

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



**APPRENTICESHIP  
ACCREDITATION**

**RESOURCE MANUAL**

**2005**

# APPRENTICESHIP ACCREDITATION RESOURCE MANUAL

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## **UNIT I**

# **Provincial Apprenticeship and Certification Board 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 the learner, industry, employers and the public that the program meets or exceeds educational and industry standards as identified in the National Occupational Analysis and reflected in the Plans of Training. The purpose of this policy is to ensure that those who have the desire and attributes to become qualified trades persons 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 wishing to offer apprenticeship training in Newfoundland and Labrador has the opportunity to have their apprenticeship programs accredited by the Provincial Apprenticeship and Certification Board by making application in the format approved by the Board and by paying the prescribed fees. To maintain the accreditation of their programs, the training institution must submit an Annual Maintenance Report, in the prescribed format, to the Board. Apprentices who exit from accredited programs will get full recognition and automatic credit transfer toward their apprenticeship program by the Provincial Apprenticeship and Certification Board. Apprentices who exit from non-accredited programs will be evaluated on an individual basis before being able to write the journeyman examination for the occupation.

### **1. 3. Definition**

*Apprenticeship Program Accreditation:* Recognition by the Provincial Apprenticeship and Certification Board that the program conforms to the national standards established for that occupation and produces graduates with the requisite experiential hours qualified to write the certification examination.

*National Occupational Analysis (NOC):* A national publication that identifies and groups the skills and knowledge required to perform a particular occupation competently. It provides industry stakeholders with benchmarks against which

occupations and the proficiency of people in those occupations are measured or assessed.

*Plan of Training:*

A Plan of Apprenticeship Training details the full scope of learning for a particular occupation, including both technical training competencies and industry experiences necessary to write an interprovincial examination and complete the requirements for Red Seal Certification.

#### **1. 4. Limitations of the Policy**

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

#### **1. 5. Program Accreditation Procedures:**

The accreditation procedure shall consist of the following steps:

1. The educational agency begins the process with a request for information from the PACB. The Board advises educational agencies offering apprenticeship programs of the requirements of accreditation for these programs.
2. The educational agency makes application to the Provincial Apprenticeship and Certification Board and pays the prescribed fees.
3. The evaluation of an apprenticeship program is based on the qualitative and quantitative analysis of data provided by the educational agency. The accreditation team references the data to National Occupational Standards for Red Seal programs and through the Provincial Standards for apprenticeship programs that are not Red Seal designated.
4. Before an accreditation decision is made, a team will conduct an accreditation visit to the educational agency.
5. Before the submission of a final report to the Provincial Apprenticeship and Certification

Board, the team leader will send a draft accreditation report to the educational agency for comment on information included in the report.

6. A final written report will be submitted to the educational agency by the Provincial Apprenticeship and Certification Board outlining accreditation status. This report may contain areas of concern or program findings.
7. The initial accreditation designation is for three years. Subsequent accreditation designation is for five years. During that time, the educational agency must report any change in an accredited program to the Provincial Apprenticeship and Certification Board through the appropriate authorities. Any change that alters the conditions under which accreditation was awarded may require a reassessment.

### **1.6. Program Accreditation Process**

The Apprenticeship Program Accreditation process addresses the following in ensuring that the instructor, the facilities and the curriculum are of the highest quality and meet standards established and approved by the Provincial Apprenticeship and Certification Board. The following elements must be addressed in the application for accreditation:

- Admission and Retention Policies and Standards
- Requirements for Graduation
- Instructional Staff
- Instructional Support Staff
- Faculty Evaluation
- Educational Facilities and Equipment
- Course Portfolios
- Student Success and Satisfaction Evaluation
- Satisfactory Employment Evaluation

### **1.7 Maintenance of Accreditation of Apprenticeship Training Programs**

To maintain the accreditation status of their apprenticeship programs, educational agencies must submit an Annual Maintenance Report to the Provincial Apprenticeship and Certification Board (PACB) which addresses any changes to the following items:

- admission and retention policies and standards
- requirements for graduation
- instructional staff

- instructional support staff
- faculty evaluation
- educational facilities and equipment
- course portfolios
- student success and satisfaction evaluation
- satisfactory employment evaluation

Forms requesting the above information will be forwarded to the educational agency by the PACB prior to the anniversary date of the accreditation. In completing this report, if concerns were identified during the previous site visit, agencies are expected to provide details on addressing these concerns. These concerns are expected to be addressed in full prior to the next application for accreditation.

As a component of the accreditation maintenance process, educational agencies must submit an annual fee as established by the Department of Education together with the completed Annual Maintenance Report. Failure to submit the completed forms and maintenance fee within 30 days of the anniversary date could result in accreditation being revoked. If circumstances prevent the educational agency 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. In addition, throughout the accreditation period, random site visits may be conducted by Private Training Program Consultants and/or Industrial Training Program Development Officers to ensure compliance to accreditation standards.

### **1.8 Accreditation Renewal Process**

An educational agency that has had its program accreditation certificate up for renewal after completing its initial three-year (3Y) term will have to reapply to the PACB for assessment. A review by the PACB is necessary to ensure that the circumstance of the accreditation is not affected by any changes in the program. The PACB will inform the educational agency regarding the renewal requirements at least 6 months prior to the current program accreditation expiry date.

The renewal process will include the completion of the Annual Maintenance Report plus other additional documentation where necessary depending on the extent of program changes made by the educational agency as required by the PACB. The educational agency may be required to submit some of its new records or updated course portfolios to demonstrate its continuous commitment to

the accreditation standards and process. At the discretion of the PACB, the assessment may be in the form of a documentation review or a site visit. If the submission is complete and acceptable, the PACB may extend the accreditation approval by an additional two years from its initial three-year (3Y) term to a five-year (5Y) term without a site visit.

If the submission is not acceptable due to program changes requiring new facilities and equipment, a re-application of accreditation will be required and the PACB will arrange for a site visit. The site visit may be a full three-member team site visit or a two-person verification site visit and the cost is in accordance with the established accreditation fee schedule. It may include the validation of new documentation, a tour of the facilities, and interviews with students and faculty. If during the site visit the accreditation team or a team designate becomes aware of non-conformance to other accreditation standards, an investigation of these areas of non-conformance will also be conducted.

At the end of the five-year (5Y) term, all accredited programs will require a re-application of accreditation for accreditation renewal. For all programs, the following elements must be addressed in the application for renewal to the PACB:

- Admission and Retention Policies and Standards
- Requirements for Graduation
- Instructional Staff
- Instructional Support Staff
- Faculty Evaluation
- Educational Facilities and Equipment
- Course Portfolios
- Student Success and Satisfaction Evaluation
- Satisfactory Employment Evaluation

Upon review of the re-accreditation application submission, the PACB will arrange for a two-person verification site visit (conducted with a certified journey person), at a cost established by the Department of Education. If significant program changes exist and are verified through the two-person verification site visit, the PACB may arrange for a full three-person site visit, at a cost established by the Department of Education. All site visits will be conducted in consultation with the Private Training Program Consultants and/or Industrial Training Program Development Officers.

Upon review of the program by the site visit team(s), the PACB may renew the accreditation certificate for another five years. Throughout the accreditation period, random site visits may be conducted by Private Training Program Consultants and/or Industrial Training Program Development Officers to ensure compliance to accreditation standards.

### **1.9 Programs Not Accredited By The Apprenticeship Board**

The Provincial Apprenticeship and Certification Board (PACB), in continuing to meet its legislative responsibility, will notify Human Resources and Skills Development Canada and the Canada Student Loan offices of those programs that have been granted accreditation. The list of programs accredited by the PACB will also be published at the Department of Education website, to ensure that graduates receive recognition for their training and to identify those institutions that offer quality programs.

Graduates who exit from non-accredited entry-level apprenticeship programs will be evaluated on an individual basis by the Prior Learning Assessment and Recognition (PLAR) process prior to registering as apprentices. The PACB will inform those educational agencies who do not have their programs accredited by the Board of the possible impact to students and institutions.

### **1.10 Programs Accredited But Offered On An Intermittent Basis**

Educational agencies 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 Report, educational agencies are required to reflect the latest program information regarding the intermittent status.

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

### **1.11 Programs Accredited But Subsequently Changed Ownership**

An educational agency transferring ownership of accredited apprenticeship program(s) to another educational agency at a particular site during the accreditation period 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 maintenance requirements of the Annual 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 will be necessary. The PACB will arrange for a site visit in accordance with the accreditation requirements.

### **1.12 Courses Offered As Part Of The Apprenticeship Program**

Educational agencies 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 Prior Learning Assessment and Recognition (PLAR) process prior to enrolment into the advanced level apprenticeship programs at other educational agencies. This will ensure that courses offered by educational agencies are meeting accreditation standards, are transferable and recognized by other educational agencies.

### **1.13 Accreditation Fee Schedule for New Applications, Re-applications, Renewal, Accreditation Verification and Annual Maintenance**

#### New Applications and Re-applications:

The fee for the first category is based on initial program application or re-application from the educational agency. Fees cover all costs related to administration, travel, accommodations and team honorariums. For initial applications, a full three-member team visit is mandatory and the cost for auditing each program will be established by the Department of Education. Educational agencies are required to pay all fees in advance of a site visit.

For programs that have been deferred or denied accreditation due to findings, a second site visit may be necessary. The PACB will decide whether a full three-member team visit is warranted or that a two-member verification visit is sufficient. The cost for a full-team or verification visit will be established by the Department of Education. Educational agencies are required to pay all fees in advance of a site visit.

#### 5-year Accreditation Renewal:

The fee for the second category is based on renewal of accreditation certificates after the 5-year term expires. For all programs, a two-person verification site visit is required after the 5-year term expires, with the cost established by the Department of Education.

For programs that report significant program changes after the 5-year term expires, and are verified through a two-person verification site visit, the PACB may arrange for a full three-person site visit, at a cost established by the Department of Education.

Educational agencies are required to pay all fees in advance of a site visit.

### Program Accreditation Verification:

The fee for the third category is based on programs that have been denied accreditation due to findings. If the PACB decide that a second site visit is required, this visit will be in the form of a two-person verification site visit. The cost for a two-person verification visit will be established by the Department of Education. Educational agencies are required to pay all fees in advance of a site visit.

For programs that report significant program changes during the accreditation period, the PACB may also require a two-person verification site visit to be conducted prior to the expiration of the 5-year accreditation term. The cost for a verification visit will be established by the Department of Education. Educational agencies are required to pay all fees in advance of a site visit.

### Annual Maintenance:

To maintain program accreditation status, educational agencies must submit an annual fee to be established by the Department of Education together with 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.

## **1.14 Denial of Accreditation**

An educational agency that has had its application for accreditation denied by the Provincial Apprenticeship Board 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 educational agency 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 team and may include validation of the submitted documentation, a tour of the facilities, and interviews with students and/or faculty. 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 Provincial Apprenticeship and Certification Board may appeal that decision, in writing, to the Board within 30 days of receipt of that decision. The appeal will be referred to an independent ad-hoc Appeals Committee established by the Board.

The appeals committee shall consist of member/s who are trained in the accreditation process and are familiar with at least one program accreditation at either the trade or technology level; 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 educational agency seeking accreditation. The following limitations apply:

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 educational agency if the decision of the Provincial Apprenticeship and Certification Board is upheld by the appeals committee.
  - the Provincial Apprenticeship and Certification Board 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 educational agency 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 Provincial Apprenticeship and Certification Board, the educational agency must provide written notification to the Board of its intention to appeal.
2. The Provincial Apprenticeship and Certification Board will evaluate the appeal to ensure the educational agency 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 board 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 educational 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 Provincial Apprenticeship Board.
8. The Provincial Apprenticeship and Certification Board will report the decision of the appeals committee to the educational agency within one week.

## **UNIT II**

### **ACCREDITATION DEFINITIONS**

## Unit II: Accreditation Definitions

### 2.1. Definitions

**Accreditation** - is a non-governmental, process for assessment of educational programs against the apprenticeship standards established by the Provincial Apprenticeship and Certification Board. It provides a professional judgment about the quality of the educational program and encourages continued improvement. It also provides a good indication for the public that a program accredited by a recognized and respected agency is capable of producing graduates who can function at the required level of competence to enter the industry job market. Accreditation is granted when there is no evidence of findings by the accreditation team. There may be concerns that would have to be corrected/addressed prior to the next accreditation visit.

**Findings and Concerns** - The accreditation checklists, used by the team to evaluate accreditation elements and by the educational agency as a self-assessment tool, identifies specific elements as being mandatory. Non conformance to any of these mandatory elements constitutes findings and non conformance to any other elements constitute concerns. Several concerns do not cumulate to become a finding.

**3 Year (3 Y)** - is full accreditation given to initial applicants. That is, educational agencies that have received accreditation for the first time. The next application should be submitted before the end of the second year.

**5 Year (5 Y)** - is the longest rating and is granted to educational agencies that have been previously accredited. It means that the next scheduled site-visit review is in five years.

**Deferred accreditation** - is granted when there are findings. The institution is given another opportunity to provide evidence that the findings are not substantiated. The evidence, however, must be drawn from the year and graduating class that were the focus of the accreditation visit. If this evidence is provided, full accreditation is granted. As the required evidence is based on past activity, and if available - should require little time to locate, the period of time acceptable to provide the required documentation may not exceed sixty days.

**Denial of accreditation** - this option is utilized when the institution is unable to provide the required evidence. Institutions denied accreditation may reapply after a new class has graduated.

**National Occupational Analysis** - is a description of the competencies expected of the Apprenticeship at the point of entry into industry. Each standard is composed of a baseline of

generic competencies and discipline specific knowledge and skill competencies. Occupational Analysis have been developed for Apprenticeships in nationally designated occupations. There are fifty designated occupations recognized in Newfoundland and Labrador

**Provincial Plans of Training** - have been derived from the National Occupational Analysis for each designated occupation and reflect the competencies identified in these Analyses. Successful completion of this Plan ensures that apprentices have completed all the technical training necessary to write the Interprovincial Examination.

**Educational Agency** - is used to mean the legal entity that is requesting accreditation of a program. It could include public and private colleges, institutes, and other organizations that provide apprenticeship level training.

**Self Assessment** - a process for internal assessment of educational programs against the apprenticeship standards established by the Provincial Apprenticeship and Certification Board for that occupation. It provides judgment about the quality of the educational program and encourages continued improvement. It also provides a good degree of confidence of the comparative capability of the program to produce graduates who can function at the required level of competence to enter the industry job market. In addition, the program would have a high probability of rating the same way in an external audit as the processes used are the same in methodology and criteria.

**Apprenticeship Programs** - are those postsecondary apprenticeship programs providing training in any of the following designated trade areas, leading to journeyperson certification. Programs will only be considered for accreditation where there are graduates prior to the accreditation review.

<b>Trade Program</b>	<b>Interprovincial</b>	<b>Provincial</b>
Automotive Service Technician	✓	
Boilermaker	✓	
Bricklayer	✓	
Cabinetmaker	✓	
Carpenter	✓	
Construction Electrician	✓	
Cook	✓	
Driller/Blaster		✓
Hairstylist	✓	

Trade Program	Interprovincial	Provincial
Heavy Duty Equipment Technician	✓	
Heavy Equipment Operator		✓
Industrial Electrician	✓	
Industrial Instrument Mechanic	✓	
Industrial Mechanic (Millwright)	✓	
Insulator (Heat and Frost)	✓	
Ironworker	✓	
Lather (Interior Systems Mechanic)	✓	
Machinist	✓	
Metal Fabricator (Fitter)	✓	
Mobile Crane Operator	✓	
Motor Vehicle Body Repairer (Metal & Paint)	✓	
Oil Burner Mechanic	✓	
Painter and Decorator	✓	
Plumber	✓	
Power Systems Operator		✓
Powerline Technician	✓	
Powerline Technician (Construction)		✓
Refrigeration and Air Conditioning Mechanic	✓	
Residential Electrician		✓
Roofer	✓	
Sheet Metal Worker	✓	
Small Equipment Repair Technician		✓
Sprinkler System Installer	✓	
Steamfitter/Pipefitter	✓	
Stonemason		✓
Truck and Transport Mechanic	✓	
Welder	✓	

## **UNIT III**

### **AN OVERVIEW OF THE ACCREDITATION PROCESS**

## Unit III An Overview of the Accreditation Process

### 3.1. Accreditation Process

The process provides confidence that the graduates of the program have the required level of the Journey person competency. The PACB accreditation process begins with a request for accreditation information from the educational agency to the PACB. The educational agency could be any private or public educational agency requesting apprenticeship program accreditation. On receipt of the request for accreditation information, the PACB will then forward Phase I package to the educational agency. The educational agency then submits the completed documentation to the PACB.

Phase I documentation will be reviewed and analyzed by the Provincial Apprenticeship and Certification Board. If all documentation has been received and approved, the educational agency proceeds to address the additional requirements of the PACB which includes a self assessment and Phase II documentation. The educational agency gathers the required information and submits to the Provincial Apprenticeship and Certification Board four copies of the Phase II documentation at least ten weeks prior to the site visit. These Phase II documents are audited against the requirements of the PACB accreditation by an accreditation team. The audit includes a site visit to check if the educational agency accurately follows what their documentation states in the calendar and course outlines, etc. Accreditation is not a one time procedure.

To maintain its accredited status, each program must be periodically reassessed for continuing compliance with accreditation requirements. This reassessment may include regular scheduled audits, up to five years from the last assessment.

### 3.2. Objectives of PACB Accreditation

The primary objective of accreditation is to identify to the prospective students, counselors, parents, employers and the general public, those educational 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; and
- stimulates continuous improvement.

### 3.3. 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 benefit by ongoing professional development necessary to ensure their programs are current with industry requirements.
- The 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 the credibility of the occupations is maintained.

### 3.4. Timing of Accreditation Procedures

The educational agency should consult with the PACB. The accreditation review cycle is typically September - June to follow the customary educational institute training cycle. The application for accreditation must be received before January 1 of that year for a fall review and before July 1 for a following spring review.

### 3.5. Team Selection

The following criteria will be used in the selection of an accreditation team:

- The PACB will select an accreditation team to conduct the site visit. The size of this accreditation team may vary depending on the nature of the site visit:
  - For initial applications, a full three-member team visit is mandatory.
  - For programs that have been deferred or denied accreditation due to findings, a second site visit may be necessary. The PACB will decide whether a full three-member team visit is warranted or that a two-member verification visit is sufficient.
  - For five-year program accreditation certificate renewals, a two-person verification site visit is required. For five-year program accreditation certificate renewals in which significant program changes are reported, the PACB may arrange for a full three-person site visit.;
- The member(s) will have subject matter experience and knowledge;
- The member(s) will have no conflict of interest as seen by the educational agency or PACB;
- The member(s) must be willing to commit the required time and energy to the entire accreditation process; and
- The member(s) will have completed accreditation training before the accreditation review.

### 3. 6. Program Assessment

The mandate of the accreditation team is to assess the program's compliance with PACB accreditation standards. An accreditation assessment guidelines checklist enables the accreditation team to assess each aspect of the program for compliance with the standards.

The assessment of accreditation compliance is based on evidence gained from review of the educational agency accreditation documentation and an on-site visit. The audit of the accreditation team includes:

- interviews with faculty, students, graduates, and employers;
- review of lesson plans, samples of students' work, evaluation tools, laboratories, equipment, class rooms, and computer availability at the site;
- review of course portfolios that reflect activities and objectives needed to attain competencies identified in the Plans of Training; and
- 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**. Any proposed changes in an accredited program must be reported to PACB before implementation. Although the PACB fosters excellence in apprenticeship education and ensures that changes to a program met the changing needs of industry, a review by PACB is necessary to ensure the circumstance of the accreditation is not affected. If so, the program may require an immediate reassessment. The reassessment may be in the form of a site visit or a documentation review.

It is the intent and desire of PACB that the educational agency complete a self-assessment using the same information and as near as possible the same methods, forms and criteria of auditing as the PACB accreditation team uses. At the completion of the self-assessment audit, the staff of the educational agency should be confident that an independent audit provided by a PACB team will find useful evidence and come to conclusions that correlate well with the self-assessment conclusions.

### 3. 7. Accreditation Site Visit

Normally the visit takes one day. It provides an opportunity for the accreditation team to assess the qualitative factors such as a learning environment, facilities, learning material, quality of staff and students. The visit will include such activities as:

- meeting with senior administrative officers, Department Head, Program Head;
- interviews with individual and groups of faculty members to evaluate professional attitudes, motivation, morale, and the balance of opinions concerning theoretical and practical aspects of the program;

- interviews with individuals, graduates and employers;
- a tour of physical facilities such as laboratories, shops, libraries, and computer facilities to evaluate their effectiveness;
- a review of recent 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.

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

### **3. 8. The Accreditation Reports**

A draft report is forwarded the educational agency which contains only the information verbally given by the team leader at the exit meeting and provides an opportunity to the educational agency to comment on the written facts.

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

### **3. 9. The Accreditation Decision**

The PACB will be asked to endorse the team report. Upon arriving at an accreditation decision the Board considers the accreditation history, the information including the accreditation team's report, the institute's response to the accreditation report, any further clarifying correspondence and other relevant information.

### **3. 10. Accreditation Term**

Accreditation of a program is given for 3 years or 5 years. A three year (3Y) is given to educational agencies that have received accreditation for the first time. The five year (5Y) is the longest rating and is granted to educational agencies that have been previously accredited. The next accreditation application must be submitted at least one year prior to the current accreditation termination date. After thoroughly reviewing the educational agency's submission and the initial accreditation report, the PACB may extend the accreditation or it may issue a "Notice of Termination of Accreditation. "

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. Accreditation is granted if the PACB, at the time of the decision, judges that the program meets the published PACB criteria. Although the

PACB fosters excellence in occupational education and encourages changes to a program which will meet the changing needs of industry, a review by PACB is necessary to ensure the circumstance of the accreditation is not affected. The educational agency should discuss any forecasted changes with the PACB to determine the effect on the current accreditation status.

### **3. 11. The Appeal Process**

An educational agency that has had its application for accreditation denied by the Provincial Apprenticeship and Certification Board may appeal that decision, in writing, to the Board within 30 days of receipt of that decision, in accordance with the Appeals Policy.

### **3. 12. Publication of Accreditation**

PACB keeps a list of accredited programs that is available for release to the public. All other records are confidential.

### **3. 13. Public Release**

The educational agency may use the accreditation designation only while it is valid and only for the programs that are accredited. This includes an accreditation designation on the student's transcript as well as advertisers copy.

## **UNIT IV**

### **THE ACCREDITATION SELF-ASSESSMENT PROCESS**

## Unit IV The Self-Assessment Process

### 4.1. Introduction to the Assessment Process

The purpose of this unit is to assist the educational agency in assessing their program's compliance with the PACB accreditation requirements. As the process used is similar to the process used by the accreditation team, both parties should reach uniform conclusions.

### 4.2. The Fundamental Self-Assessment Premises

Self-Assessment is a common good business practice to enable a review of the products and service that are provided to customers. The premise is that program staff members should be able to document their job function in terms of their customer's needs and the processes to meet those needs. Having documented the process it allows internal audits by peers to ascertain the degree of compliance with **two fundamental questions**. The two questions that self-assessment answers are:

1. Does the program documentation provide evidence that the program meets the accreditation criteria?
2. Can evidence be shown that the program follows the provided documentation?

### 4.3. Marking Scheme - Rating Factors

The educational agency will complete the following **self-assessment checklist** which is the same as the PACB's accreditation team member's assessment guidelines checklist. This self-assessment should be completed before proceeding with the Phase I and II documentation. It allows the educational agency to assess its preparedness for accreditation before investing significant human and financial resources and to determine whether changes are needed in the program before continuing with the accreditation process.

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

**(E) Exceptional (A) Acceptable (M) Marginal (U) Unacceptable (N) Not Applicable**

**Exceptional** - Used when the element clearly exceeds the norm for that element. If this category is chosen the reason must be documented with evidence.

**Acceptable** - Chosen if the evidence shows that the element is within the expected norm. Evidence does not have to be documented on the form.

**Marginal** - 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 that on its own would not be accreditation threatening.

**Unacceptable** - If this category is chosen the reason must be documented with a significant amount of solid and substantial evidence. It is used when the element is clearly causing an accreditation threatening finding. There is evidence that it is affecting the quality of the graduate student.

**Not Applicable** - The assessment guidelines used by team members to rate programs identifies mandatory elements which must be evidenced. However, there maybe other elements that, while desirable, do not form part of the educational agencies policies or practices, such as evening or part-time offerings. It is only these other elements that may be rated as *not applicable*.

#### 4. 4. Self-Assessment 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.**

Phase I documentation 1A. to 1E. requires specific information on the educational agency. In completing the self-assessment, particular note should be paid to the calendar entry ensuring that it reflects the full scope of study for the particular apprenticeship occupation.

**1. Admission and Retention Policies and Standards**

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

**Entrance Requirements**

- High school completion. \*
- Evidence in each student's record that the entrance requirement has been met. \*
- Statistics on the number of students accepted under this category for each year the program has been offered, up to the last three years.

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**Other Admission Categories**

- Written policies on other admission categories. \*
- Students accepted under these categories are designated as such.
- Evidence of how students admitted under other category were evaluated. \*
  - In the absence of a high school completion certificate, how did the institution determine that the student had the necessary knowledge and skills to successfully complete the program?
- Statistics on the number of students accepted under this category for each year the program has been offered, up to the last three years.

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**Admission with Conditions**

If students have been accepted under this category is there:

- Written policy on admissions with conditions. \*
- Evidence in the students' records as to how the conditions were met. \*

**Admission with Advanced Standing, Credit Transfer and Prior Learning Assessment**

Have students been admitted under the following categories?

- Advanced Standing,  
if yes,
  - Written policy on admissions with conditions. \*
  - Evidence in the students' records as to how the conditions were met. \*
- Credit Transfer  
if yes
  - Written policy on admissions with conditions. \*
  - Evidence in the students' records as to how the conditions were met. \*
- Prior Learning Assessment.  
if yes
  - Written policy on admissions with conditions. \*
  - Evidence in the students' records as to how the conditions were met. \*

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**Designated Groups**

- Written policy on increasing participation of designated groups ie. women in non-traditional occupations, visible minorities.
- Evidence that this policy is being implemented.

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**Changes to Admission Policies**

- Recent changes to the admission policies.
- Rationale for the changes.

**Services to Students**

Services available to students

- Guidance services rendered to students on admissions.
  - Written policy
  - Evidence that policy has been implemented
- Remedial programs and academic counseling services.
  - Written policy
  - Evidence that policy has been implemented
- Services to students with disabilities.
  - Written policy
  - Evidence that policy has been implemented

**2. Requirements for Graduation**

- Written policy on academic requirements to successfully complete the program. \*
  - The pass mark for all technical courses is 70% in both theory and practical. It is also 70% for the Related Courses, where indicated in the Plans of Training.
- Written policy on academic probation. \*
  - Evidence that policy has been implemented.
- Written policy on expulsion for academic failure. \*
  - Evidence that policy has been implemented
- Written policy on repeating courses. \*
  - Evidence that policy has been implemented.
- Written policy on supplementary exams. \*
  - Evidence that policy has been implemented.



**Evening and Part Time Consistency**

- Are there evening and part time studies?
- Do they lead to the same diploma as the program being accredited?
- Are the programs the same?

**Graduation Credential**

- 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 Plans of Training.

**3. Instructional Staff**

- Evidence that instructional staff (instructors and demonstrators) is given preparation time \*

- Evidence that there is a sufficient number of faculty \*
  - While it is left to the discretion of the team to determine sufficient numbers of faculty, the following can be used as a guideline:  
Classroom instruction - 30:1; Laboratory/shop - 15:1
  - 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.

- Evidence must be found that the faculty has appropriate academic credentials. \*
  - All instructors and demonstrators must have as a minimum, their journey person certification in the occupation they are teaching.
  - Instructors should possess or be pursuing a vocational educational certificate in accordance with Policy Document #6 *Requirements for Awarding Technical and Vocational Instructor's Certificate*.
    - If the instructor cannot demonstrate that they possess or are pursuing a vocational education certificate they must be able to demonstrate that the reason was beyond their control. For example, the course was not available from the university.

- Evidence that faculty maintains current knowledge of both their academic and industrial field and understands industry expectations.
  - Faculty normally remain 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 instructors and demonstrators have been approved by the Department of Education. \*

- Evidence that instructors and demonstrators are only instructing in the area for which they were approved. \*

**4. Instructional Support Staff**

- Evidence must be found that the faculty has appropriate academic credentials. \*
- Evidence must be found that faculty has relevant industrial experience to assist in the deliver of the program. \*
- Evidence that they are supporting instruction only in the areas for which they are approved.\*

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**5. Procedures to Maintain Faculty Competence**

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

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**6. 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.

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**7. Educational Facilities**

- Adequate facilities in the classroom and laboratory/shops to effectively deliver the program..\*
- Provision for updating equipment in response to changing practice in occupations. \*

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- Evidence must be found of the availability of sufficient expendable material to give the students proper academic and “hands-on” learning experiences. \*

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- Evidence must be found in the laboratory/shop manuals, experiments, and projects that clearly indicate that the facilities are being used to educate the students in modern techniques. \*

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- Where reasonable, evidence must be found that the laboratory/shop equipment and computers are the same as would be encountered in industry. \*

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## 8. Course Portfolio

The Plans of Training provided to the Educational Agency by the Provincial Apprenticeship and Certification Board have been derived from the National Occupational Analysis for each designated occupation and reflect the competencies identified in these Analyses. Successful completion of this Plan ensures that apprentices have completed all the technical and practical training necessary to write the Interprovincial Examination. Therefore, it is **essential** that the Educational Agency effectively cover all competencies.

Course portfolios allow the accreditation team to determine the depth and scope of the program as well as the individual courses. It must indicate where the educational agency has evidence that it meets the intent of each competency in the course. *Evidence must be provided that the competency has been taught, is covered by exam, laboratory/shop assignment or in some other way that can be documented as part of each course assessment.* Included in this evidence would be teaching material such as lesson plans and textbooks for all courses required for graduation. Sufficient examples of student work in assignments, technical reporting, and application subjects must be included.

If there are non-standard competencies, that is, competencies not included in the Plans of Training, evidence must be shown that the non-standard competencies 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 instructor has the course outline from the Plans of Training. \*
  - The instructor should be delivering the Plan of Training approved for the year the students were enrolled. They should also possess the most recently approved Plan of Training



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- Detailed lesson plans or learning packages for each course which address each of the objectives listed in the Plans of Training. \*
    - There should be a list of learning objectives for each course in the program along with page references where each objective is covered in the lesson plans/learning guides.
    - There should be evidence that each objective is delivered to the necessary depth and scope.
    - There should be evidence that the assignments and tests submitted with the portfolio

have been incorporated into the lesson plans.

- That adequate attention is allocated to each objective
- The resource material is incorporated into the teaching.

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- Evidence that there is an adequate amount of resource material used to support the delivery of each course. \*
- This would include - in addition to texts - trade magazines, videos and reference books.

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- The text books used in each course are current and acceptable.

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- Copies of evaluation instruments used by the instructor. \*

When examining the exams and quizzes:

- ✓ Check for clarity and quality of the questions.
  
- ✓ Verify that the questions cover the outline at the same level of verb in the outline. This mean that if the outline states ". . fix a widget system" the accreditation team will be looking for evidence of fix not just ". . describe or explain widgets" on tests and assignments.
  
- ✓ Determine if a marking scheme is clear and objective to the student on each exam or quiz.

- A copy of each assignment given together with the marking scheme and answer key.

- A copy of each quiz given together with the marking scheme and answer key.

- A copy of each project, together with the marking scheme and answer key.

- A copy of each guide used to evaluate the practical components of the program along with its marking scheme and answer key.

- How are the students tested on the practical and assigned a shop mark? There must be an evaluation tool which objectively measures each student against a established criteria. This evaluation tool must have an answer key.

- A copy of any other evaluation instruments used along with marking scheme and answer key.

- A copy of final examinations, together with the marking scheme and answer key.

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- A sample of student work to include the following: \*

**In each case there should be three examples: one from the lower end, mid point and upper end of the range of achievement. When evaluating the quality of student work analyze the assignments, projects, exams, etc. for the level and quality of student work.**

- Each assignment, test and/or quiz
- Each term project or report
  - For educational agencies offering advanced level courses, this element must provide evidence to show competency in areas at the Apprenticeship level.
- Photocopies laboratory or shop report books
- Final exams

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- Evidence that 100% of the fundamental competencies are met. \*  
Findings of shortcomings must be noted.

**9. Student Success and Satisfaction**

Analyze historical data to determine program: \*

- completion rates
- failure rates
- 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

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**10. Satisfactory Employment**

- Evidence of employer satisfaction with recent graduates
- Evidence of graduate satisfaction with employment

## **UNIT V**

### **PHASE I - PRELIMINARY DOCUMENTATION**

**Unit V      Phase I - Preliminary Documentation****5.1. The Educational Agency****A. General Information**

- Campus Location of program being evaluated
- Mailing Address
- Mission Statement
- Name and Title of Chief Executive Officer
- Name, phone number, fax, e-mail address and official position of contact person responsible for submitting completed documentation

**B. Type of Organization**

- Public college or technical institute
- Private college or technical institute
- Division or unit with a college
- Sole unit of the college (Only one program offered)
- Day-time offerings only
- Evening offerings only
- Other (specify)

**C. Branch Campuses and Off-Campus Facilities**

Describe all branch campuses and/or off-campus facilities used in connection with the program(s) being evaluated.

**D. Calendar Entry**

Please include a copy of the college calendar entry for the trades program being submitted for accreditation. The calendar entry should reflect the full scope of study for that particular trade. For example, if you are offering entry level welding courses, the calendar description must reference the full scope of training for this trade, ie. 5400 hrs., as well as a description of the level and duration of courses available at your institution.



**5. 2. Admission And Retention Policies And Standards**

The institution should be prepared to provide admission records and transcripts for examination by the visiting team, as requested by the team leader.

**A. Entrance Requirements**

Define entrance requirements into the program.

**B. Other Admission Categories**

Identify other admission categories eg. mature students, and how students accepted under these categories are evaluated to ensure they can cope with course content.

**C. Policy on Admission with Conditions**

Explain the policy on admitting students with conditions, and state how conditions are met.

**D. Admission Statistics**

Based on the current year's statistics, give the approximate percentage of students accepted under each category.

**E. Policy Regarding Admission with Advanced Standing and Transfer Credit**

Describe the general policy and methods of the apprenticeship unit in regard to admission with advanced standing including any requirements or agreements for transfer entry. Describe procedures for evaluating, accepting, and documenting transfer credits including prior learning assessment.

**F. Policy on Designated Groups**

Provide policy, if any, on increasing participation of designated groups.

**G. Changes in Requirements During Recent Past Years**

Indicate what changes, if any, that have been made to admissions policies over the last few years and the rationale for these changes.

**H. Services to Students****(i) Admission Guidance Service**

Describe guidance services rendered to students of this program on admission.

**(ii) Remedial Programs and Services**

Describe remedial programs and academic counseling services available to students.

**(iii) Services Available to Students with Disabilities.**

Describe any services available to apprenticeship students with disabilities.

**(iv) Other Student Services**

Describe any other services particularly relevant to the apprenticeship program(s).

**5.3. Requirements For Graduation**

The institution should be prepared to provide transcripts for examination by the visiting team, as requested by the team leader.

**A. Policy on Program Completion Requirements**

- (i) Provide a copy of the policy on the academic requirements to successfully complete the program.
- (ii) Provide a copy of the policy on academic probation.
- (iii) Provide a copy of the policy on expulsion for academic failure.
- (iv) Provide a copy of the policy on repeating courses.
- (v) Provide a copy of the policy on supplementary examinations.

**B. Evening and/or Cooperative Programs (if applicable)**

Describe briefly the administrative and academic procedures utilized to supervise evening, part-time and/or cooperative programs and to coordinate them with day programs. Especially explain differences and effects on graduation.

**C. Graduation Credential**

Please include a voided copy of the graduation credential plus a copy of any record of achievement/transcript or any other credentials awarded to students.

**5. 4. Apprenticeship Program**

**A. Type of Accreditation Requested** (Check applicable box)

Initial Accreditation \_\_\_\_\_

Re-accreditation \_\_\_\_\_

Dates of past PACB accreditation:

Initial \_\_\_\_\_

Most Recent \_\_\_\_\_

**B. Officials**

(i) Name of Instructor responsible for the program: (Complete Title and address)

(ii) If other than the instructor, please provide the name and title the person in charge of the program (Department Head etc.):

**C. Program Type, Model and Delivery Format**

**(i) Type**

\_\_\_\_\_ Entry Level

\_\_\_\_\_ Entry Level and Advanced Level

**(ii) Model**

\_\_\_\_\_ Internship - All the institutional training is given at the beginning of the training process followed by a full industrial on the job segment.

\_\_\_\_\_ Co-op Education - The institutional training is interspersed with paid industrial experience. This rotation is completed on a semester basis.

\_\_\_\_\_ Modified Block - Upon completion of the entry level courses, apprentices find industrial employment where they continue their training and, at designated times, return to the institutions to complete their advanced level courses.

**(iii) Delivery Format**

Day \_\_\_\_\_

Evening \_\_\_\_\_

Full-Time \_\_\_\_\_

Part-Time \_\_\_\_\_

Distance \_\_\_\_\_

Other (specify) \_\_\_\_\_

**D. Program Duration**

Hours Per Week \_\_\_\_\_

Number of Weeks \* \_\_\_\_\_

Total Hours Per Program \* \_\_\_\_\_

\*Do not include examination weeks



## **UNIT VI**

### **PHASE II - FINAL DOCUMENTATION**

**Unit VI Phase II - Final Documentation**

**6.1. Program History**

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

**6.2. Instructional Staff**

**A. Teaching Load Averages**

Indicate in the space provided, the actual ranges for faculty members having a full-time assignment in the apprenticeship unit. Give actual data for the current semester.

	Actual Range
Teaching Contact (Hours/Week/Faculty)	[INSERT]
Hours Per Week Available/Faculty (on campus)	[INSERT]
Laboratory Size (# of students)	[INSERT]
Class Size (# of students)	[INSERT]
Assistants (Student Marker) (Hours/Week/Asst)	[INSERT]



**C. Procedures to Maintain Competence of the Faculty and Currency of the Programs:**

Describe any activities, organizational units and related facilities which are associated with the apprenticeship unit and operated for the purposes of developing the professional currency of the faculty and maintaining the technical currency of the programs, technical curriculum studies, seminars, faculty development programs and opportunities, leaves of absence for industrial experience, summer employment opportunities, industrial advisory committee activities, provisions for encouragement of faculty participation in committee activities of technical societies, etc. You may also include any policy toward private consulting work, sponsored research projects, and extra compensation. Policy Manuals may be attached.

**D. Faculty Evaluation**

Describe the policy relating to the evaluation of permanent and contractual faculty effectiveness and currency. Related Policy Manuals may be attached.

**6.3. Educational Facilities**

All educational facilities and equipment cited here will be validated during the site visit.

**A. Classrooms/Laboratory/Shop Facilities**

- (i) Number of classrooms dedicated to program \_\_\_\_
- (ii) Number of laboratories dedicated to program \_\_\_\_
- (iii) Number of shops dedicated to the program \_\_\_\_
- (iv) Provide a listing of materials and equipment utilized by the program. Equipment listing should show number of units, date of acquisition and use by general subject area.

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

**B. Computer Facilities**

Provide a listing 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.

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

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

In the event that components of the apprenticeship program cannot be delivered in-house and resources are shared with an external agency, please provide a listing of such arrangements and services. Contracts with these external agencies stating same, will be validated during the site visit.

**D. Other Additions to Physical Facilities**

Describe significant additions, which occurred within the past five years, to the physical facilities of the entire institution that are used in connection with the instruction of apprenticeship students or are of importance to the work of the apprenticeship unit.

**E. Resource Center:**

During the site visit, all resource material cited here, must be available.

- (i) Are the resource center facilities located in-house or dependent on external resources?
- (ii) If external, please explain the nature of the arrangement to facilitate student access.
- (iii) Are the facilities administered within the apprenticeship unit or by a central library?
- (iv) Is there specific apprenticeship resource material located in the various apprenticeship units or is it housed in a central location? Please explain arrangement.
- (v) What hours are resource center facilities available to apprenticeship students? When is reference service available? Are services available to evening students?

- (vi) Describe the professional services available and trained resource center staff assigned primarily to assist the apprenticeship unit. Use separate sheet to provide full information.

#### 6. 4. Course Portfolio

The Plans of Training provided to the Educational Agency by the Provincial Apprenticeship and Certification Board have been derived from the National Occupational Analysis for each designated occupation and reflect the competencies identified in these Analyses. Successful completion of this Plan ensures that apprentices have completed all the technical and practical training necessary to write the Interprovincial Examination. Therefore, it is **essential** that the Educational Agency effectively cover all competencies.

Course portfolios allow the accreditation team to determine the depth and scope of the program as well as the individual courses. It must indicate where the educational agency has evidence that it meets the intent of each competency in the course. This portfolio also allows the educational agency to assess itself and take action on omissions and duplications found.

Evidence must be provided that the competency has been taught, is covered by exam, laboratory/shop assignment or in some other way that can be documented as part of the program assessment process. Included in this evidence would be teaching material such as lesson plans or learning guides.

Sufficient examples of student work in assignments, tests/quizzes and projects must be included. It is not satisfactory to say that the students had to learn it on their own along the way. If there are non-standard competencies, that is, competencies not included in the Plans of Training, evidence must be shown that the non-standard competencies are of use to the graduate and the competencies will contribute to the overall program. A sample course portfolio is attached as Appendix A.

You are required to submit two 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. For each evaluation instrument there should be three student papers: one from each of the top, middle and lower end of the range of marks. The fundamental competencies must be 100% met or findings of shortcomings will be noted.

Each portfolio should contain the following:

- Detailed lesson plans for each course \_\_\_\_\_
- A list of learning objectives for each course in the program along with page references where each objective is covered in the lesson plan/learning guide. \_\_\_\_\_
- 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 \_\_\_\_\_
- A copy of each assignment given, to a maximum of three assignments, together with the marking scheme \_\_\_\_\_
- A copy of each quiz given, to a maximum of three assignments, together with the marking scheme \_\_\_\_\_
- A copy of each project, to a maximum of three, together with the marking scheme \_\_\_\_\_
- A copy of any laboratory, shop, and practical guides used, and the evaluation schemes and instruments used in assigning a shop mark. \_\_\_\_\_
- A copy of any other evaluation instruments used \_\_\_\_\_
- A copy of final examinations, together with the marking scheme \_\_\_\_\_

**Graded Student Work**

In each case there should be three (3) student papers:

ONE to show to top quality work

ONE to show average work

ONE to show work from the lower end of the range of marks

- Three graded assignments and quizzes \_\_\_\_\_

- Three graded term projects or reports. For educational agencies offering advanced level courses, this element must provide evidence to show competency in areas at the Apprenticeship level. \_\_\_\_\_
- Photocopies of three graded laboratory or shop reports \_\_\_\_\_
- Three graded final exams \_\_\_\_\_

The fundamental competencies must be 100% met or findings of shortcomings will be noted. The degree of findings in each area will influence the accreditation decision. The report may ask for the addition of the missing competencies or give a non-accreditation decision depending on the degree of omission. Evidence must be found covering 100% of the required competencies. \_\_\_\_\_

**6. 5. Student Success And Satisfaction**

- A. Please provide the data for each program offered in the last year which indicates student enrollment, successful completion, failure to complete, and withdrawal. Documentation of reasons of withdrawal should be included, if available.
- B. Please provide documentation of student complaints (if any) and their resolution.
- C. Student satisfaction with the program and instructors is often measured through student evaluations. If your educational agency employs such strategies or has written policy on student evaluation it should be included in your documentation.

**6. 6. Graduate Employment Records**

Please provide a list of students, and their phone numbers, who have graduated in the last two years and secured employment. Some of these graduates will be contacted during the accreditation process for feedback on the adequacy of the program.

**6. 7. Employer Evaluation Of Graduates**

Please provide a list of employers, and their phone numbers, who have offered employment opportunities to entry level and/or advanced students in the last year. Some of these employers will be contacted during the accreditation process for feedback on the quality of students' work.

## **UNIT VII**

### **A SAMPLE PLAN OF TRAINING**

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**Unit VII Sample Plan of Training****7.1. Foreword**

Apprenticeship training in the Province of Newfoundland and Labrador is undergoing considerable change. This change is prompted by the need to keep pace with technological changes in industry, the need to be competitive, and the desire to be efficient and effective in meeting the needs of the apprentice. We feel that this training plan will lay the groundwork to meet both the demands of industry and the needs of the apprentice.

The plan that follows is a comprehensive one. It recognizes that apprenticeship training begins when a student first registers at an educational agency, or signs a Contract of Apprenticeship with an employer, and continues until such time as the apprentice has completed all of the required technical training and has received the required industry experiences necessary to write an interprovincial examination. Passing this examination will result in the apprentice receiving Red Seal Certification which gives the journey person national mobility of qualifications. This plan also recognizes the need to provide flexible access to training based on the needs of the employer and the apprentice while at the same time recognizing the end goal is to complete the requirements for Red Seal Certification.

It is realized that change in all facets of education and industry is continuous and sometimes rapid. This change will necessitate the review of this document on a continuous basis to ensure that current needs of industry and apprentices are being satisfied. Through a process of accreditation, regular input from industry advisory committees, as well as input from those involved in the administration and delivery of the training, we are confident that residents of our province who elect to pursue an apprenticeable occupation as a career choice will receive high quality training and thus will be prepared to compete for jobs worldwide.

**7.2. Sample Table of Contents**

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Additional Related Topics .....	80
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Entrepreneurial Awareness .....	80

7.3. Sample Course Layout for the Welding Occupation

JOURNEY PERSON CERTIFICATION

↑

WORK EXPERIENCE

↑

<b>ADVANCED LEVEL COURSES</b>	
WD2140 - Pipe, Tubing, and Specialized Welding(SMAW) .....	157.5 Hrs.
WD2150 - Position Welding (GTAW) .....	112.5 Hrs.
WD2160 - Position Welding (GMAW) .....	45 Hrs.
WD2170 - Flux Core Arc Welding .....	90 Hrs.
WD2180 - Specialized Welding and Cutting .....	90 Hrs.

↑

REQUIRED WORK EXPERIENCE (MINIMUM 1800 HOURS)

↑

<b>INTERSESSION</b>	
WD1150 - Metallurgy Fundamentals .....	67.5 Hrs.
WD1140 - Gas Tungsten Arc Welding Fundamentals .....	67.5 Hrs.
WD1130 - Gas Metal Arc Welding Fundamentals .....	45 Hrs.

↑

<b>SEMESTER TWO</b>	
TS1400 - Template Development .....	90 Hrs.
WD2120 - Position Fillet Welding (SMAW) .....	67.5 Hrs.
WD2110 - Position Butt Welding (SMAW) .....	90 Hrs.
DR1120 - Blueprint Reading .....	90 Hrs.
Related Credits .....	135 Hrs.

↑

<b>SEMESTER ONE</b>	
TS1100 - Shop Fundamentals .....	90 Hrs.
DR1110 - Basic Drawing and Sketching .....	67.5 Hrs.
WD1110 - Oxy-Fuel Cutting and Welding .....	67.5 Hrs.
WD1120 - Shielded Metal Arc Welding Fundamentals.....	90 Hrs.
Related Credits .....	135 Hrs.

↑

Program and Apprenticeship Registration

**7. 4. Sample Course Outline - TS1100****Name and Number: General Studies 1100****Descriptive Title: Shop Fundamentals****Description:**

This general studies course requires the use of safety equipment, tools, fasteners, shop equipment and facilities and manuals. It involves the development of safety practices in the operation and maintenance of shop tools, equipment and facilities. It includes information on general safety regulations, occupational health and safety, and fire prevention and suppression.

**Prerequisites: None****Co-requisites: None****Credit Value: 4****Text book(s) / Software used by Lead Institution:****Course Aims:**

1. To gain an appreciation of the need for safety regulations in the operation and maintenance of shop tools, equipment and facilities
2. To be able to administer first aid and CPR
3. To develop an awareness of hazardous workplace materials

**Course Objectives (Knowledge):**

1. List general workplace safety regulations
2. List fire safety regulations
3. Describe the operation and uses of different types of fire extinguishers
4. Explain the safety standards prescribed by the Occupational Health and Safety Regulations
5. Describe the use of the different types of precision measuring tools
6. Describe safety requirements for using hand tools and fasteners

7. Describe the different types of fasteners
8. Explain oxidation, corrosion, tensile strength and shear strength
9. Describe types of hydraulic and pneumatic lines and fittings and explain their applications
10. Describe types of tubing and flaring tools and explain the application of each
11. Explain the purpose of threading taps and dies
12. Describe the types of fastener tools
13. Describe types and explain the uses of pullers, drivers and presses
14. Describe soldering tools, materials and applications
15. Describe methods of tinning and soldering
16. Describe types of solders
17. Describe the different types of power tools
18. Describe the different types of hydraulic tools
19. Describe safety requirements for using power tools
20. Describe the parts of a twist drill
21. Describe drill sizes and speed requirements
22. Describe types and uses of reaming tools
23. Explain the purpose of cutting power tools
24. Describe types and explain applications of:
  - i. portable and stationary grinders
  - ii. grinding wheels
  - iii. grinding discs
  - iv. grinder dressers
  - v. rotary wire brushes
25. Describe types of compressors and components
26. Describe the pliers (all types), screwdrivers (all types), wrenches (all types), clamps (all types) and vices (all types) used for fitting and assembling as per assigned information to within specifications required
27. Describe as per the assigned information, rivets, keys, nuts, screws, pins, splines, studs, bolts, snaprings, bonds (thread locking compounds), washers, lock wires and self-locking nuts

**Major Tasks / Subtasks (Skills):**

1. Practice safety

- a. Interpret occupational safety code
  - b. Apply safe work habits at all times
  - c. Use and maintain personal safety equipment
  - d. Implement exhaust control procedures
  - e. Use fire fighting equipment
  - f. Reduce factors that contribute to spontaneous combustion
  - g. Identify potential hazards to personal safety
  - h. Check for unsafe conditions
  - i. Report accident
2. Complete a St. John's Ambulance Standard First Aid Course
  3. Complete a Workplace Hazardous Materials Information Systems Course
  4. Use and maintain gripping and turning tools, measuring devices and levels
    - a. Use measuring tools (measuring tapes, rules, scale rules, calipers, micrometers, gauges, straight edges, plumb bobs, squares, and calculators) and levels
    - b. Use pliers, screwdrivers, wrenches, torque multipliers, hammers and mallets and other gripping and turning tools
    - c. Use torque wrench
    - d. Use scribes and markers
  5. Use and maintain flaring tools
    - a. Single and double flare tubing
    - b. Bend tubing
    - c. Measure and cut tubing
    - d. Use compression fittings
    - e. Anneal tubing before flaring as may be necessary
    - f. Test and inspect flared fittings
  6. Use and maintain cutting tools
    - a. Identify, maintain and use punches, chisels, files and saws
    - b. Sharpen chisels and twist drills and drill bits
    - c. Shape and sharpen a cold chisel
    - d. Maintain and store cutting tools
    - f. Make bench projects
    - g. Cut bolts
    - h. Drill and ream holes

7. Use and maintain threading devices
  - a. Select and safely use proper tools for given job
  - b. Maintain threading tools
  - c. Make an internal thread
  - d. Make and external thread
  - e. Restore damaged thread
  - f. Remove broken screw
  - g. Use tap and drill chart
  
8. Install fasteners
  - a. Use and identify fasteners such as rivets, nails, wood screws, sheet metal screws, bolts, nuts, washers, masonry anchors and shields
  - b. Describe specific uses for each fastener
  - c. Recognize sizes of fasteners
  - d. Rivet and soft solder lap joint in galvanized sheet
  - e. Torque bolts
  - f. Identify bolt grades
  - g. Identify miscellaneous anchoring devices
  
9. Safely and effectively use, maintain and store pullers, drivers and presses
  
10. Solder metals
  - a. Select solder and heating unit
  - b. Solder wire connections, sheet metal, and copper fittings and tubing
  - c. Shut down and store equipment
  
11. Use power tools
  - a. Operate portable power tools
  - b. Operate treading machines
  - c. Operate power cleaning equipment
  - d. Operate hydraulic punches, pullers, drivers and presses
  
12. Drill materials
  - a. Safely and effectively operate power drilling equipment (hammer and portable drill)
  - b. Select and use cutting fluids
  - c. Identify and select clamping devices

- 
- d. Maintain drilling equipment
13. Cut metals (power)
- a. Safely and effectively use power operated saws, friction cut-off equipment and shears
  - b. Maintain metal cutting power tools
  - c. Identify and use abrasives
14. Grind and finish metals
- a. Install grinding wheel disc and brush
  - b. Adjust tool rest
  - c. Dress grinding wheel
  - d. Safely and effectively operate stationary and portable grinders
  - e. Maintain equipment
15. Use explosive actuated tools
- a. Select the proper tool for a specific use
  - b. Follow Occupational Health and Safety regulations
  - c. Choose the correct shot and fastener for the job
  - d. Apply safety practices while using explosive actuated tools
  - e. Fasten construction material to masonry and steel
  - f. Maintain and clean explosive actuated tools
16. Use and maintain compressed air system
- a. Demonstrate safety precautions when using and maintaining compressors
  - b. Identify components of air controller (transformer)
  - c. Use and maintain air controller (transformer)
  - d. Use and maintain air and fluid hoses
17. Use and maintain shop equipment
- a. jacks
  - b. shop cranes
  - c. chain hoists
  - d. steam cleaner
  - e. solvent cleaning tanks

## **UNIT VIII**

### **Educational Agency Accreditation Process Checklist**

**Unit VIII    Educational Agency Accreditation Process Checklist**

1.    Notify the Provincial Apprenticeship and Certification Board that you are ready to begin the accreditation process. \_\_\_\_\_
  
2.    Ensure all staff associated with the Apprenticeship Accreditation are appropriately trained in the process. \_\_\_\_\_
  
3.    Complete the self-assessment to ensure that the program is ready for accreditation. \_\_\_\_\_
  
4.    Complete the PACB Phase I documentation and forward **one** copy to PACB. \_\_\_\_\_
  
5.    Upon notification from PACB that all elements have been addressed, prepare and submit **one copy** of Phase II documentation, including two course portfolios, ensuring all elements have been addressed and that all material is labeled and presented in an acceptable manner such as tabbed sections in binders. Instructors' resumes should indicate whether they possess a Technical and Vocational Instructors Certificate or the number of courses completed toward the certificate. Private Training Institutions should also include the instructor's letter of approval from the Department of Education. \_\_\_\_\_
  
6.    Upon notification from the PACB that all elements have been addressed, submit **four** copies of the Phase I and II documents along with four copies of the two course portfolios. \_\_\_\_\_
  
7.    Approve apprenticeship accreditation team.
  - a)    review apprenticeship accreditation team's curriculum vita's ensuring no conflicts of interest in any team members that may adversely effect the apprenticeship accreditation process
  - b)    sign and return your approval of the members to the PACB within a day or two. \_\_\_\_\_
  
8.    Prepare for the team visit ensuring all elements identified in the self-assessment and the site- visit checklist have been addressed. \_\_\_\_\_
  
9.    Prepare a response to the draft report and return to the team leader. \_\_\_\_\_

10. Receive and review final report from the Provincial Apprenticeship and Certification Board and respond with appropriate program changes, where necessary. \_\_\_\_\_
  
11. If granted accreditation, arrange with PACB to have a presentation of the Apprenticeship Accreditation document. Include staff, students, press, public, etc. \_\_\_\_\_
  
12. If denied accreditation, review findings to determine if grounds exist for an appeal and initiate an appeal. \_\_\_\_\_
  
13. Notify PACB of any changes to the program within the Apprenticeship Accreditation period. \_\_\_\_\_
  
14. Continuously keep records and course portfolios up-to-date and ready for the next review of Apprenticeship Accreditation. \_\_\_\_\_

## **UNIT IX**

### **Educational Agency Site Visit Checklist**

**Unit IX Educational Agency Site Visit Checklist****9.1. Preparation for the Site Visit**

1. Assign a site-visit coordinator who has extensive knowledge of the program. This is typically the program head or a senior member of the faculty. This person should have the proposed tour planned out in detail. \_\_\_\_\_
2. Assure that faculty and staff along the route are available and appropriately prepared for the accreditation team visit since they only have approximately five-to-ten minutes to show their area to the accreditation team. \_\_\_\_\_
3. The students' interview, usually the class nearest graduation, should be scheduled for about an hour and in an area where the class of students feel they can speak openly about the program. Students should be advised in advance of the purpose of the interview. \_\_\_\_\_
4. At the discretion of the team leader, staff may be interviewed in groups or individually. The staff should be made aware of the purpose of interviews and the interviews should be scheduled so there is a minimum of disruption to scheduled classes. \_\_\_\_\_
5. Arrange a meeting between the team and the graduates and employers. A minimum of four of each is essential to ensuring an adequate sample. At the discretion of the team, this may be held as a lunch meeting. Lunch is expected to be provided by the educational agency. \_\_\_\_\_
6. The program head should notify staff and students of the visit date well in advance. \_\_\_\_\_
7. 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 rectified. \_\_\_\_\_
8. 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. \_\_\_\_\_
9. A large portfolio review room should be designated for use by the accreditation team throughout the site visit. The course portfolios should be placed on tables around the room. The material should be clearly labeled and in binders or file boxes. \_\_\_\_\_

**9.2. Specific Actions During the Site-Visit**

1. The delegated site coordinator should be available to greet the accreditation team upon their arrival at the school. \_\_\_\_\_
  
2. Provide coffee and cold drinks in the portfolio review room. \_\_\_\_\_
  
3. Ensure lunch is prepared and ready to serve on time. \_\_\_\_\_
  
4. Staff and delegated coordinator 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. \_\_\_\_\_
  
5. Be prepared to attend the necessary meetings. \_\_\_\_\_
  
6. Remain flexible and be prepared to have staff work late if the review falls behind. \_\_\_\_\_
  
7. Advise staff as to the purpose of the exit meeting. That is, it is not to debate the validity of the conclusion or to discuss how the educational agency will rectify the concerns and problems that have been found. \_\_\_\_\_

**UNIT X**  
**THE ACCREDITATION TEAM:**  
**THEIR ROLES AND RESPONSIBILITIES**

## Unit X      **The Accreditation Team: Their Roles and Responsibilities**

The accreditation team normally consists of three people - one team leader and two team members from the business/industry sector who physically conduct the site visit. This team works with a facilitator (a Departmental staff member), assigned by the PACB, who may accompany the team on the site visit.

In some instances (i.e. for five-year program renewals or verification site visits), the PACB may assign a two-person team consisting of a team leader and only one team member from the business/industry sector to conduct the site visit. As with three-person site visits, the team works with a facilitator assigned by the PACB.

### **10.1. Team Leader (Industry Representative)**

The team leader must be well versed in the practice of accreditation and must be very familiar with at least one program accreditation at either the trade or technology level. The team leader can be a professional engineer, technician, technologist, trades person or business/industry people with management and report writing skills. The team leader is responsible for:

- reviewing the Phase I and II documents to determine compliance with PACB standards.
- setting up meeting schedules and agendas with the educational agency representative.
- chairing team meetings with instructors, management staff, student services, other college personnel, students, graduates and employers as needed to confirm stated practices.
- preparing the draft and final accreditation reports for submission to the educational agency and Provincial Apprenticeship and Certification Board, respectively.

While most of the accreditation duties are shared among the members of the team, the team leader has a number of special responsibilities. In general terms, the facilitator and team leader must keep the accreditation team focused on its mandate while ensuring open dialogue between the accreditation team and the educational agency personnel. A key role is that of spokesperson for the team. In this role, the team leader guides, directs and crystallizes the ideas and discussions that occur during meetings of the accreditation team. As well, in order to avoid confusion, the team leader will be the sole person to make direct contact with the educational agency. 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.

### **10. 2. Team Member (Industry Representative)**

The team member must be well versed in the particular industry, be registered as a journey person in the trade program that is being assessed for accreditation. He/she will be actively participating in the trade, be recommended by peers, knowledgeable about the education process and be completely impartial. Involvement with the Program Advisory Committee, personal relations with the faculty or direct involvement with the program would disqualify membership. The team member will be trained in the overall accreditation process and have a commitment to the philosophy of quality training.

The team member is responsible for:

- reviewing the Phase I and II documentation to determine compliance with PACB standards
- auditing the facilities to determine their adequacy and actual use in the program.
- assisting the team leader in compiling the information for the preparation of the draft and final accreditation reports.

### **10. 3. The Facilitator (PACB Representative)**

This member of the team represents the Provincial Apprenticeship and Certification Board and is responsible for the facilitation of the accreditation audit. He/she must be well versed in the practice of accreditation and familiar with at least one other program accreditation at either the trade or technology level. The facilitator will be responsible for:

- providing accreditation training to staff of the educational agency and members of the accreditation team on their respective roles
- providing assistance to the educational agency as needed throughout the accreditation process
- reviewing the Phase I and II documents
- liaising with and assisting the team leader to set up meeting schedules with institute representatives
- assisting the team leader or team member in auditing the required documentation and institution facilities.

### **10. 4. Observers**

Observers are permitted to follow the Accreditation Audit but have no vote in the progress of the review. These are usually interested instructors, Department of Education personnel, educational agency officials or team members in-training. The team leader has the sole right to limit the number of observers on each and every audit. Should an observer be found to be disruptive or trying to influence the team, they will be restricted by the leader from further involvement in the process.

### 10. 5. Interview Skills

Interviews form a part of the Apprenticeship Accreditation site visit process. The team will interview a number of faculty, students, graduates and employers. The team leader will work with the educational agency contact to ensure the correct setting and selection of interviewees has occurred.

- The faculty should be able to be interviewed in private away from peers and supervisors.
- The students should be interviewed as an entire class. The class chosen should be the farthest through the program nearest to graduation.
- The three or four recent graduates of the program and employers should be chosen at random by the team leader and not the educational agency.

### 10. 6. Interview Structure

Conversation and questions during an interview may take the following pattern:

- Icebreaker - The team introduces itself briefly and explains the reason for the interview.
- Establish Goals - Briefly state the goals of the interview. Without a clear definition of objectives, interviews may result in misunderstandings
- Establish Rapport - A state of rapport exists when the interviewee has accepted your objectives and actively seeks to give the required information.
- Collect Information - Listen for clues to the questions for which you need answers, it may lead to other questions you could not have anticipated. Occasionally you may have to probe to obtain the required facts about a program.
- Conclude the Interview - A suggested format is to:
  1. Communicate your intent to close
  2. Ask if the interviewee has any final thoughts.
  3. Terminate the interview at the stipulated time.
  4. Thank them for their time and information.

## 10.7. Questioning Techniques

Your questioning techniques have a great deal to do with the outcome of the interviews. To conduct an effective interview you must formulate clear and unambiguous questions using appropriate wording and style. The type of question depends on the information you seek. Here are some examples:

- Factual Questions
  - ▶ How does the administration support this program?
  - ▶ Is this program meeting the needs of industry?
  - ▶ What process is used by you to determine if the course content is up to date?

Avoid Loaded Questions such as *Is this program any good? Do you find that the instructors are teaching out-of-date material? What is wrong with your instructors?* Loaded questions may put the interviewee on the defensive and lose the rapport that has developed.

- Open Ended Questions

If you ask a question to which the answer is “yes” or “no” you can’t expect unsolicited information. Try to keep your questions open-ended; pose them in such a way as to encourage an honest response. For example:

  - ▶ How would you rate the quality of the graduates?
  - ▶ How do you recruit students?
  - ▶ Why?
  - ▶ What do you mean?
- Closed questions have their place, but only use them to elicit specific information such as:
  - ▶ How often does the committee meet?
  - ▶ How many graduates are finding jobs?

### **10. 8. Sample Questions for Faculty Interviews**

The following are possible samples that may be used as openers or in conjunction with specific questions on program:

1. Tell us one thing in your work that you are very proud of doing.
2. Tell us one thing you would improve if you had the power to do so.
3. What would the students like to change?
4. Are you satisfied with the safety procedures?
5. Do you see any benefit in having seminars in your courses?
6. Are you satisfied that available equipment is satisfactory?
7. Do you feel the Provincial Advisory Committee fulfils its role as an effective means to implement changes in the program?
8. Are there any mechanisms to offer an effective means of communicating faculty concerns and recommendations to management and are those concerns and recommendations addressed in a timely and satisfactory manner.
9. What do you think of professional development? Is funding adequate? What professional development have you done?
10. What is your role in the curriculum review process?
11. Are there any rotations in teaching assignments? Should there be any?
12. What do you think of instructor-student ratio?
13. What do you think of your schedule/workload?
14. Do you maintain any interaction with industry?
15. Are you assisting students in finding job placement?

### **10. 9. Sample Questions for Student Interviews**

The following are possible samples that may be used as openers or in conjunction with specific questions on program:

1. Why did you pick the program, and educational agency?
2. Tell us what you like about the program?
3. What needs to be improved in your program?
4. How much time do you spend on the program studying and doing assignments and projects beyond class time?
5. Do you get enough access to the computers to do your required work?

6. Do you think you will get the job you want when you graduate? Why is that?
7. Is there an orientation process? Is it effective?
8. Do students receive a written copy of the course outline and objectives at the beginning of each course?
9. Does the classroom instruction match course objectives?
10. Can students approach instructors for additional help/assistance/ guidance?
11. Are you satisfied with the safety procedures?
12. Did evaluation instruments such as exams and assignments match the course outlines?
13. Are the students able to understand and explain clearly the theory behind procedures and practices outlined in the Plans of Training?
14. Do you use all available resources and equipment?
15. Are you getting value? Is this program fulfilling your expectations?
16. Would you recommend this program to others? Reasons
17. Is the level and depth of the program adequate?
18. Are students involved in faculty evaluation?
19. Are facilities available after regular school hours?
20. Do you feel you are getting adequate work experience?

### **10.10. Sample Questions for Graduate Interviews**

1. Do you feel that information presented in the program is up-to-date and relevant to industry requirements?
2. Do you feel that the quality of the facility enables the instructors to offer a program that meets national occupational standards, the objectives in the Plans of Training or your own expectations?
3. Are the students able to understand and explain clearly the theory behind all the procedures and practices outlined in the Plans of Training?
4. What changes would you recommend in the program?
5. How effective was the program in preparing you for the job market?
6. Would you enrol in this program again? Why?

### 10. 11. Sample Questions for Employers

1. How often have you employed graduates?
2. Do you feel the program is up-to-date and relevant to industry requirements?
3. Have you been asked to evaluate students?
4. Is there evidence that students are using their logbooks?
5. Are the graduates meeting your expectations?

### 10. 12. Taking Notes

During the site visit you will probably take two kinds of notes: factual notes and probe notes.

- Factual Notes simply record the information. You may jot down data, important central ideas, whole statements, etc. You may simply tick off the appropriate area of a checklist.
- Probe notes are specific points which you want to clarify, elaborate, or confirm later. There may be additional questions which occur to you in the course of the interview, points which you might want to raise with others on the team or educational agency.

### 10. 13. Improving Your Interviewing Skills

Here are some techniques for improving interviewing skills:

- Plan your interview
- Review the purpose of the interview
- Determine the objectives of the interview and specific information needed
- Anticipate problems before they arise
- Plan the introductory and opening questions
- Practice interviewing with a colleague or friend
- Analyze your practice interview to evaluate the adequacy of the information. Check if it is relevant, valid, and complete? Critically analyze your strategy. Have you asked the right questions in the right order? Have you done enough to encourage the interviewee to be communicative?

### 10. 14. Observation Skills

The ability to observe well is particularly important during a Apprenticeship Accreditation. The documentation cannot possibly provide all the information required about the program. The task of the Apprenticeship Accreditation team nonetheless, is to combine the information gained from the program's submitted documentation, on-site documents and interviews to produce the most accurate assessment report possible under the circumstances. To accomplish this, team members must observe

carefully.

You will use your observation skills to:

- Ensure that the documentation supplied by the program meets all the accreditation criteria
- Validate the information supplied by the program - does the assessment of this program confirm the information on record by the educational agency?

### **10. 15. Time Management**

Time management is one of the direct responsibilities of the team and particularly of the team leader. During the site visit a great number of demands are made on your time and priorities can shift unexpectedly. Schedules can go awry if something unforeseen happens. Flexibility is necessary. The key is that everyone involved at the educational agency and the team is familiar with the schedule and tries to stick to it. At mid-way through the itinerary, the team leader must evaluate the situation and be prepared to adjust the timing for the remaining portion of the visit. In spite of best efforts you may run short of time. If the visit must be cut short and an evening extension is not possible, the team leader will:

- identify accreditation elements that remain to be assessed
- identify specific educational agency personnel for follow-up on each of the elements
- share the remaining tasks among the team and prioritize what is left to do.

### **10. 16. Achieving Consensus**

The team is expected to reach consensus on the decision for each of the elements. As a team, discuss the available options and review the pros and cons of each. In this way everyone can assess the value of the option. Ensure the discussion stays focused on the element under review. If the team has difficulty reaching consensus on a specific issue, the decision should be deferred for later discussion when additional information may influence the outcome. If consensus cannot be reached on any element it should be noted in the final report.

### **10. 17. Resolving Conflict**

Should conflicts arise, promote open exchange on both sides and ask for details and background information. The following are some useful approaches to deal with conflict:

- ask for more facts as additional information may in itself defuse the conflict.
- seek areas of agreement
- prevent any one individual from monopolizing the discussions.

## **UNIT XI**

### **ACCREDITATION TEAM ASSESSMENT GUIDELINES**

**Unit XI Accreditation Team Assessment Guidelines**

These guidelines assist the team in assessing a program's compliance with the PACB accreditation requirements both during the review of the Phase I and II documentation as well as during the site visit. As the process used is similar to that used by the educational agency in their self-assessment, both parties should reach uniform conclusions.

The assessment guidelines identifies specific elements as being mandatory. Non conformance to any of these mandatory elements constitutes **findings** and non conformance to any other elements constitute **concerns**. Several concerns do not cumulate to become a finding. Each element includes a rating scale. There is also space for comments in the event that additional evidence of conformance or clarification is required. The task of the team is to determine:

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

**The Rating Scale**

**(E) Exceptional (A) Acceptable (M) Marginal (U) Unacceptable (N) Not Applicable**

**Exceptional** - Used when the element clearly exceeds the norm for that element. If this category is chosen the reason must be documented with evidence.

**Acceptable** - Chosen if the evidence shows that the element is within the expected norm. Evidence does not have to be documented on the form.

**Marginal** - 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** - If this category is chosen the reason must be documented with a significant amount of solid 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** - The assessment guidelines used by team members to rate programs identifies mandatory elements which must be evidenced. However, there maybe other elements that, while desirable, do not form part of the educational agencies policies or practices, such as evening or part-time offerings. It is only these other elements that maybe rated as *not applicable*.

Particular note should be paid to the **1.D. Calendar Entry** ensuring that it reflects the full scope of study for the apprenticeship occupation.

**11.1. Assessment Guidelines 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. The items identified with **asterisks \* are mandatory items for which the institution must provide evidence.**

**1. Admission and Retention Policies and Standards**

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

**Entrance Requirements**

- High school completion. \*
- Evidence in each student's record that the entrance requirement has been met. \*
- Statistics on the number of students accepted under this category for each year the program has been offered, up to the last three years.

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**Other Admission Categories**

- Written policies on other admission categories. \*
- Students accepted under these categories are designated as such.
- Evidence of how students admitted under other category were evaluated. \*
  - In the absence of a high school completion certificate, how did the institution determine that the student had the necessary knowledge and skills to successfully complete the program?
- Statistics on the number of students accepted under this category for each year the program has been offered, up to the last three years.

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**Admission with Conditions**

If students have been accepted under this category is there:

- Written policy on admissions with conditions. \*
- Evidence in the students' records as to how the conditions were met. \*

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**Admission with Advanced Standing, Credit Transfer and Prior Learning Assessment**

Have students been admitted under the following categories?

- Advanced Standing,  
if yes,
  - Written policy on admissions with conditions. \*
  - Evidence in the students' records as to how the conditions were met. \*
- Credit Transfer  
if yes
  - Written policy on admissions with conditions. \*
  - Evidence in the students' records as to how the conditions were met. \*
- Prior Learning Assessment.  
if yes
  - Written policy on admissions with conditions. \*
  - Evidence in the students' records as to how the conditions were met. \*

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**Designated Groups**

- Written policy on increasing participation of designated groups ie. women in non-traditional occupations, visible minorities.

- Evidence that this policy is being implemented.

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### Changes to Admission Policies

- Recent changes to the admission policies.
- Rationale for the changes.

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### Services to Students

Services available to students

- Guidance services rendered to students on admissions.
  - Written policy
  - Evidence that policy has been implemented
- Remedial programs and academic counseling services.
  - Written policy
  - Evidence that policy has been implemented
- Services to students with disabilities.
  - Written policy
  - Evidence that policy has been implemented

**2. Requirements for Graduation**

- Written policy on academic requirements to successfully complete the program. \*
  - The pass mark for all technical courses is 70% in both theory and practical. It is also 70% for the Related Courses, where indicated in the Plans of Training.
- Written policy on academic probation. \*
  - Evidence that policy has been implemented.
- Written policy on expulsion for academic failure. \*
  - Evidence that policy has been implemented
- Written policy on repeating courses. \*
  - Evidence that policy has been implemented.
- Written policy on supplementary exams. \*
  - Evidence that policy has been implemented.

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**Evening and Part Time Consistency**

- Are there evening and part time studies?
- Do they lead to the same diploma as the program being accredited?
- Are the programs the same?

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**Graduation Credential**

- 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 Plans of Training.

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**3. Instructional Staff**

- Evidence that instructional staff (instructors and demonstrators) is given preparation time \*

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- Evidence that there is a sufficient number of faculty. \*
    - While it is left to the discretion of the team to determine sufficient numbers of faculty, the following can be used as a guideline:  
Classroom instruction - 30:1; Laboratory/shop - 15:1
    - 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.

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- Evidence must be found that the faculty has appropriate academic credentials. \*
    - All instructors and demonstrators must have as a minimum, their journey person certification in the occupation they are teaching.

- All instructors should possess or be pursuing a vocational educational certificate in accordance with Policy Document #6 *Requirements for Awarding Technical and Vocational Instructor's Certificate*.
  - If the instructor can not demonstrate that they possess or are pursuing a vocational education certificate they must be able to demonstrate that the reason was beyond their control. For example, the course was not available from the university.

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- Evidence that faculty maintains current knowledge of both their academic and industrial field and understands industry expectations.

Faculty normally remain current by actively participating in professional societies, reading literature, continuing education, consulting, and periodic returns to industry.

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**For Private Training Institutions only:**

- Evidence, in the form of a letter, that instructors and demonstrators have been approved by the Department of Education. \*

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- Evidence that they are only instructing or demonstrating in the area for which they were approved. \*

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**2. Instructional Support Staff**

- Evidence must be found that the faculty has appropriate academic credentials. \*
- Evidence must be found that faculty has relevant industrial experience to assist in the deliver of the program. \*
- Evidence that they are supporting instruction only in the areas for which they are approved.\*

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**3. Procedures to Maintain Faculty Competence**

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

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**4. 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.

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**7. Educational Facilities**

- Adequate facilities in the classroom and laboratory/shops to effectively deliver the program.\*
  - Provision for updating equipment in response to changing practice in occupations. \*
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- Evidence must be found of the availability of sufficient expendable material to give the students proper academic and “hands-on” learning experiences. \*
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- Evidence must be found in the laboratory/shop manuals, experiments, and projects that clearly indicate that the facilities are being used to educate the students in modern techniques. \*
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- Where reasonable, evidence must be found that the laboratory/shop equipment and computers are the same as would be encountered in industry. \*
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- 
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- Evidence must be found that the resource facilities are sufficient to support program delivery.
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## 8. Course Portfolio

The Plans of Training have been derived from and reflect the National Occupational Analysis. Successful completion of this Plan ensures that apprentices have completed all the technical and practical training necessary to write the Interprovincial Examination. Therefore, it is **essential** that the Educational Agency effectively cover all competencies.

Course portfolios indicate where the educational agency has evidence that it meets the intent of each competency in the course. *Evidence must be provided that the competency has been taught, is covered by exam, laboratory/shop assignment or in some other way that can be documented as part of each course assessment.* Included in this evidence would be teaching material such as lesson plans and textbooks for all courses required for graduation. Sufficient examples of student work in assignments, technical reporting, and application subjects must be included. If there are non-standard competencies not included in the Plans of Training, 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 instructor has the course outline from the Plans of Training. \*
  - The instructor should be delivering the Plan of Training approved for the year the students were enrolled. They should also possess the most recently approved Plan of Training



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- 
- Detailed lesson plans or learning packages for each course which address each of the objectives listed in the Plans of Training. \*
    - There should be a list of learning objectives for each course in the program along with page references where each objective is covered in the lesson plans/learning guides.
    - There should be evidence that each objective is delivered to the necessary depth and scope.
    - There should be evidence that the assignments and tests submitted with the portfolio have been incorporated into the lesson plans.
    - That adequate attention is allocated to each objective

- The resource material is incorporated into the teaching.

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- Evidence that there is an adequate amount of resource material used to support the delivery of each course. \*

This would include in addition to texts, trade magazines, videos and reference books.

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- The text books used in each course are current and acceptable.

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- Copies of evaluation instruments used by the instructor. \*

When examining the exams and quizzes:

- ✓ Check for clarity and quality of the questions.

- ✓ Verify that the questions cover the outline at the same level of verb in the outline. This mean that if the outline states ". . fix a widget system" the accreditation team will be looking for evidence of fix not just ". . describe or explain widgets" on tests and assignments.

- ✓ Determine if a marking scheme is clear and objective to the student on each exam or quiz.

- A copy of each assignment given together with the marking scheme and answer key.

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- A copy of each quiz given together with the marking scheme and answer key.

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- A copy of each project, together with the marking scheme and answer key.

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- A copy of each guide used to evaluate the practical components of the program along with its marking scheme and answer key.

- How are the students tested on the practical and assigned a shop mark? There must be an evaluation tool which objectively measures each student against a established criteria. This evaluation tool must have an answer key.

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- A copy of any other evaluation instruments used along with marking scheme and answer key.

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- A copy of final examinations, together with the marking scheme and answer key.

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- A sample of student work to include the following: \*  
**In each case there should be three examples: one from the lower end, mid point and upper end of the range of achievement. When evaluating the quality of student work analyze the assignments, projects, exams, etc. for the level and quality of student work.:**
  - Each assignment, test and/or quiz (if applicable)
  - Each term project or report (if applicable)
    - For educational agencies offering advanced level courses, this element must provide evidence to show competency in areas at the Apprenticeship level.
  - Photocopies laboratory or shop report books (if applicable)
  - Final exams (if applicable)



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- Evidence that 100% of the fundamental competencies are met. \*
    - Findings of shortcomings must be noted.



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## 9. Student Success and Satisfaction

Analyse historical data to determine program: \*

- completion rates
- failure rates
- 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

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**10. Satisfactory Employment**

- Evidence of employer satisfaction with recent graduates
- Evidence of graduate satisfaction with employment

## **UNIT XII**

### **Sample Site Visit Itinerary**

**Unit XII Sample Site Visit Itinerary**

A meeting for the accreditation team is held the evening prior to the site visit if the team deems it necessary.

The agenda is finalized between the team leader and the educational agency prior to the site visit.

8:30 - 8:45	Opening Meeting
8:45 - 9:00	Brief Meeting with Program Head
9:00 - 10:00	Review of Documentation, Texts, Exams, etc.
10:00 - 10:30	Meet with Students
10:30 - 11:00	Meet with Instructors
11:00 - 12:00	Tour and Review of Facilities and Resources
12:00 - 1:00	Lunch (preferably team with graduates and employers)
1:00 - 1:30	Team Meeting
1:30 - 2:30	Further Meeting with Students or Instructors if Required
2:30 - 3:00	Completion of Documentation Review
3:00 - 4:30	Team Summation Meeting
4:30 - 5:00	Wrap Up/Exit Meeting

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

## **UNIT XIII**

### **Sample Agendas Accreditation Review Meetings**

## **Unit XIII Sample Agendas for Accreditation Review Meetings**

### **13. 1. Initial Meeting** (Accreditation team only; facilitator may be present)

- Introduction and team leader's opening remarks

The team leader welcomes the team members, invites them to introduce themselves, comment briefly on the purpose of apprenticeship accreditation and reviews the agenda for the opening meeting.

- Process problem resolution

Go over any problems the team may have with the process. Members will have had the required training and at this time may have some questions that they have not asked earlier of the team leader.

- Documentation review

The team leader asks each member to list briefly the questions that were identified during their pre-visit review of the application documents, using the assessment guidelines checklist. During this review the members should identify any areas that require further clarification and formulate additional questions to be investigated during the site visit.

- Review the findings from the document review

The team leader should review all the concerns that were found in the document review. Consensus should be sought. Where additional evidence is required, agreement will be reached as to who will be responsible for seeking this evidence on-site. The team leader may assign individuals to specific tasks during the visit, depending on their expertise.

- Review itinerary for the site visit.

The team leader will review all the activities and travel arrangements so that the team arrives together for the opening meeting. Any concerns are identified to be discussed with the program director before the opening meeting.

This initial meeting usually occurs the evening before the site visit.

**13. 2. Opening Meeting** (Accreditation team and the educational agency staff.)

- Team leader's opening remarks
  1. Thanks to the program administrator(s) for applying for Apprenticeship Accreditation.
  2. Introduction of accreditation team members and educational agency personnel.
  3. Explanation of Apprenticeship Accreditation as an external audit to:
    - Maintain apprenticeship standards for educational programs.
    - Contribute to the competency of graduates and technology in Canada
    - Complement internal program evaluation.
  4. Clarification of benefits of the accreditation process
    - Opportunity for dialogue between apprenticeship accreditation team and program personnel to assist in the continued development and improvement of the program
    - Learning opportunity for apprenticeship accreditation team member and program personnel
  
- Invitation for the program administrator to give a short address to the meeting  
(This should be omitted if the program administrator opened the meeting.)
  
- Clarification of any questions on the day's itinerary.

**NOTE: This meeting should only last 10 - 15 minutes.**

**13.3. Summation Meeting** (Accreditation team only; facilitator may be present)

- Team leader opening remarks to all team members

The team leader emphasizes the importance sharing the work and staying focused.

- Documentation and visit review

This is the repeat of the documentation process that occurred the previous evening in the initial meeting. The difference is that the documentation has now been audited against the site evidence. The team leader asks each member to list briefly the questions that were identified during their visit review using the accreditation assessment guidelines.

- Team review of findings and concerns

The team leader identifies from the accreditation assessment guidelines, omissions that are classified as finding and those classified as concerns. Any program omission which is accreditation threatening should be documented thoroughly and agreed upon. A consensus for overall findings and concerns should be sought. Areas of non-conformance should be brought to the attention of the educational agency at the time it is found. In most cases the educational agency administration is well aware of the weaknesses and strengths of an element and the cause of the non-conformance or they may suggest that further evidence or a larger sample is desirable as the non-conformance is not typical of the program. However, the team should meet and conclude on what action should take place, if any significant change in documentation is suggested.

- Draft Report generated

The team leader, together with the team members prepares a draft report which summaries the programs strengths and identifies and findings and concerns. The team leader must be ready for the wrap up meeting and be prepared to state the results of the teams' visit. This draft report is presented verbally and it is essential that it be accurate.

#### 13. 4. The Wrap-Up Meeting (Accreditation team and program head; facilitator may be present)

- Explain the Report Process

The report reflects the program in place for the most recent group of graduates and the team's assessment of the program's compliance with the requirements of the PACB. The report presented verbally is the basis for the draft report.

##### Report Process:

The team leader prepares a written copy of the draft and forwards to team members for confirmation of accuracy. The draft report is then sent to the educational agency by the team leader within two weeks of the site visit. No recommendation is given at this time.

The educational agency will audit the draft for accuracy of the facts and findings. Two weeks are given for this reply.

The team leader makes any necessary changes to the report and forwards it, along with the educational agency response to the PACB. The PACB will send all the information to the board members for their consideration and endorsement.

Within two weeks, the results of the request for endorsement are gathered and a covering letter to the educational agency is drafted by PACB. The final report is sent to the educational agency.

The PACB will arrange an appropriate auspicious occasion to present any Apprenticeship Accreditation certificate to the successful educational agency.

- Presentation of the report

This should be a brief 2-3 minute verbal presentation of the draft report which clearly details for the educational agency representative the concerns and findings of the accreditation team. The representative should be given an opportunity to respond if he/she can clarify misunderstandings. Be prepared to modify the verbal report based on analysis of the input from the educational agency representative.

**NOTE: This meeting should only last 10 - 15 minutes.**

### **13. 5. Exit Meeting**

The Exit Meeting is necessary only if all educational agency parties were not present at the Wrap-up Meeting. This meeting follows the same agenda as the Wrap-Up Meeting and includes the accreditation team, the Educational Agency staff and representatives/program head.

## **UNIT XIV**

### **Review of Accreditation Report**

## Unit XIV Review of the Accreditation Report

The draft report will be sent to the educational agency about two weeks after the site-visit, however, it will not contain a decision. It will normally contain only the information verbally given by the team leader at the exit meeting. It provides an opportunity for the educational agency 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 educational agency be in contact with the team leader for clarification.

After the site-visit the educational agency should be making an effort to confirm the findings heard at the exit meeting and be prepared to provide further evidence acceptable to the team leader. For example:

- If the team identified an isolated problem that is not as common or typical to the educational agency as the report indicated; or
- If the team missed a significantly relevant piece of evidence.

### 14.1. Interpreting the Accreditation Decision

When the educational agency and the accreditation team agree on the facts, a final report including a recommendation on accreditation, will be prepared by the team and forwarded to the PACB. The PACB will review the report and recommendation and advise the educational agency of their decision in the form of a cover letter with a copy of the final report attached.

The Report may include findings and/or concerns and the decision. Findings are items identified by the accreditation team which are accreditation threatening. Concerns, while not of a magnitude to be accreditation threatening, should still be considered and addressed. It is expected that all concerns will have been satisfactorily addressed before the next review. The decision on accreditation is found near the bottom of the first page of the final report.

A three-year or five-year accreditation is granted when there are no findings. There may be concerns that would have to be corrected/addressed prior to the next accreditation visit. A three-year (3Y) is full accreditation given to initial applicants. That is, educational agencies that have received accreditation for the first time. The next application should be submitted before the end of the second year. A five-year (5Y) is the longest rating and is granted to educational agencies that have been previously accredited. It means that the next scheduled site-visit review is in five years. The next accreditation application should be submitted before the end of fourth year.

Deferred accreditation is granted when there are findings. The institution is given another opportunity to provide evidence that the findings are not substantiated. The evidence, however, must be drawn from the year and graduating class that were the focus of the accreditation visit. If this evidence is provided, full accreditation is granted. As the required evidence is based on past activity, and if available should require little time to locate, the period of time acceptable to provide the required documentation may not exceed sixty days.

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

**UNIT XV**

**SAMPLE TEAM REPORT**

**Unit XV Sample Team Report**

The team report is essentially a summary of the Accreditation Team Assessment, found in Unit XI. Any strengths, concerns, findings, or comments recorded on the team assessment, should be transferred and summarized in the Team Report.

**Institution:** *Mary White's School of Cooking*

**Program:** *Cook*

**Visit Date:** *June. 23, 2001*

**Team:** *Diana Wong, Joseph Boggs, Eric Jordonsen*

For Completion by the Accreditation Team:

**Recommendation**

Three Year:               √   

Five Year:                      

Deferred:                      

Denied:                      

**Team Signatures**

*For a three person team:*

*For a two person team:*

\_\_\_\_\_  
Team Leader

\_\_\_\_\_  
Date

\_\_\_\_\_  
Team Leader

\_\_\_\_\_  
Team Member

\_\_\_\_\_  
Team Member

\_\_\_\_\_  
Team Member

For Completion by the Provincial Apprenticeship and Certification Board:

**Decision**

Three Year:               √   

Five Year:                      

Deferred:                      

Denied:                      

PACB Chair:                                          

Date:

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**Overall Ratings**

The team's assessment of each major factor is indicated by the letters in the *Rating* Column according to the criteria of:

**E** - Excellent; **A** - Acceptable; **M** - Marginal; **U** - Unacceptable; **N** - Not Applicable

**1. Admission and Retention Policies and Standards**

Entrance Requirements	<u>E</u>	A	M	U	N
Other Admission Categories	E	A	<u>M</u>	U	N
Admission with Conditions	E	<u>A</u>	M	U	N
Admission with Advanced Standing	<u>E</u>	A	M	U	N
Participation of Designated Groups	<u>E</u>	A	M	U	N
Changes to Admissions Policy	<u>E</u>	A	M	U	N
Services to Students	E	<u>A</u>	M	U	N
Calendar Entry	E	<u>A</u>	M	U	N

**2. Requirements For Graduation** E A M U N

**3. Evening and Part Time Consistency** E A M U N

**4. Graduation Credential/Transcript** E A M U N

**5. Instructional Staff**

Sufficient Preparation Time	<u>E</u>	A	M	U	N
Sufficient Number of Faculty	<u>E</u>	A	M	U	N
Appropriate Academic Credentials	E	A	M	U	N
Maintains Currency in their Field	E	A	<u>M</u>	U	N

**For Private Training Institutions**

Letter of Approval by Department of Education E A M U N

Evidence of Instruction in Approved Areas E A M U N

**6. Instructional Support Staff** E A M U N

**7. Procedures to Maintain Faculty Competence** E A M U N

	E	A	M	U	N
<b>8. Faculty Evaluation</b>	E	A	<u>M</u>	U	N
<b>9. Educational Facilities</b>					
Classroom/Laboratory Facilities	E	<u>A</u>	M	U	N
Sufficient expendable materials	E	<u>A</u>	M	U	N
Use of laboratories, shops reflect current techniques	E	<u>A</u>	M	U	N
Equipment and computers to industry standards	E	<u>A</u>	M	U	N
<b>10. Course Portfolios</b>					
Course outlines reflect Plans of Training	<u>E</u>	A	M	U	N
Lesson plans/learning guides that address objectives	E	<u>A</u>	M	U	N
Resource material to support delivery	E	<u>A</u>	M	U	N
Current and acceptable text books	<u>E</u>	A	M	U	N
Evaluation instruments with marking scheme and answer key:					
Tests/quizzes	E	<u>A</u>	M	U	N
Assignments	E	<u>A</u>	M	U	N
Projects	E	<u>A</u>	M	U	N
Practical evaluation tools	<u>E</u>	A	M	U	N
Other evaluation instruments	<u>E</u>	A	M	U	N
Final exams	<u>E</u>	A	M	U	N
Samples of students' work from lower, mid and upper range of achievement:					
Tests/quizzes	E	<u>A</u>	M	U	N
Assignments	E	A	<u>M</u>	U	N
Projects	E	<u>A</u>	M	U	N
Practical evaluation tools	E	<u>A</u>	M	U	N
Other evaluation instruments	E	A	<u>M</u>	U	N
Final exams	E	<u>A</u>	M	U	N
Evidence that 100% of fundamental competencies are met	E	<u>A</u>	M	U	N
<b>11. Student Success and Satisfaction</b>	<u>E</u>	A	M	U	N

**12. Satisfactory Employment**E    A    M    U    N**PROGRAM STRENGTHS**

- A. The team found the staff and students to feel very positive about the program and show respect for one another.
- B. All the texts and assignments are of an excellent quality to aid the student in learning.
- C. The library, lab equipment, learning center, computer center, and recreation facilities all provide excellent support services.
- D. The program is a mature one and shows evidence of being “fine tuned” .

**Student Comments**

Students would appreciate more frequent evaluation during the early shop assignments to get feedback on the quality of work required in the program.

**Staff Comments**

The staff would like to have a more formal process to acquire continuous training and updating with an objective of 5 to 10 days training a year (Could all be in house).

**AREAS OF CONCERN:****1. Depth Of Coverage**

The program is compliant with the cooking competencies. The concern is the excessive breadth of coverage and hence the shortage of depth of coverage in other major competencies. The time allotted for the development of many competencies does not allow for as thorough coverage of all competencies as is indicated in the Apprenticeship Plans of Training.

**2. Technical Report Writing**

The team found that the many skills of technical report writing were taught in COMM 289, but insufficient practice of the principles of technical writing did not allow the student to graduate with the quality of technical writing skills expected. The team found that while most students produced acceptable technical reports, those who did not produce acceptable reports still got good marks because of the small number of marks given for reports in the marking scheme.

**UNIT XVI**

**BLANK ACCREDITATION REPORT FORM**

**Unit XVI Blank Accreditation Report Form**

**Institution:** \_\_\_\_\_  
**Program:** \_\_\_\_\_  
**Visit Date:** \_\_\_\_\_  
**Team:** \_\_\_\_\_

For Completion by the Accreditation Team:

**Recommendation**

Three Year: \_\_\_\_\_ Five Year: \_\_\_\_\_  
 Deferred: \_\_\_\_\_ Denied: \_\_\_\_\_

**Team Signatures**

*For a three person team:*

*For a two person team:*

_____	_____	_____
Team Leader	Date	Team Leader
_____		_____
Team Member		Team Member
_____		
Team Member		

For Completion by the Provincial Apprenticeship and Certification Board:

**Decision**

Three Year: \_\_\_\_\_ Five Year: \_\_\_\_\_  
 Deferred: \_\_\_\_\_ Denied: \_\_\_\_\_

PACB Chair: \_\_\_\_\_ Date: \_\_\_\_\_

**Overall Ratings**

The team's assessment of each major factor is indicated by the letters in the "Rating" column, according to the criteria of:

**E** - Excellent; **A** - Acceptable; **M** - Marginal; **U** - Unacceptable; **N** - Not Applicable

**1. Admission and Retention Policies and Standards**

Entrance Requirements	E	A	M	U	N
Other Admission Categories	E	A	M	U	N
Admission with Conditions	E	A	M	U	N
Admission with Advanced Standing	E	A	M	U	N
Participation of Designated Groups	E	A	M	U	N
Changes to Admissions Policy	E	A	M	U	N
Services to Students	E	A	M	U	N
Calendar Entry	E	A	M	U	N

<b>2. Requirements For Graduation</b>	E	A	M	U	N
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<b>2. Evening and Part Time Consistency</b>	E	A	M	U	N
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<b>3. Graduation Credential/Transcript</b>	E	A	M	U	N
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**4. Instructional Staff**

Sufficient Preparation Time	E	A	M	U	N
Sufficient Number of Faculty	E	A	M	U	N
Appropriate Academic Credentials	E	A	M	U	N
Maintains Currency in their Field	E	A	M	U	N

**For Private Training Institutions**

Letter of Approval by Department of Youth Services and Post-Secondary Education	E	A	M	U	N
Evidence of Instruction in Approved Areas	E	A	M	U	N

<b>5. Instructional Support Staff</b>	E	A	M	U	N
<b>6. Procedures to Maintain Faculty Competence</b>	E	A	M	U	N
<b>7. Faculty Evaluation</b>	E	A	M	U	N
<b>8. Educational Facilities</b>					
Classroom/Laboratory Facilities	E	A	M	U	N
Sufficient expendable materials	E	A	M	U	N
Use of laboratories, shops reflect current techniques	E	A	M	U	N
Equipment and computers to industry standards	E	A	M	U	N
<b>9. Course Portfolios</b>					
Course outlines reflect Plans of Training	E	A	M	U	N
Lesson plans/learning guides that address objectives	E	A	M	U	N
Resource material to support delivery	E	A	M	U	N
Current and acceptable text books	E	A	M	U	N
Evaluation instruments with marking scheme and answer key:					
Tests/quizzes	E	A	M	U	N
Assignments	E	A	M	U	N
Projects	E	A	M	U	N
Practical evaluation tools	E	A	M	U	N
Other evaluation instruments	E	A	M	U	N
Final exams	E	A	M	U	N
Samples of students' work from lower, mid and upper range of achievement:					
Tests/quizzes	E	A	M	U	N
Assignments	E	A	M	U	N
Projects	E	A	M	U	N
Practical evaluation tools	E	A	M	U	N
Other evaluation instruments	E	A	M	U	N
Final exams	E	A	M	U	N



## **Appendix A**

## **Sample Course Portfolio**

<b>I.</b>	<b>Checklist .....</b>	<b>1</b>
<b>II.</b>	<b>Sample Lesson Plan/Learning Guide .....</b>	<b>3</b>
<b>III.</b>	<b>Overall Marking Scheme .....</b>	<b>10</b>
<b>IV.</b>	<b>Evaluation Tools and Samples of Students' Work .....</b>	<b>12</b>

## I. Course Portfolio Checklist

Course Name and Number:

Program Name:

Portfolio Prepared By:

Accreditation Coordinator's Signature:

Date Submitted:

1. A list of learning objectives for each course in the program along with page references where each objective is covered in the lesson plan/learning guide. \_\_\_\_\_
2. Detailed lesson plans for each course \_\_\_\_\_
3. A list of resource material used to support the delivery of each course \_\_\_\_\_
4. The name, author, and publication information for any text book used in each course. \_\_\_\_\_
5. The marking scheme for each course \_\_\_\_\_
6. A copy of each evaluation instrument to a **maximum of three**, together with the marking scheme and answer key
  - a copy of each assignment \_\_\_\_\_
  - a copy of each quiz \_\_\_\_\_
  - a copy of each project \_\_\_\_\_
  - a copy of any laboratory, shop, and practical guides \_\_\_\_\_
  - a copy of any other evaluation instruments used \_\_\_\_\_
  - a copy of final examinations \_\_\_\_\_
7. Copies of graded student work. In each case there should be **three (3)** student papers, ONE to show to top quality work, ONE to show average work, ONE to show work from the lower end of the range of marks
  - graded assignments and quizzes \_\_\_\_\_
  - graded term projects or reports. For educational agencies offering advanced level courses, this element must provide evidence to show competency in areas at the Apprenticeship level. \_\_\_\_\_
  - photocopies of three graded laboratory or shop report books \_\_\_\_\_
  - graded final exams \_\_\_\_\_

Please note, there must be evidence that 100% of the fundamental competencies have been met. Failure to do so will result in a finding which is accreditation threatening.

**SAMPLE LESSON PLAN/LEARNING GUIDE**  
**CM 2100 - WORKPLACE CORRESPONDENCE**

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## II. Sample Lesson Plan/Learning Guide

### 2.1. Learning Objectives with Page References

#### Major Objective 1

Review of Sentence and Paragraph Construction ..... 4

#### Major Objective 2

Business Correspondence ..... 6

#### Major Objective 3

Informal Report ..... 8

**2.2. Lesson Plan/Learning Guide**

<b>CM 2100</b>	<b>Major Objective 1: Review of Sentence and Paragraph Construction</b>
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**Learning Objectives:**

- 1.1 Examine and Apply Principles of Sentence Construction
  - 1.1.1 Define a sentence and review the four types.
  - 1.1.2 Identify the essential parts of a sentence, particularly subject and predicate, direct and indirect object.
  - 1.1.3 Differentiate among phrases, clauses, and sentence
  - 1.1.4 Differentiate between dependent and independent clauses
  - 1.1.5 Analyse common sentence errors (fragments, comma splices, and fused sentences) and examine strategies for correcting these errors.
  - 1.1.6 Analyse common sentence flaws which contribute to unclear messages (unnecessary shifts, pronoun reference, and parallel structure).
  - 1.1.7 Explore the major concepts related to subject-verb agreement.
  - 1.1.8 Apply rules and principles for writing clear, concise, complete sentences which adhere to the convention of grammar, punctuation, and mechanics.
- 1.2 Examine and Apply Principles of Paragraph Construction
  - 1.2.1 Discuss the basic purposes for writing.
  - 1.2.2 Define a paragraph and describe the major characteristics of an effective paragraph.
  - 1.2.3 Define and analyse the following in selected paragraphs:
    - 1.2.3.1 intended audience
    - 1.2.3.2 primary purpose
    - 1.2.3.3 topic sentence
  - 1.2.4 Analyse and apply the steps in the writing process (planning, shaping, drafting, revising, editing, and proofreading)
  - 1.2.5 Apply techniques for gathering ideas (free writing, brainstorming, outlining, mapping, etc.)

- 1.2.6 Examine selected paragraphs for techniques to develop clear and well-developed paragraphs:
- 1.2.6.1 details (facts, figures, reasons, examples)
  - 1.2.6.2 coherence techniques (traditional expressions, parallel structure, and pronounced reference)
  - 1.2.6.3 sentence arrangement (according to time, according to location, from general to specific, from specific to general, from least to most important, from problem to solution)
  - 1.2.6.4 Methods of development (description, classification, cause and effect, definition, comparison and contrast, process, and definition)
- 1.2.7 Write well-developed, coherent, unified paragraphs which illustrate the following: a variety of sentence arrangements; conciseness and clarity; and adherence to correct and appropriate sentence structure, grammar, punctuation, and mechanics.

**Learning Activities:**

<b>Resource</b>	<b>Activity</b>
<u>Business English and Communications, 5<sup>th</sup> Edition</u>	Read Chapters: 25, 26, 27, 28
<u>Students Projects and Activities Workbook, Business English and Communications 5<sup>th</sup> Edition</u>	Students complete pages: 135, 136, 137, 138, 139, 140, 141, 142 145, 146, 147, 148, 149, 153  Lectures, notes, handouts taken from other sources listed in the resource list.

CM2100	Major Objective 2: Business Correspondence
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**Learning Objectives:****2.1 Examine the value of Business writing Skills**

- 2.1.1 Discuss the importance of effective writing skills in business
- 2.1.2 Discuss the value of well-developed writing skills to career success

**2.2 Examine Principles of Effective Business Writing**

- 2.2.2 Discuss audience, purpose, and message considerations
- 2.2.3 Explore the characteristics of effective business writing: clarity, conciseness, completeness, correctiveness, cohesiveness, and courtesy.
- 2.2.4 Explore the use of the modern style of business writing that eliminates the old language of business.
- 2.2.5 Discuss the rationale and techniques for fostering goodwill in business communication, regardless of the circumstances.
- 2.2.6 Examine common causes of unclear writing and other common faults of business writing.
- 2.2.7 Review the importance of revising and proofreading writing.

**2.3 Examine Business Letters and Memos**

- 2.3.1 Differentiate between letter and memo applications in the workplace.
- 2.3.2 Identify the parts of a business letter and memo
- 2.3.3 Explore the standard formats for business letters and memo
- 2.3.4 Distinguish between good news and bad news messages
- 2.3.5 Explore the difference between the direct and the indirect approach to correspondence and the appropriate use of each
- 2.3.6 Examine guidelines for writing the following types of letters and memos which convey good news, bad news, neutral, or persuasive messages: acknowledgement, routine request, routine response, complaint, refusal, and persuasive request
- 2.3.7 Examine samples of well-written and poorly written letters and memos

## 2.4 Apply Business Writing Skills

- 2.4.1 Edit poorly written business letters and memos applying the fundamental elements of style and format
- 2.4.2 Write a number of the following types of letters: acknowledgement, routine response, routine request, complaint, refusal, and persuasive request.
- 2.4.3 Write effective memos applying fundamental elements of style and format

**Learning Activities:**

Resource	Activity
<u>Business English and Communications, 5<sup>th</sup> Edition</u>	Read Chapters: 29, 30, 31, 32, 33, 36
<u>Students Projects and Activities Workbook, Business English and Communications 5<sup>th</sup> Edition</u>	Students complete pages: 155, 156, 157, 158, 159, 160, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 185, 186  Lectures, notes, handouts taken from other sources listed in the resource list.

<b>CM 2100</b>	<b>Major Objective 3: Informal Report</b>
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### Learning Objectives:

#### 3.1 Examine the Fundamentals of Informal Business Rep

- 3.1.1 Identify the purpose of the informal business report
- 3.1.2 Identify the parts of an informal report
- 3.1.3 Examine formats and delivery mechanisms for informal reports
- 3.1.4 Identify methods of information gathering
- 3.1.5 Examine approaches to organizing information and creating outlines for Informal reports
- 3.1.6 Distinguish between personal and impersonal style and discuss the appropriate use of each

#### 3.2 Apply Informal Report Writing Skills

- 3.2.1 Gather pertinent information
- 3.2.2 Organize information into an appropriate outline
- 3.2.3 Draft an informal report.
- 3.2.4 Edit, proofread, and revise the report draft to create an effective informal report.

### Learning Activities:

Resource	Activity
<u>Business English and Communications, 5<sup>th</sup> Edition</u>	Read Chapter: 38  Lectures, notes, handouts taken from other sources listed in the resource list.

## **OVERALL COURSE MARKING SCHEME**

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**III Overall Course Marking Scheme**

1. Major Objective 1	1 Assignment @ 5%	Total
	2 Quizzes - one @ 5% and one @ 10%	
		20%
2. Major Objective 2	1 Assignment @ 15%	
	2 Quizzes @ 5% each	
		25%
3. Major Objective 3	1 Quiz @ 10%	
	1 Report @ 15%	
		25%
4. Final Examination		<u>30%</u>
		100%

## **Evaluation Tools and Samples of Students' Work**

## IV Evaluation Tools and Samples of Students' Work

Insert in this section the evaluation tools identified in your Overall Course Marking Scheme. For each evaluation tool, include the marking scheme, the answer key and three samples of students' work belonging to students enrolled in the program submitted for accreditation. The samples should be chosen from the lower, mid-point and upper end range of marks.

Following is an example of how this section would be assembled using the Overall Marking Scheme for this Portfolio Sample. The sample indicates there are two assignments, five quizzes, one report and a final examination. Therefore, the portfolio must contain all of these elements and be formatted as follows:

### Major Objective 1

#### 1 Assignment @ 5%

- 1. A copy of this assignment which indicates its value of 5% and the value assigned to each of the questions*
- 2. The answer key*
- 3. The three samples of students' work.*

#### 2 Quizzes - one @ 5% and one @ 10%

- 1. A copy of each of the quizzes which indicates their value and the value assigned to each of the questions*
- 2. The answer key for each quiz*
- 3. The three samples of students' work for each quiz*

### Major Objective 2

#### 1 Assignment @ 15%

- 1. A copy of this assignment which indicates its value of 15% and the value assigned to each of the questions*
- 2. The answer key*
- 3. The three samples of students' work.*

2 Quizzes @ 5% each

1. *A copy of each of the quizzes which indicates their value and the value assigned to each of the questions*
2. *The answer key for each quiz*
3. *The three samples of students' work for each quiz*

**Major Objective 3**1 Quiz @ 10%

1. *A copy of the quiz which indicates its value and the value assigned to each question*
2. *The answer key*
3. *The three samples of students' work*

Report @ 15%

1. *A copy of directions to students which indicates the value of 15% and the overall evaluation scheme for the report.*
2. *An answer key, if applicable*
3. *The three samples of students' work.*

**Final Examination 30%**

1. *A copy of the final exam which indicates its value and the value assigned to each question*
2. *The answer key*
3. *The three samples of students' work*