



ita

industry training authority

Proposals for New Training Programs

Guidelines for Proponents

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INTRODUCTION

Purpose of This Document

This document describes the guidelines that have been established by the Industry Training Authority (ITA) for the development and approval of new Training Programs and associated credentials. These guidelines have been developed to assist industry groups that are interested in proposing new Training Programs to ITA for approval.

The ITA's Commitment

The ITA is a customer-oriented organization, and is available to consult with and assist organizations wishing to submit proposals. This can include advice on funding sources that may be available for planning and proposal preparation. The process outlined in this document is intended to provide guidance rather than to prescribe precise steps. The ITA will work with proponents to structure a review process that is well suited to their particular circumstances.

Defining Features of Industry Training

Industry Training is characterized by four unique operational attributes:

- Province-wide standards are defined by industry and approved by ITA
- On-the-job learning comprises a significant component of the learning (This differentiates the apprenticeship model from most other vocational training.)
- Employers / industry play an integral role in assessment of qualified workers
- Provincially and / or Nationally-recognized credentials are issued for successful completion

Note: While industry training in British Columbia includes the traditional apprenticeship model, under ITA the scope of industry training can extend beyond “trades” occupations and include a range of training delivery and certification approaches.

Background on New Training Programs Approval

The ITA is empowered under the provisions of the *Industry Training Authority Act* to approve new “Training Programs” developed by industry.

The term “Training Programs” has a very specific meaning in the context of the ITA’s work. The ITA has defined the term “**Training Program**” to include:

- the competencies required by individuals to successfully perform the duties of a given occupation;
- the standards and measures to assess attainment of the competencies; and
- the credential that is to be awarded by the ITA upon demonstration of competence.

This definition *excludes* the specific methods or means by which individuals acquire competencies (e.g. classroom training, work-based training, work experience).

The ITA will only approve Training Programs that are deemed to be relevant and of high quality. The ITA also believes that training should offer participants the opportunity for personal growth, with clear paths to additional credentials where possible.

APPROVAL CRITERIA

The ITA Board has established the following general criteria for approving Training Programs:

- The Training Program meets an industry demand for workers with specific skills.
- The relevant skills and the competencies are clearly identified and described to a standard acceptable to ITA.
- Laddering and bridging paths to other credentials and certificates are clearly defined.
- The training process or model is focused on measurable outcomes including written exams and practical assessments that are directly related to the competency profile.
- Assessment tools and processes that measure cognitive, practical and other capabilities are rigorous, relevant and meet peer review standards.
- There is an identified process and schedule for regular review of the skills profile, competencies and assessment tools with substantial industry input to ensure maintenance of quality and standards, as well as relevance to industry needs.
- For training associated with Red Seal trades and occupations, the programs must meet inter-provincial and national standards established by regulatory bodies that regulate the trade or occupation.
- There is clear documentation that industry will hire sufficient numbers of apprentices and support them through to program completion to ensure sustainability of the program. (A feasible sponsorship model is defined which meets the requirements of sponsors defined by the ITA.)
- There is a clear strategy proposed for the timely and cost-effective implementation of the program.

Key Approval Process Considerations

As noted, the process detailed in this document is intended to guide rather than to strictly prescribe the steps that industry groups will follow in seeking the approval of new Industry Training Programs. The ITA recognizes that it may be appropriate or necessary to compress or combine specific steps in the suggested process, and/or to pursue them in a different sequence.

The approval process for a new Training Program has been intentionally separated from the funding approval process for the development and implementation of specific training approaches.

APPROVAL PROCESS

Step 1 – Preliminary Proposal

Proponents seeking approval-in-principle for the establishment of new Industry Training Programs and associated credentials are requested to address the following questions in a concise preliminary proposal:

- Why is this new program being requested? (What is the general rationale?)
- What industry support exists to ensure the success of the proposed program? Is there opposition to the proposed program?
- How will the proponent ensure sufficient industry participation and support as evidenced by employer willingness to register and train apprentices in the new program and move the apprentices through to final certification?
- What is the demand for workers with the proposed training credential?
- How can the proposed training bridge or ladder to other credentials or career opportunities?
- What specific competencies will the trainee obtain? Include a draft competency profile if developed.
- How should training be delivered? (e.g. public institutes, private trainers, secondary schools – other)
- How does this training program relate to any existing trade or occupation?
- What other regulatory or licensing requirements might apply to the proposed program? (e.g. BC Safety Authority, WCB, Transport Canada, other)
- What positive impact on the BC economy and labour market will result from the establishment of the program?
- How many individuals should be trained annually?

Step 2 – Staff Assessment and ITA Internal Review

Committee Approval-in-Principle

Staff will review the proposal, and recommend approval-in-principle to the ITA Internal Review Committee for determination. If they concur, the proponent will be invited to submit a final proposal. If the proposal is not approved, the proponent may request a review of the decision by the ITA CEO.

Step 3 – Proposal Preparation and Submission

Following approval-in-principle the industry proponent will prepare a comprehensive proposal that addresses each of the general criteria for approval of new industry training programs. A recommended final proposal format is detailed in Appendix 1. All final proposals must minimally include a Program Profile and an Occupational Analysis Chart for the proposed program. Specifications and formats for these two supporting documents are detailed in Appendix 2.

Step 4 – Proposal Review

ITA staff will review the proposal (such review may include a technical review by external industry and subject-matter experts) and make a recommendation to the ITA Internal Review Committee.

Step 5 – Proposal Approval & Implementation

If the proposal is approved, ITA staff will formally notify the proponent, and work with the proponent and other relevant industry bodies and training organizations on further program definition and implementation. If the proposal is not approved, the proponent may request a review of the decision by the ITA CEO.

Once approved, program proponents will be required to complete the remaining work on standards development. This minimally entails the development of a Program Outline, Examination Table of Specifications and Examination Question Banks. It may also entail the development of Practical Assessments and Log Books. Specifications and formats for these documents are provided in Appendix 3. Funding for post-approval program standards development work is typically provided by ITA through a formal Contribution Agreement.

CONTACT FOR ADDITIONAL INFORMATION

Industry organizations interested in exploring the establishment of a new Industry Training Program are encouraged to contact:

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APPENDIX 1 RECOMMENDED FINAL PROPOSAL FORMAT

The following is a suggested format to be used in preparing a final proposal for submission to the ITA for the approval of a new Training Program and associated credential.

1. Executive Summary

- a. Provide an overview of the entire proposal, specifying what is being requested of the ITA and providing a concise rationale for the request. (NB: Funding requests are dealt with separately.)

2. Industry Support:

- a. Describe the industry structure and composition including the various sectors, employers, and industry associations/councils.
- b. List the individuals and companies/associations/councils involved in the development of the application and the sector(s) they represent.
- c. Indicate the extent of support for the proposal on the part of all sectors, groups, associations, councils, and employers within the industry. (Include formal expressions of support such as Letters of Support, MOU's etc.)
- d. Describe the process used to determine industry support.
- e. Describe the extent of any opposition to the proposal and specific concerns raised.
- f. Describe how industry will encourage worker certification pursuant to the proposed Training Program.
- g. Provide evidence of the extent to which industry is committed to providing employment-sponsored training to trainees to enable them to gain the proposed credential, and the extent to which industry is committed to recruiting and employing individuals who would possess the credential.

3. Labour Market Demand/Mobility:

- a. Indicate historical employment rates of workers in the occupation to which the Training Program applies and projections for the future. Include cyclical fluctuations if applicable. Where a formal human resource plan or equivalent has been completed include details of the process followed and outcomes achieved.
- b. Provide evidence of learner demand for the program by documenting registered or wait-listed individuals for the program.
- c. Describe how this Training Program might bridge or ladder to other credentials or career opportunities.
- d. Describe, if applicable, entry and exit points for participants.

- e. Describe the general strategy by which uncertified workers currently in the occupation could achieve the proposed certification (e.g. prior learning assessment, challenge exams, etc.).

4. Competency/Skill Profile:

- a. Describe the skills and knowledge required to perform the main functions of the identified occupation, including technical knowledge.
- b. Describe how the training standards will be (i) measured and (ii) kept current.
- c. Indicate the proposed entry-level work and/or educational requirements for the identified occupation.
- d. Indicate the estimated length of technical (e.g. classroom or e-learning) and on-the-job training required.
- e. If a formal occupational analysis review has been completed include details of the process followed and outcomes.

5. Training Requirements:

- a. Describe the general nature of training required for the identified occupation, including duration and methodology (e.g. classroom, work-based training, distance/e-learning, theory vs. practical etc.).
- b. Describe the organizations that may deliver training (e.g. public colleges, private institutes, school districts, industry associations, etc.).
- c. Describe the nature and scope of any existing training, and why it does not meet industry's requirements.

6. Relationship to Other Occupations:

- a. Describe any relationship between the identified occupation and any existing trade or occupation.
- b. Describe any training resources (e.g. skills profiles, curriculum, training materials) developed for other occupations that may be used to support the requirements of the proposed new Program.
- c. Describe, if appropriate, the process and results of any consultation conducted with representatives of any other related occupation about this application for program approval.

7. Other Approvals/ Requirements:

- a. Indicate whether the proposed occupation will require further authorization or approval by government departments or agencies (e.g. licensing, safety regulations or codes).

8. Impact / Benefits:

- a. Describe the effect the recognition of the identified occupation would have on the BC industry training system and the BC labour market including individuals, employers, and the general public. For example, what effect would it have on those people currently working in the occupation? Would employers be willing to employ workers who had training and certification in the occupation? How would it benefit the general public? How would it benefit industry?
- b. Indicate if the identified occupation is designated, recognized, or certified elsewhere in Canada.
- c. Indicate whether there is a potential for national standards or recognition and whether such linkages are desirable or appropriate.

9. Sustainability

- a. Indicate the approximate annual number of new participants that could require training. Describe how this estimate was determined.
- b. Indicate whether the estimated annual number entering the identified occupation could sustain a viable training program.
- c. Describe in qualitative terms industry's willingness to participate as employer sponsors in on-the-job training activities and willingness to participate in training program maintenance.

10. Financial Model

- a. a. Provide an estimate of the costs of planning, curriculum development/maintenance, and training delivery to support the new Training Program.
- b. b. Describe the proposed financial model/strategy for underwriting such costs, including any assumed financial contributions from the ITA.
- c. c. Describe the financial contribution (cash and/or in kind) industry is willing to invest in the development and ongoing maintenance of the Training Program.

11. Implementation Strategy

- a. Describe the major tasks and actions that will need to be completed in order to implement the new program.
- b. Describe the implementation roles and responsibilities for each of the tasks and actions.
- c. Describe the estimated timeline for completion of each of the major tasks and actions.
- d. Estimate the financial resources required to complete each of the major tasks and actions.

APPENDIX 2

PROGRAM PROFILE & OCCUPATIONAL ANALYSIS SPECIFICATIONS

PROGRAM PROFILE :

The Program Profile shall contain the following headings and content:

1. Credential Issued
The credential/s issued by the Industry Training Authority after successful completion or challenge of the program requirements.
2. Occupational Description
A concise occupation description.
3. Program Duration & Structure:
Where applicable, the durations for in-school technical training hours and/or work-based training hours
4. Program Completion Requirements
All requirements for program completion.
5. Program Challenge Requirements
All requirements that enable persons to be assessed and receive the credential on a challenge basis. Challenge mechanisms are typically made available to persons who have gained relevant and related skills and knowledge outside formal participation in an industry training program.
6. Program Prerequisites:
Where applicable, recommended or mandatory prerequisites.
 - a. Recommended prerequisites shall list the preferred program entry requirements.
 - b. Mandatory prerequisites shall list specific entry requirements prior to registration into the program. Where pre-entry testing is required, the test type and standards of achievement.
7. Assessment Methods:
Formative and summative assessment at each program level (written and / or practical)
8. Cross-Program Credits & Linkages
Where applicable, all links to other credentials or laddering into other training programs. Cross-Program Credits for other industry training programs should also be detailed along with specific credit values for both technical training and workplace hours.
9. Program Standards Documentation
Key standards documentation relating to the industry training program, including the Program Profile, National Occupational Analysis, Provincial Occupational Analysis, and Provincial Program Outline and their corresponding dates of issue.

10. Program Standards Mechanism:

Any organization that has been assigned or assumed responsibility for maintaining the program standards, such as an Industry Training Organization,

11. Technical Training Content:

Topic outlines by level for the technical training component of the program, where applicable.

12. Certification Examination Competencies:

Key topic areas that are assessed in any final written and/ or practical certification examination, including where appropriate, the Inter Provincial “Red Seal” examination.

OCCUPATION ANALYSIS CHART:

The Occupation Analysis Chart shall be laid out in a graphical DACUM format that identifies all duties and tasks, and shall contain action verbs that convey action/behaviors and reflect the type of performance that is to occur.

The duties shall be the largest division within the analysis which reflects a general area of competence that successful workers in the occupation must demonstrate or perform on an ongoing basis. All duties shall be numbered in a progressive sequence starting at 1.0.

The tasks shall be the distinct work activities that have a definite beginning and ending, are observable or measurable, consist of two or more steps, and lead to a product, service or decision. All tasks shall be numbered in a progressive sequence starting at 1.1

Following the task numbering system, each task shall identify what type of learning is to occur. Theory learning shall be identified with a “K”, and workplace or practical learning shall be identified with a “W”.

Where applicable, all programs that lead to an Interprovincial Red Seal shall be aligned with the blocks (duties), tasks, and sub tasks specified in the National Occupational Analysis.

[Note: Examples of Program Profiles and Occupational Analysis Charts for established industry training programs along with electronic templates for completion are available from ITA.]

APPENDIX 3 PROGRAM OUTLINE, ASSESSMENT & LOG BOOK SPECIFICATIONS

PROGRAM OUTLINE :

Part 1: The Program Outline:

The program outline shall describe how each duty and task identified in the Occupation Analysis Chart is taught and assessed. A single section for each duty and all tasks shall contain the following headings and content:

- 1) Duty Description
The description shall be the same identified on the occupation analysis chart.
- 2) Learning Objective
The learning objective shall describe what the learners will be expected to do when they have completed a specified course of theory or work based instruction.
- 3) Tasks and Learning Content
The tasks and learning content shall be laid out in numbered point form, and shall describe what the learners will be expected to learn during their course of theory or work based instruction.
- 4) Achievement Criteria:
Where applicable, only the work-based or practical tasks shall identify minimum standards of achievement in observable and measurable units. The achievement criteria for theory units shall be measured separately against the pass mark on standardized examinations.

Part 2: Training Provider Standards:

For effective training provider program delivery, minimum standards shall be established for:

- 1) Facilities and Materials:
For each level of technical training, facilities and materials appropriate for delivery of instruction shall be identified.
- 2) Tools and Equipment:
For each level of technical training, all tools and equipment shall be identified.
- 3) Instructor Qualification:
For each level of technical training, instructor qualifications and experience shall be identified.

ASSESSMENT MECHANISMS & TOOLS:

1) Examination Table of Specification:

A table of specification shall exist for each level and challenge examination and shall identify:

- a) Each duty, its percentage weighting, and number of questions asked at the task level based on relative importance, difficulty and frequency.
- b) The distribution of questions asked at the task level per duty within each of the three taxonomy levels;
 - i. Taxonomy 1 shall test basic knowledge and recall of definitions, facts and principles.
 - ii. Taxonomy 2 shall test procedural steps and application of knowledge to practical situations.
 - iii. Taxonomy 3 shall test critical thinking and problem solving.
- c) The total number of questions asked on the examination.
- d) The total number of questions required for the three times examination bank.
- e) Cross reference between each duty and the applicable question numbers.

2) Theory Assessment:

An examination bank of multiple choice questions with answer keys shall exist for all level and challenge examinations.

The examination banks and answer keys shall be provided to the Industry Training Authority in Microsoft Word format for formatting and storage on LXR examination management software.

Each bank shall contain a minimum of three times the number of questions asked on each examination as identified in the Examination Table of Specification.

3) Practical Assessment:

Where applicable, a bank of practical competency assessments, job diagrams and material lists shall be provided to the Industry Training Authority in Microsoft Word format.

All practical assessments shall identify the minimum standards of achievement in observable and measurable units.

LOGBOOK:

Where applicable, logbooks shall align with the work based tasks identified in the occupation analysis chart and program outline.

The Logbook shall provide a record of work based training hours and signoff of competencies after successful demonstration of ability to industry standards.

[Note: Examples of Program Outlines, Examination Tables of Specification, Practical Assessments and Log Books for established industry training programs along with electronic templates for completion are available from ITA.]