



ARCHIVES

SHOP TALK

A Trades Training Opportunities
Newsletter from BCIT

October, 1989

From the Editor's Desk:

The date of this edition of SHOPTALK is not an error. I had hoped to have it out to you in September, but decided to "stop the presses" in order to give us more time to determine the feasibility of running the High School Trades Challenge.

After a visit this spring to the Southern Alberta Institute of Technology (SAIT) in Calgary, Terry Fletcher (chief instructor, Automotive Department) came back with news of a yearly competition sponsored by SAIT. This competition, started by SAIT's Metals Department, has been an annual event since 1987. It has grown to include a variety of training areas: 17 trades and technology program areas and 423 students participating by May of 1989. SAIT's competition revolves around teams of two or three students from each of the participating high schools. Each team completes a project which may include a written test as well as a practical component. For the practicals, both time and the quality of the end result are used in choosing the winning team. Prizes are awarded to the winning team members, with the overall top school also receiving an award. Students, teachers, parents and the general public are invited to attend, observe and cheer on their favorite team.

The promotional advantages gained by SAIT for this kind of activity are obvious. This kind of event also promotes Industrial Education to parents and school boards. At BCIT we have found that the idea of "profile building" by heightening the awareness of BCIT board members, industry, and the public in general has many positive spin-offs, all resulting in greater support. This is worth considering when deciding whether or not to participate.

High School Trades Challenge Set for BCIT's Open House, April 6-8, 1990

BCIT's School of Trades Training is planning a competition for high school Career Preparation (CP) and Industrial Education (IE) students during Open House, 1990!

Although fairly early in the planning stages, the competition is intended to involve teams of two or three C.P. or I.E. students in the completion of a practical project at BCIT during Open House. Each team will compete against teams from other high schools and awards will be presented to the teams whose projects show the highest quality and are completed in the best time. The plan is for the competition to take place during Friday April 6th, the day that high school students generally attend Open House.

To establish which schools are interested and which trades areas would best match the C.P. and I.E. programs, a questionnaire will be sent out by the end of October, 1989. Those schools and programs wishing to participate will be asked to identify a contact person and list the areas in which they would like to enter a team. Following this, the school representative will be contacted by a BCIT instructor from the appropriate trades area. As a group, the high school and BCIT instructors will agree on an appropriate project and evaluation criteria. These groups will also play a role in deciding the best way to organize the day of the competition.

It is hoped that this competition will provide a focal point towards which students can direct their energies during the school year. It is also hoped that it will provide an "attraction" to students, parents and the general public during BCIT's Open House '90.

Women in Construction: A Video Resource

A video resource entitled **Women in Construction** has recently been released for use by groups interested in making women aware of nontraditional career options. This video, produced by the Canadian Construction Association as part of their employment equity project, is designed to make women aware of career options in the construction industry. Priced at \$25.00, the video is available from:

The Canadian Construction Association
85 Albert Street
Ottawa, Ontario
K1P 6A4

If you wish to preview this video call BCIT's Women in Trades coordinator at 432-8233.

Administratively Speaking . . .

One of the benefits of publishing ShopTalk after the beginning of September is that we have an opportunity to check on how our systems for wait lists and bringing in Career Preparation students are working. One of the reoccurring problems is that students show up expecting credit for competencies completed as part of their C.P. program without a Competency Completion Record completed by their high school teacher. This results in considerable confusion and ultimately ends in the student returning to his or her high school to have the record completed. In Automotive for example, where C.P. graduates start out at an advanced level of training, we are unable to do the required planning until we are sure who's getting credit for what.

Included with the September edition of ShopTalk each fall we send copies of the Competency Completion records to each school, program, and teacher on our mailing list. These are filled out for students who plan to apply for an Entry Level Trades Training program at BCIT and are given to the student to take to BCIT on his or her first day. To clarify what happens previous to this, the process agreed upon at last spring's meeting of all of the Career Preparation Coordinators is listed below:

November 15:

BCIT Admissions Office contacts the C.P. coordinator or instructor by mail, requesting that they identify students interested in applying for an Entry Level Trades Training program at BCIT.

December 15:

Deadline for return of list of interested students.

January 15:

BCIT Admissions Office will forward applications to each C.P. coordinator or instructor.

February 28:

Deadline for applications from C.P. students in order to qualify for preferential admission.

Commercial Transport Added to the Skills Shortage List

The increasing demand and potential shortfall of trained truck and bus mechanics (Commercial Transport Mechanic) has recently been recognized by the addition of this trade to Canada Employment Centers' Skills Shortage List. What this means is that sponsorship is much easier to obtain for those wishing to take entry level training. This training is available at BCIT. The training is similar to that for automotive mechanics in that all the mechanical systems from brakes to engine service are covered. The major difference is that Commercial Transport students focus on the maintenance and repair of highway transport trucks and buses. In addition to trucks and buses, Commercial Transport mechanics may also find themselves working on refrigeration equipped tractor trailer units and fork lifts. Graduates of this 33 week program are employed by dealers, repair shops, or large fleet operators. Upon finding employment in the trade, graduates would begin a four year apprenticeship including three years of

August 1:

Deadline for submission of Official Final Transcript indicating applicant has successfully completed his or her Career Preparation Program.

(Note: If applicants indicate on their "June Registration Form" at high school that they intend on applying to BCIT, their transcript will automatically be forwarded to BCIT by the Ministry and there will be no need for them to bring in a second copy.)

As soon as students' applications are received they get a copy of the following letter. This outlines to them what has to occur to confirm their enrollment:

THANK YOU FOR YOUR APPLICATION

It's in! We received your application for admission, and I'm especially excited to know that you plan to attend BCIT.

I also want to congratulate you on deciding to continue the training you started in your Career Preparation Program and point out to you some things that will benefit you as a result of your School districts' participation in this joint venture with BCIT.

BENEFITS:

1. **PREFERENTIAL ADMISSION:** this means that you will be offered a seat before other applicants who are not on Career Preparation programs.
2. **CREDIT:** you may be able to obtain credit for part of the BCIT program. This will be determined by your instructor in class.
3. **EARLY COMPLETION:** you may be able to complete your program early, therefore possibly qualifying for a partial tuition refund, or you may be able to take some additional training.

YOUR NEXT STEP:

1. If you did not request your final high school transcript to be sent to BCIT by the Ministry of Education, you will receive it yourself about mid-August. PLEASE GET THAT TRANSCRIPT TO THE BCIT ADMISSIONS OFFICE AS SOON AS POSSIBLE.


2. Make sure you keep your completed Competency Completion Record handy. You will need to bring that with you on your first day of classes at BCIT.

OUR NEXT STEP:

Once your final high school transcript is received, we will be contacting you with a start date. You should follow the instructions in that letter to confirm your acceptance of our offer.

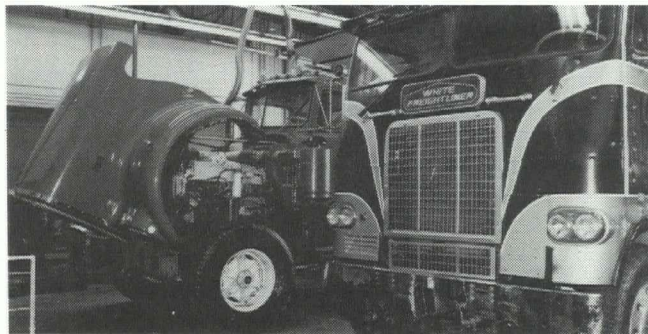
Good luck and I look forward to seeing you at BCIT.

Yours truly,



Brenda Walton, Supervisor, Admissions

P.S. If you would like to start your program in July or August, but have not received your final high school transcript, a letter from your high school indicating you have successfully completed your Career Preparation Program will be enough to get you started. Your final transcript can be added to your file at a later date.



Commercial Transport students are trained to "keep the big rigs rollin' "

in-school technical training.

Program Length: 30 weeks

Intakes: throughout the year

Tuition: \$857.50

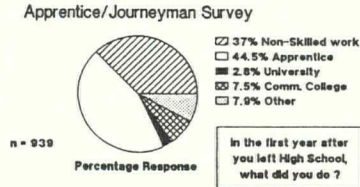
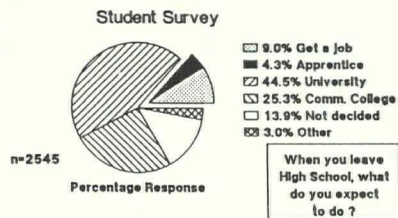
Prerequisites: Grade 12 completion with Math 10 or Trades Math 11, and English 12

OR Successful completion of an entrance test in math and reading skills

Skilled Trades Are Great . . . But Not For My Kid!

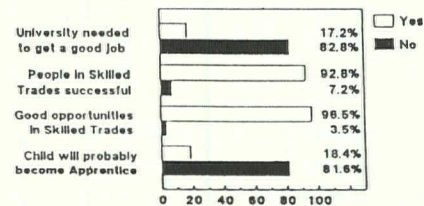
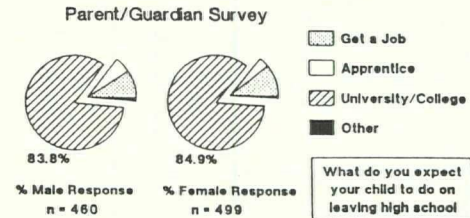
A recent study done by Dr. John Walsh from the University of Guelph has turned up some interesting results! His findings may shed some light on why Canadian industry is finding it difficult to recruit skilled trades people.

As stated by Dr. Walsh at the 1989 conference of the Canadian Vocational Association in Toronto last June, "it is a paradox that in the face of persistent labour shortages in skilled occupations, which offer both job security and upper range wage rates, that there is so little apparent interest by school leavers in Skilled Trade career paths." As pointed out in his study, even though 70% of the students indicated that they expected to enter university or community college after graduation, this figure is two to three times the percentage of high school graduates who actually carry on with their studies. In addition, of all the respondents, only 6.9% of the males and 1.4% of the females identified Apprenticeship as their chosen path after graduation.



It is likely that parents and guardians exert the greatest influence on their children's career decisions. Based on this assumption it would seem logical to examine the attitudes of this group towards skilled trades careers for their children. As stated by Dr. Walsh, even though parents and guardians are aware of the desirability and advantages of Skilled Trade occupations they do not see

them as relevant to their children. This may indicate that skilled trades, as an option to university or college entrance, are not being effectively promoted to this group. Dr. Walsh would agree, stating that positive opinions about skilled trades occupations aside, parents and guardians have limited knowledge about what is involved in this kind of work.



In summary, Dr. Walsh highlighted five principle findings from his research:

1. There is a chronic misfit between expectation and reality with regard to post secondary education continuation rates.
2. There is high awareness and acceptance of positive Skilled Trade occupation attributes in both parent and student populations.
3. There is low job knowledge about and low interest in Skilled Trade occupations, particularly in the student population.
4. The Apprentice/Journeyman experience is extremely positive.
5. There is substantial potential for recruitment into Skilled Trade occupations in the student population.

Even though this research was done using Ontario high school students, the findings would probably be similar had British Columbia students and parents/guardians been selected.

If It's Made From Steel . . .

If it's made from steel, it's made by a steel fabricator. Steel fabricators produce almost every other steel item you can think of. For example, in the construction industry they manufacture the steel beams used by ironworkers to erect buildings and bridges; in the mining industry they produce the conveyers used to move raw materials from the mine to the processing plant. In the forest industry they manufacture the equipment used to turn trees into pulp and paper.

As well as manufacturing the equipment used to procure and process the raw materials, steel fabricators are also involved in the transport of the finished product to market. They manufacture and repair the railcars and

build components for transport trucks and even work in the ship yards, building and repairing the ships used to deliver products to world markets.

Even though building on the grand scale may infer that accuracy is not as important for the steel fabricator as it would be for other trades people, this is not the case. Precision in measurement and accuracy in construction are necessary skills. Entry level students spend a good portion of their training reading blueprints, calculating measurements, and precisely laying out patterns before cutting or forming begins. The idea is to simulate, as closely as possible, what students will experience on the job. Graduates must be prepared to

cont'd over . . .

Valerie Perkio Coordinates BCIT's Women in Trades Project

The following interview with Valerie Perkio gives an overview of BCIT's program, which is designed to increase the enrollment of women in trades programs.

Shoptalk: What's the purpose of this project?

Valerie: The Women's Secretariat of the Ministry of Advanced Education and Job Training has given BCIT's School of Trades \$50,000 to initiate a project to increase the number of women in nontraditional trades training.

Shoptalk: What do you mean by "nontraditional" trades training?

Valerie: Any trades occupation where the participation of women is less than 30%. For example, traditional trades would include hairdressing, cooking and horticulture, whereas nontraditional trades would include joinery, carpentry, electronics, auto mechanics, aviation trades, and welding.

Shoptalk: These kinds of projects have been launched before. Why is it different this time?

Valerie: The difference is in the timing, which is right for a number of reasons.

Shoptalk: Can you expand upon these reasons?

Valerie: This is possibly the first time since World War II that Canada has experienced such a severe shortage of skilled workers. Demographics and the aging of the present workforce has resulted in this shortage while at the same time the number of women coming into the workforce is growing rapidly. Most women spend in excess of 35 years in the workforce and a challenging career offering good income potential, benefits and career satisfaction are of prime importance. A career in the trades offers all of these.

Shoptalk: Which group of women provide the prime focus for BCIT's project?

Valerie: In the short term we are targeting women re-entering the work force and those presently employed but unhappy with traditional work. In the long term our goal is to influence school age women to consider nontraditional occupations. This will also necessitate encouraging them to take more math and science. As technology advances, competence in math and science



Valerie Perkio, coordinator of the Women in Trades Program, speaks with Deanna Jensen, a student in the Heavy Duty Mechanics program

is essential for careers in both trades and technologies.

Shoptalk: What initiatives are you presently pursuing?

Valerie: In January 1990 BCIT will be offering a part-time trades exploratory program for women. Through this program women will have an opportunity for hands-on exposure to carpentry, joinery, welding, automotives, and electrical/electronics. In addition, we are presently conducting a promotional campaign to increase the awareness of women in nontraditional trades.

Shoptalk: Is anything being done now which involves high school students?

Valerie: BCIT's advisors will be promoting women in trades during their regular high school visits. In addition, Kwantlen College is involved in a similar project designed to promote the idea of nontraditional careers specifically to young women in high school. This project is being coordinated by **Joan McArthur-Blaire**. Joan can be reached at **Kwantlen College** and her number is **591-1111, extension 322**.

If It's Made From Steel cont'd . . .

upgrade themselves even after completing their apprenticeship because computers are adding a whole new dimension to what a steel fabricator does. Computerized equipment, which can bend, form, punch and cut steel plate, is steadily moving into the industry as competition requires increased productivity.

As with most other trades, steel fabrication includes a period of apprenticeship (four years) prior to obtaining a journeyman's ticket. This requires that apprentices return to school for a four week period during each year of their apprenticeship. An exception is made for graduates of BCIT's Entry Level Trades Training program. These graduates are given credit for the first four week training period and they do not return for training as first year apprentices. In addition, entry level students are prepared as "generalists" so that they can successfully

move into a variety of fabrication positions after graduation.

Program Length: 26 weeks

Intakes: throughout the year

Tuition: \$760.50

Prerequisites: Grade 10 completion

OR Successful completion of an entrance test in math and reading skills

SHOPTALK is published by the School of Trades Training in the fall, spring and summer. All comments and/or queries should be directed to Rod MacNeill, School of Trades Training, 3700 Willingdon Avenue, Burnaby, B.C. V5G 3H2 (432-8524).

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