

New Brunswick

Apprenticeship & Occupational Certification



1944-2004

<http://www.aoc-acp.gnb.ca>

Differences Between Red Seal and Apprenticeship

Red Seal

- ◆ National Occupational Analysis (www.red-seal.ca)
- ◆ Interprovincial Exam
- ◆ No teachers
- ◆ No books
- ◆ No school

Apprenticeship

- ◆ Teachers
- ◆ Homework
- ◆ Tests
- ◆ 3-5 years of in-school and on-the-job training



Program Purposes

Red Seal

- ◆ For labour mobility

Apprenticeship

- ◆ To train people

Historical Delivery Methods

- ◆ Divisional – (1944 – mid 1970's)
- ◆ Modular – (mid 1970's – 2000)
- ◆ Tele Ed – (1990's)
- ◆ Block Release – (2000 – today)

Divisional Delivery Characteristics

- ◆ 2 nights a week (Tuesday and Thursday)
- ◆ Saturday mornings
- ◆ Teachers or industry people delivered training

Divisional Delivery Drawbacks

- ◆ Fatigue
- ◆ Couldn't travel to work
- ◆ Often 1½ years between school trips
- ◆ No andragogical training for teachers

Modular Delivery Characteristics

- ◆ Academic freedom
- ◆ Flexible
 - Scheduling for employers
 - Scheduling for employees
- ◆ More resources, library, shop facilities and more teachers for support

Modular Delivery Drawbacks

- ◆ A program for the highly motivated
- ◆ Requires a high level of reading
- ◆ High development and maintenance costs
- ◆ Teachers became “Facilitators”
- ◆ Weak assessment
- ◆ Apprentices raced to meet collective agreements
- ◆ No peer support groups
- ◆ Poor IP results
- ◆ Resource loading was weak



Tele Ed Delivery Characteristics

- ◆ Convenience of time
- ◆ Resource instructor available
- ◆ Accessibility

Tele Ed Delivery Drawbacks

- ◆ For the highly motivated
- ◆ Costs (capital and maintenance)
- ◆ Difficulties maintaining trainee interest
- ◆ No peer support groups
- ◆ Drop-out rate was high (63 – 13)
- ◆ Trainee fatigue
- ◆ Lack of employer support



Block Release Delivery Characteristics



- ◆ Group paced; teacher led
- ◆ Daytime classes
- ◆ Departmental exams
- ◆ Homework
- ◆ In-class pop-up tests
- ◆ Hands-on practical
- ◆ Student support groups
- ◆ Financial support



Block Release Delivery Drawbacks

- ◆ Limited flexibility
- ◆ \$\$ Development \$\$
- ◆ Closer monitoring of apprentices



Why Block Release Training?

and

Does It Work?

Problems Pointing to a Need for Change

- ◆ Massive failures on the IP exam
- ◆ Messages of dissatisfaction from employers and apprentices
- ◆ Messages of dissatisfaction from educators
- ◆ Industry advisory committee members stopped attending meetings (lack of interest)



How Did We Solve the Problems?

- ◆ Brain Storming
- ◆ Developing a Plan
- ◆ Modifying the Plan
- ◆ Executing the Plan

Brainstorming

Analysis of All Elements of Apprenticeship

- ◆ Constraints
- ◆ Monitoring of Apprentices
- ◆ Teaching
- ◆ Program Duration
- ◆ Testing Methods
- ◆ Historical Assessment
- ◆ Jurisdictional Comparison



Developing a Plan

- ◆ Consultative Mechanism
- ◆ Develop Support Materials
- ◆ Develop and Distribute Implementation Plan

Implementation Plan - Key Elements

- ◆ Impact on Training Institution
 - Lab Space or Equipment
- ◆ Impact on Program Duration
 - # of Weeks per Training Session
- ◆ Proposed strategy for phase-in of new program and phase-out of old



Modifying the Plan

- ◆ Making any necessary modifications based on the feedback received
- ◆ Redistributing the finalized implementation plan to all parties

Executing the Plan

- ◆ Communications with college and apprenticeship staff to outline expectations
- ◆ Monitoring the various phases of implementation
 - Initial
 - Formative Evaluation
 - Summative Evaluation

Net Effect of Block Release

- ◆ Renewed interest
- ◆ Increase in IP pass rate
- ◆ Standardized training
- ◆ 3-way agreement has become more meaningful
- ◆ Quick to adapt to change

Unforeseen Spin-off Issues

- ◆ Resistance to change
- ◆ Attendance policy
- ◆ Lack of “Essential Skills” in some instances
- ◆ Questionable on-the-job experiences
- ◆ Teachers couldn’t teach
- ◆ Even with kick-off meeting, resistance to getting rid of dated materials



Key to Success



- ◆ Keep the flow of information moving to those that need it
- ◆ Golden rule “If it is broken – Fix it!”
- ◆ Service guarantee
- ◆ Don’t panic
- ◆ Holistic management approach
- ◆ Proactive
- ◆ If there are any setbacks, either minor or major, then everyone is in the boat together.



Thank you!!

Questions and Answers

**For future inquiries contact (506) 453-2260 or
visit our website <http://www.aoc-acp.gnb.ca>**