

**NEWFOUNDLAND AND LABRADOR
PROVINCIAL APPRENTICESHIP &
CERTIFICATION BOARD**



**Apprenticeship Accreditation
Resource Manual**

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TABLE OF CONTENTS

| | | |
|-----------------|--|----|
| Unit I: | PACB Accreditation Policy | |
| 1.1. | Purpose and Scope | 2 |
| 1.2. | Policy Statement | 2 |
| 1.3. | Limitations of the Policy | 2 |
| 1.4. | Program Accreditation Procedures | 3 |
| 1.5. | Program Accreditation Process | 3 |
| 1.6. | Maintenance of Accreditation of Apprenticeship Training Programs | 4 |
| 1.7. | Accreditation Renewal Process | 4 |
| 1.8. | Programs Not Accredited By The Apprenticeship Board | 5 |
| 1.9. | Programs Accredited But Offered On An Intermittent Basis | 5 |
| 1.10 | Programs Accredited But Subsequently Changed Ownership | 5 |
| 1.11 | Courses Offered As Part Of The Apprenticeship Program | 6 |
| 1.12 | Accreditation Fee Schedule | 6 |
| 1.13 | Deferral of Accreditation | 7 |
| 1.14 | Denial of Accreditation | 7 |
| 1.15. | Accreditation Appeals Process | 7 |
| 1.16. | Site Inspections Prior to Offering Advanced-Level Training | 9 |
| Unit II | An Overview of the Accreditation Process | |
| 2.1. | Accreditation Process Checklist for Training Institutions | 11 |
| 2.2. | Objectives of PACB Accreditation | 12 |
| 2.3. | Who benefits from accreditation? | 12 |
| 2.4 | Team Selection | 13 |
| 2.5. | Program Assessment | 13 |
| 2.6. | Accreditation Site Visit | 14 |
| 2.7. | The Accreditation Reports | 14 |
| 2.8. | The Accreditation Decision | 15 |
| 2.9. | Accreditation Term | 15 |
| 2.10. | The Appeal Process | 15 |
| 2.11. | Publication of Accreditation | 15 |
| 2.12. | Public Release Policy | 15 |
| Unit III | Training Institution Self-Assessment | |
| 3.1. | The Self-Assessment Process | 17 |
| 3.2. | Marking Scheme - Rating Factors | 17 |
| 3.3. | Checklist of Elements to be Audited | 18 |
| Unit IV | Accreditation Applications | |
| 4.1. | Phase I | 26 |
| 4.2. | Phase II | 26 |

| | | |
|------------------|---|-----------|
| Unit V | Training Institution Site Visit Checklist | |
| 5.1. | Preparation for the Site Visit | 28 |
| 5.2. | Specific Actions During the Site Visit | 29 |
| Unit VI | The Accreditation Team: Their Roles and Responsibilities | |
| 6.1. | Program Development Specialist..... | 31 |
| 6.2. | Team Member | 32 |
| 6.3. | Observers | 32 |
| 6.4. | Interview Skills..... | 32 |
| 6.5. | Sample Questions | 33 |
| Unit VII | Sample Site Visit Agenda | 36 |
| Unit VIII | Accreditation Team Assessment Guidelines | |
| 8.1. | Checklist of Elements | 38 |
| 8.2. | Course Portfolio Checklist | 38 |
| Unit IX | After The Site Visit | |
| 9.1. | Verbal and Draft Reports | 41 |
| 9.2. | Interpreting the Accreditation Decision | 41 |
| Unit XIV | Sample Draft Team Report..... | 43 |

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UNIT I

PACB Accreditation Policy

Unit I Provincial Apprenticeship and Certification Board Accreditation Policy

1.1. Purpose and Scope

The Provincial Apprenticeship and Certification Board (PACB) is responsible for the accreditation of all provincial apprenticeship training programs offered by private and public training institutions in Newfoundland and Labrador. Accredited apprenticeship programs ensure that the program meets or exceeds educational and industry standards as identified in the National Occupational Analysis (NOA) and reflected in the Provincial Plans of Training (PoTs). The purpose of this policy is to ensure that those who have the desire and attributes to become qualified tradespersons reach their goals by participating in quality training programs. The accreditation policy provides an auditing mechanism for provincial apprenticeship training programs independent of the education system. It also meets the challenges of technological changes by stimulating ongoing curriculum improvement through the process of continuous review.

1.2. Policy Statement

Any training institution offering apprenticeship training programs in Newfoundland and Labrador has the opportunity to have the programs accredited by the PACB by making application in the format approved by the PACB and paying the required fee. To maintain the accreditation of their programs, the training institution must submit an Annual Maintenance Report to the PACB. Apprentices who exit from accredited programs will get full recognition and automatic credit transfer toward their apprenticeship program. Apprentices who exit from non-accredited programs may be evaluated on an individual basis by the Recognition of Prior Learning (RPL) process before being able to write the journeyman examination for the occupation.

1.3. Limitations of the Policy

Programs eligible for accreditation by the PACB are limited to apprenticeship programs that lead to Red Seal Certification and any other programs under the direction of the Board. The PACB accredits programs for three or five years and maintains a provincial registry of accredited programs. The Board does not accredit institutions, agencies, departments or faculties.

1.4. Program Accreditation Procedures

The accreditation procedure shall consist of the following steps:

1. The training institution makes application to the PACB.
2. The evaluation of an apprenticeship program is based on the qualitative and quantitative analysis of data provided by the training institution. The accreditation team references the Provincial PoT that reflects the National Occupational Standards for Red Seal programs and through the Provincial Standards for apprenticeship programs that are not Red Seal designated.
3. The training institution pays the applicable fee.
4. A team consisting of a Program Development Specialist (PDS) and one or two team members (Journeypersons) conducts an accreditation site visit to the training institution.
5. The PDS prepares and sends a draft accreditation report to the training institution and the team member(s) for comment on information included in the report.
6. Once feedback on the draft is received, the PDS sends the final written accreditation site visit report to the PACB with a recommendation on accreditation.
7. The initial accreditation designation is for three years. Subsequent accreditation designation is for five years. During that time, the training institution must report any change in the accredited program to the PACB through the appropriate authorities. Any change that alters the conditions under which accreditation was awarded may require a reassessment.

1.5. Program Accreditation Process

The Accreditation process addresses the following elements in ensuring that the instructor, the facilities and the curriculum are of the highest quality and meet standards established and approved by the PACB.

- Admission and Retention Policies and Standards
- Requirements for Graduation
- All Instructional Staff
- Faculty Evaluation
- Educational Facilities and Equipment
Course Portfolios
- Student Success and Satisfaction Evaluation
- Program Evaluation by Graduates and Employers of Graduates

1.6 Maintenance of Accreditation of Apprenticeship Training Programs

To maintain the accreditation status of their apprenticeship programs, training institutions must submit an Annual Maintenance Report (AMR) and fee to the PACB which notes any changes to the elements that are addressed in the program accreditation process.

Training institutions are advised in writing by the Program Coordinator of the AMR's due date. If concerns were identified during the previous site visit, the training institution must provide details on how these concerns were addressed.

Failure to submit the completed AMR and fee within **30 days** of the due date could result in the accreditation of the program being revoked. If circumstances prevent the training institution from meeting this time frame, written notification stating the reasons must be provided prior to the **30 days** specified.

At the discretion of the Board and subject to the information submitted, a follow-up site visit may be conducted if there are any changes to the mandatory elements.

1.7 Accreditation Renewal Process

At the end of the three- or five-year term, training institutions have to apply for the re-accreditation of any programs that have been accredited. **During this time, it is required that any training institution that has accredited entry-level programs and offer advanced-level training must have both levels of training accredited.** Non-compliance with this requirement will result in apprentices no longer being sent to these non-accredited advanced-level training programs.

Re-accreditation must be approved by the PACB within 6 months of the expiry date of the previous certificate. Otherwise, the application will be considered a new application, and subsequent approval will be for a three-year (3Y) period.

1.8. Programs Not Accredited by the PACB

The list of programs accredited by the PACB is published on the Department of Advanced Education, Skills and Labour website to identify those institutions that offer quality programs and to ensure that graduates receive recognition for their training.

Graduates who exit from non-accredited entry-level apprenticeship programs may be evaluated on an individual basis by the Recognition of Prior Learning process (RPL) prior to registering as apprentices. RPL is the process of receiving credit for learning acquired through previous experiences or other formal training.

1.9. Programs Accredited But Offered on an Intermittent Basis

Training institutions offering accredited apprenticeship programs on an intermittent basis will maintain their accreditation status as long as all program elements remained unchanged. In the submission of the Annual Maintenance Report, training institutions are required to reflect the latest program information regarding the intermittent status.

If any of the program elements have changed during the accreditation period requiring new facilities, equipment, or staff, a re-application for accreditation and a site visit may be necessary. The site visit will be a one- or two-person site visit, the cost of which is in accordance with the established accreditation fee schedule. The validation of new documentation, a tour of the facilities, and interviews with students and faculty may be required. If the accreditation team becomes aware of non-conformance to any accreditation standards, an investigation of these areas of non-conformance will also be conducted.

1.10. Programs Accredited But Subsequently Changed Ownership

A training institution transferring ownership of an accredited apprenticeship program to another training institution is required to inform the PACB of the ownership change. The new owner may maintain the accreditation status as long as all the program elements remained unchanged.

It is the responsibility of the new owner to become familiar with the apprenticeship accreditation requirements, including the Annual Maintenance Report. If, due to new ownership, any of the program elements have been changed requiring new policies, instructional staff, and shop facilities, a re-application of accreditation may be necessary. The PACB will arrange for a one- or two-person site visit in accordance with the accreditation requirements.

1.11. Courses Offered as Part of the Apprenticeship Program

Training institutions offering partial apprenticeship programs are not required to seek accreditation of the courses they offer. The PACB accredits entry-level and advanced-level programs only and not courses taken from part of the apprenticeship programs.

Graduates who exit from partial apprenticeship entry-level programs will be evaluated on an individual basis by the RPL process prior to enrolment into the advanced-level apprenticeship programs at other training institutions.

1.12. Accreditation Fees

Fees cover costs related to administration, travel expenses and team honorariums. All current costs noted **are subject to change**. The departmental Program Coordinator will liaise with the training institution to arrange payment of all fees.

Initial Accreditation

The initial accreditation site visit fee is \$4,000.00. The site visit team consists of the PDS and, in the majority of cases, two team members.

Upon approval of the initial accreditation application by the PACB, the program will have a three-year accreditation term.

Re-accreditation

The re-accreditation site visit fee is \$1,000. The site visit team consists of the PDS and, in the majority of cases, one team member.

Upon approval of the re-accreditation application by the PACB, the program will have a five-year accreditation term.

Program Accreditation Verification

For programs that have been **deferred** or **denied** accreditation due to findings, a second site visit may be necessary. The PACB decides whether a two- or three-person team is warranted. The cost for a verification visit will be established by the Department of Advanced Education, Skills and Labour.

For programs that report **significant program changes** during the accreditation period, the PACB may require a two-person verification site visit to the training institution. The cost for a verification visit will be established by the Department of Advanced Education, Skills and Labour.

Annual Maintenance Report

The annual fee of \$200.00 must accompany the completed Annual Maintenance Report for each accredited program. The maintenance fee is necessary for the on-going administration cost associated with the accreditation and for the continuous review and update of program changes.

1.13. Deferral of Accreditation

A training institution that has had its application for initial or re-accreditation deferred by the PACB must address findings with **evidence** and in **writing** within **60 days** of the PACB's decision. A follow-up visit by a departmental PDS may be necessary to confirm that the requested changes have been made. When the PDS determines that the findings have been suitably addressed, a follow-up report recommending approval of the accreditation or re-accreditation will be submitted to the PACB for approval.

1.14. Denial of Accreditation

A training institution that has had its application for accreditation denied by the PACB may reapply after the findings have been addressed and the revised program has been delivered to a new class of graduates. Under these conditions, and where the training institution attests in writing that all the other elements have remained unchanged, the accreditation documentation will be limited to evidence which addresses the findings of the previous accreditation application. The focus of the site visit will be left to the discretion of the accreditation. If during the site visit the accreditation team becomes aware of non-conformance to other accreditation standards, a further investigation of these areas of non-conformance will be conducted.

Where program changes exceed those required to correct findings, a full accreditation application and audit will be necessary.

1.15. Accreditation Appeals Process

A training institution that has had its application for accreditation denied by the PACB may appeal that decision in writing to the PACB within **30 days** of receipt of that decision. The appeal will be referred to an independent *ad-hoc* Appeals Committee established by the PACB.

The appeals committee shall consist of members who are trained in the accreditation process and are familiar with at least one program accreditation and member/s active in the particular industry and registered as a journey person in the occupation that is being assessed. The Committee shall consist of three members none of whom shall have a vested interest in the program under review or the training institution seeking accreditation. Limitations are:

1. The appeals committee will limit its review to the documentation which was part of the accreditation application. This appeal process is not an extension of that accreditation application, and therefore, new documentation will **not** be accepted nor reviewed.
2. The majority decision of the appeals committee is final and conclusive and binding upon the parties affected.
3. All costs of the appeal shall be incurred by:
 - the training institution if the decision of the PACB is upheld by the appeals committee.
 - the PACB if the accreditation decision is overturned by the appeals committee.
4. Since any one finding is grounds for denying an accreditation, appeal requests will be accepted only where the training institution specifically indicates the reasons why they feel that, based on the evidence they provided to the accreditation team, **each** of the findings were unsubstantiated.

When making application for an appeal, the following procedures apply:

1. Within 30 days of receipt of the decision of the PACB, the training institution must provide written notification to the PACB of its intention to appeal.
2. The PACB will evaluate the appeal to ensure the training institution specifically indicates the reasons why they feel that, based on the evidence they provided to the accreditation team, each of the findings were unsubstantiated.
3. Upon receipt of this notice to appeal, the PACB chair will refer the request to the appeals committee within three weeks.
4. The appeals committee will review in an expeditious manner all documentation related to the findings at issue and other accreditation documentation as deemed necessary by the committee. If, in the opinion of the committee, sufficient evidence exists to render a decision, they may do so at this point.
5. If further clarification is required, the appeals committee may meet with the concerned parties before rendering a decision.

6. In rendering its decision, the appeals committee may, within one month of receiving the appeal request:
 - uphold the accreditation decision which means that due process was followed and that the findings of the accreditation team were substantiated.
 - overturn the accreditation decision which means that due process was not followed and there is sufficient evidence provided by the training institution to prove that the program meets the accreditation criteria.
7. The chair of the appeals committee will report its decision in writing to the PACB.
8. The PACB will report the decision of the appeals committee to the training institution within one week.

1.16. Site Inspections Prior to Offering Advanced-Level Training

Any **public training institution** asking to offer advanced-level apprenticeship training in Newfoundland and Labrador is required to have a site inspection completed by a team consisting of an official with Apprenticeship and Trades Certification Division and a subject matter expert in the trade (ie. Apprenticeship Program Officer or an accreditation team member). Applicable fees will be determined by the PACB.

The training institution must adhere to all standards established by the PACB as outlined in the accreditation resource manual. Once the training institution has all the required equipment/facility requirements in place to deliver program learning outcomes, accreditation staff must be contacted to arrange a site inspection to verify the tools, equipment and supplies required for program delivery.

Recommendations resulting from the site inspection must be implemented by the training institution, and a follow-up inspection may be required prior to final approval. All accreditation mandatory elements must be in place before final program approval will be granted and enrolment can take place.

Where recommendations and/or mandatory practical requirements have **not** been implemented by the training institution within a period of **six (6) months nor verified through site inspection**, the program application will be considered withdrawn by the Department.

UNIT II

AN OVERVIEW OF THE ACCREDITATION PROCESS

Unit II: An Overview of the Accreditation Process**2.1. Accreditation Process Checklist for Training Institutions**

1. Ensure all staff associated with the program is aware of the accreditation process.
2. Complete the self-assessment to ensure that the program is ready for accreditation.
3. Complete the Phase I document, and forward three copies to the PACB, c/o accreditation staff.
4. Upon notification from accreditation staff that all elements have been addressed, prepare and submit three copies of Phase II documentation, including three copies each of two Core course portfolios. Ensure that all elements have been addressed and that all material is labeled and presented in an acceptable manner such as tabbed sections in binders. **Copies of credentials for all Core and Related Instructors, Instructional Assistances and Demonstrators should be securely sent to the PDS via email or fax.** Private Training institutions must also include the instructor's/demonstrator's letter(s) of approval from the Department of Advanced Education, Skills and Labour.
5. Once approval of the Phase II documentation has been confirmed, site visit arrangements will be made.
6. Pay the cost of the accreditation/re-accreditation.
7. Work with the accreditation program coordinator to determine a date for the site visit.
8. Review the information provided for the team member(s), and sign and return the team approval form to the accreditation staff. The signature acknowledges approval of the team by the training institution and confirms that there are no conflicts of interest that may adversely affect the apprenticeship accreditation process.
9. Prepare an agenda for the site visit and forward a copy to accreditation staff.
10. Prepare for the team visit ensuring all elements identified in the self-assessment and the site visit preparation sections of this manual have been addressed.

11. Review the draft report provided by the PDS, and provide feedback.
12. After the PACB has made its decision, review the final report and team recommendations, and respond with appropriate program changes where necessary.
13. If denied accreditation, review findings to determine if grounds exist for an appeal and initiate an appeal.
14. Notify PACB of any changes to the program within the accreditation period.
15. Submit annual maintenance reports to the PACB during the accreditation period.
16. Keep records and course portfolios up to date and ready for the next review of apprenticeship program accreditation.

2.2. Objectives of PACB Accreditation

The primary objective of accreditation is to identify to the prospective students, counselors, parents, employers and the general public those apprenticeship training programs that meet the PACB's minimum standards to produce graduates who can function at the required level of competence.

Accreditation

- provides an auditing mechanism that is independent of the educational system
- assures the educational community and the general public that a program has clearly defined and appropriate objectives and is meeting them
- ensures that a program reflects current technical practices and educational methodologies
- promotes portability of qualifications through the provision of accredited educational programs
- stimulates continuous improvement

2.3. Who benefits from accreditation?

- The **public**, through industry, benefits by receiving high quality service from the graduates of accredited programs.
- **Employers** benefit by having the assurance that graduates from an accredited program have the competencies demanded by industry to meet current and future requirements.
- **Faculty** benefits by ongoing professional development necessary to ensure their programs are current with industry requirements.

- **Graduates** from an accredited program benefit by having assurance that their education has met standards thereby adequately preparing them for employment in industry.
- **Journeypersons** benefit by having the standards of their occupation continually improving and ensuring that the credibility of the occupations is maintained.

2.4. Accreditation Team Selection

The accreditation team is comprised of the PDS and one or two industry representatives (team members). The team members must:

- have subject matter experience and knowledge;
- have Journeyperson certification in the applicable program;
- have no conflict of interest as seen by the PDS or training institution;
- be willing to commit the required time and energy to the entire accreditation process; and
- have completed a team member training session before the accreditation review.

2.5. Program Assessment

The mandate of the accreditation team is to assess the program's compliance with PACB accreditation standards. The assessment of accreditation compliance is based on evidence gained from review of the training institution accreditation documentation and an on-site visit. The audit by the accreditation team includes:

- interviews with faculty, students, graduates, and employers.
- a review of lesson plans, samples of students' work, evaluation tools, shops/laboratories, equipment, classrooms, and computer availability at the site.
- a review of course portfolios
- verification of laboratory/shop and /or field experience ensuring they are an integral part of the program.

Before a program can be audited it must have graduates. When accreditation is granted, such accreditation will be applicable to the graduates of the program up to **one year previous**.

Prior to starting the accreditation process, the PACB recommends that the training institution complete a self-assessment (see Unit III) to confirm that the program meets accreditation criteria and the training institution can provide evidence of same.

2.6. Accreditation Site Visit

The site visit is normally completed in one day. It provides an opportunity for the accreditation team to assess elements such as policies and procedures, requirements for graduation, instructional staff, student services, educational facilities, course portfolios, student success & satisfaction. The visit will include:

- a meeting with senior administration (ie. Campus Administrators, Directors, Principals)
- interviews with faculty members to evaluate professional attitudes, motivation, morale, and the balance of opinions concerning theoretical and practical aspects of the program
- interviews with current students
- informing the staff of the results of the telephone/email interviews the PDS conducted with graduates and employers of graduates
- a tour of physical facilities such as laboratories, shops, libraries, and computer facilities to evaluate their effectiveness
- a review of recently marked examination papers, laboratory instruction sheets, student transcripts, student projects and reports, models or equipment constructed by the students and other evidence of student performance
- a review of current student files to ensure admission, retention, RPL and graduation requirements are being following.

Before the end of the visit, the team will prepare and deliver a verbal report to training institution staff at the exit meeting where each party will have the opportunity to ask questions about the concerns and findings.

2.7. The Accreditation Reports

Soon after the site visit, a **draft** report is prepared by the PDS and forwarded to the training institution and the team member(s). This report contains the information verbally given by the PDS at the exit meeting and provides an opportunity for the team member(s) to confirm that the written details concur with the verbal report. The draft report also provides an opportunity for the training institution to comment on the written facts.

After reviewing the training institution's response to the draft report, the PDS will then prepare a **final** report with a recommendation for submission to the PACB. The accreditation team's report, the training institution's response to the accreditation report, any further clarifying correspondence and other relevant information are then forwarded for the PACB's review along with a recommendation regarding accreditation.

2.8. The Accreditation Decision

The PACB will be asked to endorse the team report. To reach an accreditation decision the PACB considers the accreditation history, the information including the accreditation team's report, the training institution's response to the accreditation report, any further clarifying correspondence and other relevant information. The report is then signed by the PACB Chair, and the signed copy is forwarded to the training institution.

2.9. Accreditation Term

A three-year accreditation term is given to training institutions receiving program accreditation for the first time. The five-year accreditation period is granted to programs that have been previously accredited. Re-accreditation must be approved by the PACB within 6 months of the expiry date of the previous certificate, otherwise the application will be considered as a new application and subsequent approval will be for a three-year period.

The accreditation term is subject to review for cause at any time. Changes in an accredited program may justify the need for a reassessment of the program. The training institution should discuss any anticipated changes with the PACB to determine the effect on the current accreditation status.

Throughout a program's accreditation term, the PDS and, if needed, an accreditation team member, may conduct random site visits to ensure that the program is maintaining accreditation standards.

2.10. The Appeal Process

A training institution that has had its application for accreditation denied by the PACB may appeal that decision in writing to the PACB within **30 days** of receipt of that decision, in accordance with the Appeals Policy.

2.11. Publication of Accreditation

The list of accredited programs is on the Department of Advanced Education, Skills and Labour website.

2.12. Public Release

The training institution may use the accreditation designation only while it is valid and only for the programs that are accredited. This includes, but not limited to, an accreditation designation on the student's transcript as well as advertiser's copy.

UNIT III

TRAINING INSTITUTION SELF-ASSESSMENT

Unit III Training Institution Self-Assessment

3.1. The Self-Assessment Process

Prior to starting the accreditation process, the PACB recommends that the training institution complete a self-assessment to confirm that the program meets accreditation criteria and that the training institution can provide evidence of same. This unit will help the training institution in assessing their program's compliance with the PACB accreditation requirements.

3.2. Marking Scheme - Rating Factors

The following checklist and ratings are the **same as those used on the accreditation team's assessment guidelines checklist**. If the self-assessment is properly completed, the training institution should identify both the programs strengths and shortcomings prior to the team's visit and should be able to predict the outcome of their accreditation application.

The Rating Scale

Exceptional (E)

This rating is chosen when the team agrees that the element exceeds normal requirements. If the (E) rating is chosen, a reason must be provided and documented with evidence.

Acceptable (A)

If the element is within the expected norm, the rating of (A) is chosen. Documentation is not required.

Marginal (M)

If this category is chosen, the reason must be documented with evidence. It is used when the element is not clearly compliant with the requirements for that element. It indicates a concern and possibly a finding.

Unacceptable (U)

An Unacceptable rating **must** be documented with a significant amount of firm and substantial evidence. It is used when the element is clearly causing a concern or, in the case of a mandatory element, a finding.

Not Applicable (N)

On occasion, some non-mandatory elements may be absent from the program and may be rated as Not Applicable.

3.3. Checklist of Elements to be Audited

List of Elements to be Audited

Each bullet is an element that should be reviewed for evidence. The box (□) can be filled in with the **E A M U N** rating. Please note that the items identified with **asterisks * are mandatory items for which the institution must provide evidence. Any concern identified in the previous accreditation final site visit report will be deemed a finding if it is not completely resolved prior to the accreditation team's inspection during the re-accreditation site visit.**

I. The Training Institution

Branch Campuses and Off-Campus Facilities

- All facilities must meet fire and, if applicable, health and safety standards.*

Calendar Entry

- Based on the approved Provincial Plan of Training, the calendar entry must reflect the full scope of the program including the description and duration of the courses.*
- The calendar should not contradict apprenticeship policies and practices.*
- The calendar must clearly outline entrance requirements for the program.*

Student Handbook

- The student handbook must contain: admissions policies, attendance policies, hours of operation, code of conduct/disciplinary procedures, compliant resolution process, and a policy or procedure on accommodating students with disabilities.*

II. Admission and Retention Policies and Standards

Admission records and transcripts must be checked against the apprenticeship program requirements.

Entrance Requirements

- Evidence in student's file that the admission requirement have been met will be reviewed (high school diploma, ABE Certificate, evidence of successful completion of CAAT Level B or higher)*
- The training institution must have written policies on other admission categories*

Admission with Conditions

If students have been accepted under this category, the team must confirm that:

- there is a written policy on admissions with conditions*
- students' records contain evidence as to how the conditions were met*
- there are supports available to ensure the retention of students in this category*

Admission Statistics

- Approximate percentage of students accepted under each category for the current year*

Admission with Advanced Standing, Credit Transfer and Recognition of Prior Learning

Have students been admitted under the following categories?

- Advanced Standing - if yes, please provide:
 - Written policy on admissions with conditions*
 - Evidence in the students' records as to how the conditions were met*
- Credit Transfer – if yes, please provide:
 - Written policy on admissions with conditions*
 - Evidence in the students' records as to how the conditions were met*
- Recognition of Prior Learning Assessment – if yes, please provide:
 - Written policy on admissions with conditions*
 - Evidence in the students' records as to how the conditions were met*

 Inclusive Policies and Procedures

The accreditation team recommends that each training institution have:

- Written policies on equity, diversity and inclusion in training
- A Respectful Learning Environment Policy
- A Sexual Harassment Policy
- Evidence that these and other applicable policies are being implemented

 Services to Students

Provide the written policies AND evidence that the policies have been implemented for the following services to students:

- Guidance services rendered to students on admissions
- Remedial programs and academic counseling services
- Services to students with disabilities.

III. Requirements for Graduation **Policy on Program Completion Requirements**

The training institution must have written policies on the following and be able to provide evidence to the team that the policies have been implemented:

- Academic requirements to successfully complete the program.*
For each and every course, a formal assessment is required for which 70% is the pass mark. A mark of 70% must be attained in both the theory examination and the practical project assignment, where applicable.
- Academic probation*
- Expulsion for academic failure*
- Repeating courses*
- Supplementary exams*

 Graduation Credential/Transcript

- The graduation credential should accurately state the name of the program. It is preferable to also include the duration.
- Any records of achievement/transcripts should correlate with courses listed in the Provincial Plans of Training.

IV. Apprenticeship Program

Program Duration and Layout Chart

- Evidence that the teachable hours as outlined in the Plan of Training are being followed*
- Evidence that the program being taught matches or is substantially similar to the Plan of Training*

V. All Instructional Staff

Evidence that instructors are given sufficient preparation time*

Evidence that there is a sufficient number of faculty*

- The team uses discretion to determine sufficient number of faculty. However, the following ratio is the **maximum** allowable **students per instructor**:
Classroom instruction - 30:1;
Laboratory/shop - 16:1
- Even though the faculty may include full-time and part-time members, there must be a sufficient number of faculty and staff to assure adequate levels of student-faculty interaction, student curricular counseling and faculty participation in the development, control and administration of the program.

Procedures to Maintain Faculty Competence

- Evidence of a well-developed professional development plan for the faculty
- Evidence that the plan is being implemented

Faculty Evaluation

- Evidence of a written faculty evaluation policy. Faculty evaluation should address a variety of elements including: administrative evaluation, student evaluation, and self-evaluation leading to professional development where appropriate.
- Evidence that the policy is being implemented

Core Instructional Staff

- Evidence must be found that the core instructor(s) has/have appropriate academic credentials.*
All core instructors must have their journeyperson certification in the occupation they are teaching.*
- All core instructors must possess or be pursuing a Post-Secondary Instructor's Certificate in accordance with the instructor certification requirements of the Department of Advanced Education, Skills and Labour*
- Evidence that faculty maintains current knowledge of their industrial field and understands industry expectations. Faculty normally remains current by actively participating in professional societies, reading literature, continuing education, consulting, and periodic returns to industry.

For Private Training Institutions only:

- Evidence in the form of a letter that core instructors have been approved by the Department of Advanced Education, Skills and Labour*
- Evidence that core instructors are only instructing or demonstrating in the area for which they were approved*

Related Instructional Staff

- Evidence must be found that the related instructors have appropriate academic credentials.*
- All related instructors must have relevant academic experience to assist in the delivery of the program.*

For Private Training Institutions only:

- Evidence in the form of a letter that related instructors have been approved by the Department of Advanced Education, Skills and Labour*
- Evidence that related instructors are instructing in the area for which they were approved*

Demonstrators

- Evidence must be found that the demonstrator(s) has/have appropriate credentials.*
- All demonstrators must have their journeyperson certification in the occupation they are teaching.*

For Private Training Institutions only:

- Evidence in the form of a letter that demonstrators have been approved by the Department of Advanced Education, Skills and Labour*
- Evidence that demonstrators are only demonstrating in the area for which they were approved*

VI. Educational Facilities

- Expendable materials ***
Evidence must be found of the availability of sufficient expendable material to give the students proper academic and “hands-on” learning experiences.*
- Reflect Current Techniques**
 - Adequate facilities to effectively deliver the program*
 - Provision for updating equipment in response to changing practices in occupations*
 - Evidence to indicate facilities are being used to educate students in modern techniques*
- Equipment and Computers Reflect Industry Standards**
 - Where reasonable, evidence must be found that the shop equipment and computers are the same as would be encountered in industry.*
 - Sufficient amount of equipment and computers to ensure appropriate hours of practical training for each student*
- Shop**
 - Shop is organized, clean, well-ventilated and bright
 - All tools and equipment are accessible
 - Shop size is comfortable for the number of students in each class offering of the program
- Safety**
 - No safety hazards within the shop area*
 - Appropriate personal protective equipment required while in shop*
 - Safety signage and evacuation routes within shop*
 - Each shop has a first aid station, fire extinguisher and dual eye wash station as per the tool and equipment list*
 - The facility has regular fire and lockdown drills*
- Sufficient Tools**
 - Sufficient tools as per the tool and equipment list or at the discretion of the accreditation team*

VII. Course Portfolios

The NOA is a description of the competencies for a particular occupation with objectives to: describe and group the tasks performed in every province and territory; identify which tasks are performed in every province and territory; facilitate the mobility of apprentices and skilled workers in Canada; supply employers, employees, associations, industries, training institutions and governments with analyses of occupations.

The PoT is derived from the NOA and successful completion of this PoT ensures that apprentices have completed all the technical training necessary to write the Interprovincial Examination. Therefore, it is **essential** that the training institution effectively cover all competencies.

If there are non-standard competencies not included in the PoTs, evidence must be shown that they are of use to the graduate, contribute to the overall program and that additional time has been added to the program to accommodate these additional competencies.

- Evidence that the approved Plan of Training is being delivered***
 - The instructor should be delivering the Plan of Training approved for the year the students were enrolled. They should also have the most recently approved Plan of Training on site.*
 - The course portfolio requires a page that lists each theoretical and practical objective found in the Plan of Training, with page reference(s) where each objective is covered in the lesson plan.*
- Lesson Plans/Learning Guides that Address Objectives***
 - A page that lists each practical and theoretical objective in the PoT with page reference(s) where each objective is covered in the lesson plan.
 - Detailed lesson plans for **each** objective in the Plan of Training. Each lesson plan **must** include:*
 - Objective from the Plan of Training
 - List of instructional aids, materials and tools used to teach the objective
 - Location (i.e. shop or classroom)
 - Duration (time spent on the objective)
 - Reference materials (i.e. texts, handouts, websites)
 - Lesson outline including activities
 - Assessment tools
- Resource Material***
 - Evidence that there is an adequate amount of resource material used to support the delivery of each course*
- Textbooks***
 - Confirmation that the text books used in each course are current and acceptable*
- Evaluation Tools and Weighting Breakdown***
 - Each course portfolio should include a clear breakdown of how students will be evaluated, especially with regard to the evaluation tools that will be included and how they will be weighted.*
- Evaluation Tools with Marking Scheme and Answer Key***

- Each course portfolio should include copies of all evaluation tools with marking scheme and answer key. Evaluation tools include but are not limited to exams, practical projects, quizzes and assignments.*
- Each evaluation tool must contain evidence that students are being evaluated in a clear and objective manner on competencies found in the Plan of Training.*
- For each evaluation tool, there must be three recent samples of student work: one from the lower end, mid-point and upper end of the range of achievement. It is essential that the marking is clear and unbiased. Students should know specifically why marks were lost.*

Evidence that 100% of the fundamental competencies are met***Student Success and Satisfaction***

- Analyze historical data to determine:*
 - program completion rates
 - program failure rates
 - program attrition rates
 - whether there is evidence that students were interviewed to determine their reasons for leaving the program
 - whether there is a formal mechanism or policy for students to register complaints
 - evidence of student satisfaction with the program

Graduate Satisfaction

- Evidence of graduate satisfaction with employment

Employer Satisfaction

- Evidence of employer satisfaction with recent graduates

UNIT IV

Accreditation Applications

Unit IV Accreditation Applications

4.1. Phase I - Preliminary Documentation

After completing the self-assessment process and determining readiness to apply for accreditation/re-accreditation, training institutions must complete and submit Phase I documentation. The format of the form must be followed as shown on the Apprenticeship and Trades Certification website. A Word version of the document is available from accreditation staff. For initial accreditations, three copies of **all** documentation is required; for re-accreditations, two copies will suffice.

In accordance with the *Access to Information and Protection of Privacy Act*, personal information belonging to the student, such as name, should be hidden/removed from the records.

Accreditation staff will notify the training institution when the Phase I documentation is deemed acceptable and will request Phase II and applicable documentation.

4.2. Phase II - Final Documentation

The format of the Phase II document must be followed as shown on the Apprenticeship and Trades Certification website. A Word version is available from accreditation staff. Two Core course portfolios are also required. If accreditation is being requested for both entry- and advanced-level programs, a core course portfolio each from the entry and advanced-level programs is requested.

For initial accreditations, three copies of **all** documentation is required; for re-accreditations, two copies will suffice.

In accordance with the *Access to Information and Protection of Privacy Act*, personal information belonging to the student, such as name, should be hidden/removed from the records.

Confirmation of instructor and instructional assistant/demonstrator credentials is a requirement of the Phase II documentation. However, these credentials should NOT be submitted as part of the Phase II document. **Copies of all required credentials should instead be securely sent to the PDS via email or fax.** The PDS will verbally confirm with the team on the day of the site visit whether the instructors and instructional assistants/demonstrators are meeting accreditation standards.

Once Phase II has been accepted, the accreditation/re-accreditation fee will be requested, and arrangements will begin for the site visit.

UNIT V

Training Institution Site Visit Checklist

Unit V Training institution Site Visit Checklist**5.1. Preparation for the Site Visit**

- Assign a site visit coordinator who has extensive knowledge of the program. This person should have a schedule arranged as per the proposed agenda.
- Prior to the site visit, ensure that faculty and staff are available and prepared for the accreditation team visit. Faculty involved in teaching the program will be interviewed and should be made aware of the purpose of the interviews. At the discretion of the PDS, staff may be interviewed in groups or individually with a minimum of disruption to scheduled classes. See Unit VI for sample questions. Administration should not be present during the interviews.
- Current students, both entry and, if applicable, advanced level, will be interviewed by the team. The students must be notified of the purpose of the interview prior to the date of the site visit. Arrange to have the students interviewed in their classroom and allot one-half hour. See Unit VI for sample questions.
- As the training institution/campus is expected to provide on on-site lunch for the team, it is recommended that the accreditation program coordinator be contacted so s/he can confirm with the team of any potential food allergies or issues and in turn, notify the school's site visit coordinator. Ensure coffee, tea and water is available for the team, preferably in the same room that contains the course portfolios.
- Program staff should conduct a general safety inspection of all the labs/shops and classes at least a month before the site visit to ensure that any safety findings are taken care of. If current fire and health certificates were not available to send with the Phase I document, they must be made available for the team's inspection during the site visit.
- The internal safety person should conduct a quick safety inspection of labs/shops the day before the site visit. This will catch any obvious findings like non-inspected fire extinguishers, blocked exits, missing machine guards, etc.
- A large room should be designated for use by the accreditation team to review the course portfolios. The portfolios should be placed on tables around the room. The material should be clearly labeled and in binders or file boxes.
- Resource materials including, but not limited to, textbooks, videos and online sites, must also be made available during the site visit. It is advantageous to the training institution to have strong evidence such as photographs and smaller projects available for viewing by the team. This will help demonstrate to the team that practical requirements of the program are being completed.

- Before the site visit, ensure that hard copies of student admission and retention records, faculty evaluations by the students, student complaint and resolution files, etc. are available for review. If applicable, on-the-job training evaluation forms completed by the employers should also be accessible to the team. In accordance with the **Access to Information and Protection of Privacy Act**, personal information belonging to the student, such as the name, should be hidden/removed from these records.
- Arrange to have a representative from the training institution available to guide the team on a tour of the site. The tour should include, but not be limited to, student services, the resource centre, classrooms, and the computer room. On the day of the site visit, the PDS will inform the representative if the team wishes to tour other areas.

5.2. Specific Actions During the Site Visit

- The training institution site coordinator must be available to greet the accreditation team upon arrival at the school and make the necessary introductions.
- Review the agenda.
- Provide coffee, cold drinks and a mid-morning snack to the team, preferably in the portfolio review room.
- Provide lunch at an appropriate time for the team. This may be a working lunch.
- All staff and administration should remain out of the review room unless invited in. However, a contact person should be readily available to answer any team questions or get additional documents if they are required.
- Be prepared to attend the necessary meetings.
- Remain flexible and be prepared to have staff work late if the review falls behind.
- The training institution can use discretion when choosing staff to attend the exit meeting. During the exit meeting, the PDS will give a verbal presentation to the staff detailing any concerns, findings or recommendations of the team. Graduate and employer feedback is relayed as well. The draft site visit report sent to the training institution about two weeks after the site visit will contain all the information presented verbally at the exit meeting.

It is important to note that the purpose of this meeting is not to debate the validity of the conclusion or to discuss how the training institution will rectify any concerns or problems found during the site visit. If, however, the training institution has evidence readily available to change the ranking of an element, it must be produced during the exit meeting.

UNIT VI

THE ACCREDITATION TEAM: THEIR ROLES AND RESPONSIBILITIES

Unit VI The Accreditation Team: Their Roles and Responsibilities

For initial program accreditation applications, the accreditation team normally consists of the PDS and **two** team members from the business/industry sector to conduct the site visit.

For five-year program renewals or verification site visits, the accreditation team is normally comprised of the PDS and **one** team member, although circumstances may warrant the inclusion of a second team member. For some verification site visits, the PACB may assign just the PDS.

6.1. Program Development Specialist (PDS)

The PDS, assisted by the Program Coordinator, will make direct contact with the training institution. This will be necessary to coordinate dates for the site visit, seek clarification on any items submitted in the documentation or other issues as they arise.

The PDS is responsible for:

- reviewing the Phase I and II documents to determine compliance with PACB standards.
- reviewing and approving meeting schedules and agendas with the training institution representative.
- interviewing graduates and employers by phone or email prior to the site visit.
- chairing team meetings with instructors, management staff, student services, other college personnel, and current students.
- reviewing a random selection of essential skills course portfolios and resource materials to ensure objectives from the PoT are being taught.
- auditing student files, instructor evaluations, instructor credentials and other documentation to ensure compliance with accreditation standards.
- examining the site facilities including student services, learning centers, classrooms, computer labs, etc. to confirm that they meet accreditation standards.
- preparing the draft and final accreditation reports for submission to the training institution and PACB, respectively.
- providing accreditation training to staff of the training institution and members of the accreditation team on their respective roles.
- providing assistance to the training institution as needed throughout the accreditation process.
- liaising with Program Coordinator to set up meeting schedules with team members and training institution representatives.

The PDS must keep the accreditation team focused on its mandate while ensuring open dialogue between the accreditation team and the training institution personnel. A key role is that of spokesperson for the team.

6.2. Team Member (Industry Representative)

The team member must be knowledgeable in the particular industry and about the education process. In occupations where an Interprovincial (Red Seal) Certificate exists, a team member must hold that level of certification. Otherwise, the team member must hold a Provincial Certificate of Qualification. S/he will be completely impartial. It is necessary to the integrity of the accreditation process to avoid even the appearance of a conflict of interest between a team member and the program. The team member will be trained in the overall accreditation process.

The team member is responsible for:

- attending a meeting with the PDS prior to the site visit to discuss their individual reviews of the documents submitted by the training institution and ensure there aren't any concerns prior to the site visit. Other items to be discussed include the proposed agenda, the previous site visit report for re-accreditations, and graduate and employer feedback as recorded by the PDS during phone/email interviews. It is decided at the pre-site visit meeting who will conduct the on-site interviews with faculty and current students.
- auditing the facilities to determine their adequacy and actual use in the program
- assisting the PDS in compiling the information for the preparation of the draft and final accreditation reports

6.3. Observers

At the discretion of the PDS, observers are permitted to follow the accreditation audit but have no vote in the progress of the review. These observers are usually team members in-training but may include Department of Advanced Education, Skills and Labour personnel.

6.4. Interview Skills

Interviews form a part of the Apprenticeship Accreditation site visit process. The team will interview a number of faculty and current students.

- The faculty should be interviewed in private as a group.
- The students should be interviewed as an entire class. The class chosen should be the nearest to graduation from the program.

6.5. Sample Questions

The following are **sample questions** that may be used as openers or in conjunction with specific questions on the program:

For Faculty Interviews

1. Tell us one thing in your work that you are very proud of doing.
2. Tell us one thing you would improve.
3. Are you satisfied with the safety procedures?
4. Is the available equipment satisfactory?
5. Is there a process in place to effectively communicate your concerns and recommendations to management? Are those concerns and recommendations addressed in a timely and satisfactory manner?
6. Describe professional development policy and practices. Is funding adequate? What professional development have you taken part in?
7. What do you think of the instructor-student ratio?
8. How is your schedule/workload?
9. Do you maintain any interaction with industry?

For Student Interviews

1. Why did you pick this program? Why this school/campus?
2. (For students who have been attending for a period of time) – What do you like about the program?
3. (For students who have been attending for a period of time) – In your opinion, what needs to be improved?
4. Do you get adequate access to the computers to do your required work?
5. Is there an orientation process? Is it effective?
6. Did you receive a written copy of the course outline and objectives at the beginning of each course? If yes, does the classroom instruction and evaluation tools, such as tests and projects, match the course outline?
7. Can you approach instructors for additional help/assistance/guidance?
8. Are you satisfied with the safety procedures?
9. Do you use all available resources and equipment?
10. Is this program fulfilling your expectations?
11. Do you feel you are getting adequate practical experience?

For Graduate Interviews

1. Did the program prepare you for working in industry? Is the program content up to date?
2. Do you feel that the quality of the facility enables the instructors to offer a program that meets your expectations?
3. Did the classroom instruction help you understand the practical components of the course?
4. What changes and/or improvements would you recommend in the program?
5. How effective was the program in preparing you for the job market?
6. Did you like the program? Looking back, would you enroll again? Why or why not?
7. Would you recommend this program to others? Why or why not?
8. Did you evaluate the instructors/faculty?

For Employer Interviews

1. How many graduates of this program have you employed? Would you hire them again? Why or why not?
2. Do you feel the program is up to date and meets industry requirements? Do you have any suggestions for improvements?
3. What are your expectations of graduates? Are they meeting or did they meet your expectations?
4. Is there a reason why you chose students from this school/campus?
5. Did you check to see if this program at this school/campus is accredited? Would knowing that a program is accredited influence your decision to hire a grad?

UNIT VII

Sample Site Visit Agenda

Unit VII Sample Site Visit Agenda

At least one week before the site visit, the training institution will submit an agenda to the PDS. The PDS reviews the agenda with the team member(s) during the pre-site visit meeting.

A sample site visit agenda for new applications and renewals is as follows:

| | |
|---------------|---|
| 8:30 - 9:00 | Opening meeting (PDS, Team member(s) and training institution representatives) |
| 9:00 – 10:30 | Review of documentation, texts, exams, etc. |
| 10:30 – 11:00 | Interviews with students |
| 11:00 – 12:30 | Tour and review of facilities and resources |
| 12:30 – 1:00 | Lunch (team may opt for a working lunch) |
| 1:00 – 1:30 | Interviews with Instructors |
| 1:30 – 3:00 | Completion of documentation review; additional interviews with students or instructors if required. |
| 3:00 – 3:30 | Team summation meeting |
| 3:30 – 4:00 | Exit meeting (PDS, team member(s) and training institution representatives) |

Note: A second day may be used if the accreditation team deems it necessary

UNIT VIII

Accreditation Team Assessment Guidelines

Unit VIII Accreditation Team Assessment Guidelines

8.1 Checklist of Elements

The guidelines used to assist the team when reviewing documentation submitted by the training institution and during the site visit are the same as those guidelines used for the training institution's self-assessment (see Unit III). By using the same checklist, both parties should reach uniform conclusions.

The assessment guidelines identify specific elements as being mandatory. Nonconformance to any of these mandatory elements constitutes **findings** and nonconformance to any other elements constitutes **concerns**. Several concerns do not cumulate to become a finding.

Each element includes a rating scale. The task of the team is to determine:

- (1) does the program documentation provide evidence that it meets the accreditation criteria?
- (2) can evidence be shown that the program follows the provided documentation?

8.2 Course Portfolio Checklist

The following checklist is provided to the team member to aid in reviewing the training institution's course portfolios.

- A page that lists each **practical and theoretical objective** in the Plan of Training with **page reference(s)** where each objective is covered in the lesson plan
 - Detailed **lesson plans** for **each** objective. Each lesson plan **must** include the following:
 - objective(s) from PoT
 - list of instructional aids, materials and tools
 - location (i.e. shop or classroom)
 - duration (time spent on the objective)
 - reference materials (i.e. texts, handouts, websites)
 - lesson outline including activities
 - assessment tools
- A list of **resource material** used to support the delivery of each course.
- The name, author, and publication information for any **textbook** used in each course.

- The **marking scheme** for each course. Each should include a clear breakdown of how students will be evaluated, especially with regard to the evaluation tools used and how they will be weighed.
 - A copy of all **evaluation tools** with marking scheme and answer key. Evaluation tools should include, but are not limited to, the following:
 - exams
 - practical projects
 - quizzes
 - assignments
 - For each evaluation tool, three recent **samples of student work** from the following three ranges of achievement should be included:
 - lower end
 - midpoint
 - upper end of the range of achievement.

UNIT IX

After The Site Visit

Unit IX After The Site Visit

9.1 Verbal and Draft Reports

At the end of the site visit, the training institution representatives in attendance at the exit meeting will be given a verbal report by the PDS. It is important to confirm the ratings and results being presented by the PDS because it is possible, for example, that:

- the team identified an isolated problem that is not common or typical to the training institution; or
- the team missed a significantly relevant piece of evidence.

The draft report will normally be sent to the training institution within two weeks of the site visit; however, it will not contain a decision. It will contain the information verbally given by the PDS at the exit meeting. It provides an opportunity for the training institution to comment on the written facts. Any facts significantly different from those stated at the exit meeting should be questioned. It is appropriate and correct that the training institution be in contact with the PDS for clarification.

9.2. Interpreting the Accreditation Decision

When the training institution and the accreditation team agree on the facts, a final report including a recommendation on accreditation will be prepared by the PDS and forwarded to the PACB for review. The PACB will approve, defer or deny the initial accreditation or re-accreditation. The training institution will be informed of the Board's decision in writing and will receive a copy of the final report noting the decision and signature of the Board Chair.

A three-year or five-year accreditation is granted when there are no findings. There may be concerns that would have to be corrected or addressed prior to the submission of the first Annual Maintenance Report.

Deferred accreditation is given when there are findings. The training institution is given another opportunity to provide evidence that the findings are not substantiated. The evidence must be drawn from the year and graduating class that were the focus of the accreditation visit. As the required evidence is based on past activity and should require little time to locate, the period of time acceptable to provide the required documentation may not exceed **thirty (30) days**.

Accreditation denial results when the training institution is unable to provide the required evidence. Institutions denied accreditation may reapply after a new class has graduated.

UNIT X

SAMPLE DRAFT TEAM REPORT

Unit X Sample Draft Team Report

The team report is essentially a summary of the team assessment (see guidelines in Unit 3.2). Any strengths, concerns, findings, or comments recorded on the team assessment should be transferred and summarized in the Team Report.

Accreditation Site Visit Report

| | | |
|------------------------------|---------------------------------------|--------------------|
| Training Institution: | <u>Mary White’s School of Cooking</u> | |
| Campus/Location: | <u>Corner Brook</u> | |
| Program Name: | <u>Cook</u> | |
| Visit Date: | <u>July 31, 2017</u> | |
| Team Names: | <u>Diana Biggs</u> | <u>Eric Jordon</u> |

| | | |
|--|-----------------------------------|---------------------------------|
| <u>For Completion by the Accreditation Team</u> | | |
| Recommendation | | |
| Three Years (initial) <input type="checkbox"/> | Deferred <input type="checkbox"/> | Denied <input type="checkbox"/> |
| Five Years (re-accreditation) <input type="checkbox"/> | Deferred <input type="checkbox"/> | Denied <input type="checkbox"/> |
| Team Signatures: | | |
| _____ | _____ | |
| Program Development Specialist | Date | |
| _____ | _____ | |
| Team Member | Team Member | |

| | | |
|---|------------------------------------|----------------------------------|
| <u>For Completion by the Provincial Apprenticeship and Certification Board</u> | | |
| Decision | | |
| Three Years (initial): <input type="checkbox"/> | Deferred: <input type="checkbox"/> | Denied: <input type="checkbox"/> |
| Five Years (re-accreditation): <input type="checkbox"/> | Deferred: <input type="checkbox"/> | Denied: <input type="checkbox"/> |
| PACB Chair: _____ | Date: _____ | |
| <i>Signature</i> | | |

Overall Ratings

The team’s assessment of each element is indicated by the letters in the “Rating” column according to the criteria of:

E – Exceptional; A – Acceptable; M – Marginal; U - Unacceptable; N - Not Applicable

1. The Training Institution

| | | | | | | |
|----|---|---|----------|---|---|---|
| a. | Branch Campuses and Off-Campus Facilities | E | <u>A</u> | M | U | N |
| b. | Calendar Entry | E | <u>A</u> | M | U | N |
| c. | Student Handbook | E | <u>A</u> | M | U | N |

2. Admission and Retention Policies and Standards

| | | | | | | |
|----|---|----------|----------|---|----------|---|
| a. | Entrance Requirements | <u>E</u> | A | M | U | N |
| b. | Admission with Conditions | E | <u>A</u> | M | U | N |
| c. | Admission Statistics | E | <u>A</u> | M | U | N |
| d. | Admission with Advanced Standing, Credit Transfer and Recognition of Prior Learning | <u>E</u> | A | M | U | N |
| e. | Inclusive Policies and Procedures | E | A | M | <u>U</u> | N |
| f. | Services to Students | E | <u>A</u> | M | U | N |

3. Requirements for Graduation

| | | | | | | |
|----|---|---|----------|---|---|---|
| a. | Policy on Program Completion Requirements | E | <u>A</u> | M | U | N |
| b. | Graduation Credential/Transcript | E | <u>A</u> | M | U | N |

4. Program Duration & Layout Chart

| | | | | |
|---|----------|---|---|---|
| E | <u>A</u> | M | U | N |
|---|----------|---|---|---|

5. Instructional Staff

| | | | | | | |
|----|---|---|----------|----------|---|---|
| a. | Sufficient Preparation Time | E | <u>A</u> | M | U | N |
| b. | Sufficient Number of Faculty | E | <u>A</u> | M | U | N |
| c. | Procedures to Maintain Faculty Competence | E | A | <u>M</u> | U | N |
| d. | Faculty Evaluation | E | <u>A</u> | M | U | N |

• **Core**

| | | | | | | |
|----|-----------------------------------|---|----------|---|---|---|
| a. | Appropriate Academic Credentials | E | <u>A</u> | M | U | N |
| b. | Maintains Currency in their Field | E | <u>A</u> | M | U | N |

For Private Training Institutions

| | | | | | | |
|----|---|---|----------|---|---|---|
| c. | Letter of Approval from Department of Advanced Education, Skills & Labour | E | <u>A</u> | M | U | N |
| d. | Evidence of Instruction in Approved Areas | E | <u>A</u> | M | U | N |

| | | | | | | |
|-----------|---|---|----------|---|---|---|
| • | Related | | | | | |
| a. | Appropriate Academic Credentials | E | <u>A</u> | M | U | N |
| b. | Maintains Currency in their Field | E | <u>A</u> | M | U | N |
| | <i>For Private Training Institutions</i> | | | | | |
| c. | Letter of Approval from Department of Advanced Education, Skills & Labour | E | <u>A</u> | M | U | N |
| d. | Evidence of Instruction in Approved Areas | E | <u>A</u> | M | U | N |
| • | Demonstrators | | | | | |
| a. | Appropriate Academic Credentials | E | <u>A</u> | M | U | N |
| | <i>For Private Training Institutions</i> | | | | | |
| b. | Letter of Approval from Department of Advanced Education, Skills & Labour | E | <u>A</u> | M | U | N |
| c. | Evidence of Instruction in Approved Areas | E | <u>A</u> | M | U | N |
| 6. | Educational Facilities | | | | | |
| | Classroom/Laboratory/Shop/Computer Facilities | | | | | |
| a. | Sufficient expendable materials | E | <u>A</u> | M | U | N |
| b. | Use of facilities reflect current techniques | E | <u>A</u> | M | U | N |
| c. | Equipment and computers to industry standards | E | <u>A</u> | M | U | N |
| d. | Shop (includes size, space allocation, brightness, cleanliness, ventilation and organization) | E | <u>A</u> | M | U | N |
| e. | Safety | E | <u>A</u> | M | U | N |
| f. | Sufficient tools (as per the Tool & Equipment list, if applicable) | E | <u>A</u> | M | U | N |
| 7. | Course Portfolios | | | | | |
| a. | Course outlines reflect Plan(s) of Training (PoT) | E | <u>A</u> | M | U | N |
| b. | Lesson plans/learning guides that address objectives | E | <u>A</u> | M | U | N |
| c. | Resource material to support delivery | E | <u>A</u> | M | U | N |
| d. | Current and acceptable text books | E | <u>A</u> | M | U | N |
| e. | Evaluation instruments with marking scheme, answer key and weighting breakdown | E | <u>A</u> | M | U | N |
| f. | Samples of students' work from lower, mid and upper range of achievement | E | <u>A</u> | M | U | N |
| g. | Evidence that approved PoT is being delivered and that 100% of fundamental competencies are met | E | <u>A</u> | M | U | N |

| | | | | | |
|--|---|----------|---|---|---|
| 8. Current Student Success and Satisfaction | E | <u>A</u> | M | U | N |
| 9. Program Evaluation by Graduates | E | <u>A</u> | M | U | N |
| 10. Program Evaluation by Employers | E | <u>A</u> | M | U | N |

Program Strengths:

Admission and Retention Policies and Standards

1. **Entrance Requirements:** The team found that the paper student records were properly maintained, organized and complete. The files demonstrated that admission policies were being followed. There was evidence of administration of CAAT.
2. **Admission with Advanced Standing, Credit Transfer & Recognition of Prior Learning:** The records reviewed clearly showed the rationale for providing course credit to students who received training at another training institution or in another program.

Student Comments

Current students stated that they received a fair amount of hands-on training in the program and that the theory taught matches the practical components of the course. They found the instructors helpful and the course well-organized. They have ample ingredients, utensils and equipment to work with in the kitchen. Students also stated that safety comes first in the Cook program. The program is fulfilling their expectations

Instructor Comments

All instructors were proud of helping students and see them succeed. The Cooking instructor finds the kitchen utensils and equipment quite satisfactory. All instructors find their workload and schedule quite manageable. They are all comfortable speaking with administration if issues or concerns arise.

Graduate and Employer Comments

1. Three graduates were interviewed. All thought the program provided a solid background for working in industry. They thought the Cooking instructor was helpful and accessible. The three graduates would recommend the program to others.
2. Five employers were interviewed. The employers stated that Cook program at Mary White’s School of Cooking was producing graduates that meet their expectations.

Areas of Concern:

1. **Inclusive Policies and Procedures:** There is no written general policy regarding inclusive policies and procedures. During the accreditation period, Mary White's School of Cooking should develop a policy and procedures on increasing participation of designated groups such as women in non-traditional occupations and visible minorities.
2. **Procedures to Maintain Faculty Competence.** Very few instructors are aware of the Professional Development planning and procedures. The team requires Mary White's School of Cooking to develop a communication plan to educate new hires on the Professional Development Policy and Procedures. An update on the status of this plan is required with the first Annual Maintenance Report.

Findings: