

Apprenticeship and Certification Board
Strategic Plan 2012 - 2013

Presented to:

**Honourable Peter Bjornson, Minister
Entrepreneurship Training and Trade**

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Introduction to the Strategic Plan 2012-2013

The Apprenticeship and Certification Act requires the Apprenticeship and Certification Board (Board) to prepare an annual strategic plan based on consultations with stakeholders. This plan is intended to guide and coordinate the apprenticeship training and certification system by ensuring that the day-to-day activities of Apprenticeship Manitoba are aligned with Board priorities. The development of a plan also promotes Board transparency and accountability.

To support the consultation process, the Board identified subject areas for stakeholder consideration in August 2011. Using these subject areas to initiate discussion, the Board engaged stakeholders through face-to-face meetings and by soliciting written responses from October to December 2011. Comments received during this consultation process have informed the Board's seven areas of focus for 2012 – 2013 outlined in this document. These areas of focus are listed here in alphabetical order and not ranked according to importance or priority. The areas identified are:

1. Employer Engagement and Participation
2. Gaining Credit towards Technical Training - Accreditation
3. Participation and Completion of Targeted Groups
4. Practical Experience – Achieving Scope of the Trade
5. Review of Regulations and Designated Trainer Provision
6. Updating Program Standards
7. Youth Involvement and Engagement

In addition to these areas of focus the Board will continue to promote apprenticeship training and certification to all stakeholders including: all levels of government, industry, the educational system, and the general public. In particular, the Board will endeavour to position apprenticeship training and certification as a post-secondary education option of first-choice.

The Board will also continue working on completing efforts from the Strategic Plan 2011-2012 to ensure a continuity of efforts.

In addition to these efforts, the Board is also committed to the Government of Manitoba's "Respectful Workplace Policy" and is committed to adopting these standards throughout the apprenticeship and certification system in Manitoba. This has special significance to the participation and completion of targeted groups.

As its next step, the Board will develop an action plan to guide the decision-making process when determining which projects will be pursued in 2012-2013. Additionally, performance measures will be used for reporting successes in the Board's annual report. While the action plan will be consistent with the strategic priorities identified in this document, the Board will respond to unexpected or emerging issues as they arise throughout the year.

Areas of Focus for 2012-2013

Employer Engagement and Participation

Engagement

The Board recognizes that it is important to engage employers not currently using the apprenticeship model to train employees in the trades. Building on the activities of previous years, the Board is committed to engaging employers who traditionally have not registered apprentices, including public entities, by effectively communicating the benefits of apprenticeship to industry.

Participation

The Board recognizes that increased employer participation is key to the future success of apprenticeship training and certification programs. In order for the apprenticeship model to be fully realized, employers must be employing apprentices. The Board is committed to looking at ways to increase employer participation in the apprenticeship model.

Gaining Credit towards Technical Training - Accreditation

Apprenticeship Manitoba recognizes over 100 programs throughout the Province of Manitoba which provide trades-related courses or programs of study where credits can be applied to the technical training requirements of an apprenticeship. The accreditation of these programs recognizes and encourages quality training, eliminates duplication by recognizing an apprentice's prior learning, and helps transition students of all levels into apprenticeship training.

Currently, accredited programs can provide training in any trade up to level one of an apprenticeship with some providing up to level 2 or higher including: Agricultural Equipment Technician, Truck and Transport Mechanic, Heavy Duty Equipment Technician, Cook, Machinist, Tool and Die Maker, Construction Electrician, Industrial Electrician, Power Electrician, and Industrial Instrument Mechanic.

In 2012-2013 the Board will develop a policy which sets the number of levels of technical training that can be accredited and will actively seek stakeholder input.

Participation and Completion of Targeted Groups

The participation and completion rates of targeted groups, including women, persons with disabilities, aboriginal people, and new Canadians is an ongoing systemic challenge which the Board is committed to addressing over the long term. As a result of feedback received by stakeholders, the Board intends to establish a committee of the Board to oversee policy recommendations regarding the participation and completion of target groups. These recommendations may include direction to employers to develop, adopt and actively implement respectful workplace principles and policies in their organizations and at their worksites, as is required by Manitoba law. The Board has had the opportunity to meet with several groups regarding this topic in 2011-2012 and the Board is committed to maintaining the relationships established to ensure a continuity of relationships and ideas that could inform policies. The Board is also committed to expanding dialogue about the participation and completion of targeted groups, including the impact that workplace culture may have on targeted groups, with existing organizations and program providers from the broader community as well as members of the targeted groups.

Practical Experience – Achieving Scope of the Trade

The Board recognizes the importance of ensuring overall quality of on-the-job training, in particular, that apprentices achieve scope of the trade. The Board will address this issue through an evaluation of a pilot project that has been developed to test the “Apprentice Practical Training Log Book” as a way to monitor and assess apprentices’ exposure to the full scope of their trade. The Board is also committed to reviewing additional tools used across Canada to monitor on-the-job training.

Review of Regulations and Designated Trainer Provision

An ongoing priority for the Board is to review and update the *Apprenticeship and Certification — General Regulation* to ensure it is consistent with the *Apprenticeship and Certification Act* which was proclaimed on April 1, 2010. The Board will continue working on a process to update the *Apprenticeship and Certification - General Regulation*.

One specific issue identified for review is the designated trainer provision in the *Apprenticeship and Certification - General Regulation*, which is set to expire on March 1, 2013.

Currently, a designated trainer is defined as an experienced tradesperson without a certificate of qualification (in a non-compulsory trade) that is considered equivalent to a journeyman for the purposes of supervising an apprentice. The person must have experience in 70% of the trade and have been employed in the trade for 1.5 times the term of apprenticeship within the last 10 years.

The designated trainer provision in the General Regulation is separate from designated trainer provisions in new trades, which are not under review by the Board. The following trades have designated trainer provisions: Computer Numerical Control Machinist, Floorcovering Installer, Partsperson, Sheet Metal Worker, Landscape Technician, Crane and Hoist Operator – Power Generation and Transmission, Water and Wastewater Technician, Welder, Bricklayer, Insulator, Cook, Lather and Pork Production Technician.

The Board recognizes that the designated trainer provision is an important element to the High School Apprenticeship Program and the possibility of the designated trainer provision being repealed in a sunset clause creates uncertainty among stakeholders. The Board is committed to formulating a long term resolution about the designated trainer provision in 2012-2013.

Updating Program Standards

The Board has identified the following trades for a review of technical training, exams or regulations. The list provided here is in no particular order.

Trades identified for technical training development:

- a) Automotive Service Technician
- b) Sloped Roofer
- c) Gas Turbine Repair and Overhaul Technician
- d) Esthetician
- e) Machinist
- f) Tool and Die Maker
- g) Pork Production Technician
- h) Trade Safety Awareness Instructor's Guide and Apprentice Workbook

Trades identified for regulatory development:

- a) Sloped Roofer
- b) Carpenter
- c) Transport Trailer Technician
- d) Concrete Finisher
- e) Crane and Hoisting Equipment Operator
- f) Insulator (Heat and Frost)
- g) Sprinkler System Installer
- h) Floorcovering Installer
- i) Esthetician
- j) Pork Production Technician

Trades identified for certification exam development:

- a) Bricklayer
- b) Machinist
- c) Tool and Die Maker
- d) Motor Vehicle Body Repairer/Painter
- e) Carpenter
- f) Lather
- g) Cabinetmaker
- h) Concrete Finisher
- i) Agricultural Equipment Technician
- j) Glazier

In addition, Aircraft Maintenance Engineers in Avionics is also being explored as a possible trade.

The Board will also continue to develop a “green lens” in its review of training standards and is actively seeking input regarding how trades are adopting sustainable work practices, processes or technology and how they should be incorporated into training standards.

The Board is also committed to following up with any requests from industry regarding the designation of new trades.

Youth Involvement and Engagement

The Board recognizes that interest and awareness among youth is vital to the continued success of the apprenticeship system. The Board will continue to seek ways to engage youth in the trades. Apprenticeship and the trades needs to be communicated as a valuable educational experience and viable career for youth.

In 2011- 2012, the Board established positive relationships with decision makers in the educational system. The Board will continue it efforts in further development of these positive conversations. The Board will also explore successful cases of schools and divisions regarding their engagement and adoption of apprenticeship as a valuable partnership for the benefit of youth. By learning from these success stories, the Board may then be able to use that knowledge to benefit additional schools.