



Proposals for Modifications to Existing Industry 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 modification of existing Training Programs and associated credentials. These guidelines have been developed to assist industry groups that wish to propose substantive changes to Accredited Training Programs or Recognized Training programs that have been previously approved by the Industry Training Authority or its predecessor organizations.

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

Background on Training Program Approval

The ITA is empowered under the provisions of the *Industry Training Authority Act* to approve "Training Programs" proposed 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 the approval of substantive¹ modifications to existing **Accredited or Recognized Industry Training Programs**:

- Proposals for change to existing Industry Training Programs must meet an industry demand (documentation that employers will hire apprentices and program graduates) and have demonstrated industry support.
- If the program outline and competency profile are being redefined, these must be clearly identified and described to a standard acceptable to the ITA.
- Where applicable, laddering and bridging paths to other credentials and certifications must be clearly identified.
- The proposed change must result in an Industry Training Program focused on measurable outcomes as demonstrated by assessment processes, such as written exams, practical exams, and/or competency-based assessments that are directly related to the skills and competency profile.
- Assessment tools associated with any proposed change must be rigorous, relevant and meet peer review standards. These measures will include cognitive, practical and other relevant capabilities.
- Any proposal for change must include an identified process and schedule for a regular review of the skills profile, competencies and assessment tools with substantial industry support to ensure maintenance of quality and standards, as well as relevance to industry needs.
- Where applicable the changes must meet Red Seal standards, requirements of TILMA or other agreements, and National and BC standards established by relevant regulatory bodies.
- There must be clear evidence that industry will support and maintain changes to the program. There should be a clear strategy to ensure that commitment by employers in the target industry will not be negatively impacted by the changes. Documentation is required that employers will register sufficient numbers of apprentices in the revised program to ensure ongoing sustainability and movement of apprentices through to final certification.

¹ Substantive modification is defined as change in program name, competency profile, assessment method, program duration, entry requirements, certification model, or challenge process. Changes in course content and delivery methodology of an existing Industry Training Program are not considered substantive modifications.

- Any proposed change to an Industry Training Program must include a detailed implementation plan including a transition plan addressing how the change will affect new registrations and the progression of trainees already in the system, and how this will be addressed.

The ITA Board has established the following general criteria for approving proposals for modifications to existing **Foundation Industry Training Programs**:

- Modified Foundation Industry Training Programs are not structured as pre-cursors to existing pre-apprenticeship training programs.
- Duplication or overlap with existing programs similar to the modified Foundation Industry Training Program is negligible.
- The modified training programs meet an industry demand for workers with specific skills and there is clear evidence that industry intends to hire from the program and progress graduates of the program into a Recognized or Accredited Industry Training Program where applicable.
- The skills profile and the competencies to be acquired are clearly identified and described to a standard that is translatable into learning materials and assessment tools.
- Integration with existing or proposed Industry Training Programs is clearly identified including bridging mechanisms where appropriate.
- The training process or training model is focused on measurable outcomes demonstrated by assessment processes, such as written exams, practical exams, and/or competency-based assessments that are directly related to the skills and competency profile.
- Assessment tools and processes are rigorous, relevant, include assessment of basic skills, and meet peer review standards. These measures will include cognitive, practical and other relevant capabilities.
- There is an identified strategy and schedule for a 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 Foundation Programs 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. Where applicable, programs should harmonize with requirements of relevant regulatory bodies.
- There is clear evidence that industry will support and maintain the program.
- Proposals for modifications to a Foundation Industry Training Programs must include detailed implementation plans.

PROPOSAL PROCESS

Step 1 - Letter of Intent

Industry organizations seeking to propose a substantive modification to an existing Training Program must submit a Letter of Intent to ITA indicating the nature of the modifications proposed and the general rationale for the change.

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 full 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 final proposal that address each of the general criteria for modifications to existing industry training programs. 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 1.

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 revisions. This minimally entails the revision of a Program Outline, Examination Table of Specifications and Examination Question Banks. It may also entail the development or revision of Practical Assessments and Log Books. Specifications and formats for these documents are provided in Appendix 2. Funding for post-approval program standards development work is typically provided by ITA through a formal Contribution Agreement.

ADDITIONAL INFORMATION

Industry organizations interested in exploring modifications to existing Industry Training Programs are encouraged to contact:

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APPENDIX 1 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 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/behaviours 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 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 2

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.]