate clear, consistent messages being sent to the designated recipients

#### Success Indicators

- that a communications plan be designed and implemented
- that reviews and updates on the progress and implementation of ES and PLAR are regularly scheduled
- that necessary changes are discussed and re-aligned when necessary throughout the implementation process
- that ES programs and PLAR evaluations are implemented into the PEI Apprenticeship Process

The following chart has been developed to identify communication routes for the Essential Skills and PLAR initiatives.

# Apprenticeship Essential Skills and PLAR Communications Network



**PROPOSED WORK PLAN**  
**“Strengthening the foundation of apprenticeship on Prince Edward Island”**  
**Phase Three**  
**2004 -2007 - 30 months**

Actions	Activities	Outcomes	Human Resources	Time Line
<p><b>Develop and deliver a series of workshops...</b></p> <p>1. Application of Essential Skills as a diagnostic tool for informal assessment in apprenticeship.</p> <p>2. How to use Essential Skills Profiles in curriculum development.</p> <p>3. Prior Learning Assessment Recognition (PLAR) Certification Training...Advisor and Assessor.</p> <p>4. Developing Skills Passports as a portfolio model for PLAR in apprenticeship.</p> <p>5. Learning styles of adults entering apprenticeship workplace programs and developing an awareness of learning disabilities in adult essential skills programs.</p> <p>6. Utilizing Evaluating Academic Readiness for Apprenticeship Training (EARAT) materials in the informal assessment process and enhancing workplace essential skills programs for apprentices.</p>	<p>The PEI Department of Education Apprenticeship Section will identify staff and secure training for workshops and training programs.</p> <p>Develop workshop materials.</p> <p>Deliver workshops.</p>	<p>Designated Apprenticeship Section personnel will have training required to implement PLAR into the PEI Apprenticeship Process.</p> <p>Apprenticeship training programs will have Essential Skills as the foundational curriculum components.</p> <p>Credit will be granted for learning acquired in the workplace. Based on the assessment outcome and the accumulation of the necessary hours required in their trade, the apprentice will be placed in the appropriate level.</p>	<p>Apprenticeship Section staff and designated training partners.</p>	<p>Develop November 2004 through January 2005</p> <p>Deliver February 2005 - May 2005</p>

Actions	Activities	Outcomes	Human Resources	Time Line
<p>Develop a Facilitator Guide plus Essential Skills Informal Assessment and Skills Passports for the following trades on PEI:</p> <ul style="list-style-type: none"> <li>- Construction Labourer</li> <li>- Plumber</li> <li>- Steamfitter/Pipefitter</li> <li>- Bricklayer</li> <li>- Iron Workers</li> <li>- Cabinet Maker</li> <li>- Carpenter</li> <li>- Welder</li> <li>- Metal Fabricator</li> <li>- Cook</li> <li>- Hair Stylist</li> <li>- Precision Machinist/Industrial Mechanic</li> <li>- Power Line Technician</li> <li>- Industrial Electrician</li> <li>- Construction Electrician</li> <li>- Refrigeration/Air Conditioning Technician</li> <li>- Oil Burner Mechanic</li> <li>- Automotive Service Technician</li> <li>- Heavy Duty Equipment Technician</li> <li>- Autobody Repair Technician.</li> <li>- Truck and Transport Technician</li> <li>- Agricultural Equipment Technician</li> </ul>	<p>Review, adapt, modify and develop materials required to conduct informal assessments.</p> <p>Develop Skills Passports as an assessment tool.</p>	<p>Materials will be developed that are need to assess, award credit and place apprentices in the appropriate level in the apprenticeship process.</p>	<p>Designated Apprenticeship Section personnel and training providers.</p>	<p>November 1, 2004 - March 2007 Develop ES and Skills Passports</p> <p>Sept 2005 - March 2007 - Develop Facilitator Guide</p>
<p>Develop and deliver training to adult educators who deliver apprentice workplace programs in:</p> <ul style="list-style-type: none"> <li>- interpreting ES and PLAR assessments</li> <li>- developing and conducting Individual Needs Assessments</li> <li>- using Essential Skills Profiles and Evaluating Academic Readiness for Apprenticeship Training (EARAT)</li> <li>- reviewing and adapting the Manitoba Stages curriculum for apprentices who require low level academic upgrading</li> <li>- incorporating workplace essential skills material into essential skills and GED curriculum.</li> </ul>	<p>Develop workshop materials.</p> <p>Deliver workshops.</p>	<p>Adult educators will have knowledge, materials and resources to assist trades people in acquiring academic skills required to be successful in the apprenticeship process.</p>	<p>Designated Apprenticeship Section staff and training providers.</p>	<p>March 2005 - December 2005</p>

Actions	Activities	Outcomes	Human Resources	Time Line
Develop promotional materials on Essential Skills and PLAR opportunities for apprentices.	<p>Develop a plain language brochure on essentials skills and PLAR information for worksites.</p> <p>Develop an essentials skills readiness exercise sheet for trades people as a self-awareness tool.</p>	Island work sites and trades people will become aware of essential skill opportunities for trades people who want to enter the apprenticeship program.	Designated Apprenticeship Section Staff	<p>February 2005 - July 2005</p> <p>Distribution of materials to begin September 2005</p>
Develop a communications plan for the apprenticeship section in addition to a chart and plan for apprentices.	Create and design a plain language chart for apprentices identifying educational initiatives and programs available to support them in their life long learning goals.	Island work sites and trades people will have easy access to programs and initiatives.	Designated Apprenticeship Section Staff	November 2004 - February 2005
Develop and Deliver Pilot program incorporating essential skills, EARAT and adapted Manitoba Stages curriculum in a workplace education program for apprentices.	Develop and deliver an 80 hour program to apprentices who identified by the Apprenticeship Section.	The impact of essential skills profiles, EARAT and Manitoba Stages curriculum on the success rates of apprentices entering lock release and challenging the Red Seal exam will be reviewed and evaluated.	Designated adult educators.	<p>November 2005 - March 2006</p> <p>Evaluate, revamp programs April 2006 - October 2006</p> <p>Deliver revamped programs November 2006 - March 2007</p>
Program Report.	Write the final report.	Documentation of a fully integrated essential skills model utilizing essential skills in assessment, program delivery and the application of skills portfolios for apprenticeship programs.	Project Coordinator.	April 2007

Action Plan Summary

Events Calendar

Year	Jan	Feb	March	April	May	June	July	Aug	Sept	Oct	Nov	Dec
<b>2004</b>											Develop workshops	Develop workshops
											Develop ES Assess. and Skills Passports	Develop ES Assess. and Skills Passports
											Comm. Plan	Comm. Plan
<b>2005</b>	Develop workshops	Deliver workshops	Deliver workshops	Deliver workshops	Deliver workshops				Develop Facilitator Guide	Develop Facilitator Guide	Develop Facilitator Guide	Develop Facilitator Guide
	Develop ES Assess. and Skills Passports	Develop ES Assess. and Skills Passports	Develop ES Assess. and Skills Passports	Develop ES Assess. and Skills Passports	Develop ES Assess. and Skills Passports	Develop ES Assess. and Skills Passports	Develop ES Assess. and Skills Passports	Develop ES Assess. and Skills Passports	Develop ES Assess. and Skills Passports	Develop ES Assess. and Skills Passports	Develop ES Assess. and Skills Passports	Develop ES Assess. and Skills Passports
	Comm. Plan	Comm. Plan	Develop and deliver instructor training	Develop and deliver instructor training	Develop and deliver instructor training	Develop and deliver instructor training	Develop and deliver instructor training	Develop and deliver instructor training	Develop and deliver instructor training	Develop and deliver instructor training	Develop and deliver instructor training	Develop and deliver instructor training
		Develop promotion materials	Develop promotion materials	Develop promotion materials	Develop promotion materials	Develop promotion materials	Develop promotion materials	Develop promotion materials	Materials distribution	Materials distribution	Materials distribution	Materials distribution
											Dev and Del Pilot Program	Dev and Del Pilot Program
<b>2006</b>	Develop Facilitator Guide	Develop Facilitator Guide	Develop Facilitator Guide	Develop Facilitator Guide	Develop Facilitator Guide	Develop Facilitator Guide	Develop Facilitator Guide	Develop Facilitator Guide	Develop Facilitator Guide	Develop Facilitator Guide	Develop Facilitator Guide	Develop Facilitator Guide
	Develop ES Assess. and Skills Passports	Develop ES Assess. and Skills Passports	Develop ES Assess. and Skills Passports	Develop ES Assess. and Skills Passports	Develop ES Assess. and Skills Passports	Develop ES Assess. and Skills Passports	Develop ES Assess. and Skills Passports	Develop ES Assess. and Skills Passports	Develop ES Assess. and Skills Passports	Develop ES Assess. and Skills Passports	Develop ES Assess. and Skills Passports	Develop ES Assess. and Skills Passports
	Dev and Del Pilot Program	Dev and Del Pilot Program	Dev and Del Pilot Program	Evaluate & Revamp programs	Evaluate & Revamp programs	Evaluate & Revamp programs	Evaluate & Revamp programs	Evaluate & Revamp programs	Evaluate & Revamp programs	Evaluate & Revamp programs	Deliver revamped programs	Deliver revamped programs
<b>2007</b>	Develop F Guide	Develop F Guide	Develop F Guide	Write final report								
	Deliver revamped programs	Deliver revamped programs	Deliver revamped programs									



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## Resource Catalogue

**“A Review of Apprenticeship and Strategic Plan,”** (Prepared on behalf of the Provincial Apprenticeship Board and PEI Apprenticeship and Training Branch) 2000. *Enterprise Management Consultants, Prismic Economic and Analysis and Geoplan Consultants Inc.*

**“Accelerated Secondary Apprenticeship Program Policy Manual and Guidelines,”** 2000. *Karen Seamone, Youth Apprenticeship Coordinator, PEI Department of Education, Continuing Education and Training Division.*

**“Apprenticeship Retention Study: Results from Canada,”** 2001 *Collision Repair Industry INSIGHT.*

**“Apprenticeship Branch, PLA Assessor Project,”** 2001. *Centre for Education and Work, Winnipeg Manitoba.*

**“Apprenticeship Subject Pathways,”** 2002. *Ontario Ministry of Education, Ministry of Training Colleges and Universities.*

**“Apprenticeship, A Strategy for Growth,”** 1998. *Steedman, Gospel and Ryan, Centre for Economic Performance. London School of Economics and Political Science, UK.*

**“Apprenticeship Essential Skills Initiative, Informal Assessment,”** 2000. *Workplace Education, Nova Scotia, Department of Education.*

**“A Slice of the Iceberg,”** 1999. *A Cross Canada Research Report - Adult Learners in Community Colleges.*

**“Brain Drain,”** 2001. *(A Report on the benefits of recognizing learning in Canada).* *Conference Board of Canada* and **“Feedback from Learners,”** 2003. *A Second Cross-Canada Study of PLAR.*

**“Canada Prospects,”** 2003-2004. *Canadian Career Consortium, Career Information Partnership and The Alliance of Sector Councils, HRDC funding.*

**“Canadians Speak on Innovation and Learning, Canada’s Innovation Strategy,”** 2002. *HRDC.*

**“Coordination Project Proposal,”** 2002. *Charles J. Williams for the Construction Association of PEI.*

**“Developing Benchmarks for Prior Learning Assessment and Recognition - Practitioner Perspectives,”** 2000. *Canadian Association for Prior Learning Assessment (CAPLA).*

**“Economic, Statistics and Federal Fiscal Relations.”** 2002. *PEI Provincial Treasury.*

**“Employability in a High Performance Society,”** 1993 (and various other publications and papers by this same author). *Dr Morris Keaton, Director Institute for Research on Adults on Higher Education, University of Maryland.*

**“Essential Skills Needs Assessment of the Canadian Trucking Industry,”** 2002. *Carol MacLeod for the Canadian Trucking Human Resource Council.*

**“Essential Skills and Success in Apprenticeship,”** 2001. *Lynda Fownes and Julian Evetts, Skill Plan, BC Construction Industry Skills Improvement Council.*

**“Ignition,”** 2003-2004. *Canadian Career Consortium, The Alliance of Sector Councils, Canada Career Information Partnership, HRDC funding.*

**“Motive Power Workplace/Mentor Coach Program,”** 1999. *CARS Network, HRDC funding.*

**“Opportunities for Promoting Apprenticeship: Labour Market Analysis,”** 2002. *Prepared for the Apprenticeship Advisory Committee on behalf of the PEI Provincial Apprenticeship Board by: Enterprise management Consultants, Prism Economics and Analysis, AMEC and Advantage Communications.*

**“PEI Apprenticeship Portfolio, Strengthening the foundation of Apprenticeship on PEI,”** 2003. *A project of the PEI Provincial Apprenticeship Board.*

**“PEI Employment Statistics,”** 2000. *Statistics Canada*

**Website Resources:**

Essential Skills Profiles

Canadian Association for Prior Learning Assessment (CAPLA)

First National Technical Institute

National Adult Literacy Data Base (NALD)

New Brunswick Community College

Nova Scotia Community College

Test of Workplace Essential Skills (TOWES)

National, Provincial, Territorial and International Apprenticeship Websites

## **Canadian Adult Reading Assessment**

CARA is an informal reading inventory that will determine a student's instructional reading level and specific strengths and weaknesses in word recognition and comprehension. The instructor's manual and student's assessment booklet contain a graded word list and nine levels of passages, ranging in readability from Grades one to twelve. Each level contains two fiction and three non-fiction passages. There is a total of 49 graded passages with comprehension questions. Basic skill areas tested include reading, spelling, language, study skills and mathematics.

### Features and Benefits

CD-ROM provides interactive exercise on how to administer, score and interpret CARA.

Contemporary Canadian content

Each of the nine levels are articulated with provincial literacy levels

Piloted with over 1500 adult basic education students

Provides diagnostic information, enabling the design of effective lesson plans

Identifies reading patterns, enabling a choice of effective teaching strategies.

Parallel forms are available, enabling the administration of tests and post-tests.

## **Gunning - Fog Readability Index**

Commonly known as the Fog Index, it is considered the most reliable formula for testing writing. It is an index of how easy a passage is to understand.

1. Count about 100 words.  
Stop at the end of the nearest sentence. \_\_\_\_\_ number of words
2. Count the number of sentences. \_\_\_\_\_ number of sentences
3. Count the number of hard words.  
(three syllables or more)  
Do not count verb forms in which the third syllable  
Is merely the ending. ie. displaying \_\_\_\_\_ number of hard words
4. Find the number of average words per sentence. \_\_\_\_\_ average sentence length

$$\frac{\text{Number of words}}{\text{Number of sentences}} = \text{Average sentence length}$$

5. Find the percentage of hard words. \_\_\_\_\_ percent of hard words

$$\frac{100 \times \text{number of hard words}}{\text{Number of words}} = \text{percent of hard words}$$

6. Find the reading grade level. \_\_\_\_\_ Reading Grade Level

$$\frac{\% \text{ of hard words} + \text{average sentence length}}{\text{Sum} \times 0.4} = \text{reading grade level}$$

Centre for Education and Work - Winnipeg, Manitoba  
Incorporating Essential Skills and Prior Learning Assessment into Community Based  
Education.

**Workplace Education PEI served on the  
Steering Committee of this two year project.**

**Project Overview**

WHO	<ul style="list-style-type: none"><li>* Project under the Manitoba Centre for Education and Work</li><li>* National project with participation from Prince Edward Island, New Brunswick, Alberta and Manitoba</li><li>* Project Coordinator - Dr. Robin Miller</li><li>* Funding - HRDC</li></ul>
WHAT	<ul style="list-style-type: none"><li>* Develop a Facilitator's Guide (Fguide) for use with the Stages of Learning Certificate Program (the Stages). These Learner Certificates are a guided portfolio used in community-based literacy programs. Learning levels in the Stages program parallel the IALS learning levels and are designed for adult learners in levels one two and three.</li><li>* All materials are being developed in English and French. There is a paper version accompanied by a DVD. It is also available on a Website.</li><li>* The project is designed to assist instructors working in community-based programs make better use of the Essential Skills profiles in developing learner-centered programming.</li></ul>
WHERE	<ul style="list-style-type: none"><li>* The project is operated out of the Centre for Education and Work housed in the University of Winnipeg.</li><li>* Steering Committee members participate in by-monthly teleconference meetings and quarterly face to face meetings in Winnipeg.</li><li>* Steering Committee members review material, edit and have direct input into the Fguide, electronically.</li></ul>
WHEN	<ul style="list-style-type: none"><li>* The project time frame has been over a two year period, November 2002 through November 2004. All materials will be fully developed by April 2004.</li></ul>

- \* Part of the project contract includes a training workshop to be delivered in the Provinces of the project partners. These workshops are designed for community based instructors who are interested in exploring a new learning model that assists in integrating Essential Skills learning profiles into their programs.
- \* All workshops must take place between may 2004 and the end of September 2004.

## WHY

- \* The purpose of this Guide is to provide support to facilitators who are helping adults work towards their Certificates in Literacy and Learning. The Stages of Learning Certificate is a guided portfolio for learners to collect, document and report on their progress in skills and knowledge in reading, document use, writing and oral communications. Even if learners do not complete the Stages, the portfolio can help pinpoint areas of development.
- \* Workplace Education PEI has participated in this two year long project because:
  - PEI has 40% of the population who have difficulty with literacy skill levels recommended for active workplace participation;
  - Great strides have been made in developing programs and materials for people who are level four and five learners and this has resulted in emphases shifting away from programs for adult learners who require learning opportunities at levels one, two and three;
  - All adults in PEI should have access to programs that will assist them in advancing their learning levels so they can actively pursue opportunities in the workforce;
  - Workplace Education PEI is always exploring successful literacy programs and workplace initiatives in other parts of Canada to see if they can be adapted to learning needs of Islanders.

# **EARAT**

## *Evaluating Academic Readiness for Apprenticeship Training*

### **What is EARAT?**

EARAT is an assessment process designed to help apprentices and/or potential trainees to determine if they have the appropriate academic skills needed for the in-school portion of their apprenticeship training.

The assessments are diagnostic tools designed to assess the knowledge required to manage the Mathematics, Communications and Science required by the in-college training portion of specific trades.

### **Why was EARAT Developed?**

Some apprentices who enter apprenticeship programs face great difficulty in meeting the academic needs of the in-school component of their training. Because of their lack of academic readiness repeat portions – or all phases – of the schooling, thus costing them, their employers and the government and training institutions considerable time and money. EARAT was, therefore developed to determine the required academic skills and then, once they had been determined, to devise a way of detecting their presence or absence in order to allow corrective action prior to program entry.

Since they are to be used to permit a person to gain readiness for the academic requirement of an apprenticeship, EARAT results do not illustrate a pass or fail: the assessments are not to be used as an exclusion from entering into an apprenticeship program, but are, rather, to form part of the matters that should be given consideration in the selection process.

### **Academic Skill Inventories/Descriptors - Reference**

The Academic Skills Inventories serves as a brief one-page reference guide to the required academic skills for each trade.

The Skills Descriptors – which form part of the Skills Inventories – give a more complete description of the skills required for Mathematics, Concepts of Science and Communications.



## **How is an EARAT Assessment Obtained & Administered?**

An individual may obtain an EARAT assessment by requesting that one is administered by a Training Consultant from the Workplace Support Services Branch as part of a process of trade selection or once they have decided upon a specific apprenticeship.

The assessments are, usually, administered by Work Place Support Services Branch personnel in the local Branch office, although special arrangements are sometimes made to use other locations. As well, arrangements can sometimes be made through the local training consultants for apprenticeship councils, educational organizations or employers to administer the assessments. In such cases, when the assessments have been completed, the answer sheets will be returned to the Training Consultant for forwarding to Georgian College for review.

## **EARAT Assessment/Results**

The assessment report categorizes the result of each skill area assessed through the use of three terms: Knowledge Demonstrated; Partial Knowledge and Apparent Difficulty.

If the assessment determines areas of potential weakness, assistance in improving the particular skills may be obtained through the use of the EARAT Skill Sheets (available for a number of trades) or by seeking assistance from school board or college continuing education programs or other sources, such as literacy councils.

The assessment results are the property of the person writing the assessment: if an employer or anyone other than the individual writing the assessment wishes to have a copy of the results, a signed release form must be submitted to the Training Consultant.

# *Essential Skills Manuals - EARAT*

## *Communications, Science, Mathematics*

These manuals provide essential skills curriculum. They are a valuable resource that will contribute to the overall objective of the incorporating ES and PLAR into the PEI Apprenticeship Process.

Autobody

Baker and Cook

Carpenter

Electrician

Hairstylist

Horticulturist and Arborist

Ironworker

Millwright

Motive Power

Network Cabling

Plumber

Precision Matching and Tooling

Precision Metal Fabricator

Refrigeration and Air Conditioning

Sheet Metal

Small Motor Mechanics

Truck, Trailers and Coach Technician