

APPRENTICESHIP ACCREDITATION

PHASE II

Final Documentation for
Apprenticeship Program Accreditation/Re-accreditation

A Word version of this document will be provided to you at your request.

Training Institution:	
Campus (if applicable):	
Program:	
Level: Entry Level <input type="checkbox"/>	Entry & Advanced-Level <input type="checkbox"/>
(check one)	
Type: Initial Accreditation <input type="checkbox"/>	Re-accreditation <input type="checkbox"/>
(check one)	
Plan of Training Version:	

In accordance with the *Access to Information and Protection of Privacy Act*, personal information belonging to the student (name, etc.) should be redacted from any records.

Additionally, Instructor and Instructor Assistant/Demonstrator credentials should not be included as part of the Phase II document but should be securely sent to the Program Development Specialist (PDS) for accreditation via fax or email. The PDS will inform the remaining accreditation team member(s) verbally whether accreditation standards are being met regarding credentials.

I. PROGRAM HISTORY

Provide a history of the program describing when it began and noting any changes it has undergone in size, delivery, location, etc.

II. INSTRUCTIONAL STAFF

A. Teaching Load Averages

Give data as requested below for the **previous** semester.

	Actual Range
Number of hours per week taught by full-time faculty	
Number of hours per week that faculty is available on campus	
Number of students allotted in the shop at one time	
Number of students per class per instructor	
Number of hours per week for instructional assistants/demonstrators, if applicable	

B. Faculty Profile

Please identify the program’s instructional staff (Core Instructors, Related Instructors, and Demonstrators). Include all **permanent** and **substitute/temporary/contractual** instructional staff. Please provide copies of credentials for **all** instructors and demonstrators **via fax or email to the Program Development Specialist**. Credentials include, but are not limited to, Journeyperson Certificates, evidence of completion or pursuit of the Post-Secondary Instructor’s Certificate and, if applicable, the approval letter from the Private Training Unit. It is important to note that the Provincial Apprenticeship and Certification Board does not differentiate between permanent and other substitute/temporary/contractual instructional staff. All instructors and demonstrators teaching in an accredited program **must meet the accreditation requirements**.

Full Name	Teaching Assignment		Full-time or Part-Time	Courses Taught	Educational Qualifications	Years Teaching Experience (full-time equivalency)		Years Industry Experience (full-time equivalency)		Professional Society Memberships, Registration, etc.
	Entry Level	Advanced Level				Trade	Other	Trade	Other	Other

C. Procedures to Maintain Competency of the Faculty and Currency of the Program

Attach any professional development policies and procedures for faculty involved with this program. Describe any opportunities for faculty to remain competent and current in their trade and for the program to maintain technical currency. Examples include, but are not limited to, leaves of absence for industrial experience, qualification upgrading opportunities, professional development workshops, opportunities to be involved in committees, etc.

D. Faculty Evaluation

Describe how the evaluation of permanent and contractual faculty for the program is conducted. If applicable, include copies of student feedback forms. Related Policy Manuals may be attached.

III. EDUCATIONAL FACILITIES

All spaces and equipment used for the program will be viewed by the accreditation team during the site visit.

A. i) Classrooms/Labs/Shops

Number of classrooms dedicated to the program	Number of labs dedicated to the program	Number of shops dedicated to the program
Additional Comments (optional):		

ii) Equipment

If materials and equipment are being used for the program IN ADDITION to those noted in the program’s **Tool and Equipment List**, please record them below. Any equipment recorded should include details as noted in the following chart.

Type of Space	Primary Use	Equipment Type	No. of Units	Date of Acquisition

B. Computer Facilities

Provide a list of computer hardware and software. The list should be divided into units specifically dedicated to the apprenticeship unit and those to which students have access.

Lab/Room	Primary Use	No. of Units	Equipment Type	Date of Acquisition

C. Partnerships with Industry and Other External Agencies on Resource Sharing

If some components of the program cannot be delivered in-house and are provided elsewhere, give a description of such arrangements and services. Contracts with any external agencies will be validated during the site visit. Examples of such occurrences follow:

- Space used outside the training institution to complete practical objectives of the course
- Any instructor or demonstrator used in the program who is not member of the training institution’s faculty
- Leased and borrowed equipment used in the program
- Third party course providers used in the program (for example, first aid taught by a third party)
- Any online programs provided by a third party in the program (for example third party WHMIS program)
- Any and all services to students by a third party (for example, guidance, accommodations, etc.)

D. Resource Center

Describe any and all library services available to students in the apprenticeship program. Please include location, hours of operation, staffing, professional library services and types of resources. If external, also explain the nature of the arrangement to facilitate student access.

IV. COURSE PORTFOLIOS

The Provincial Plans of Training (PoT) have been derived from the National Occupational Analysis for each designated occupation and reflect the competencies identified in these Analyses. Successful completion of this PoT ensures that apprentices have completed all the technical and practical training necessary to write the Interprovincial Examination. Therefore, it is essential that the training institution effectively cover all competencies.

You are required to submit two **CORE** course portfolios with your Phase II documentation. **The remaining portfolios will be examined during the site visit.** The course portfolio should contain the following items to provide a comprehensive sample of course evaluation instruments and student performance. The fundamental competencies must be 100% met or findings of shortcomings will be noted.

Each Core course portfolio should contain the following:

- 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**. Each lesson plan **must** include the following:
 - Objectives from the PoT
 - List of instructional aids, materials and tools used to teach the objective
 - Location (ie 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 include, but are not limited to, exams, practical projects, quizzes and assignments.
- For **each** evaluation tool, there must be **three** recent samples of student work: one each from the lower end, mid point and upper end of the range of achievement.

V. STUDENT SUCCESS AND SATISFACTION

A. Student Statistics for previous year

Indicate Entry Level (EL) or Advanced Level (AL)	Enrollment Date (mm/yy)	Number of students who enrolled	Completion Date (mm/yy)	Number of students who completed	Number of students still enrolled	Number of students who did not complete for academic reasons	Number of students who did not complete for other reasons

B. If applicable, provide documentation of student complaints and their resolution.

C. In addition to providing student feedback on faculty (**Section II.D**), student satisfaction with the program, the campus, non-faculty staff, the work-term experience, etc. is often measured through student evaluations. Please describe or include your written policy regarding student satisfaction evaluations, if applicable.

VI. PROGRAM EVALUATION BY GRADUATES

The training institution must provide names and contact information of at least **three (3) graduates** of the program who are working or have worked in the program since graduation. The graduates must be contacted by a training institution representative and advised that the Program Development Specialist will be contacting them to ask that they provide feedback on the program.

VII. EMPLOYER EVALUATION OF GRADUATES

The training institution must provide a list of at least **five (5) employers** who have employed graduates from the program. **Specific contact information** for the employers (name of company, name of company representative to be interviewed, direct phone number) is required. The employers must be contacted by a training institution representative and advised that the Program Development Specialist will be contacting them to ask that they provide feedback on the program.

Additionally, for any program offering an **on-the-job training component**, feedback forms from the employers are to be made available to the accreditation team during the site visit.