

Insulator (Heat and Frost)

Transition Plan

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Abbreviations

| | |
|-------------|---|
| CCDA | Canadian Council of Directors of Apprenticeship |
| CL | Current Level (pre-harmonization) |
| DA | Direct Access (ITA's registration system) |
| ER | Employer sponsor |
| HL | Harmonized Level |
| IPSE | Interprovincial Red Seal Exam |
| NOA | Red Seal National Occupational Analysis |
| RSOS | Red Seal Occupational Standard; replaces NOA |
| SLE | Standardized Level Exam |
| TP | Training provider |
| TT | Technical training |
| TW | Trade worker |
| WBT | Work-based training |

Harmonization Overview

The Canadian Council of Directors of Apprenticeship (CCDA) is responsible for the Red Seal Program, which develops common interprovincial standards and examinations. The CCDA is undertaking the Harmonization Initiative in 30 Red Seal trades by 2020. British Columbia is an active participant in this initiative.

The goal is to substantively align apprenticeship systems across Canada by making apprenticeship training requirements more consistent in the Red Seal trades.

Harmonization Priorities

1. Use of Red Seal trade name
2. Consistent total training hours (in-school and on-the-job)
3. Same number of training levels
4. Consistent sequencing of training content, including use of most recent Red Seal Occupational Standard (RSOS).

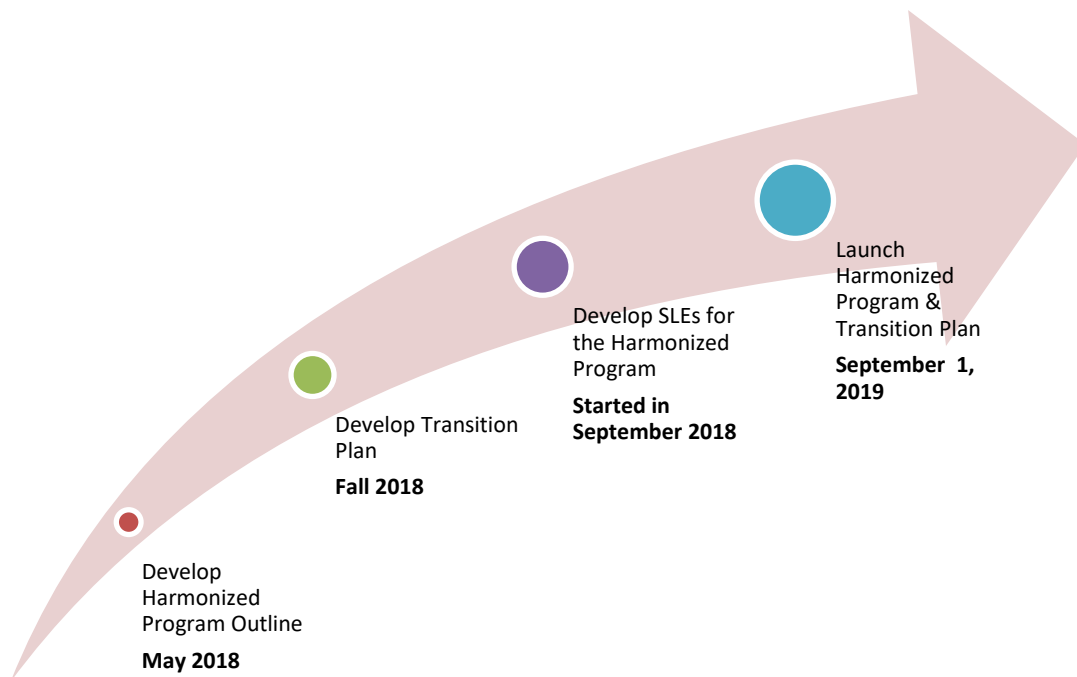
| What's changing for INSULATOR? | Changing in BC? | What will it be? |
|---|--------------------|---|
| TRADE NAME | YES | Insulator (Heat and Frost) |
| NUMBER OF TRAINING LEVELS | NO | 4 |
| TOTAL HOURS technical + work-based training | YES | 7,200 hours Increased by 60 TT hours and 740 WBT |
| TRAINING SEQUENCE order of subjects taught | YES | Some changes to sequence |

Transition Planning Process

The re-sequencing of the Insulator (Heat and Frost) program through the Harmonization Initiative has resulted in some changes to the sequencing of technical training.

We consulted with the training provider that delivers the Insulator (Heat and Frost) program and considered the input of our internal partners. We evaluated several scenarios, and the transition plan outlined in this document was identified as the best option. We have also ensured that there are options for all current apprentices to complete their apprenticeship.

Program Development and Transition Planning 2018-2019



Training Provider (1)

BCIT with Insulators Local 118

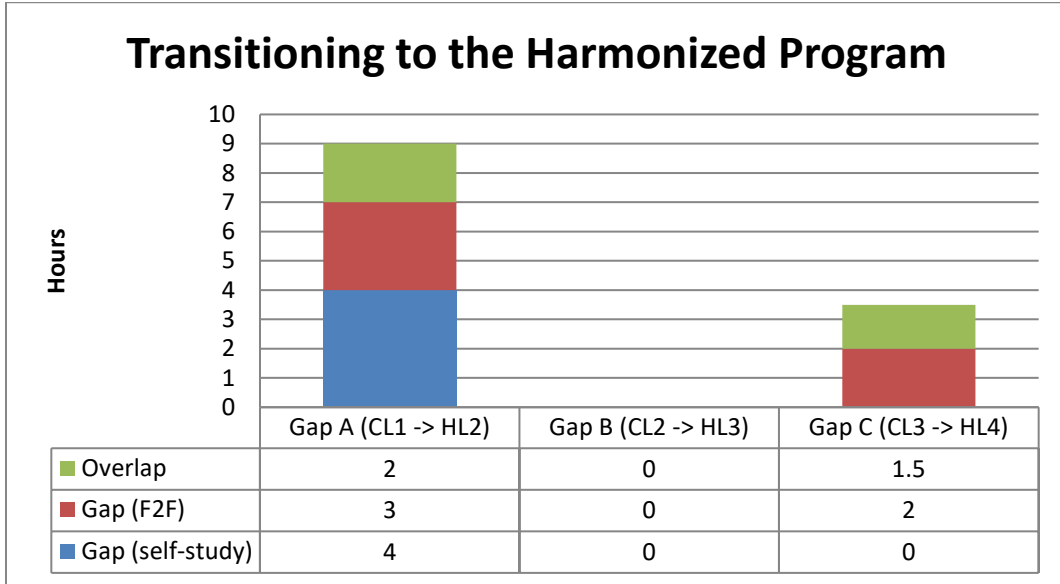
Apprentice Numbers in Current Program

| Program | Status | 0TT | 1TT | 2TT | 3TT | Total |
|----------------------------|--------------|------------|-----------|-----------|-----------|------------|
| Insulator (Heat and Frost) | Active | 99 | 57 | 37 | 17 | 210 |
| | Inactive | 43 | 18 | 9 | 2 | 72 |
| | Total | 142 | 75 | 46 | 19 | 282 |

Notes on the numbers:

1. Numbers are as of May 1, 2018
2. **0TT** – TWs who have registered as apprentices, but have not completed any technical training
3. **Current Level 4TT** - TWs who have completed CL4 TT are not considered in transition planning.
4. **Active** – apprentices for whom activity has been logged in Direct Access (DA) within the last 18 months.
5. **Inactive** – apprentices for whom **no** activity has been logged in DA within the last 18 months.

The Gaps



Gap A (CL1→HL2) applies to a student who has completed Current Level 1 and is moving into Harmonized Level 2.

Gap B (CL2→HL3) applies to a student who has completed Current Levels 1 and 2 and is moving into HL3.

Gap C (CL3→HL4) applies to a student who has completed Current Levels 1,2 and 3 and is moving into HL4.

Overlap refers to the hours of content that a student who transitions to the harmonized program will be repeating.

Gap is an estimate of the hours of self-study and face-to-face instruction a student would need to complete the missing competencies if they transition to the harmonized program.

Note: If a TW completes their training in the current program, they will not face a gap in their training. Gaps and overlaps only apply to apprentices who miss their opportunity to train out of the current program.

See [Appendix A: Details of Gaps](#) for a list of the missing competencies

Transition Plan

| Implementation Timelines | |
|--------------------------|-------------------|
| Level 1, 2, 3, 4 | September 1, 2019 |

| | | | | |
|-------------------------|-----|-----|-----|-----|
| Year 0 18/19 | CL1 | CL2 | CL3 | CL4 |
| Year 1 19/20 | HL1 | HL2 | HL3 | HL4 |

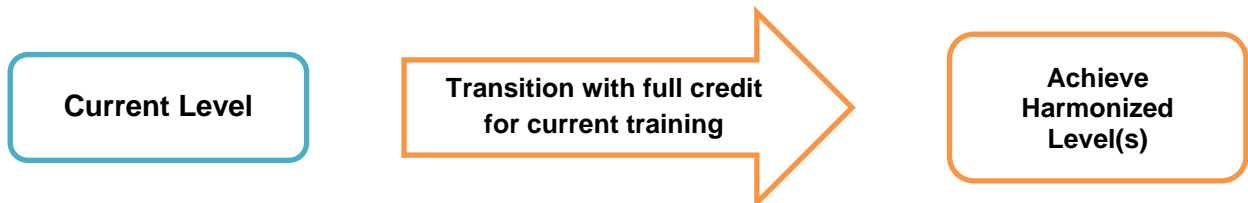
Benefits

- Reduces confusion with registration and marks uploading
- Apprentices who complete a harmonized level do not need to wait a year for the next harmonized level to be implemented

Risks

No risks identified with this scenario

Pathway for Current Apprentices



Total Training Hours

The following changes to training time for Insulator (Heat and Frost) will come into effect **September 1, 2019:**

- Increased technical training hours to accommodate content added to the Red Seal Occupational Standard (RSOS) (**increase of 30 hours at Level 1 and 30 hours at Level 2**)
- Increased work-based training (WBT) hours to align with the harmonized standard of 7,200 hours of total training (**increase of 740 hours**)

Apprenticeship Pathway

| Current Program | Hours |
|-------------------------------------|--------------|
| Technical Training | 480 |
| Level 1 = 120 hours | |
| Level 2 = 120 hours | |
| Level 3 = 120 hours | |
| Level 4 = 120 hours | |
| Work-based Training Hours | 5,920 |
| Current Total Training Hours | 6,400 |

| Harmonized Program | Hours |
|--|--------------|
| Technical Training | 540 |
| Level 1 = 150 hours | |
| Level 2 = 150 hours | |
| Level 3 = 120 hours | |
| Level 4 = 120 hours | |
| Work-based Training Hours | 6,660 |
| Harmonized Total Training Hours | 7,200 |

Challenge Pathway and Sign-off Authority

| Current Program | Hours |
|---|--------------|
| Work-based Training Hours | 5,920 |
| ITA Formula for Calculating Challenge WBT | X 1.5 |
| Current Challenge WBT Hours | 8,880 |

| Harmonized Program | Hours |
|---|--------------|
| Harmonized Work-based Training Hours | 6,660 |
| ITA Formula for Calculating Challenge WBT | X 1.5 |
| Harmonized Challenge WBT Hours | 9,990 |

Exams

Exams for the Harmonized Program

Standardized Level Exams (SLE) will be implemented for Levels 1,2 and 3. The SLEs need to be piloted with the first cohort of apprentices that complete the harmonized level and then further validated by peer review. This means the SLEs will not launch at the same time as the harmonized program. For any harmonized class that finishes before the launch of the harmonized SLE, the final mark for the level will be based solely on in-class assessments.

An OPSN will be sent to announce the launch of each SLE as it is launched.

| Exam | Exam Development | Exam Launch |
|------|------------------|-------------|
| HL1 | September 2018 | Early 2020 |
| HL2 | 2019 | 2020 |
| HL3 | 2020 | 2021 |

*This schedule is tentative.

Appendix A: Details of Gaps

GAP A: CL1→HL2

Gap (Missing Content)

This table lists the content that a student will be **missing** if they have completed CL1 and then take HL2.

| Competency | Achievement Criteria | Changes | Priority | Self-Study/WBT Hours | F2F Hours |
|---|----------------------|-----------|----------|----------------------|-----------|
| T1 Prepare for asbestos abatement | No | HL1←CL2 | Low | 1 | 1 |
| T2 Remove asbestos | No | HL1←CL2 | Low | 1 | 1 |
| T3 Maintain asbestos | No | HL1←CL2 | Low | 1 | 1 |
| T4 Perform lead abatement and mould remediation | No | New to L1 | Low | 0 | 1 |
| Total Gap Hours | | | | 3 | 4 |

OVERLAP A: CL1→HL2

Overlap (Repeated Content)

This table lists the content that a student will be **repeating** if they have completed CL1 and then take HL2.

| Overlap | Changes | Overlap Hours |
|---|---------|---------------|
| H3 Install cladding, jacketing and finishes on plumbing and mechanical piping systems | CL1→HL2 | 1 |
| L1 Insulate piping and equipment for soundproofing | CL1→HL2 | 0.5 |
| L2 Install acoustic assemblies for soundproofing | CL1→HL2 | 0.5 |
| Total Overlap Hours | | 2 |

GAP B: CL2→HL3

There are no gaps or overlaps for apprentices that have completed CL2 and then take HL3.

GAP C: CL3→HL4

Gap (Missing Content)

This table lists the content that a student will be **missing** if they have completed CL3 and then take HL4.

| Competency | Missing Objectives | Achievement Criteria | Changes | Priority | Self-Study Hours | F2F Hours |
|-------------------------------|--------------------|-------------------------------|---------|----------|------------------|-----------|
| M1 Fabricate removable covers | Soft covers | Yes – fabricate a valve cover | HL3←CL4 | Med | 0 | 1 |
| M2 Fasten removable covers | Soft covers | Yes – fasten a valve cover | HL3←CL4 | Med | 0 | 1 |
| | | | | | 0 | 2 |

OVERLAP C: CL1→HL2

Overlap (Repeated Content)

This table lists the content that a student will be **repeating** if they have completed CL1 and then take HL2.

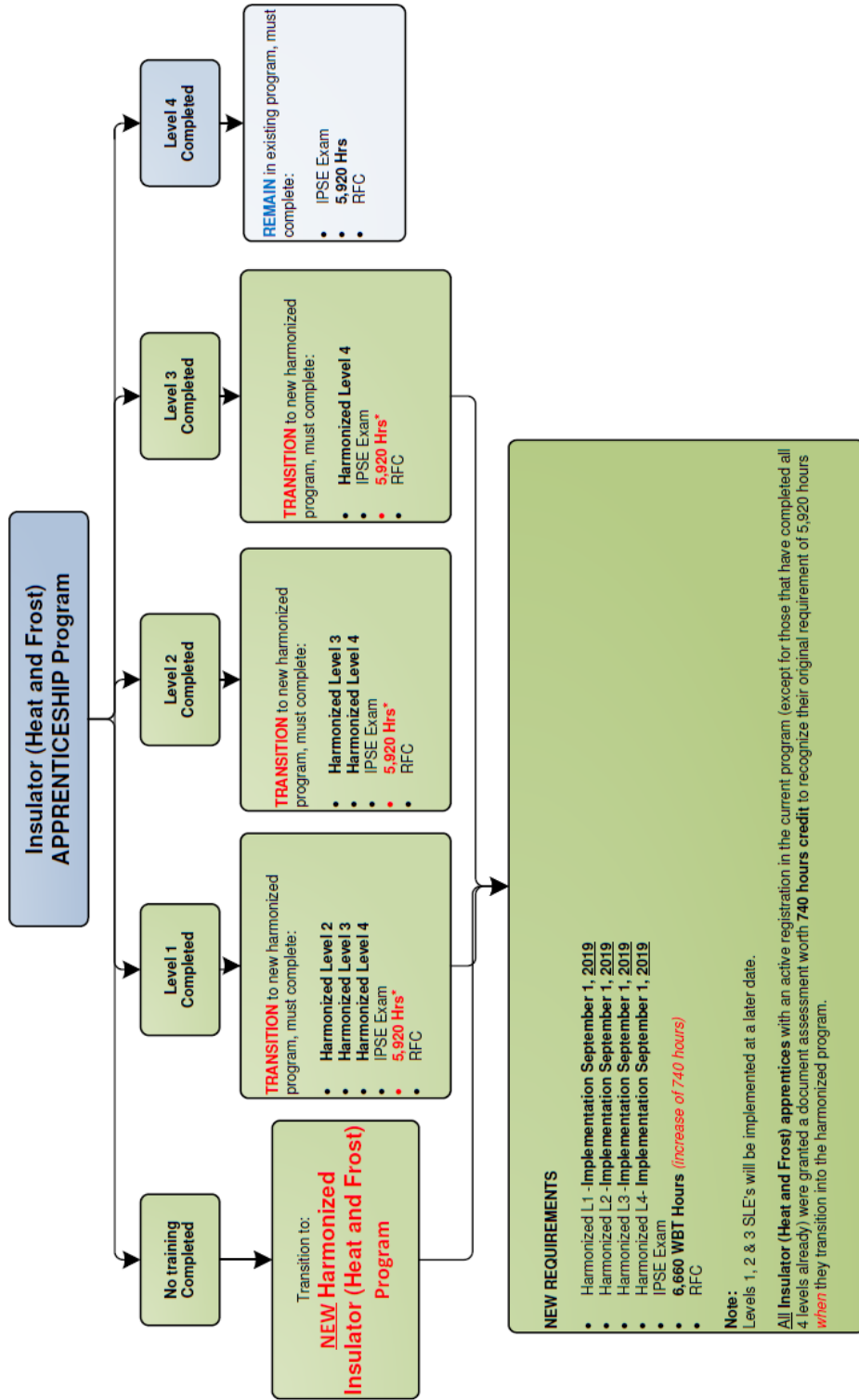
| Overlap | Changes | Overlap Hours |
|---|---------|---------------|
| K1 Identify approved fire stop system | CL1→HL4 | 1 |
| P2 Apply protective coating to fireproofing materials | CL1→HL4 | 0.5 |
| Total Overlap Hours | | 1.5 |

Appendix B: Communication Plan for Transition

| Audience | Purpose | Mode |
|---------------------------|--|---|
| Training Providers | To announce the changes to training standards and the publication of a new Program Outline and Program Profile on the trade webpage on the ITA website | Official Program Standards Notification (OPSN) via email and posting on trade webpage |
| Training Providers | To plan for transitioning to the new program | Webinar(s), phone calls and/or face to face meetings |
| Training Providers | To announce the final transition plan | Program Update and Transition Plan via email and posting on trade webpage |
| Training Providers | To announce the launch of the harmonized level exams | OPSN via email and posting on trade webpage |
| Employers | To gather input on transition scenarios | Webinar(s), phone calls and/or face to face meetings |
| Employers | To inform on the upcoming changes to the program and the pathways to completion for their apprentices | Letters sent through ITA Direct Access (DA) |
| Employers | To inform on the upcoming changes to the program and the pathways to completion for their apprentices | Presentations at Program Advisory Committees (PAC) and other industry events |
| Apprentices | To inform on the upcoming changes to the program and their pathways to completion | Letters sent through ITA Direct Access (DA) |
| Apprentices | To inform on the upcoming changes to the program and their pathways to completion | Targeted outreach via phone and email |
| Apprentices | To inform on the upcoming changes to the program and their pathways to completion | Classroom visits by Apprenticeship Advisors |

Appendix C: Transition Map

Insulator (Heat and Frost) Transition Map EFFECTIVE September 1, 2019



Last Updated: November 27, 2018