

**PROVINCIAL APPRENTICESHIP AND CERTIFICATION
BOARD**

ACTIVITY PLAN

April 1, 2007 to March 31, 2008

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Government of Newfoundland and Labrador
Provincial Apprenticeship and Certification Board

Chairperson's Message

January 31, 2008

Honourable Joan Burke
Minister of Education
West Block, Confederation Building
P.O. Box 8700
St. John's, NL
A1B 4J6

Dear Minister:

I am pleased to submit a transitional Performance-Based Activity Plan for the Provincial Apprenticeship and Certification Board. This plan covers the period April 1, 2007 to March 31, 2008. The board recognizes the vision and mission of the Department of Education and is committed to the role it plays in ensuring a high quality apprenticeship and certification system throughout Newfoundland and Labrador. The board has reviewed all strategic directions communicated on December 8, 2005 and prepared this plan in consideration of the applicable subsections. The board will continue to pursue improvement in the provincial apprenticeship and industrial training system to effectively meet the changing needs of industry and the province.

My signature below is on behalf of the Provincial Apprenticeship and Certification Board and indicative of our accountability for the achievement of the objectives contained in this plan.

Respectfully submitted,

A handwritten signature in cursive script, appearing to read "Rex Cotter".

for REX COTTER
Chair

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Overview

The Provincial Apprenticeship and Certification Board is established under Section 5 of the *Apprenticeship and Certification Act* and currently consists of 13 persons appointed by the Lieutenant-Governor in Council as follows:

- a chairperson, *Mr. Rex Cotter, from Carbonear*; and, in equal representation
- 2 or more persons representative of employers
 - *Ms. Rhonda Neary, from St. John's,*
 - *Mr. David Murphy, from Topsail,*
 - *Ms. Melissa Young, from Corner Brook;*
- 2 or more persons representative of employees
 - *Mr. George Kean, from Labrador City,*
 - *Ms. Ann Geehan, from Portugal Cove-St. Phillip's,*
 - *Mr. Gus Doyle, from Conception Bay South;*
- 2 or more persons not included in the employers and employees groups
 - *Ms. Janette Burry, from St. John's,*
 - *Mr. Ewen Wheeler, from Happy Valley-Goose Bay;*
 - *Ms. Paula Flood, from Whitbourne;*
- one alternate representative for each class appointed
 - *Mr. Richard Kelly, employee alternate, from Glovertown,*
 - *Ms. Michelle Brazil, at-large alternate, from St. John's;*
 - *Ms. Robin Bartlett, employer alternate, from St. John's;* and
- the director, *Ms. Denise Hanrahan.*

Appointments are for a three year term, and only one person from each representative group shall retire in each year. Persons do not serve more than two consecutive terms. Alternate representatives only attend meetings in the absence of regular board members. However, they have full voting privileges at the meetings they attend.

In the absence of the chairperson, the members of the board in attendance may appoint one of themselves to be acting chairperson.

The board holds four meetings per year and each meeting lasts approximately one day. Furthermore, the chairperson represents the province on the Inter-provincial Alliance of Apprenticeship Board Chairpersons, the Canadian Apprenticeship Forum, and the Atlantic Apprenticeship Council. All board members serve without remuneration. Travel and incidental expenses incurred by the board are minimal and covered in their entirety by the Department of Education. The board is not required to prepare financial statements.

Mandate

The mandate of the board is established under sections 8 and 9 of the *Apprenticeship and Certification Act*.

The mandate of the board is a very broad one, covering a number of apprenticeship training issues such as:

- Determining whether an occupation is appropriate for certification;
- Registering all apprentices and trade qualifiers;
- Monitoring apprentices and trade qualifiers progress leading to journey person certification;
- Determining and approving the objectives of every course of instruction included in a plan of training;
- Accrediting institutions for the purpose of delivering training in designated occupations; and
- Providing for periodic and final examinations of apprentices and trade qualifiers.

Please refer to Appendix B for a complete list of the board's powers and duties as contained in the applicable sections of the Act.

Values of the Department of Education

The Provincial Apprenticeship and Certification Board performs its duties within the core values established by the Department of Education:

Quality:	Each person strives for excellence in the performance of their assigned duties.
Responsiveness:	Each person optimizes their time for the benefit of stakeholders.
Professionalism:	Each person works to support government's vision for the province.
Collaboration:	Each person identifies and avails of opportunities to assist others to achieve the department's mandate.
Accountability:	Each person fulfills the roles and responsibilities of their assigned positions.

Primary Clients

The primary clients of the Provincial Apprenticeship and Certification Board are registered apprentices, potential apprentices, journeypersons, employers and post-secondary training institutions offering programs in the skilled trades.

Vision and Mission

The Provincial Apprenticeship and Certification Board is committed to supporting the vision and mission of the Department of Education by ensuring that all individuals involved in apprenticeship programs or training meet the highest standards of their profession. Ensuring that an appropriate supply of individuals is available to fill positions in the skilled trades is absolutely essential to the provincial economy. Furthermore, as technology changes, we must be sure that training institutions are meeting the needs of evolving skilled trades industries. The Provincial Apprenticeship and Certification Board monitors the courses of study/training and ensures that our apprentices and journeypersons are poised, through high quality apprenticeship systems, to meet all challenges, and become productive and contributing members of society.

Vision of the Department of Education

The vision of the Department of Education is citizens with the values, knowledge and skills necessary to be productive and contributing members of society.

Mission of the Department of Education¹

By 2011, the Department of Education will have maintained an educational system for the people of Newfoundland and Labrador which is of high quality, safe and affordable.

¹ For the complete Department of Education Mission statement, including measures and indicators, please refer to the Department of Education Strategic Plan 2006-08.

Goals

Issue One: Apprentice Policy

The Provincial Apprenticeship and Certification Board regularly monitors the system to ensure provincial policy is consistent with government objectives in apprenticeship. As per its mandate, the board will then develop and forward recommendations for the Minister of Education's consideration.

Goal One: By March 31, 2008, the Provincial Apprenticeship and Certification Board will have reviewed apprenticeship registration policies and provided an appropriate recommendation to the Minister of Education.

Measure: Proposed improved policy for apprentice registration

Indicators: Policy improvement forwarded to the Minister

Issue Two: Consistent Application of Accreditation Policy

The Provincial Apprenticeship and Certification Board regularly monitors the system of accreditation activities throughout the province. This ensures that all programs accredited in Newfoundland and Labrador meet the same standard criteria.

Goal Two: By March 31, 2008, the Provincial Apprenticeship and Certification Board will have reviewed all accreditation activities to ensure consistent application of policy.

Measure: Reviewed accreditation activities for consistency

Indicators: Document indicating level of consistency

Issue Three: Apprenticeship Experience

Regular meetings of the Provincial Apprenticeship and Certification Board ensure that the board is connected to its labour and industry partners, and partners are informed of provincial policy and standards. It is through this transfer of information that the apprenticeship experience in this province is enhanced.

Goal Three: By March 31, 2008, the Provincial Apprenticeship and Certification Board will have worked with industry and labour partners to improve the apprenticeship experience in Newfoundland and Labrador through quarterly board meetings.

Measure: Meeting held every three months

Indicators: Published quarterly minutes

Conclusion

The Provincial Apprenticeship and Certification Board is committed to ensuring that high standards are achieved in apprenticeship programs throughout Newfoundland and Labrador. Throughout the year covered by this activity plan, the board commits to continue working to develop solutions to challenges while exploring opportunities for all stakeholders in the apprenticeship field.

Appendix A- Strategic Directions

Strategic Directions

Strategic directions are the articulation of desired physical, social or economic outcomes and normally require action by more than one government entity. These directions are generally communicated by government through platform documents, Throne and Budget Speeches, policy documents and other communiqués. The *Transparency and Accountability Act* requires departments and public bodies to take into account these strategic directions in the preparation of their performance-based plans. This action will facilitate the integration of planning practices across government and will ensure that all entities are moving forward on key commitments.

As a Category Three Government Entity, the Provincial Apprenticeship and Certification Board plays a contributory role in the following strategic directions as indicated.

Title: Public Post-Secondary Education

Strategic Direction: Quality public post-secondary education is affordable and accessible, attracting investment, and generating economic opportunity.

This requires that the Department and its boards and agencies will:

Focus Areas of the Strategic Direction	This Direction is/was				
	Being Addressed by Other Entities Reporting to the Minister	Addressed only in specific sub-areas (rationale included in the plan)	Addressed in the:		
			Activity plan	Operational plan	Branch/divisional work-plans
Implement strategies to strengthen the base of post-secondary education, especially in the areas of adult learners, women's participation, Aboriginal participation, rural participation, adult academic upgrading and apprenticeship training;			X		
Implement strategies to improve post-secondary capacity, especially in the areas of Sir Wilfred Grenfell College, Marine Institute, College of the North Atlantic, training for health professionals, distance education, and rural and economic development;			X		

Title: Women's Equity

Strategic Direction: Women sharing equitably in social and economic benefits.

It requires systemic intervention in the following areas:

Focus Areas of the Strategic Direction	This Direction is/was				
	Being Addressed by Other Entities Reporting to the Minister	Addressed only in specific sub-areas (rationale included in the plan)	Addressed in the:		
			Activity plan	Operational plan	Branch/divisional work-plans
Employment opportunities.			X		

Appendix B – Applicable Legislation

Mandate excerpt from the *Apprenticeship and Certification Act*

Duties of Board

8. The board shall

- (a) for the purpose of this Act, determine whether an occupation is appropriate for certification and, if so, shall designate that occupation;
- (b) determine the form and contents of a plan of training and a memorandum of understanding for apprenticeship for a designated occupation;
- (c) register all apprentices and trade qualifiers and monitor their progress leading to journey person certification;
- (d) determine and approve the objectives of every course of instruction included in a plan of training;
- (e) accredit institutions for the purpose of delivering training in a designated occupation;
- (f) provide for periodic and final examinations of apprentices and trade qualifiers;
- (g) where required, appoint examining committees to conduct practical examinations for the purpose of paragraph (f) and define the duties of those committees;
- (h) where evidence supports a finding of fraud by the applicant regarding the issuing of a certificate, revoke the certificate; and
- (i) determine all disputes arising out of a memorandum of understanding for apprenticeship or a plan of apprenticeship training and its decision shall be final.

Powers of Board

9. (1) The board may

- (a) approve assignments of a memorandum of understanding for apprenticeship;
- (b) approve plans of apprenticeship training;
- (c) certify a memorandum of understanding of apprenticeship as binding upon the parties to it;
- (d) with respect to a person who wishes to be an apprentice, assess, evaluate and determine the requirements to complete the period of apprenticeship and may grant credits for
 - (i) occupational experience, and
 - (ii) occupational training in a recognized training institution;
- (e) terminate, cancel or suspend a memorandum of understanding for apprenticeship upon agreement of the parties to it or for proper and sufficient cause in the opinion of the board;
- (f) approve plans specific to certain employers as private plans;
- (g) amend, vary or revoke and substitute a plan of apprenticeship training;
- (h) amend, vary or revoke and substitute a decision made by it;
- (i) with the approval of the minister, order that a person may not work in a designated occupation, or hold himself or herself out as being a person entitled to work in a designated occupation or sell or offer for sale, or provide his or her services in relation to that occupation to the general public or party other than
 - (i) a person holding a certificate of qualification issued or recognized by the board,

- (ii) a trade qualifier under an arrangement acceptable to the board, and
 - (iii) an apprentice working under a memorandum of understanding for apprenticeship in accordance with its terms under a plan of apprenticeship approved by the board;
 - (j) issue certificates or diplomas to apprentices and trade qualifiers who complete their training and pass the necessary journey person examinations;
 - (k) appoint advisory committees which shall be equally representative of employers and employees in respect of apprenticeship in occupations and prescribe the duties of those committees;
 - (l) with the approval of the minister, set fees for the purpose of this Act; and
 - (m) subject to the approval of the minister, perform those other functions and do those things that are necessary for the administration of this Act.
- (2) A plan of apprenticeship approved by the board shall not have as its object nor seek to preclude or limit
- (a) the opportunity of a prospective apprentice to enter into a memorandum of understanding for apprenticeship; or
 - (b) the ability of an apprentice under a memorandum of understanding for apprenticeship or of a person holding a certificate of qualification issued or recognized by the board in respect of a designated occupation to seek employment in any part of the province in respect of that occupation.
- (3) A compulsory certification scheme in respect of a designated occupation eliminating the ability of those who do not have a certificate of qualification from carrying on a designated occupation shall not be mandated by the board unless that scheme of certification is, in the opinion of the board, in the public interest and necessary to ensure the protection of the worker, other workers, or the general public including persons who contract for the services in respect of which compulsory certification has been mandated by the board.
- (4) When a power is exercised by the director under paragraph (1)(i), the board may
- (a) on its own initiative; or
 - (b) at the request of a person aggrieved by the exercise of that power within 60 days of its being exercised, review the matter and shall either confirm the action of the director or act anew in the matter as if the power concerned had not been delegated to the director.