



# Emerging Trends

## Industry Consultation Competency Assessment

Best Western - Richmond  
Sept 6, 2007



THE RIGHT SKILLS ► A PROVEN ADVANTAGE

## Emerging Trend

- Historically, most apprentice programs in BC were categorized as traditional time based, models.
- Today, there is a growing trend within Industry to incorporate a record of work based training and competency assessment into non-traditional models.

## 4 Models

- Time Based
- Hybrid 1 and 2
- Competency Based

# Time Based

- Time is the constant
  - The apprentice must complete all specified work based hours.
- Results are variable
  - The apprentice must attain more than 70% on a theory examination to pass.
  - The employer/sponsor must signoff an attestation that the apprentice is working at a journeyperson level.

# Competency Based

- Time is the variable
  - The apprentice will progress at their own rate and must demonstrate all specified work based competencies to defined standards of performance.
- Results are constant
  - The assessor must evaluate and signoff each competency when the standard is attained.
  - The apprentice is either competent or not yet competent.

# Hybrid

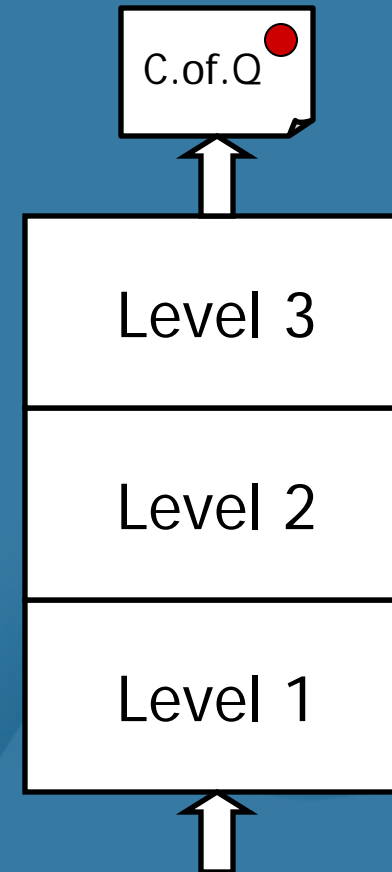
- Time is constant
  - The apprentice must complete all specified work based hours.
- Results are more constant
  - The apprentice must still attain more than 70% on a theory examination to pass, however,
  - The employer/sponsor/assessor must evaluate and signoff each competency when the industry standard is attained.

## 4 Qualification Paths

- Traditional
- Specialization
- Progressive
- Endorsement

# Traditional

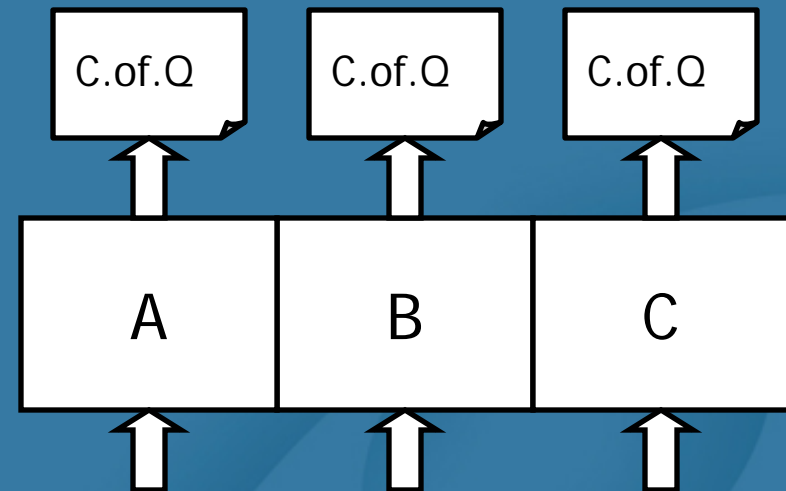
- One entry point and one qualification point.
- Learning is spread across and delivered over multiple years.
- Theory may be progressively advanced.





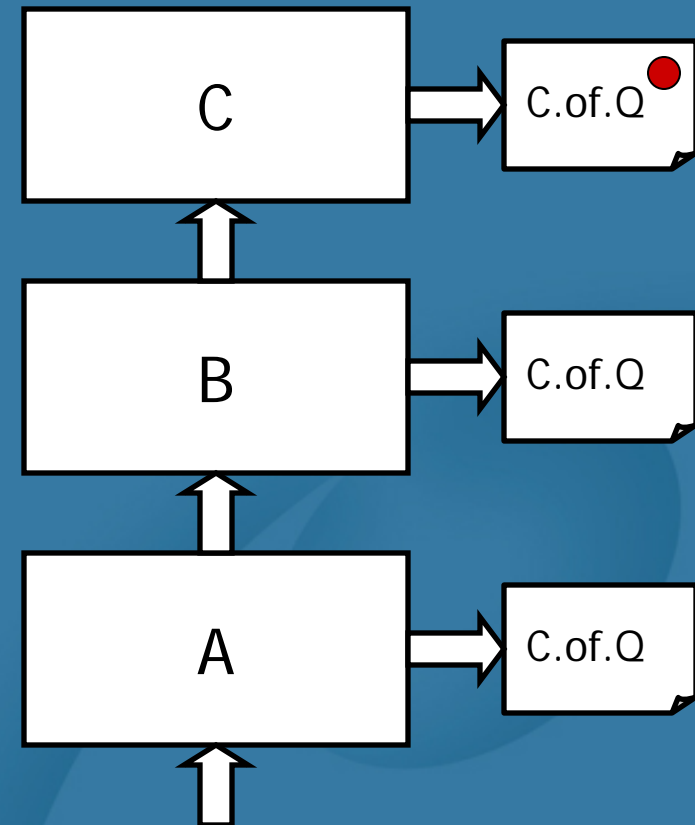
# Specialization

- Multiple entry points and multiple qualification points.
- Learning is delivered within separate specializations.
- Relevant theory is contained within each specialization.
- The apprentice can choose any specialization.
- Bridging opportunities to obtain additional specializations.



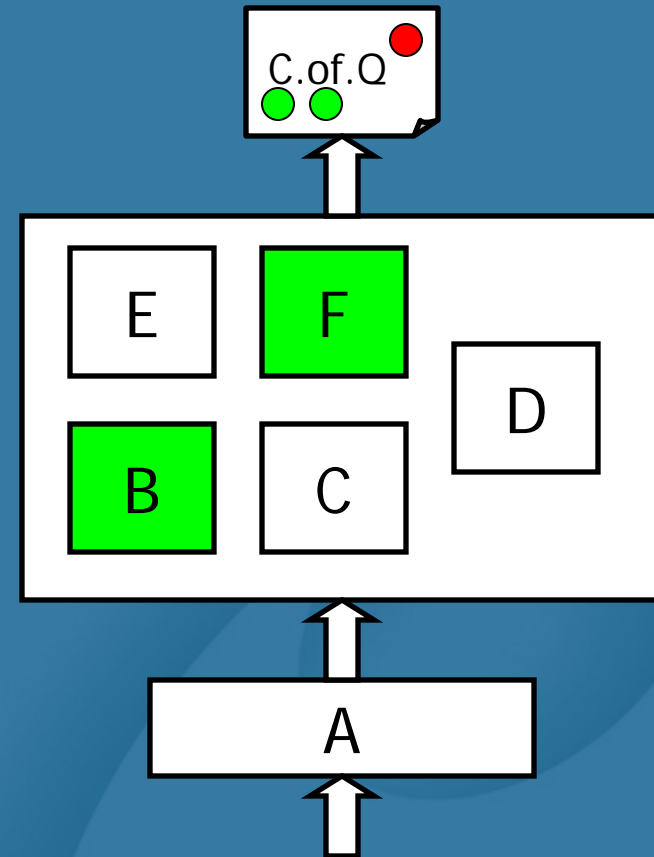
# Progressive

- One entry point and many qualification points.
- Learning is delivered over multiple progressions.
- Theory is specific to each progression.
- Prerequisite standards must be met.
- The apprentice can choose to exit at any progression.
- Opportunities to re-enter and obtain additional specializations.

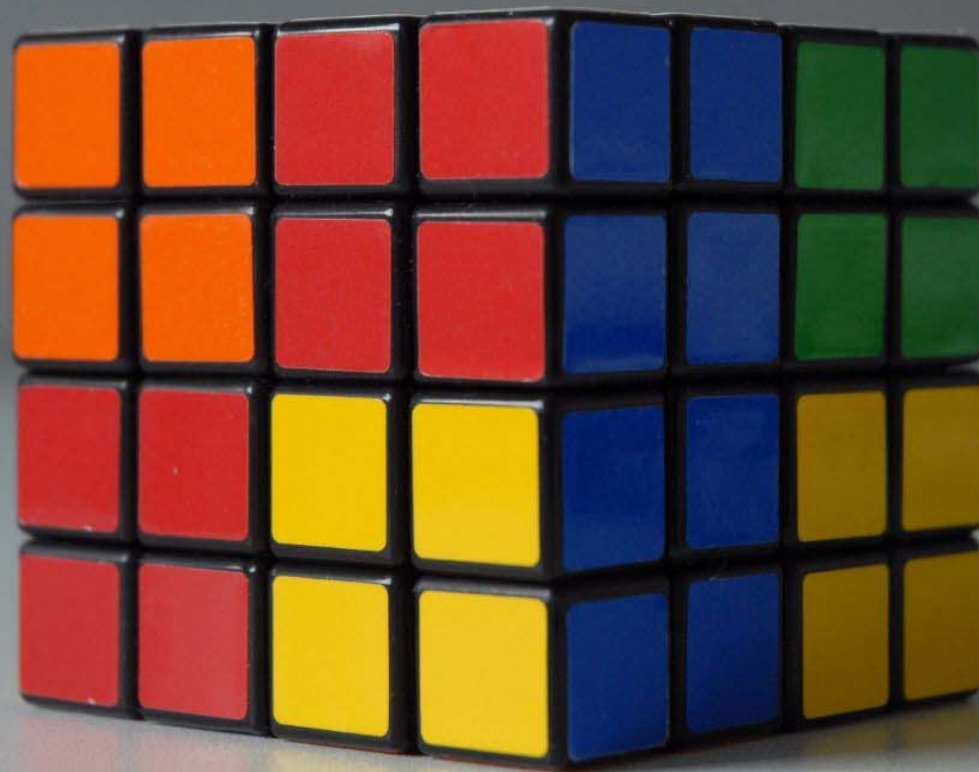


# Endorsement

- One entry point and one qualification point.
- Learning is delivered within each endorsement.
- Theory is specific to each endorsement.
- The apprentice can choose any endorsement.
- Bridging opportunities to obtain additional endorsements.



# Matrix



<b>COMPETENCY</b>				
<b>H2</b>				
<b>HYBRID</b>				
<b>H1</b>				
<b>TIME</b>				
<b>MODEL</b> <b>PATH</b>	<b>TRADITIONAL</b>	<b>SPECIALIZATION</b>	<b>PROGRESSIVE</b>	<b>ENDORSEMENT</b>

<b>COMPETENCY</b>				
<b>H2</b>  <b>HYBRID</b>  <b>H1</b>	<hr style="border-top: 1px dashed black;"/>	<hr style="border-top: 1px dashed black;"/>	<hr style="border-top: 1px dashed black;"/>	<hr style="border-top: 1px dashed black;"/>
<b>TIME</b>	<ul style="list-style-type: none"> <li>•Program Profiles</li> <li>•Program Outlines</li> <li>•Examination Banks</li> </ul>			
<b>MODEL</b>  <b>PATH</b>	<b>TRADITIONAL</b>	<b>SPECIALIZATION</b>	<b>PROGRESSIVE</b>	<b>ENDORSEMENT</b>

<b>COMPETENCY</b>				
<b>H2</b>				
<b>HYBRID</b>				
<b>H1</b>	<ul style="list-style-type: none"> <li>•Program Profiles</li> <li>•Program Outlines</li> <li>•Examination Banks</li> <li>•Checklists</li> <li>•Logbooks</li> </ul>			
<b>TIME</b>	<ul style="list-style-type: none"> <li>•Program Profiles</li> <li>•Program Outlines</li> <li>•Examination Banks</li> </ul>			
<b>MODEL</b> <b>PATH</b>	<b>TRADITIONAL</b>	<b>SPECIALIZATION</b>	<b>PROGRESSIVE</b>	<b>ENDORSEMENT</b>

COMPETENCY				
<p>H2</p> <p>HYBRID</p> <p>H1</p>	<ul style="list-style-type: none"> <li>•Program Profiles</li> <li>•Program Outlines</li> <li>•Examination Banks</li> <li>•Logbooks</li> <li>•Competency Stds.</li> <li>•Assessors</li> </ul> <hr style="border-top: 1px dashed black;"/> <ul style="list-style-type: none"> <li>•Program Profiles</li> <li>•Program Outlines</li> <li>•Examination Banks</li> <li>•Checklists</li> <li>•Logbooks</li> </ul>			
TIME	<ul style="list-style-type: none"> <li>•Program Profiles</li> <li>•Program Outlines</li> <li>•Examination Banks</li> </ul>			
<p>MODEL</p> <p>PATH</p>	TRADITIONAL	SPECIALIZATION	PROGRESSIVE	ENDORSEMENT



<b>COMPETENCY</b>	<ul style="list-style-type: none"> <li>•Program Profiles</li> <li>•Program Outlines</li> <li>•Examination Banks</li> <li>•Logbooks</li> <li>•Competency Stds.</li> <li>•Assessors</li> </ul>			
<p style="text-align: center;">H2</p> <p style="text-align: center;">HYBRID</p> <p style="text-align: center;">H1</p>	<ul style="list-style-type: none"> <li>•Program Profiles</li> <li>•Program Outlines</li> <li>•Examination Banks</li> <li>•Logbooks</li> <li>•Competency Stds.</li> <li>•Assessors</li> </ul>			
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<p style="text-align: center;">TIME</p>	<ul style="list-style-type: none"> <li>•Program Profiles</li> <li>•Program Outlines</li> <li>•Examination Banks</li> </ul>			
<p style="text-align: center;">MODEL PATH</p>	<p style="text-align: center;">TRADITIONAL</p>	<p style="text-align: center;">SPECIALIZATION</p>	<p style="text-align: center;">PROGRESSIVE</p>	<p style="text-align: center;">ENDORSEMENT</p>

COMPETENCY		<ul style="list-style-type: none"> <li>•MC R (4 p)</li> <li>•BT (4 p)</li> </ul>		•MMT (5e)
H2	<ul style="list-style-type: none"> <li>•TC</li> <li>•BRICK R</li> </ul>			
HYBRID	<ul style="list-style-type: none"> <li>•IE R</li> <li>•MRT</li> </ul>		•WELD R (3 p)	
H1		•RCFT		<ul style="list-style-type: none"> <li>•HEO (6e)</li> <li>•APL (5e)</li> </ul>
TIME	<ul style="list-style-type: none"> <li>•GLAZIER R (8m)</li> <li>•WALL &amp; CEILING R (4m)</li> <li>•DRYWALL (3m)</li> <li>•PLASTERER (3m)</li> <li>•All traditional time based, block release programs</li> </ul>		<ul style="list-style-type: none"> <li>•AST R (4 p)</li> <li>•AUTO PAINT R (2p)</li> <li>•P&amp;W R (5 p)</li> <li>•HORT(3 p)</li> <li>•LMI Saw (3p)</li> <li>•PLANNER MILL (2p)</li> <li>•RIG TECH R (3p)</li> </ul>	•PAINTER R (1e)
MODEL PATH	8 TRADITIONAL	9 SPECIALIZATION	25 PROGRESSIVE	4 ENDORSEMENT

- The Industry Consultation Discussion Paper and summary of this session will be available on the ITA Website
  - [www.itabc.ca](http://www.itabc.ca)
- If you have any other feedback after the session today, please send your comments by email
  - [feedback@itabc.ca](mailto:feedback@itabc.ca)