



Government of  
Saskatchewan

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# 2006 - 2007 Annual Report

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Saskatchewan  
Apprenticeship and Trade  
Certification Commission

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# Letters of Transmittal

October 2007

The Honourable Dr. Gordon L. Barnhart  
Lieutenant Governor of Saskatchewan  
4607 Dewdney Avenue  
REGINA SK S4T 1B7

Your Honour:

I have the honour to present the Saskatchewan Apprenticeship and Trade Certification Commission Annual Report for the year ending June 30, 2007. The financial statements included in the report were prepared in accordance with *The Apprenticeship and Trade Certification Act, 1999*.

Respectfully submitted,



Warren McCall  
Minister Responsible for the  
Saskatchewan Apprenticeship and Trade Certification Commission

October 2007

Honourable Warren McCall  
Minister Responsible for the Saskatchewan Apprenticeship  
and Trade Certification Commission  
Room 30, Legislative Building  
REGINA SK S4S 0B3

Dear Minister McCall:

We have the honour to present the Annual Report of the Saskatchewan Apprenticeship and Trade Certification Commission for the period July 1, 2006 to June 30, 2007.

Respectfully submitted,



Paul McLellan  
Chair of the Board



R.D. (Bob) Guthrie  
Chief Executive Officer

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# A Message from the Commission Board Chairperson

I am pleased to present the Saskatchewan Apprenticeship and Trade Certification Commission 2006-07 Annual Report. The Commission is responsible for the administration, management and governance of the apprenticeship training and trade certification program in Saskatchewan. The Commission's efforts are directed towards achieving the outcomes articulated in our strategic plan – namely, employer training commitment, trades skills development and the validation of trades careers.

The past year has been characterized by continued strong growth of the apprenticeship program. The total number of registered apprentices in Saskatchewan is approaching 7,000, having increased 14.6 per cent over last year. New apprenticeship registrations in 2006-07 reached 2,408, which is another all-time high. While these numbers are a quantitative measure of success, our research also reveals a high level of satisfaction with our service and our program among employers and apprentices.

The Commission's efforts to validate skilled trades careers were bolstered by the results of a recent survey by Saskatchewan Advanced Education and Employment. Thousands of Saskatchewan post-secondary graduates were surveyed two years after completion to measure employment rates, income, job satisfaction and training program satisfaction. Journeypersons consistently reported the best results, with the highest job satisfaction, highest rate of employment related to training, lowest training-related debt and highest income. Journeypersons reported earning an average

of \$8,000 more annually than graduates with a four year university degree. This information provides the Commission with a powerful message to present to young people through our Saskatchewan Youth Apprenticeship program in the secondary schools, as well as to other audiences about the value of skilled trades careers.

Board governance is increasingly recognized as vital to the effectiveness of an organization. The engagement and guidance of Board members at all levels is critical to the success of apprenticeship. In that context, Saskatchewan Advanced Education and Employment's governance leadership initiative for the post-secondary training sector is timely and appreciated.

With the support of our partners in government and the training system, the Board will continue to work with its network of Trade Board members and its professional staff to ensure that our organization uses its resources effectively and meets the needs of employers, apprentices and tradespersons.

The profile of apprenticeship continues to rise as attention is focussed on skills shortages and as our program grows rapidly. Success brings its own challenges, and the Commission will continue to be pressed to respond to those challenges by delivering more services while maintaining the quality and integrity of the program. We will be expected to adapt, innovate and perform effectively. Given the commitment and dedication of our people, I believe that the Commission is up to the challenge.



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Paul McLellan, Chair

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## A Message from the Chief Executive Officer

Throughout the report which follows, the Commission sets out its goals, the measures by which its performance may be judged and the results of its operations for 2006-07. Last year the Commission conducted an opinion survey of employers, apprentices, K-12 students and the public to establish benchmarks for attitudes and opinions about the apprenticeship program and skilled trades careers in general. The results presented in this report indicate that the Commission achieved a large measure of success on the year's operations, as measured against the outcomes that are established in our strategic plan.

One highlight of 2006-07 is the province-wide implementation of the Saskatchewan Youth Apprenticeship program. The initiative, which is focused on apprenticeship awareness, keeping students in high school and transitions to skilled trades careers, engaged thousands of high school students and 82 high schools over the past year. Although the number of youth apprentices registered fell short of expectations, the program was very well-received and is poised to grow significantly in the year ahead.

I wish to thank the members of the Board of Directors for their dedication and support during the past year. In 2006-07, the industry representatives to the Board were renewed, as were some of the other Board members. On behalf of the Commission, I thank departing Board

members Kelvin Goebel, Don Jones, Allan Kotzer, Conrad Pura, Morris Onyskevitch, Guy Poncelet, Larry Steeves and Gabriel Stenne. At the same time, we welcome to the Board Gerry Craswell, Jim Deck, Keith Hanson, Doug MacCallum, Doug Mitchell, Vince Morrisette, Tom Mullin and Walter Wilkinson. I extend our welcome to the Honourable Warren McCall as the new Minister Responsible for the Saskatchewan Apprenticeship and Trade Certification Commission, and thank the Honourable Pat Atkinson, who previously served in that role.

The Commission staff has delivered our program in the face of unprecedented growth and the retirement of several long-serving, key staff members. They deserve recognition for their contribution to our success. In addition, the members of our trade boards, curriculum and examination boards and trade examining boards continue to serve apprenticeship effectively by articulating the occupational, curriculum and examination standards upon which our program crucially depends. Without the dedication and commitment of our staff and these industry volunteers, our success would not be possible.



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R.D. (Bob) Guthrie  
Chief Executive Officer

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# Introduction

In the last quarter of 2006, Saskatchewan experienced a net inflow of interprovincial migrants. This has happened on only two previous occasions in the past 40 years. Taking this into account, along with an increase in net international migration, and the unusual phenomenon of double-digit increases in housing prices in most urban centres, we can cautiously state that our province is experiencing a sustained boom period. While the increase in economic activity bodes well for both job opportunities and apprenticeship numbers, additional strain is being placed on the resources of the Saskatchewan Apprenticeship and Trade Certification Commission to serve all the additional apprentices, while maintaining the high standards for both workplace and technical institute components of apprenticeship training. At the same time, the Commission has to commit resources to help the province and industry plan for upcoming projects and to devise strategies to meet the continuing demand for skilled labour.

The Department of Advanced Education and Employment recently released the results of a survey of graduates of post-secondary programs two years after graduation. The results reflect what industry has been saying for several years: journeypersons are employed full-time at very competitive wages and they exit the apprenticeship system with virtually no education-related debt. The industry-led and nationally-recognized skilled trades programs managed by the Commission continue to offer both employers and employees opportunities not available in traditional academic streams.

## **A Balanced Role**

In the current economic climate, it is easy to forget that workers require transferable skills that will provide employment opportunities during times of weaker economic conditions. In our market economy, employers respond to labour shortages with improved wages and working conditions, and workers tend to acquire those skills most in demand at that time. A major role of the Commission is to ensure that in the longer term employers can access workers with a range of skills that will sustain a profitable business. Typically, the Commission has to determine the correct mix of skills required by a broad cross-section of employers in a particular sector and

design training accordingly. At the same time, the Commission has to ensure that should a downturn occur in a sector (for example, a severe drop in commodity prices) the skilled trades workers can find employment in a related field.

Because the Commission is industry-led with both employers and employees represented on all our boards, we generally reflect a balanced view of the marketplace and have been able to accommodate interests that are at times in competition. By being actively involved in developing national occupational standards and by utilizing interprovincial “Red Seal” standards when available for a particular trade, the Commission serves a mobile workforce that can contribute to the economy of not just Saskatchewan, but that of Canada. At the same time, this balanced approach encourages employers to commit to on-the-job training for the good of the enterprise and the benefit of the employee.

Despite the increasing urbanization of Saskatchewan, some 60 per cent of apprentices live outside the two major centres. For a work-based training system, the location of employment is largely irrelevant. However, almost all of our apprentices engaged in some institutional training and we continue to pursue ways to better serve those apprentices (a majority according to our recent survey) who prefer to have training in or near their home communities. Again, our training partners have been very supportive in finding means to minimize the time an apprentice has to spend in a centralized training location.

In addition to serving the needs of employers and apprentices in the system, the Commission is also active in promoting skilled trades as a “first choice” career. Despite a limited promotions budget, the Commission has supported Saskatchewan Youth Apprenticeship over the past three years. This puts us in sustained contact with school divisions and school staff, and provides us with visibility among students in the schools with which we are engaged. But we are just one piece of the picture – our partnerships with organizations such as SIAST, the Canadian Apprenticeship Forum and Skills Canada Saskatchewan help to leverage our contribution.

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## Who We Are

### **Our Contribution to Workforce Development**

The Commission enjoys status as an industry-led organization but at the same time operates as an agency of executive government. It has close links to the Department of Advanced Education and Employment. In light of our role as the agency in the province that can provide the highest level of certification in a trade, the Commission is an important element in public policy regarding development of a skilled workforce. A major component of public policy will be to ensure that the workforce in the trades represents the population at large. To this end, we have invested resources in Aboriginal Apprenticeship Initiatives, are part of the steering committee for Regina and Saskatoon trades and skills centres, and play a role in ensuring immigrant workers have the skills required to be successful in their new home.

The Aboriginal Apprenticeship Initiative, now in its fifth year, has been instrumental in increasing the proportion of apprentices of Aboriginal descent to over 15 per cent of our current apprentice cohort. We have started to see sustained results in this area, but will need to address completion rates as a much smaller number of Aboriginal apprentices actually achieve journeyperson status.

While Saskatchewan has not historically been a destination of choice for immigrants to Canada, enhancements to our Immigrant Nominee Program, and the building of linkages with selected countries, is expected to result in an increase in our net flow of migrants. The Commission has been preparing to certify tradespersons through both our normal trade time assessment process and through recognition of foreign credentials when appropriate. It has been predicted that before the mid-century mark, all our population growth will be the result of immigration and the Commission will be well positioned to ensure the successful transition of immigrant tradespersons to competent Canadian journeypersons.

The Saskatchewan Apprenticeship and Trade Certification Commission is an industry-led agency with a legislated mandate to govern and manage the apprenticeship system in Saskatchewan. The purpose of the Commission is to develop industry occupational standards in apprenticeship trades and provide services to employers and tradespersons supporting certification based on those standards. Through the industry board structure and the *Apprenticeship and Trade Certification Act, 1999*, the Commission is accountable to the industry it serves and to the Government of Saskatchewan.

### **Our Vision**

A skilled and representative trades workforce, industry trained and certified.

The Commission fulfills its mandate to develop and deliver a relevant, accessible and responsive apprenticeship training and certification system to meet the needs of employers, apprentices, journeypersons and tradespersons. The Commission uses its human, financial and capital resources in support of its vision, mandate and goals.

The apprenticeship system delivers a wide array of programs and services to employers and tradespersons. These include:

- journeyperson and apprentice certification;
- career awareness;
- designation of new trades;
- industry occupational standards development;
- curriculum and examination development;
- apprentice and tradesperson registration and documentation;
- apprentice/tradesperson assessments and counseling;
- workplace assessments;
- institutional training scheduling and purchasing;
- apprentice and tradesperson testing;
- processing and paying training allowances; and
- ensuring compliance with apprenticeship regulations.



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The Commission is guided by the following principles and values in its internal work with its partners and clients:

Industry-Focus: Apprenticeship employers and employees are the principal providers, clients and partners in apprenticeship, and therefore have a leading role in the direction and governance of the apprenticeship system.

Collaboration: Partnerships and teamwork in an environment of trust and respect strengthen the apprenticeship system.

Responsiveness: Assistance and services are provided to industry, partners and clients in a proactive, timely and effective manner.

Equity: Employers and individuals benefit from a diverse, broadly inclusive apprenticeship workforce, including the workforce of the Commission.

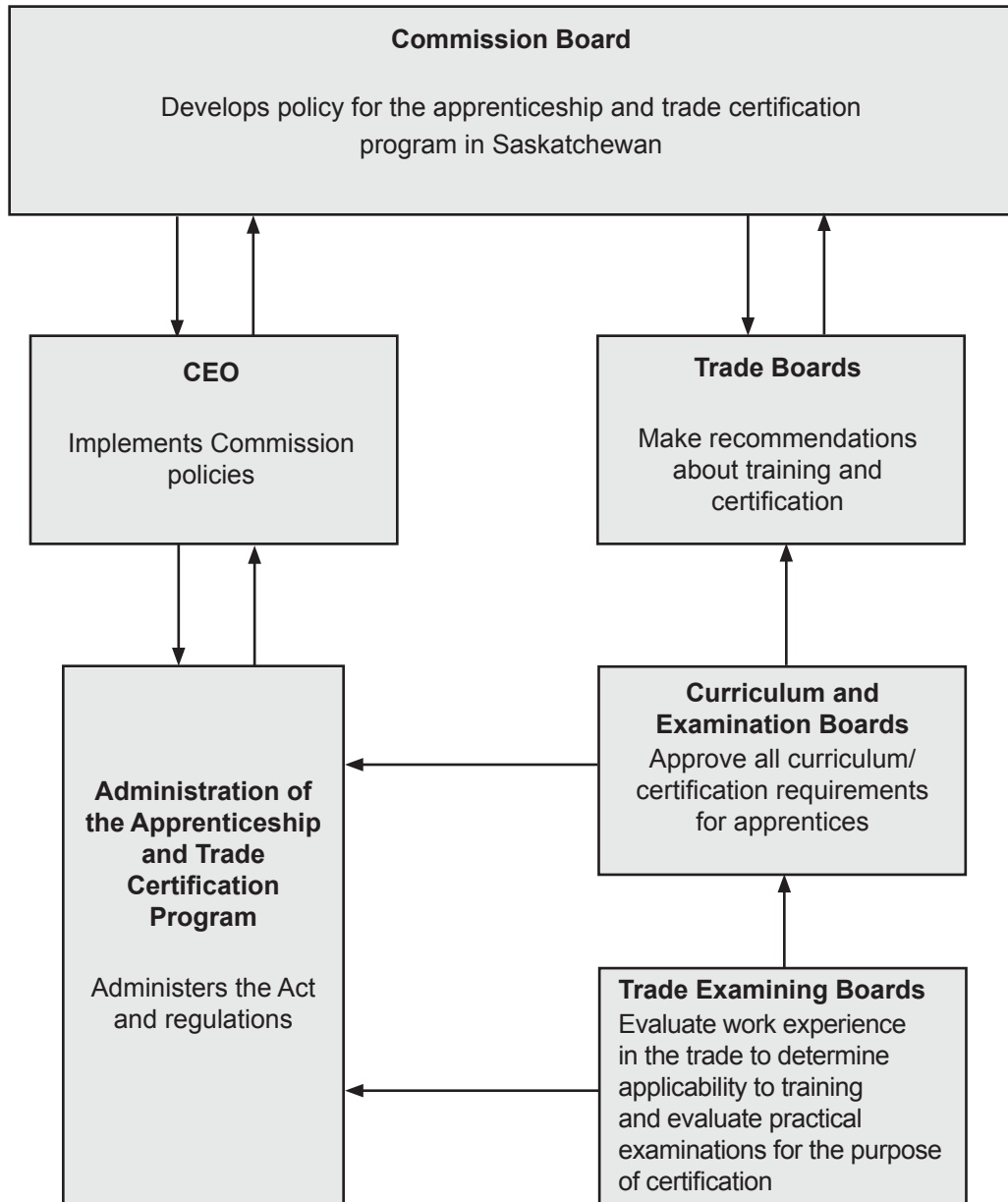
Transparency: Open, regular and clear communication is essential.

Accountability: The apprenticeship system is accountable to clients, industry and government to develop and maintain a skilled and certified trades workforce.

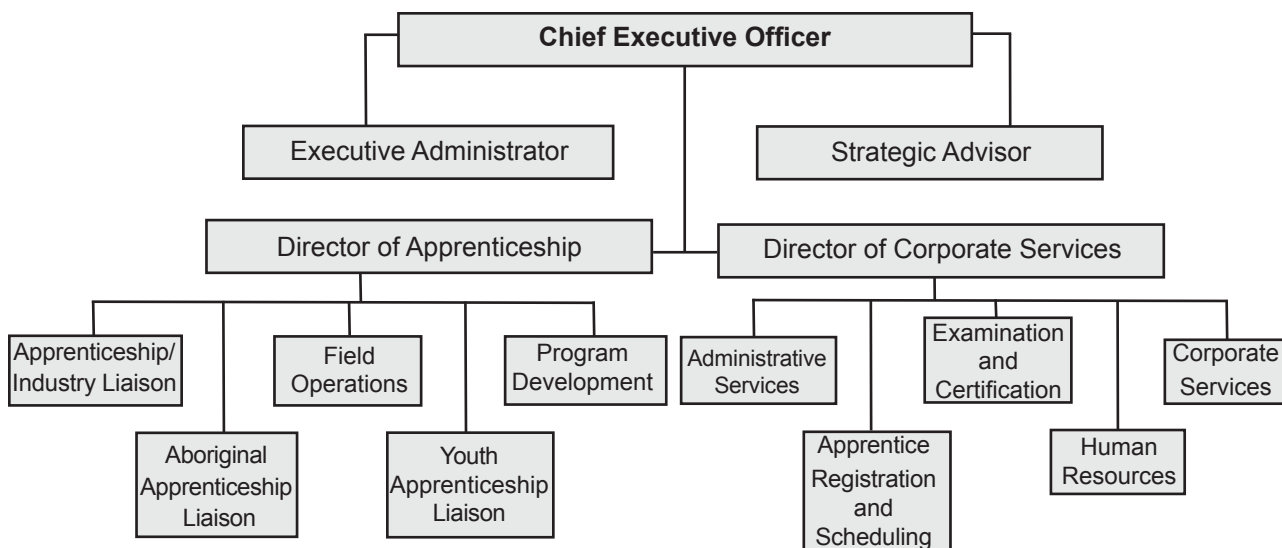
The Commission adds value to society by:

- ensuring standards are met;
- providing training and certification;
- supporting career development;
- increasing employability;
- increasing worker mobility; and
- enhancing public protection.

# Saskatchewan Apprenticeship and Trade Certification Commission Profile



## Organizational Chart - June 30, 2007



### A Model Employer

In 2006-07, the Commission continued to promote its representative workforce strategy to encourage employers to hire Aboriginal people, youth, women, people with disabilities and members of visible

minorities. In keeping with this objective, the Commission makes a conscious effort to provide opportunities for these identified groups. The table below indicates the status of our workforce at June 30, 2007.

<b>Saskatchewan Apprenticeship and Trade Certification Commission Employment Equity Workforce Analysis</b>							
	<b>Total Employees</b>	<b>Persons of Aboriginal Ancestry</b>	<b>Persons with Disabilities</b>	<b>Members of Visible Minority Groups</b>	<b>Total Management Positions*</b>	<b>Women in Management</b>	<b>Women in Non-traditional Occupations</b>
Period ending June 30, 2005	52	8 (15.4%)	4 (7.7%)	2 (3.8%)	4	2 (50%)	5 (37.%)
Period ending June 30, 2006	58	9 (15.5%)	5 (8.6%)	4 (6.9%)	4	2 (50%)	4 (26.7)
Period ending June 30, 2007	61	7 (11.5%)	4 (6.6%)	4 (6.6%)	4	1 (25%)	4 (22.2%)
Saskatchewan Demographics		13.90%	9.70%	3.10%		47%	47%
*The Chief Executive Officer is not an employee of executive government and is not considered in these statistics.							

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# The Apprenticeship and Trade Certification Program

Administering *The Apprenticeship and Trade Certification Act, 1999* ("The Act") and the associated regulations includes the following responsibilities and activities:

- Administrative support for registration and record keeping.
- Assessment of work experience and prior learning.
- Administrative support/facilitation of board activities.
- Development and implementation of an annual training plan.
- Development and administration of examinations.
- Administration of certificates.
- Monitoring of program and regulations through employer visitations.
- Administration of apprentices' allowances for technical training.
- Partnerships with various sectors of industry and government.
- Development and implementation of provincial programming /special initiatives.
- Participation and leadership in interprovincial apprenticeship and trade certification and related activities.
- Development and implementation of program promotion/awareness materials and campaigns.
- Management of financial and human resource issues.

## Governance

### Authority

Saskatchewan's *Apprenticeship and Trade Certification Act, 1999* establishes the Commission as a Corporation and Agent of the Crown. A board of twenty or fewer members is appointed by the provincial government. The majority of board members are selected by industry, and equally represent employers and employees. The Commission Board also has representation from SIAST, the provincial government and equity groups. The Commission reports to a minister of the provincial government who is responsible for the administration of the Act, currently the Minister of Advanced Education and Employment.

*The Apprenticeship and Trade Certification Act 1999* authorizes the Commission to manage the Apprenticeship and Trade Certification system.

### Commission Board Responsibilities

The Commission:

- designates trades for apprenticeship training and certification;
- generates, retains and expends revenues;
- registers apprentices and journeypersons, monitors their training and provides certification of skill levels achieved;
- determines and charges fees for products and services;
- enters into agreements for training delivery; and
- represents Saskatchewan on interprovincial initiatives.

The Act gives the Commission the authority to make regulations to ensure the efficient and effective operation of the apprenticeship system to meet the needs of industry in a timely manner. The Act also ensures accountability to both industry and government.

### Committees

The Commission Board has a committee structure to facilitate the work of the Board and develop recommendations for the Board's consideration in matters of policy and operations.

The committees are:

- Executive Committee: Acts with the full powers of the Board in situations when it is not possible to hold a full Board meeting.
- Finance/Audit Committee: Assists the Board in exercising due diligence over the financial affairs of the Commission, including the annual audit.
- Standards Committee: Assists the Board as it considers issues related to standards of training, certification, examinations, curriculum and entrance requirements; and provides guidance to Trade Boards on standards related to those issues.
- Representative Workforce Committee: Promotes the development of policies and practices that support and facilitate the growth of an apprenticeship workforce representative of the population of Saskatchewan and demonstrates leadership through modeling a workforce representative of the population of Saskatchewan.
- Innovation Committee: Researches new ways to deliver training and to support apprentices and employers in order to raise the profile of the trades and reduce barriers to participation.

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## Commission Board Members as of June 30, 2007

### Commission Board Chairperson

Paul McLellan

### Commission Board Vice-Chairperson

Garry Kot

### Agriculture, Tourism and Service Sector

Employees Hazel Hack

Employers Tom Mullin

### Construction Sector

Employees Garry Kot

Doug MacCallum

Randy Nichols

Employers Doug Christie

Paul McLellan

Brent Waldo

### Production and Maintenance Sector

Employees Mervin Roncin

Employers Jim Deck

### Motive Repair Sector

Employees Tim Earing

Employers Walter Wilkinson

### Persons with Disabilities/ Racialized Canadians/Working Poor

Doug Mitchell

### First Nations

Vince Morrissette

### Métis

Brett Vandale

### Northern Saskatchewan

vacant

### Women In Trades

Marral Thomson

### SIAST

Keith Hanson

### Saskatchewan Advanced Education and Employment

Rob Cunningham

### Saskatchewan Learning

Gerry Craswell

## 2006-07 Results At A Glance

### Summary of Performance Results

- In Saskatchewan, there are 50 designated trades. Four of the trades are compulsory apprenticeship trades.
- On June 30, 2007 there were 6,779 apprentices registered in the system: 6,060 male and 719 female apprentices.
- 1,028 persons of Aboriginal ancestry were registered as apprentices during the year.
- Dedicated funding of \$400,000 was used for Aboriginal Apprenticeship Initiatives.
- Nearly 60 per cent of registered Saskatchewan apprentices live outside the major urban centres of Regina and Saskatoon.
- 3,296 apprentices accessed technical training during 2006-07.
- 8,323 apprentices were registered and received services during the year.
- 123 individuals attended upgrading courses; 1,013 individuals attended updating and special courses addressing technological change and new processes.
- 1,428 written journeyman examinations and 419 practical examinations were conducted.
- The following certificates were issued in Saskatchewan between July 1, 2006 and June 30, 2007:
 

• Journeyman	1,098
• Proficiency	53
• Completion of Apprenticeship	789
• Learners	293
• Apprentice Year Cards	5,386

Key Results Areas	2006-07 Goal	2006-07 Actual
Total Registered Apprentices at June 30, 2007	5,500	6,779
New Apprentices Registered	1,800	2,408
Youth Apprentices Registered	5,000	2,045 <sup>1</sup>
Apprentices in Technical Training	3,175	3,296
Upgraders/Updaters in Training	500	1,136
Allowance Claims Processed/Approved	3,250	3,419/1,742
Employer/Workplace Visits	3,200	3,605
Work Experience Assessments	14,700	14,515
Learning Disabled Assessments	50	97
Written Examinations (all types)	1,800	1,729
Practical Examinations	340	419
Journeyman/Proficiency Certificates Issued	1,100	1,151
Industry Board/Committee Meetings	130	130
Trade Shows/Career Promotions	150	243
Revenue Generation (Total Non-Grant Revenue)	\$1,309,900	\$1,624,839

<sup>1</sup> Some students are unaccounted for because the teacher/program leader has not returned the annual school summary form.

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## Summary of Financial Results

### Grant Revenue

The grant from the Department of Advanced Education and Employment increased in 2006-07 by approximately \$1,335,000. The funds were used to purchase additional training, to address increased training costs resulting from the SIAST collective agreement signed in 2007 and to cover increased staff collective agreement costs.

### Fees

In 2006-07, the Commission received \$1,415,691 in fees for tuition, apprenticeship registration, tradesperson applications and administrative services. This represents an increase of \$164,775 over the previous year. The increase reflects an increase in apprenticeship registrations and increases in apprenticeship courses being taken.

### Industry Contributions

The Commission has received funds as a result of an initiative involving companies awarded contracts administered by Saskatchewan Property Management. The initiative requires the contractor to contribute \$0.21 per hour for every hour worked by each employee working on the contract. The contractor may submit this amount to either the Construction Opportunities Development Council or to the Commission.

- In 2006-07, the Commission received \$17,457 through this initiative. This represents an increase of \$2,684 compared to the previous year.

### Salaries and Personnel Expenses

Salary costs of \$2,984,568 in 2006-07 were approximately \$12,000 under budget. This was the result of savings due to vacant positions, mitigated by unbudgeted increases in salaries related to a new collective bargaining agreement signed in March 2007.

### Program Contractual Services (Training Costs)

In the 2006-07 year, SIAST, the Commission's main training provider, delivered training valued at approximately \$7.9 million. Total training costs in the year are approximately \$0.9 million over the previous year, primarily due to cost increases associated with the new SIAST collective agreement and the purchase of additional training.

### Advertising, Promotion and Printing Costs

Approximately \$106,600 in additional advertising and promotional costs were incurred over the previous year. The 2006-07 costs are more representative of the annual costs which have been normally expended. In this fiscal year, the Commission was provided the opportunity to support the National Skill Competition, held in Saskatoon June 5 and 6. In addition, the Commission was able to make the final payment in sponsorship of the mobile training trailer which was to have occurred in 2007-08.

### Budget Deficit Versus Annual Surplus

The current year activity resulted in a surplus of \$200,943. The budget for the year had anticipated a deficit of \$732,807. The increase in client registrations and tuition received, along with the increase in grant funds received to cover Commission and SIAST collective agreement costs added to the accumulated surplus in 2006-07.

### Accumulated Surplus

The accumulated surplus of \$1,817,369 at the end of the fiscal year is comprised of financial and non-financial assets. Net financial assets make up \$1,473,934 of the total, of which \$282,838 is restricted for Aboriginal initiatives and will be disbursed in the next fiscal year. Of the remaining \$1,201,096, the Commission Board's policy allows up to \$574,700 to be maintained as a reserve to cover unforeseen circumstances.

The accumulated surplus will enable the Commission to continue to support two important objectives:

- Respond to anticipated incremental demand for apprenticeship services and training as a result of higher than anticipated enrolments last year; and
- Contribute critical resources to support provincial implementation of a youth apprenticeship initiative.

The 2007-08 approved budget projects a deficit of \$845,400 and includes an additional \$200,000 for two positions to enhance regulatory and inspection services. Approximately \$40,000 has been allocated for two new positions to begin late next year, for the promotion of apprenticeship to employers.

The Commission also plans to use approximately \$50,000 to continue the project, which began in April 2007, to electronically capture historical paper records.

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# 2006-07 Performance Results

## **Medium-Term Outcome 1: Employer Training Commitment - Effective infrastructure for apprenticeship skills development for employers of skilled tradespersons**

In the typical apprenticeship contract, some 80-85 per cent of learning occurs on-the-job while the balance takes place in a classroom, lab or shop setting. The employer's ability to provide the apprentice with opportunities to engage in a broad range of the tasks of the trade and to provide him or her with competent supervision and mentoring is a very important piece of the program.

SATCC undertakes a number of activities to support the relationship between the employer and apprentice. These include:

- Assisting employers, apprentices and supervising journeyman to understand and meet the workplace training requirements of the apprenticeship program.
- Providing information about the services and benefits of the apprenticeship program to apprentices, tradespersons, workplace mentors and employers.
- Evaluating individual workplaces for the delivery of on-the-job apprenticeship training.
- Developing and distributing standards and guidelines for on-the-job training.
- Developing workplace training plans for individual employers and apprentices.

To create and maintain effective infrastructure for apprenticeship skills development, the Commission's key partners in achieving this outcome will be: employers, apprentices and tradespersons, employer associations, unions, apprenticeship authorities of the provinces and territories (CCDA) and sector councils.

### **Outputs:**

- Contracts of apprenticeship
- Annual Training Needs Assessment
- Training Plans for individual employers and apprentices

- Promotional handouts
- Industry participation on boards
- Employer and employee input to Commission practices and operations
- Joint recruitment efforts with industry
- Structured on-the-job training
- Human Resource Plans for the trades and sectors

### **Performance Measures**

- Number of new employers in the system
- Number of new apprentices registered
- Proportion of apprentices who advance a level each calendar year
- Employer satisfaction that the training and certification provided by the apprenticeship system meets their need for skills development
- Proportion of equity group apprentices is reflective of the working age population

## **Short-term Outcome 1a: Current and relevant industry standards for occupations, curricula, training and certification**

All the efforts that the Commission makes in designing and maintaining standards would be worthless if the industry did not find them credible and useful. The majority of trades we certify are interprovincially recognized (Red Seal) trades, the maintenance of which is a joint effort between the Commission and other jurisdictions. The standards and curriculum for these must meet the needs of the Canadian economy for mobile workers. Other trades are provincially certified and depend on the Trade Boards for leadership in standards development and maintenance. In either case, employers and employees contribute to the development and maintenance efforts and are expected to be satisfied with the final product.

In general, the active trades have had strong representation from industry on Trade Boards, Curriculum and Examination Development (CED) Boards and Trade Examining (TE) Boards. The Commission is responsible for maintaining the standards in five Red Seal trades and participates in maintaining the others. We manage the renewal



process for the various boards and strive to balance the interests of rural and urban settings, different sectors, mature and start-up industries and employers and employees. While most employers remain committed to apprenticeship and comprehensive training, some have difficulty committing time to standards development. Others are reluctant to make the investment in certified training for various reasons, one of which is the fear of having their employees poached by others.

**Key Results:**

- Revised exam bank for Mobile Crane Operator Red Seal examination for which Saskatchewan is responsible, translation is pending.
- Started the process for Agricultural Machinery Technician, beginning with the National Occupational Analysis.
- Revised Occupational Analysis for Meat Cutter.
- Revised nine on-the-job training guides.
- In a recent survey, over 95 per cent of employers and over 90 per cent of apprentices rate the competencies prescribed by the Commission as relevant.
- Revised 53 examinations.
- Currently, the SATCC is exempting final level apprentices from the journeyman/apprentice ratio calculation. This will allow for more level 1 apprentices to join the system and have

a journeyman mentor. The results will be reviewed over the next year.

**Short-term Outcome 1b: Better supply and demand balance in the apprenticeship trades labour market**

The recruitment decisions of employers and the careers that workers choose are largely a function of the labour market. A large part of the Commission’s role is to ensure that the skills developed by the apprentice are those required by his or her employer. At the same time, the Commission is a key player in the larger human resource strategy that seeks to predict future labour requirements and that puts in place the programs that will meet that need. Through our collaboration with industry, government and training institutions, the Commission helps to ensure skilled labour is available to meet the demand.

Commission staff will assist an employer with training plans to ensure workers can be trained on the job during busy work periods and when the prerequisite journeymen are not available in sufficient numbers. They will also provide for assessment and counselling of workers who are struggling with technical training or examinations.

<b>Program Development Activity</b>	<b>2005-06</b>	<b>2006-07</b>
<b>Examinations Reviewed/Implemented</b>		
• Interprovincial (IP) examination	34	23
• Provincial Journeyman	2	3
• Level/Placement	10	16
• Entrance	12	0
• Practical	3	2
• Endorsement and proficiency	9	4
• Diagnostic	2	5
• Examination Appeals Reviewed	22	13
<b>Boards</b>		
• Trade Board/Curriculum and Examination Development Board Meetings	142	130
• Trade Board Human Resource Plans	48	48
<b>Trade specific program, promotional and information materials revised</b>	<b>382</b>	<b>649</b>

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By promoting a representative workforce and providing certification services for immigrant workers, Commission staff helps employers draw on unconventional sources of labour.

In the sense that there is rarely a consensus among elements of the economy on what level of labour shortage exists, the Commission has to be prepared to respond to the needs of regions, trade associations, unions, employers and communities. To ensure an impartial stance, the Commission participates in research with the Department of Advanced Education and Employment (for example the report entitled *Labour Market Conditions for the Apprenticeship Trades in Saskatchewan 2006-09*) and the Construction Sector Council (refer to *Construction Looking Forward: Labour Requirements From 2007-2015 for Saskatchewan*). This research is shared with our stakeholders and helps them understand the rationale for our decisions.

A key new initiative in which the Commission is participating is one that seeks to increase the number of apprentices in the public sector. Growing out of a report prepared in January 2007 (*Apprenticeship Employment in the Public Sector: An Opportunity That is Overdue*), the Commission will be encouraging and supporting all three levels of government and their agencies in bringing new apprentices on stream.

#### **Key Results:**

- A process was started this year to calculate the number of employers as of June 30th. The data will be used as a baseline to determine the number of new employers in subsequent years.
- Equity apprentices represented 29.4 per cent of the general apprentice population.
- 91 per cent of the apprentices advanced a level within the year.

#### **Short-term Outcome 1c: More workers with skills that are current and relevant to the needs of industry**

Short-term Outcome 1b speaks to a quantitative measure of success (better supply and demand balance) while this short-term outcome speaks to a qualitative measure of success. The Commission

prides itself on the contribution of its staff and industry partners to ensure that the skills developed are current, thus leading to a productive workforce.

As industry develops new products and services and as new technology is adopted in the workplace, the Commission will ensure that the curriculum reflects this. In addition to changing the curriculum for apprentices, the Commission also supports updating of journeyperson skills. Again, as the majority of learning occurs on the job, a major role is played by the Field Consultants (to ensure on-the-job training advances in step with the technical training), by Program Development Officers (to ensure both on-the-job and in-school curricula are current), by Training Coordinators (to monitor apprentices' progress and schedule them for technical training) and by industry trade boards to keep Commission staff aware of changes in industrial practices.

For non-compulsory trades, the Commission has had success in providing upgrader courses for tradespersons seeking journeyperson certification. In general, our success rates for tradespersons taking these courses have been higher than the Canadian average. We have also entertained proposals from industry for upgrader courses for current journeypersons seeking to learn new technologies and practices. Anecdotal feedback has indicated that these courses result in an enhancement of workplace skills.

The Commission continues to collaborate with industry and training partners in delivering upgrader and updater programs in flexible formats. We have responded to changes, such as new codes being introduced, by offering modularized training. The Commission is also involved in startup projects in assessing and monitoring the impact of essential skills (e.g. workplace literacy) on learner success rates.

The Commission had success in providing innovative and flexible delivery of apprenticeship technical training, such as:

- Rig Technician, Motorhand Level 1 training was delivered for the first time. The training took place in Estevan and was delivered by Southeast Regional College.

- An upgrading course was held for the first time for Construction Craft Labourers. The training was delivered in Saskatoon by SIAST.
- The Welding trade saw a 33 per cent increase in technical training courses delivered in 2006-07.

**Key Results:**

- On average across all trades, a 74 per cent success rate was achieved by apprentices on journeyman exams. The success rate of Saskatchewan apprentices on Red Seal (Interprovincial) journeyman exams for the 2006 calendar year was 75 per cent, compared to the national average of 68 per cent.
- On average across all trades, a 72 per cent success rate was achieved by tradespersons challenging journeyman exams. The success rate for Saskatchewan tradespersons challenging Red Seal exams in the 2006 calendar year was 63 per cent, compared to the national average of 57 per cent.
- 3,296 apprentices were scheduled for technical training, an increase of 8.5 per cent over the previous year.
- Over 97 per cent of employers surveyed are satisfied with the quality of the journeyman following completion of apprenticeship.
- Depending on the level in question, between 87 per cent and 94 per cent of employers are satisfied with the apprentice's ability to contribute to growth and profitability of the firm.

**Short-term Outcome 1d: Improved employer commitment to on-the-job skills development**

As noted earlier, in an apprenticeable trade some 80-85 per cent of training occurs in the workplace. Unless the employer is willing to commit time and resources to training the apprentice in the field, the technical training component at the institution will not be sufficient to develop the necessary skills. Nor does the need for training end with the achievement of journeyman status. The employer has to provide opportunities for the seasoned worker to learn new skills including mentoring of apprentices and supervising the work of others.

The Commission has dedicated a major part of its field resources to enlightening the employer on the value of a well-trained workforce. In addition to the promotion of training for apprentices and tradespersons, the Commission is mandated to ensure that employers comply with journeyman/apprentice training ratios to ensure sufficient time is available for mentoring. Our field staff help newly-certified journeymen develop mentoring and supervisory skills.

Throughout our contacts with employers, whether it is during field visits, when making presentations to industry associations or when speaking with the media, the Commission stresses the need for a representative workforce and the need to accommodate non-traditional workers, including immigrants.

**Key Results:**

- 3,605 visits to workplaces by Field Consultants.
- In a recent survey, over 90 per cent of apprentices are satisfied with the quality of the on-the-job training.
- Over 90 per cent of apprentices surveyed agreed that their employers assigned work so that the apprentice experienced the broadest range of tasks available at that workplace.
- Production and distribution of new promotional materials to employers of apprentices, such as two versions of all print ads, posters and banner bugs.

**Short-term Outcome 1e: Improved employer commitment to diversified (representative) workforce**

The economy of Saskatchewan cannot function effectively without the participation of all sectors of the population, including youth, women, First Nations and Métis people and new immigrants. Employers generally recognize the need to find workers among these sectors. However, there has been reluctance on the part of many employers to adjust practices and attitudes within their workplaces in order to ensure these non-traditional sources of workers will commit to a long-term career in the trades.

<b>Saskatchewan Apprentice Registrations of Underrepresented Groups 2000-01 to 2006-07</b>						
<b>Year</b>	<b>Total Number of Equity Members</b>	<b>Women</b>	<b>Women in Predominantly Male Occupations</b>	<b>Aboriginal People</b>	<b>Visible Minority</b>	<b>People with Disabilities</b>
2001	1,439	1,001	248	386	12	40
2002	1,909	1,074	291	479	19	46
2003	1,775	1,119	336	567	37	52
2004	1,920	913	257	817	58	132
2005	2,203	964	343	989	83	167
2006	2,261	872	299	1,108	98	183
2007	1,993	719	202	1,028	47	199

The Commission has had some success in preparing workers from First Nations Bands for work in the trades and is reaching out to youth through the high school Youth Apprenticeship initiative. In an informal way, Field Consultants have been promoting the benefits of a representative workforce to their employer contacts.

As labour shortages loom, the need for a diversified workforce will become more critical and the Commission may be called upon to provide more leadership in this area. In collaboration with labour and employer organizations, the Canadian Apprenticeship Forum and community groups, the Commission develops better promotional materials and increases visibility of this issue among clients.

**Key Results:**

- Five new pieces of promotional material were developed for employers, including ads, posters and banner bugs.
- For a given designated group, the cohort of apprentices reflects their proportion of the province's working age population (see above chart).

**Medium-term Outcome 2: Trade Skills Development: Increased trade-specific competencies for apprentices and tradespersons**

Over time apprenticeship has developed as a viable system because it met the need for a recognized standard that supported worker mobility. Since its establishment in 1944, the Saskatchewan apprenticeship program strived to be fair to both employers and workers, balancing the employer's need for a skilled labour pool and the employee's need for marketable skills and a well-defined path to success.

The establishment and maintenance of standards involves two factors. The first is a competent cohort of program development personnel, which includes both Commission staff and industry volunteers. The second is the collaboration with partners in the education system including SIAST, the regional colleges, private sector and union trainers and national agencies, such as the Canadian Council of Directors of Apprenticeship (CCDA).

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The Commission's key partners in achieving this outcome will be: apprentices and tradespersons, sector councils, employers/workplace mentors, SIAST and other post-secondary trainers, Aboriginal organizations, the Departments of Learning and Advanced Education and Employment and the CCDA.

SATCC shows leadership in standards maintenance by engaging in activities that include:

- Developing, reviewing and/or validating the National and/or Provincial Occupational Analyses (NOAs/POAs) for all existing and potential designated trades in Saskatchewan.
- Developing, revising and/or approving technical training curricula for all designated trades in Saskatchewan.
- Developing and distributing standards and guidelines for on-the-job training.
- Assisting employers, apprentices and supervising journeypersons to understand and meet the workplace training requirements of the apprenticeship program.
- Evaluating individual workplaces for the delivery of on-the-job training.
- Developing workplace training plans for individual employers and apprentices.
- Developing, revising and validating examinations for use in designated trades in Saskatchewan.
- Participating in and contributing to the Inter-provincial Standards and Examination (Red Seal) program in Canada.
- Developing essential skills profiles for designated trades.
- Assessing work experience of apprentices and tradespersons.
- Assessing technical training of apprentices and tradespersons.
- Administering exams to apprentices and tradespersons.
- Issuing credentials to apprentices and tradespersons.

**Outputs:**

- Recognition of prior learning for apprentices/tradespersons

- Year cards, journeyperson certificates, proficiency certificates, special permits
- Industry-approved NOAs/POAs
- Industry-approved technical training curricula
- Industry-approved examinations
- National/provincial standards and Red Seal/provincial certification
- Post-journeyperson updating
- Effective assessment tools
- On-the-job training guides

**Performance Measures**

- Employer satisfaction with performance of trade-specific competencies
- Employer satisfaction with the apprentice's ability to apply theoretical knowledge
- Mobility as demonstrated by the proportion of candidates in each trade who achieve national certification
- Pass rates on apprenticeship examinations

**Short-term Outcome 2a: Broader recognition that apprenticeship training and trade certification meet industry-defined standards**

Employers will participate in the apprenticeship program as long as the prescribed curricula help the apprentice develop or enhance knowledge, skills and attitude. It is also important that the general public recognize that a journeyperson or a given level of apprentice has met an industry-accepted standard. The Commission depends on its industry partners – whether at the Trade Board, Commission Board or interprovincial level – to help us set these standards.

In some 75 per cent of our trades, the Commission has adopted the Red Seal standards and uses the Red Seal examination (the rest of the trades are provincially designated and thus do not have a Red Seal equivalent). Saskatchewan manages five of the Red Seal trades and contributes to the maintenance of the others. Provincially developed and certified trades are maintained by a similar process in which reference groups selected from employers and employees develop or modify the curricula and examinations.



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The Commission maintains its links with other jurisdictions through the CCDA and sometimes works with a selected group of jurisdictions to develop trades relevant to these jurisdictions. An example might be the rig technician trade with British Columbia and Alberta. A continual challenge for the Commission is maintaining the necessary technical expertise in such a broad variety of trades.

**Key Results:**

- Nearly 74 per cent of respondents in a survey of the public stated that the term “journeyperson” indicated that the titleholder had met a recognized standard and was certified and competent to complete the assigned task.
- Nearly 96 per cent of employers “agreed” or “strongly agreed” that the competencies listed by SATCC for the trade are supported by industry.
- Almost 95 per cent of apprentices “agreed” or “strongly agreed” that the competencies listed by SATCC for their trade are important to his or her ability to perform on the job.

**Short-term Outcome 2b: Improved performance of trade-specific skills by apprentices and tradespersons**

From the employer’s perspective, the real test of the utility of a training system is the ability of the graduate to perform the tasks of the trade competently. Both the curriculum and examinations for each trade are designed to address the competence in the selected tasks. But the final test is the informed opinion of the employer in judging the performance of the individual apprentice or journeyperson.

In most cases, because the curriculum is industry-derived and updated on a regular cycle, the standards and resources will have been in place to ensure success. However, there may be times when a specific skill is more in demand and an increased or renewed focus on this is necessary.

By providing learning ability testing, and by referring a client to an appropriate agency, the Commission can help ensure that the essential skills to support learning are present. If the

barrier is the lack of mentoring skills, the local Field Consultant has access to tools to help journeypersons and supervisors develop the required skills.

**Key Results:**

- The average success rates on journeyperson examinations exceeded 74 per cent.
- Over 97 per cent of employers surveyed are satisfied with the quality of the journeyperson following completion of apprenticeship.
- Over 94 per cent of employers are satisfied with the final level apprentice’s ability to contribute to growth and profitability of the firm.

**Short-term Outcome 2c: Increased ability of apprentices to apply theoretical knowledge to perform higher-level skills in the workplace**

The ability to analyze each situation and to synthesize experience and theoretical knowledge to produce the desired result has been the hallmark of the true “tradesman” over centuries. These analytical skills arise three ways: intrinsically (linear thinking), through case studies (during technical training or as related by a mentor) or through hands-on experience.

The curriculum for technical training is designed and delivered in a way that promotes analytical and critical thinking. This is reinforced by testing for these skills in the final examination.

A challenge for the Commission is the fact that each workplace is different and because of the nature of the work or the organizational structure, opportunities to develop these analytical skills may be few and far between. Special updaters courses may need to be designed for those who work at repetitive or mundane tasks to improve their skills in applying fundamentals to troubleshooting or other tasks requiring decisions to be made.

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**Key Results:**

- Depending on the level in question, the survey indicated between 89 per cent and 92 per cent of employers are satisfied with the apprentice's ability to perform the tasks of the trade as expected.

**Short-term Outcome 2d: Increased mobility of labour enabling employers to hire from a national apprenticeship labour force and enabling journeypersons to change employers and/or work locations**

Studies have consistently shown that a highly-mobile workforce correlates well with a successful economy. While an employer may rue the loss of an individual employee who seeks opportunities elsewhere, most recognize that transferable, recognized skills are important to the success of their sector.

In general, by adhering to Red Seal or otherwise industry-driven standards, the Commission has provided the necessary mobility options for apprentices and journeypersons. During the past year, Commission Program Development staff continued with their hosting responsibilities for five Red Seal trades. Two examination banks were revised, one was started and two are ongoing.

The Interprovincial Program Guide is an ongoing project which involves the development of learning outcomes for all levels of training. The intent is to provide institutes with a tool to balance and match curriculum at all levels of apprenticeship training. Should this document be adopted by all jurisdictions, this would further enhance true mobility at the apprenticeship level.

**Key Results:**

- Of 6,779 apprentices, 6,260 or 92 per cent were registered in a Red Seal trade.
- Of 986 successful attempts at the journeyperson examination, 949 or 96 per cent were in a Red Seal trade.

**Short-term Outcome 2e: Increased inclusion of Aboriginal people, women, visible minorities, people with disabilities and Northerners.**

The long-term success of our provincial economy depends on our ability to successfully integrate marginalized groups into our workforce. A growing Aboriginal working age population and an increased emphasis on immigration mean that old paradigms of enthusiastic rural kids filling the available jobs will no longer hold.

The Commission has put resources into meeting our commitment to a representative workforce in our own organization and we encourage participation of marginalized groups in the workforce. Specific to Aboriginal participation, the Commission has funded 10 projects in the total amount of some \$400,000 in 2006-07.

The Saskatchewan Youth Apprenticeship (SYA) program was incorporated in the curriculum at 82 schools (seven of which were in the north) with a view to encouraging high school students to consider opportunities in the trades. To support this initiative, the Commission added an SYA Liaison (moving the incumbent to a lead role) and an administrative assistant.

While we have made progress over the last decade, the Commission still faces the challenge that trades careers have a reputation as being hard and dirty work, being only for white males and being somehow less than a first choice career. By working collaboratively with the K-12 school system, judicious media advertising and the use of role models from our award winning apprenticeship cohort, we are working to change that image.

**Key Results:**

- Aboriginal registrants made up 15.2 per cent of the current cohort of apprentices.
- Women in predominantly male occupations made up three per cent of the current cohort of apprentices.
- Visible minority registrants made up 0.7 per cent of the current cohort of apprentices.

- Persons with disabilities made up 2.8 per cent of the current cohort of apprentices.
- The pass rate on journeyman attempts for Aboriginal candidates was 59 per cent, while the general population had a 74 per cent pass rate.

### **Short-term Outcome 2f: Increased levels of acceptance of trade practices and standards by the consumer**

The premium pay rates for journeymen, and the premium that can be charged for work completed by a journeyman employee, are justified by the quality and safety inherent in that status. However, these premiums can be sustained only if the consumer recognizes that inherent value. That is, the customer will only pay more if it is generally accepted that a trained apprentice or journeyman offers a better level of service than does a non-indentured, non-certified tradesperson.

While word-of-mouth is the best advertising for the quality associated with trade certification, the Commission must continue to participate in promotional efforts to educate the general public. Our surveys have also shown that employers perceive the general public to have a negative opinion of tradespeople and the Commission can do some work with our industry partners to bring employers up to date as well.

Important partners in any promotional effort will be the Canadian Apprenticeship Forum, the Construction Sector Council and other umbrella associations who have developed resources for this purpose.

#### **Key Results:**

- Nearly 74 per cent of respondents in a survey of the public stated that the term “journeyman” indicated that the titleholder had met a recognized standard and was certified and competent to complete the assigned task.
- Over 81 per cent of respondents in a survey of the public agreed that the trades are valued by society.

### **Medium-Term Outcome 3: Validation of Trades Careers: Increased recognition by Saskatchewan people of apprenticeship as a legitimate, valuable and rewarding career choice**

There has been a general perception among both employers and workers in the trades that a career in a trade was a second or third choice for most young people. However, the higher profile that trades careers are receiving in the media, and the promotional efforts of the Commission and its partners, may be changing that perception. In fact, a survey recently completed on behalf of the Commission shows that both high school students and the public have a more positive attitude towards a career in the trades than do either employers or apprentices.

In general, trades careers have not been taken up enthusiastically by marginalized groups. The Commission and its industry partners have expended, and will continue to expend, considerable effort in reaching out to these groups. Examples include participation in Skills Canada boat races, SaskWITT programs and Saskatchewan Youth Apprenticeship in First Nations schools. Of course, other jurisdictions in the country are working in parallel directions and the Commission has been able to take advantage of the work these agencies have done.

In order to reach as broad an audience as possible (career choices are influenced by many sources – some of whom may not be aware of opportunities in the trades), the Commission has targeted students in the K-12 system, their teachers and parents and the general public in our promotional efforts. In this initiative, we are collaborating with employers, labour organizations, Saskatchewan Learning, Saskatchewan Advanced Education and Employment, public and private sector trainers, the federal government (particularly Human Resources and Skills Development Canada), the equivalent apprenticeship agency in other provinces, the Canadian Apprenticeship Forum and Skills Canada.



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SATCC shows leadership in promoting trades careers by engaging in activities that include:

- Promoting trades as first choice careers to youth and the public.
- Producing, posting and distributing publications and electronic media for youth, apprentices, tradespersons, employers and the public.
- Participating in career and trade fairs for students and the public.
- Promoting school completion and helping youth acquire essential skills.
- Working with sector partners to provide recognition and certification of competencies and practices whenever appropriate.
- Promoting to industry partners the value of designating trades and subtrades to provide clear career pathways for recruits.
- Collaborating with other jurisdictions in designating emerging trades.
- Recognizing the achievements of outstanding new journeypersons and apprenticeship partners.
- Promoting the value of a representative apprenticeship workforce to employers, under-represented groups and the public.

#### **Outputs:**

- Communications strategy
- Information resources (brochures, displays, ads, videos, reports, etc.)
- Apprenticeship website
- Annual awards event
- Additional trades designated
- Contributions to sector reports
- Representative workforce strategy and employment equity report

#### **Performance Measures**

- Average age of level 1 apprentices
- Attitude of the general public towards trades
- Attitude of Grades 11 and 12 students towards the career opportunities in the trades and increased awareness of the essential skills required
- Demand for SYA programming

### **Short-term Outcome 3a: Increased understanding by actual and potential apprentices and the general public of trade opportunities and success requirements**

Given the breadth of knowledge required, and the advance of technology in many of the trades, it is no longer possible to be successful without the essential skills that arise from completion of a secondary school program. It is encouraging to note that high school counsellors are recognizing this and are encouraging students to enter the trades after completing their education at the secondary level.

Our research has shown that parents and other people influencing young people are increasingly aware of opportunities in the trades. Pessimistic attitudes are actually more common among those who are closer to the industry. The Commission has work to do in designing a positive message for our industry partners.

In the past year, the SYA program expanded in order to be available to all schools in the province. A second SYA liaison and an administrative assistant have been engaged to manage this expansion. In addition, holding of the Skills Canada National Competitions in Saskatoon was an opportunity to promote trades to a wider audience. The Commission continues to provide office space, funding and technical support to Skills Canada Saskatchewan personnel.

The Commission has supported the “Seeds of Success” radio program that delivers a positive message from Aboriginal workers in trades and technologies. We also support a number of Aboriginal-centred newspapers that provide a forum to reach Aboriginal youth.

#### **Key Results:**

- Tracking the age of new registrants began in 2006-07. The average age of this cohort was 27, with a standard deviation of 7.7.
- In a recent survey, over 81 per cent of respondents from the public agreed that the

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trades are valued by society and 94 per cent agreed that a career in the skilled trades provides a great future.

- In a recent survey, 73 per cent of high school students agreed that the trades are valued by society and a similar number agreed that a career in the skilled trades provides a great future.
- Around 75 per cent of the general public and 70 per cent of high school students disagreed that trades are for those who cannot achieve the academic standing to go to university.
- 400 vignettes and 200 promo spots ran in the “Seeds of Success” series from January to June.
- Ten staff participated as technical representatives, judges, presenters and volunteers in the National Skills Competition.

### **Short-term Outcome 3b: Increased understanding by employers and tradespersons about the benefits of trades training and certification**

Even in those industries where there is a clear link to an existing trade, employers do not always see the need for certifying their workers to an accepted standard. Sometimes the employer is happy with a minimal in-house training program. Sometimes the employer (especially in the case of large transnational employers) has invested in a company specific comprehensive training program. Sometimes the employer fears disruption to operations when the Commission “interferes” in the business, and sometimes the employer has fears of their certified employees being “poached” by other employers.

Similarly, tradespersons who continue to work without certification do so for a variety of reasons. These include fear of alienating an employer, reluctance to engage in formal learning activities and in writing examinations, and a sense that an onerous time commitment is involved in upgrading skills in preparation for challenging the certification process.

The first step in educating employers about the benefits of certification is to get the commitment of other businesses in the same industry that

use the apprenticeship model to promote the model to others. A second important method of reaching those not in the system and otherwise not connected to other businesses with apprentices is the canvassing of employers that our Field Consultants complete periodically. Concentrating our energies in three or four different regions allows us to reach most of the employers and provide them with information about the advantages of employing apprentices. In the past year, blitzes were conducted in the Swift Current and Yorkton regions.

#### **Key Results:**

- 3,605 employers were contacted during blitzes and the normal process of Field Consultant visits.
- Depending on the level in question, between 87 per cent and 94 per cent of employers are satisfied with the apprentice’s ability to contribute to growth and profitability of the firm.

### **Short-term Outcome 3c: Increased awareness by teachers, counsellors, school administrators, students and parents in the K-12 system that trades are a “first choice” career option**

In the recent past, we have heard anecdotal evidence from employers and others in contact with the school system that teachers and counsellors have not promoted trades as a first choice career. However, the promotions done by our staff and the national campaign supported by the Canadian Apprenticeship Forum seem to be having some effect. In a recent survey, high school students told us that their teachers and counsellors recommend apprenticeship at least as often as technical college or university.

However, the same survey tells us that there is some confusion about how trade certification works. About one-third of students and parents think apprenticeship is managed by SIAST and 20 per cent of students have not heard of the Commission. Given that half the students surveyed were from schools that have implemented the SYA program, the number never having heard of trade certification is likely closer to half. The Commission

needs to work on joint promotions that clearly show that apprenticeship is a work-based program with short periods of training in an institution.

**Key Results:**

- 142 presentations to school groups
- 82 schools participated in SYA programs
- 2,045 students registered as youth apprentices or participated in the SYA programming
- Over 30 per cent of students surveyed have indicated that they would choose a technical or trades job over any other post-secondary, employment or business option.

**Short-term Outcome 3d: Increased awareness by consumers of the benefits of using/employing the services of apprentices and journeypersons**

Most of the public would probably think of a journeyperson as that person who is required to get the car running or to get the lights on the back porch working again. There is unlikely to be a

connection with a training regime or a certification process and for other trades (such as meat cutter or hairstylist) it is unlikely the public would even think of the service worker as being in a trade. In order to make this connection, it will be necessary to raise the visibility of the certification. Again, it will be important to work with our partners to clearly define the message for the public. Only then will the consumer equate a competent worker with an apprenticeship and certification process.

One challenge will be to work with the CCDA and the CAF to promote the value of employing certified skilled tradespersons.

**Key Results:**

- In a recent survey, nearly 74 per cent of public respondents correctly identified “journeyperson” as someone who has met a recognized standard

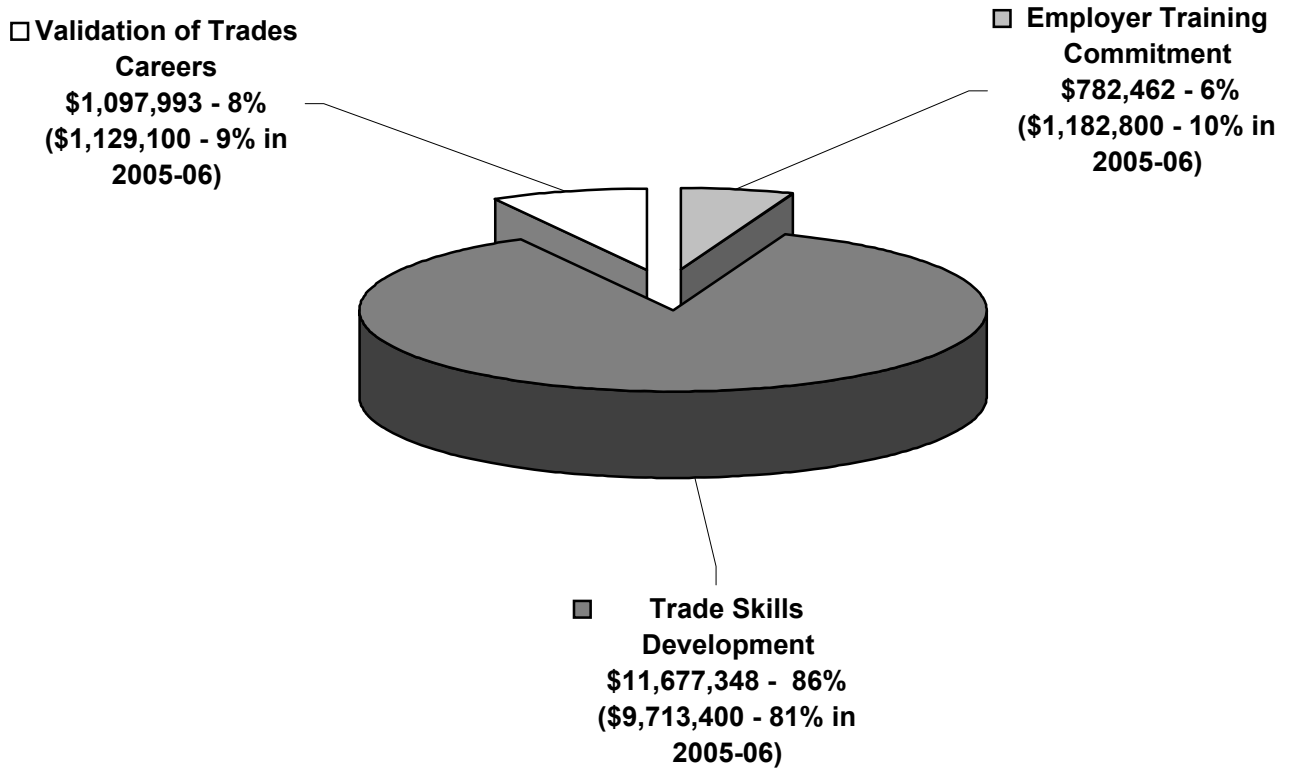
**Saskatchewan Youth Apprenticeship (SYA) Program  
2006-07 School Year**

Total number of schools enrolled	82
Total number of students registered as youth apprentices <sup>1</sup>	2,045
Number of students completed (certificates sent)	391
Youth apprentices who have completed the introductory level only	318
Youth apprentices who have completed the introductory and intermediate level	76
Youth apprentices who have completed the introductory, intermediate and senior levels	243
Number of youth apprentices that registered as apprentices in the regular apprenticeship program	6
Total number of SYA presentations	120

<sup>1</sup>Some students are unaccounted for because the teacher/program leader has not returned the annual school summary form.

The following chart indicates the allocation of expenses for the outcomes of the Commission for the 2006-07 fiscal year.

## 2006-07 Costs Attributed to Intermediate Outcomes



## Registrations, Completions and Cancellations by Trade 2006-07

Trade	Number of Apprentices July 1, 2006	Indentures	Cancellations	Completions	Number of Apprentices June 30, 2007
Agricultural Machinery Technician	133	50	18	24	141
Aircraft Maintenance Engineer Technician*	14				14
Automotive Service Technician	371	121	42	58	392
Boilermaker	25	8	3	5	25
Bricklayer	39	16	4	1	50
Cabinetmaker	10	4	5	0	9
Carpenter	943	323	236	58	972
- Framer	1	1	1	0	1
- Scaffolder	87	37	3	11	110
Concrete Finisher	2	2	1	1	2
Construction Craft Labourer	35	7	20	0	22
Cook	160	63	42	9	172
Crane and Hoist Operator	9	5	2	0	12
- Boom Truck Operator "A"	15	17	3	3	26
- Boom Truck Operator "B"	4	5	0	1	8
- Hoist Operator	0	0	0	0	0
- Hydraulic Crane Operator	17	7	5	0	19
- Lattice Boom Crane Operator	3	0	0	0	3
- Tower Crane Operator	2	0	0	0	2
Custom Harvester	3	0	0	0	3
Drywall and Acoustical Mechanic	14	2	4	0	12
Electrician	837	320	97	115	945
Electronics Assembler	19	12	6	4	21
Electronics Technician (C.P.)	1	0	0	0	1
Floorcovering Installer	1	1	1	0	1
Food and Beverage Person	54	0	0	0	54
Glassworker	6	1	1	1	5
Guest Services Representative	40	0	3	3	34
Hairstylist	351	189	44	112	384
Heavy Duty Equipment Mechanic	146	82	6	27	195
Horticulture Technician	5	1	0	0	6
Industrial Instrument Mechanic	100	30	9	9	112
Industrial Mechanic (Millwright)	259	132	2	40	349
Insulator	20	11	0	6	25
Ironworker Reinforcing Rebar	0	0	0	0	0
Ironworker Structural	61	15	2	4	70
Locksmith	2	1	0	0	3
Machinist	169	41	12	27	171
Meat Cutter	0	3	0	0	3

Trade	Number of Apprentices July 1, 2006	Indentures	Cancellations	Completions	Number of Apprentices June 30, 2007
Motor Vehicle Body Repairer	126	35	16	17	128
- Motor Vehicle Body Refinisher	1	0	0	0	1
Painter And Decorator	3	0	3	0	0
Partsperson	33	18	0	5	46
Pipeline Equipment Operator					
- Dozer	12	0	0	0	12
- Excavator	13	0	0	0	13
- Grader	2	0	0	0	2
- Sideboom	5	0	0	0	5
Plasterer	0	0	0	0	0
Plumber	570	174	51	57	636
Pork Production Technician	3	0	0	0	3
- Breeder	7	3	0	0	10
- Facilities	1	0	0	0	1
- Farrowing	5	2	0	0	7
- Grower-Finisher	10	0	0	0	10
- Nursery	0	1	0	0	1
Power Lineperson	137	58	5	21	169
Refrigeration Mechanic	92	31	10	10	103
Rig Technician					
- Derrickhand (Level Two)	0	21	0	0	21
- Driller (Level Three)	0	0	0	0	0
- Motorhand (Level One)	1	84	0	19	83
Roofer	30	14	3	1	40
Sheet Metal Worker	183	60	18	14	211
Sprinkler Systems Installer	26	8	2	4	28
Steamfitter-Pipefitter	94	36	13	11	106
- Petroleum Installer Technician	4				4
Steel Fabricator	43	18	14	5	42
Tilesetter	7	1	4	0	4
Truck and Transport Mechanic	151	65	16	7	193
Water Well Driller	1	0	0	0	1
Welder	377	270	42	93	512
- Semiautomatic Welding Production Operator	20	2	10	0	12
<b>Total</b>	<b>5,915</b>	<b>2,408</b>	<b>779</b>	<b>765</b>	<b>6,779</b>
*Aircraft Maintenance Engineer Technicians are registered by Manitoba Apprenticeship.					

## Attendance in Apprenticeship Technical Training Courses by Trade and Stage of Training 2006-07

Trade	Enrolment Levels				
	All Levels	First	Second	Third	Fourth
Agricultural Machinery Technician	85	24	21	22	18
Aircraft Maintenance Engineer Technician <sup>1</sup>					
Automotive Service Technician	246	68	55	44	79
Boilermaker	29	8	8	7	6
Bricklayer	23	13	10	0	n/a
Cabinetmaker	4	1	1	0	2
Carpenter	419	123	133	105	58
- Framer	0	0	n/a	n/a	n/a
- Scaffolder	56	16	17	12	11
Concrete Finisher	4	2	2	0	0
Construction Craft Labourer	0	0	0	0	0
Cook	92	22	39	31	n/a
Crane and Hoist Operator	5	5	0	0	n/a
- Hydraulic Crane Operator	10	6	4	0	n/a
- Lattice Boom Crane Operator	2	2	0	0	n/a
- Tower Crane Operator	2	0	2	0	n/a
- Boom Truck Operator A	17	10	7	n/a	n/a
- Boom Truck Operator B	2	1	1	n/a	n/a
Custom Harvester	0	0	0	0	0
Drywall and Acoustical Mechanic	0	0	0	0	0
Electrician	594	146	174	155	119
Electronics Assembler	14	9	5	n/a	n/a
Electronics Technician (Consumer Products)	0	0	0	0	0
Floorcovering Installer	0	0	0	0	0
Food and Beverage Person**	n/a	n/a	n/a	n/a	n/a
Glassworker	2	1	0	0	1
Guest Services Representative**	n/a	n/a	n/a	n/a	n/a
Hairstylist*	n/a	n/a	n/a	n/a	n/a
Heavy Duty Equipment Mechanic	104	25	23	33	23
Horticulture Technician	2	1	0	1	n/a
Industrial Instrument Mechanic	39	11	8	11	9
Industrial Mechanic (Millwright)	224	58	60	59	47
Insulator	25	11	0	14	n/a
Ironworker Reinforcing Rebar	0	0	0	0	0
Ironworker Structural	22	11	11	0	0
Locksmith	2	0	1	1	0
Machinist	113	24	19	35	35
Meat Cutter	0	0	0	0	0

Trade	All Levels	First	Second	Third	Fourth
Motor Vehicle Body Repairer	67	15	20	16	16
- Motor Vehicle Body Refinisher	0	0	0	0	0
Painter and Decorator	1	0	0	1	n/a
Partsperson	16	8	5	3	n/a
Pipeline Equipment Operator	0	0	0	0	0
Plasterer	0	0	0	0	0
Plumber	337	94	95	92	56
Pork Production Technician	6	6	0	n/a	n/a
Power Lineperson	133	38	40	32	23
Refrigeration Mechanic	66	12	18	24	12
Rig Technician	20	20	0	0	n/a
Roofer	10	4	1	5	n/a
Sheet Metal Worker	86	22	20	21	23
Sprinkler Systems Installer	16	9	1	6	n/a
Steamfitter-Pipefitter	65	25	14	13	13
- Petroleum Installer Technician	4	3	0	1	n/a
Steel Fabricator	28	10	9	9	n/a
Tilesetter	3	1	2	0	n/a
Truck and Transport Mechanic	102	24	32	35	11
Water Well Driller	0	0	0	0	0
Welder	199	69	24	106	n/a
- Semiautomatic Welding Production Operator	0	0	0	0	0
<b>TOTAL</b>	<b>3,296</b>	<b>958</b>	<b>882</b>	<b>894</b>	<b>562</b>
<sup>1</sup> Aircraft Maintenance Engineer Technicians are registered with Manitoba Apprenticeship					
* Technical training is completed prior to registration					
** Technical training is in partnership with Saskatchewan Tourism					
n/a - No applicable training for this trade/level					
Note: First year Boilermaker figures include entry level training plus level one.					



## Journeyperson Examinations 2006-07

Trade	Total Exams Written	Total Successful	Total Unsuccessful
Agricultural Machinery Technician	25	19	6
Aircraft Maintenance Engineer Technician	n/a	n/a	n/a
Automotive Service Technician	95	65	30
Boilermaker	6	6	0
Bricklayer	1	0	1
Cabinetmaker	3	1	2
Carpenter	88	78	10
- Framer	0	0	0
- Scaffolder	13	11	2
Concrete Finisher	3	2	1
Construction Craft Labourer	13	13	0
Cook	61	36	25
Crane and Hoist Operator	1	1	0
- Boom Truck Operator "A"	30	26	4
- Boom Truck Operator "B"	15	14	1
- Lattice Boom Crane Operator	0	0	0
- Hoist Operator	0	0	0
- Hydraulic Crane Operator	2	0	2
- Tower Crane Operator	0	0	0
Custom Harvester	0	0	0
Drywall and Acoustical Mechanic	0	0	0
Electrician	153	115	38
Electronics Assembler	6	4	2
Electronics Technician (Consumer Products)	0	0	0
Floorcovering Installer	0	0	0
Food and Beverage Person	0	0	0
Glassworker	1	1	0
Guest Services Representative	0	0	0
Hairstylist	219	169	50
Heavy-Duty Equipment Mechanic	49	35	14
Horticulture Technician	0	0	0
Industrial Instrument Mechanic	42	12	30
Industrial Mechanic (Millwright)	70	47	23
Insulator	16	6	10
Ironworker Reinforcing Rebar	0	0	0
Ironworker Structural	2	0	2
Locksmith	0	0	0
Machinist	39	31	8

<b>Trade</b>	<b>Total Exams Written</b>	<b>Total Successful</b>	<b>Total Unsuccessful</b>
Meat Cutter	1	1	0
- Processor	0	0	0
- Slaughterer	1	1	0
Motor Vehicle Body Repairer	21	21	0
- Motor Vehicle Body Refinisher	1	1	0
Painter and Decorator	4	2	2
Partsperson	7	7	0
Pipeline Equipment Operator	0	0	0
- Dozer Operator	0	0	0
- Excavator Operator	0	0	0
- Grader Operator	0	0	0
- Sideboom Operator	0	0	0
Plasterer	0	0	0
Plumber	81	50	31
Pork Production Technician	0	0	0
- Breeder	0	0	0
- Facilities	0	0	0
- Farrowing	0	0	0
- Grower-Finisher	0	0	0
- Nursery	0	0	0
Power Lineperson	29	24	5
Refrigeration Mechanic	13	12	1
Rig Technician	0	0	0
- Motorhand (Level One)	1	1	0
- Derrickhand (Level Two)	0	0	0
- Driller (Level Three)	17	16	1
Rofer	2	1	1
Sheet Metal Worker	25	13	12
Sprinkler Systems Installer	9	4	5
Steamfitter-Pipefitter	26	26	0
- Petroleum Installer Technician	1	1	0
Steel Fabricator	10	8	2
Tilesetter	0	0	0
Truck and Transport Mechanic	21	10	11
Water Well Driller	0	0	0
Welder	205	147	58
- Semiautomatic Welding Production Operator	0	0	0
<b>TOTAL</b>	<b>1,428</b>	<b>1,038</b>	<b>390</b>

## Apprentices: Registrations, Completions and Cancellations Five Year Overview 2002-03 To 2006-07

Year	Number of registrations during year	Number of completions during year	Number of cancellations during year	Number of apprentices at end of year
2002-03	1,648	790	955	5,108
2003-04	1,626	794	682	5,258
2004-05	1,740	807	755	5,436
2005-06	2,101	894	728	5,915
2006-07	2,408	765	779	6,779

## Aboriginal Apprenticeship Participation

	People of Aboriginal Ancestry Registered	Certified Journeypersons of Aboriginal Ancestry
2001-02	479	46
2002-03	567	39
2003-04	817	37
2004-05	989	63
2005-06	1,108	67
2006-07	1,028	61

### Aboriginal Initiatives

The Saskatchewan Apprenticeship and Trade Certification Commission has provided special funding for projects that will increase Aboriginal participation in the trades and apprenticeship training.

- With the \$400,000 dedicated funding, we were able to approve 10 Aboriginal Initiatives projects for the 2006-07 year.
- During the year, 83 Aboriginal apprentices were registered for this initiative.
- There were three projects that had been approved for the 2006-07 budget, but they will not run until the fall of 2007.
- Once these projects have been completed, 36 more apprentices are expected to be registered.

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# 2006-07 Financial Results

Management Report  
September 18, 2007

The financial statements have been prepared by management in accordance with Canadian generally accepted accounting principles.

Management has ensured that the consolidated financial statements are presented fairly in all material respects. Management maintains a system of internal controls over accounting and administrative practices to ensure that the information presented is accurate and reliable. These measures provide reasonable assurance that transactions are recorded and executed in compliance with legislation and required authority, and assets are adequately safeguarded.

The Commission Board is responsible for reviewing and approving the consolidated financial statements and ensures that management fulfills its responsibilities for financial reporting. The financial statements have been audited by the Provincial Auditor of Saskatchewan, whose report follows.



R.D. (Bob) Guthrie  
Chief Executive Officer

## AUDITOR'S REPORT

To the Members of the Legislative Assembly of Saskatchewan

I have audited the consolidated statement of financial position of the Saskatchewan Apprenticeship and Trade Certification Commission at June 30, 2007 and the consolidated statements of operations and accumulated surplus, change in net financial assets, and cash flows for the year then ended. The Commission's management is responsible for preparing these financial statements for Treasury Board's approval. My responsibility is to express an opinion on these financial statements based on my audit.

I conducted my audit in accordance with Canadian generally accepted auditing standards. Those standards require that I plan and perform an audit to obtain reasonable assurance whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation.

In my opinion, these consolidated financial statements present fairly, in all material respects, the financial position of the Commission as at June 30, 2007 and the results of its operations and its cash flows for the year then ended in accordance with Canadian generally accepted accounting principles.



Regina, Saskatchewan  
August 8, 2007

Fred Wendel, CMA, CA  
Provincial Auditor

**Statement 1**

**Saskatchewan Apprenticeship and Trade Certification Commission  
Consolidated Statement of Financial Position  
As at June 30**

	<b>2007</b>	<b>2006</b>
<b>Financial Assets:</b>		
Due from General Revenue Fund (Note 3)	\$ 2,115,212	\$ 1,458,219
Accounts Receivable (Note 6)	88,375	77,736
Inventory for Resale	4,234	4,901
Total Financial Assets	2,207,821	1,540,856
 <b>Liabilities:</b>		
Accounts Payable and Accrued Liabilities	555,735	52,584
Accrued Vacation Leave	164,352	131,847
Unearned Revenue (Note 7)	13,800	14,383
Total Liabilities	733,887	198,814
 Net Financial Assets (Note 9)	1,473,934	1,342,042
 <b>Non-financial Assets (Note 10)</b>		
Tangible Capital Assets (Note 10)	279,988	236,346
Inventory of Promotional Supplies	9,110	7,136
Prepaid Expenses	54,337	30,902
	343,435	274,384
 <b>Accumulated Surplus</b>	\$ 1,817,369	\$ 1,616,426

(See accompanying notes to the financial statements)

**Saskatchewan Apprenticeship and Trade Certification Commission  
Consolidated Statement of Operations and Accumulated Surplus  
For the Year Ended June 30**

	Budget	2007	2006
<b>Revenue:</b>			
Grants – General Revenue Fund	\$ 11,337,100	\$ 12,182,326	\$ 10,847,494
Client Fees	1,245,600	1,415,691	1,250,916
Industry Contributions	12,000	17,457	14,773
Products and Services	37,700	67,305	34,384
Interest	52,000	124,386	73,305
Total Revenue	<u>12,684,400</u>	<u>\$ 13,807,165</u>	<u>12,220,872</u>
<b>Expenses:</b>			
Salaries and Personnel	2,996,500	2,984,568	2,584,655
Program Contractual Services	8,783,000	9,075,384	8,130,812
Amortization	167,507	153,863	123,087
Other Contractual Services	126,800	123,024	81,005
Board Honorariums	180,000	136,224	152,664
Travel	374,800	308,700	294,299
Telephone	63,600	72,800	62,653
Advertising, Promotion and Printing	273,800	315,649	209,074
Space Rental	240,000	220,089	230,628
Equipment Rental	10,200	11,277	9,430
Office Supplies	99,200	107,527	74,445
Postage, Courier and Freight	72,000	76,441	58,961
Products for Resale	0	264	190
Other	29,800	20,412	13,400
Total Expenses	<u>13,417,207</u>	<u>13,606,222</u>	<u>12,025,303</u>
Annual (Deficit) Surplus	<u>\$ (732,807)</u>	<u>200,943</u>	<u>195,569</u>
Accumulated Surplus, beginning of year		<u>\$ 1,616,426</u>	<u>\$ 1,420,857</u>
Accumulated Surplus, end of year		<u>\$ 1,817,369</u>	<u>\$ 1,616,426</u>

(See accompanying notes to the financial statements)

Statement 3

Saskatchewan Apprenticeship and Trade Certification Commission  
 Consolidated Statement of Change in Net Financial Assets  
 For the Year Ended June 30

	2007	2006
Annual Surplus	\$ 200,943	\$ 195,569
Purchase of Tangible Capital Assets	(197,985)	(83,673)
Amortization of Tangible Capital Assets	153,863	123,087
Disposal of Tangible Capital Assets	480	89
	<u>(43,642)</u>	<u>39,503</u>
(Acquisition) Reduction of Prepaid Expenses	(23,435)	87,970
(Acquisition) Use of Inventory of Promotional Supplies	(1,974)	2,548
	<u>(25,409)</u>	<u>90,518</u>
Increase in Net Financial Assets	131,892	325,590
Net Financial Assets, beginning of year	<u>1,342,042</u>	<u>1,016,452</u>
Net Financial Assets, end of year	<u>\$ 1,473,934</u>	<u>\$ 1,342,042</u>

(See accompanying notes to the financial statements)

**Statement 4**

**Saskatchewan Apprenticeship and Trade Certification Commission  
Consolidated Statement of Cash Flows  
For the Year Ended June 30**

	<b>2007</b>	<b>2006</b>
	<hr/>	<hr/>
<b>Cash Flows from (used in) Operating Activities:</b>		
Cash Receipts from General Revenue Fund	\$ 12,182,326	\$ 11,050,997
Cash Receipts from Clients	1,415,108	1,236,919
Interest Received	117,071	66,123
Industry Contributions Received	17,457	14,773
Receipts from the Sale of Products and Services	63,981	14,573
Cash Paid to Employees	(2,984,568)	(2,584,655)
Cash Paid to Suppliers	(876,398)	(1,178,733)
Cash Paid to Provide Program Services	(9,079,999)	(8,043,627)
	<hr/>	<hr/>
Cash Provided by Operating Activities	854,978	576,370
	<hr/>	<hr/>
<b>Cash Flows from Capital Activities:</b>		
Purchase of Tangible Capital Assets	(197,985)	(83,673)
	<hr/>	<hr/>
Cash Applied to Capital Activities	(197,985)	(83,673)
	<hr/>	<hr/>
Increase in Cash	656,993	492,697
Due from General Revenue Fund, beginning of year	1,458,219	965,522
	<hr/>	<hr/>
Due from General Revenue Fund, end of year	\$ 2,115,212	\$ 1,458,219
	<hr/> <hr/>	<hr/> <hr/>

(See accompanying notes to the financial statements)



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**Saskatchewan Apprenticeship and Trade Certification Commission**  
**Notes to the Consolidated Financial Statements**  
**For the Year Ended June 30, 2007**

**1. Description of Business**

The Apprenticeship and Trade Certification Commission (the Commission) was established as an entity by *The Apprenticeship and Trade Certification Commission Act, 1999* effective October 1, 1999.

The Commission is an industry-led agency with a mandate to govern and manage the apprenticeship system in Saskatchewan. The purpose of the Commission is to develop industry occupational standards in apprenticeship trades and to provide services to employers and tradespersons supporting certification based on those standards.

**2. Significant Accounting Policies**

These financial statements are prepared in accordance with generally accepted accounting principles as recommended by the Public Sector Accounting Board of The Canadian Institute of Chartered Accountants and reflect the following significant accounting policies.

a) The Basis of Accounting

The accounts are prepared on the accrual basis of accounting.

b) Revenue

The revenue of the Commission consists of monies provided by Saskatchewan Advanced Education and Employment to operate the Commission and train apprentices, fees charged to apprentices, monies collected from the sale of products and services and interest revenue. Revenue is recorded when received or receivable with the exception of tuition fees which are recorded in the period in which the training or course is provided.

c) Expenses

Expenses represent the cost of resources consumed during the period of operations. Expenses include a provision for the amortization of tangible capital assets.

d) Inventories

Inventories of items for resale are valued at the lower of cost and net realizable value, which is determined by the first-in, first-out method. Inventories of promotional supplies are valued at cost.

e) Tangible Capital Assets

Tangible capital asset purchases are recorded at cost. The cost and related accumulated amortization of items retired or disposed of are removed from the records and any gains or losses are included in the Statement of Operations and Accumulated Surplus.

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**Saskatchewan Apprenticeship and Trade Certification Commission**  
**Notes to the Consolidated Financial Statements**  
**For the Year Ended June 30, 2007**

Amortization is recorded on tangible capital assets on a straight-line basis over their estimated useful lives.

Office Equipment	5 years
Office Furniture	10 years
Computer Hardware	3 years
Leasehold Improvements	Life of lease
Computer Application Software	3 years
System Development	5 years

f) Joint Venture

The Commission has a 2% share in a joint venture called the Inter-Provincial Computerized Examination Management System (ICEMS). The results of the joint venture operations have been included in these financial statements using the proportionate consolidation method.

g) Use of Estimates

These statements are prepared in conformity with Canadian generally accepted accounting principles. These principles require management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date the financial statements and the reported amounts of revenue and expenses during the period. Actual results could differ from those estimates. Differences are reflected in current operations when identified.

**3. Due from the General Revenue Fund**

The Commission's bank account is included in the Consolidated Offset Bank Concentration arrangement for the Government of Saskatchewan.

Earned interest is calculated and paid by the General Revenue Fund on a quarterly basis into the Commission's bank account using the Government's thirty day borrowing rate and the Commission's average daily bank account balance. The average rate for the period July 1, 2006 to June 30, 2007 was 4.2% (2005-2006 – 3.2%)

**4. Related Party Transactions**

These financial statements include transactions with related parties. The Commission is related to all Saskatchewan Crown agencies, such as departments, corporations, boards, and commissions under the common control of the Government of Saskatchewan.

Routine operating transactions with related parties are recorded at the rates charged by those organizations and are settled on normal trade terms. In addition, the Commission pays Provincial Sales Tax to the Saskatchewan Department of Finance on all its taxable purchases. Taxes paid are recorded as part of the cost of those purchases.

The Commission has not been charged with any administrative costs associated with administrative services provided by Saskatchewan Advanced Education and Employment, the Department of Finance, and the Information Technology Office and no provision for such costs are reflected in these financial statements. These costs were borne by Saskatchewan Advanced Education and Employment and the Department of Finance. Also, the Department of Finance paid for the employee benefits of the Commission.

**Saskatchewan Apprenticeship and Trade Certification Commission**  
**Notes to the Consolidated Financial Statements**  
**For the Year Ended June 30, 2007**

**Interprovincial Computerized Examination Management System (ICEMS)**

The Province of Saskatchewan entered into an agreement with the Government of Canada, the nine other provincial governments and the three territorial governments to develop an Interprovincial Computerized Examination Management System (ICEMS). The Commission is a member of the ICEMS Steering Committee. The Commission has joint control over the operating policies of ICEMS. The Commission's pro-rata share of its interest in this joint venture is as follows:

	<u>2007</u>	<u>2006</u>
Due from General Revenue Fund	\$ 22,196	\$ 3,390
Accounts Receivable	10,072	1,121
Tangible Capital Assets	46,287	92,578
Accounts Payable and Accrued Liabilities	(491)	(418)
Revenue – Products and Services	(49,826)	(24,436)
Expenses – Other Contractual Services	31,021	28,154
Amortization	46,288	46,288

The Federal Government collects the monies for ICEMS and forwards them to the Commission. The ICEMS Steering Committee approves disbursements from monies held in trust by the Commission to pay for the development of the ICEMS. Since these monies are held in trust for the ICEMS joint venture, they are not reflected in these financial statements, except as noted above. At June 30, 2007, the Commission held in trust cash for the ICEMS in the amount of \$765,593 (2006 - \$116,943). During the year, the Commission received \$1,750,677 (2006 - \$874,899) for ICEMS and disbursed \$1,102,027 (2006 - \$1,003,128).

**Saskatchewan Institute of Applied Science and Technology (SIASST) Agreement**

The Commission enters into an annual agreement with SIASST for technical training based upon a Training Needs Assessment prepared prior to each fiscal year. In 2007, the contract amount was \$7,100,000 (2006 - \$6,500,000) and these amounts are included in the Statement of Operations and Accumulated Surplus under Program Contractual Services.

**5. Financial Instruments**

The Commission's financial instruments include due from the General Revenue Fund, accounts receivable, accounts payable and accrued vacation leave. The carrying amount of these financial instruments approximates fair value due to their immediate or short-term maturity. These financial instruments have no interest or credit risk.

**Saskatchewan Apprenticeship and Trade Certification Commission**  
**Notes to the Consolidated Financial Statements**  
**For the Year Ended June 30, 2007**

**6. Accounts Receivable**

Accounts receivable are composed of the following:

	<u>2007</u>	<u>2006</u>
Grants – General Revenue Fund	\$ 40,000	\$ 40,000
Interest receivable	24,243	16,929
Salary overpayment receivable	0	1,360
Cost reimbursement by the Federal Government	<u>24,132</u>	<u>19,447</u>
Total accounts receivable	<u>\$ 88,375</u>	<u>\$ 77,736</u>

**7. Unearned Revenue**

Unearned revenue is comprised of tuition fees received from apprentices before June 30, 2007 for training which will occur after June 30, 2007.

**8. Operating Lease**

The Commission entered into a lease agreement for rental space at 2140 Hamilton Street, Regina. The annual lease payments agreed to are:

2007-2008 -	\$102,312	2012-2013 -	\$131,544
2008-2009 -	\$102,312	2013-2014 -	\$131,544
2009-2010 -	\$102,312	2014-2015 -	\$131,544
2010-2011 -	\$116,928	2015-2016 -	\$131,544
2011-2012 -	\$116,928	2016-2017 -	\$131,544

The Commission is responsible for the payment of operating expenses related to this premises. The lease agreement expires June 30, 2017.

**9. Designated Net Assets**

Pursuant to directions given by the Minister of Advanced Education and Employment, \$400,000 (2006-\$400,000) was designated for aboriginal initiatives. These designated net assets are not available for other purposes without the approval of the Minister of Advanced Education and Employment. Designated net assets comprised the following of total net assets:

	<u>2007</u>	<u>2006</u>
Financial assets designated for aboriginal initiatives	\$ 272,838	\$ 154,231
Undesignated financial assets	<u>1,201,096</u>	<u>1,187,811</u>
Total net financial assets	<u>\$ 1,473,934</u>	<u>\$ 1,342,042</u>

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**Saskatchewan Apprenticeship and Trade Certification Commission**  
**Notes to the Consolidated Financial Statements**  
**For the Year Ended June 30, 2007**

**10. Non-financial Assets**

The recognition and measurement of non-financial assets is based on their service potential. These assets will not provide resources to discharge liabilities of the Commission. For non-financial assets, the future economic benefit consists of their capacity to render service to further the Commission's objectives.

The table on the next page provides disclosure of the tangible capital assets.

**11. Comparative Figures**

Certain prior year's comparative figures have been reclassified to conform to the current year's basis of presentation.

**Saskatchewan Apprenticeship and Trade Certification Commission**  
**Tangible Capital Assets**  
**For the Year Ended June 30**

	2007					2006	
	Leasehold Improvements	Office Furniture	Office Equipment	Computer Hardware	Computer Application Software	System Development	Total
Opening cost	\$ 50,363	\$ 87,107	\$ 30,950	\$ 302,784	\$ 16,414	\$ 253,525	\$ 741,143
Additions during the year	12,557	53,592	2,142	69,186	60,508	0	197,985
Disposals during the year	0	(957)	0	(56,236)	0	0	(57,193)
Closing cost	\$ 62,920	139,742	33,092	315,734	76,922	253,525	881,935
Opening accumulated amortization	35,233	26,893	24,907	250,112	15,537	152,115	504,797
Annual amortization cost	8,715	14,052	1,939	57,844	20,608	50,705	153,863
Amortization related to disposals	0	(477)	0	(56,236)	0	0	(56,713)
Closing accumulated amortization	43,948	40,468	26,846	251,720	36,145	202,820	601,947
Net book value of tangible capital assets	\$ 18,972	\$ 99,274	\$ 6,246	\$ 64,014	\$ 40,777	\$ 50,705	\$ 279,988
							\$ 236,346

# The Commission Performance Plan for 2007-08

On July 17, 2007, the Board of Directors of the Saskatchewan Apprenticeship and Trade Certification Commission adopted the 2007-08 Business Plan and Budget. The annual business plan describes the Commission's operational activities for the year ahead, identifies key issues, strategic directions and the risks to the Commission's operations posed by factors beyond the Commission's direct control. It is based upon the long-term strategic plan that sets out the

organization's goals and objectives, and is aligned with the goals that the Province of Saskatchewan has set for post-secondary education.

## Strategic Directions

The following table outlines several key issues facing the Commission and identifies strategic directions that will be pursued.

Key Issue	Strategic Direction/Actions
Employer commitment to certified training	<ul style="list-style-type: none"> <li>• Promote the value of training and certification to national standards and the mobility of labour</li> <li>• Encourage trade boards, unions and employers to commit to hiring youth apprentices</li> <li>• Support the crown, municipal and institutional sectors in a renewed commitment to apprentices</li> <li>• Provide employers with tools and support to better use the on-the-job training guides</li> <li>• Provide on-site support in the workplace to support development/maintenance of a robust industry training culture</li> <li>• Research methods and resources to deliver mentoring and adult learning to supervisors</li> <li>• Engage with networks of employers, unions and community groups to keep apprenticeship on their agenda as a preferred option for training</li> </ul>
Labour force/demographic shifts	<ul style="list-style-type: none"> <li>• Develop summaries of population trends and labour market demand for our employees to use</li> <li>• Promote the value of a diverse workforce</li> <li>• Help partners develop a cohort of non-traditional entry-level workers</li> <li>• Maintain timely input to the Construction Sector Council LMI study</li> <li>• Support assessment and certification of foreign credentialed workers</li> <li>• Study and recommend means to provide for succession planning in unionized workplaces</li> <li>• Evaluate the potential of Aboriginal Apprenticeship Initiatives to increase the numbers of journeypersons in the medium term</li> </ul>
Changing work, innovation and responsiveness	<ul style="list-style-type: none"> <li>• Maintain partnerships with SIAST on the Innovation Task Force</li> <li>• Investigate and implement alternatives to block release training where appropriate</li> <li>• Build the capacity of selected employers to train workers to gaps identified through RPL</li> <li>• Develop recommendations on delivering our services to an expanding client base</li> <li>• Collect data on best practices in rural delivery</li> </ul>
Collaboration / coordination with other publicly-funded agencies	<ul style="list-style-type: none"> <li>• Continue high-level input to Training System Partners committee</li> <li>• Access and apply research completed by and promotional efforts developed by CAF, CCDA, neighbouring provinces, etc.</li> <li>• Promotion to youth is already being done by the SHBA, Skills Canada, local REDAs, etc. and we need to converge these efforts</li> <li>• Proactively support the initiative to bring in new apprentices to the public sector</li> <li>• Jointly develop and fund pilot projects for delivering apprentice-level training in rural areas, regional centres, major construction sites and in other non-traditional ways</li> <li>• Continue relationships with CORCAN, CSC, SCA, Construction Careers and others who are developing alternative pools of labour</li> <li>• Develop a partnership with SIAST in a project to expand capacity to recognize foreign credentials in the host country</li> <li>• Increase the opportunities for youth in inner-city communities by working with schools, training institutions, community groups and industry</li> </ul>

## Key Result Areas for 2007-08

The following table is a summary of the results expected from the 2007-08 key initiatives and programming:

Key Results Areas	Goal 2006-07	Actual 2006-07	Goal 2007-08
Registered Apprentices	5,500	6,779	7,000
New Apprentice Registrations	1,800	2,408	2,400
Youth Apprentices Registered	5,000	2,045	5,000
Apprentices in Training	3,175	3,296	3,450
Upgraders/Updaters in Training	500	1,136	500
Allowance Claims Processed	3,250	3,419	3,550
Employer Visits	3,200	3,605	3,500
Work Experience Assessments	14,700	14,515	16,000
Learning Disability Assessments	50	97	50
Written Examinations	1,800	1,729	1,800
Practical Examinations	340	419	370
Journeyman/Proficiency Certificates	1,100	1,151	1,100
Industry Board/Committee Mtgs.	130	130	120
Trade Shows/Career Promotions	150	243	150
Revenue Generation	\$1,309,900	\$1,624,839	\$1,748,000

## Budget Overview for 2007-08

The Commission is projecting a deficit for 2007-08 of approximately \$845,000 including depreciation.

The largest Commission expenditure is related to the purchase of apprenticeship technical training, which is budgeted this year at \$10.3 million. The provincial grant funding provides an additional \$400,000 for additional technical training spaces in 2007-08. This is in addition to \$221,000 which supplemented last year's grant and has been provided again this year. SIAST has negotiated a new collective agreement which will increase costs to the Commission, but this increase will be mitigated by increased revenue from the province to fund collective agreement costs. The 2007-08 budget also includes an on-going expenditure of some \$250,000 to reflect full implementation of the Saskatchewan Youth Apprenticeship program.

While institutional technical training is a critical component of the apprenticeship program and consumes some 70 per cent of our budget, it is only one of several competing priorities within the work-based training and certification program. The budget provides for expanded service capacity in

the areas of youth apprenticeship, administrative support and field services. Every effort is being made to devote the needed resources to the maintenance of industry occupational standards and the provision of adequate field services to apprentices and employers, while meeting the demand for technical training.

## Risks

The major risk areas which the Commission must address in 2007-08 are:

### 1. The Commitment of Employers to Certified Trades Training

From the Commission's perspective, the employers who engage apprentices already have demonstrated a commitment to train and certify their workers to national industry standards. The concern we have had is with those employers who "wait in the weeds" until the on-the-job training is substantially complete and then recruit the skilled worker from the training employer. In the past, these "poachers", who are often from the higher-paying resources, utility and public sectors, have taken advantage of the mobility of the worker to reduce their costs for training.



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Several solutions to this problem have been proposed from various quarters. These range from closing the gap in wages paid in order to retain the worker (may be impractical for firms that are marginally profitable or who are in the highly-competitive service sector) to compulsory apprenticeship in all trades (problematic for startups in the service industries and for the one or two-person shops) to policies that would support the training employer.

The Commission will continue to invest in workplace visits and other employer / employee engagement to promote apprenticeship and the mobility of labour as the best option for industry. At the same time, there are some reasons to hope that the public and Crown sectors will commit to hiring apprentices in numbers more commensurate with their capacity to do so .

## **2. Decline in the industry training culture**

Apprenticeship is synonymous in many people's view with the short periods of technical training which apprentices receive in a formal school setting. There is continuous pressure to increase the length of the technical training and move more skills development from the field, workshop or plant to the school. The majority of training and skills development in apprenticeship trades has occurred and continues to occur on-the-job. As the commitment to on-the-job training erodes, employers will expect more and longer periods of training in the institutional training system. There is anecdotal evidence and registration data that tell us that employers view the pre-employment programs offered in the institutions as a low cost way to screen and train future workers.

Trades skills and the certification upon which the journeyman status is based depend on the development and maintenance of current industry standards (for occupations, curricula and examinations), and they depend on robust on-the-job training and experience. In order to ensure that the on-the-job training component does not degenerate into a narrow set of employer-specific competencies, the Commission has increased the level of contact with and support for employers and employees in the field. Without continued deployment of resources in this area,

the promotional and enforcement components of our mandate will not be met. This may result in a "free-for-all" with each employer or trade grouping training for immediate needs that provide the highest short-term returns.

## **3. System Trades Training Capacity**

The non-university post-secondary education and training system is at risk of being unable to meet the training needs of Saskatchewan's labour market. When capacity under the current model is exceeded, other formats (extended day, off-site or on-line learning for a part of each level, etc.) may need to be considered. A challenge will be to convince industry that training in alternative formats can produce the same successful outcomes as does the traditional model. Another risk is that institutions may be restrained by existing structures and agreements from offering other models and classes for apprentices may be delayed. This backlog would exacerbate the skills shortage over the next few years. Part of our on-going strategy would be to encourage collaboration and innovation between all parties to deliver training in the most appropriate fashion.

## **4. The Level of Provincial Funding**

The level of provincial funding to apprenticeship is an on-going risk based on the priority given to apprenticeship training and certification by the provincial government. The increased recognition of the value of skilled trades careers among youth, the public and public policy makers alike has, at present, significantly reduced the risk to the level of provincial funding. Another aspect of this risk relates to the Commission's revenue generation capacity. When the Commission was created in 1999, it represented a new public-private sector partnership in which the government relinquished control of the operations and governance of the apprenticeship program in exchange for an increased industry financial contribution to the program through fees and revenue generation. To the extent that the Commission's revenue generating potential is seen by the government as an opportunity to reduce provincial funding to apprenticeship, particularly in comparison to the other institutions in the learning sector, apprenticeship programs and services are put at risk. Apprenticeship stakeholders consistently have

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maintained that any enhanced revenue generated must be used to enhance the level of service, not to replace provincial funding to apprenticeship.

### **5. Funding Support for Apprentices in Technical Training**

Unlike other learners, apprentices typically qualify for income support during the weeks they are in technical training each year. This funding is from several sources but the majority is federal funding through the Employment Insurance (EI) program. Both EI payments and the living-away-from-home allowances have been subject to delays. This has frustrated apprentices and in some cases led to an apprentice turning down or dropping out of technical training. More consistent and timely payments to apprentices would alleviate the problem but it is something over which the Commission has no control.

### **6. Availability of Alternate Formats**

The Commission has had an excellent working relationship with the Saskatchewan Institute of Applied Science and Technology (SIAST) which delivers some 85 per cent of our training. As we pursue opportunities for rural and distributed delivery in non-traditional formats, we will need a commitment from both SIAST and Regional Colleges to manage the development and delivery of training in a cost-effective manner. Innovation can take many forms; as an example in the Hairstylist trade, the Commission is considering a pilot project in which a traditional apprenticeship is followed rather than the pre-employment model. As part of any initiative, the Commission will have to find ways to monitor and evaluate the outcomes of these programs. If the Commission does not have the resources or if the partners are otherwise engaged, we may not be able to validate the utility of these programs and initiatives.

### **7. Attracting, Training and Motivating Staff**

As is common in public-sector bodies, the Commission employs a workforce that is highly-skilled and educated but with an average age significantly higher than in the private sector. Two senior managers retired in 2006-07 and a substantial number of in-scope staff are eligible for retirement in 2007-08. At the same time, the front-line client service staff is characterized by

high turnover rates resulting in increased training costs and lost productivity as we bring new people on stream. Our challenge will be to present the Commission as an employer of choice that will provide challenging and interesting work in a supportive team atmosphere.

Last year saw the implementation of a new employee development regime that encouraged innovative approaches and pushed decision-making down to the work units. The model will be evaluated after fiscal year-end to determine if it had any impact on employee engagement. At the same time, the 2005 HayGroup survey results noted that we are below grade on the "employee recognition and rewards" component and we need further efforts in that regard in the coming year.

### **Conclusion**

The performance plan summarizes how the Commission proposes to meet the expectations of industry and government in 2007-08. It will deploy its human, financial and capital resources in support of its vision, mandate and goals. The plan also sets out basic measures by which the Commission's performance may be judged.

The key result areas listed are essentially outputs. In 2006-07, the Commission began to gather data using both internal data sources and the results from surveys. We will continue to periodically survey employers, apprentices and the public in 2007-08 to monitor our performance against the listed criteria.

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# Industry Sectors and Designated Trades in Saskatchewan

## Agriculture, Tourism and Service

Cook (IP)  
Custom Harvester  
Electronics Technician (Consumer Products) (IP)  
Food and Beverage Person  
Guest Services Representative  
Hairstylist (IP)  
Horticulture Technician  
Locksmith  
Meat Cutter  
Pork Production Technician

- Breeder
- Farrowing
- Grower-Finisher
- Nursery Management
- Facilities Maintenance

## Construction

Boilermaker (IP)  
Bricklayer (IP)  
Cabinetmaker (IP)  
Carpenter (IP)

- Framer
- Scaffolder

Concrete Finisher (IP)  
Construction Craft Labourer  
Crane and Hoist Operator (IP)

- Boom Truck Operator "A"
- Boom Truck Operator "B"
- Conventional Crane Operator
- Hoist Operator
- Hydraulic Crane Operator
- Tower Crane Operator

Drywall and Acoustical Mechanic (IP)  
Electrician (IP)\*  
Floorcovering Installer (IP)  
Glassworker (IP)  
Industrial Mechanic (Millwright) (IP)\*  
Insulator (IP)  
Ironworker Reinforcing Rebar  
Ironworker Structural (IP)  
Painter and Decorator (IP)  
Pipeline Equipment Operator

- Dozer Operator
- Excavator Operator
- Grader Operator
- Sideboom Operator

Plasterer  
Plumber (IP)  
Power Lineperson (IP)  
Refrigeration Mechanic (IP)\*  
Roofer (IP)  
Sheet Metal Worker (IP)  
Sprinkler Systems Installer (IP)  
Steamfitter-Pipefitter (IP)

- Petroleum Installer Technician

Tilesetter (IP)  
Water Well Driller

## Production and Maintenance

Electrician (IP)\*  
Electronics Assembler  
Industrial Instrument Mechanic (IP)  
Industrial Mechanic (Millwright) (IP)\*  
Machinist (IP)  
Refrigeration Mechanic (IP)\*  
Rig Technician (IP)  
Motorhand (Level One)  
Derrickhand (Level Two)  
Driller (Level Three)  
Steel Fabricator (IP)  
Welder (IP)

- Semiautomatic Production Welding Operator

## Motive Repair

Agricultural Machinery Technician (IP)  
Aircraft Maintenance Engineer Technician  
Automotive Service Technician (IP)  
Heavy Duty Equipment Technician (IP)  
Motor Vehicle Body Repairer (IP)

- Motor Vehicle Body Refinisher (IP)

Partsperson (IP)  
Truck and Transport Mechanic (IP)

Represents a sub-trade or endorsement

• Represents a journeyperson certificate in the trade specialty

\* The designated trade is part of more than one industry sector.

(IP) This trade or sub-trade is recognized with the Red Seal interprovincial status

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# Definition of Terms Used in This Report

**Act and Regulations:** *The Apprenticeship and Trade Certification Act 1999* and regulations are the authority under which the program operates.

**Apprentice:** An individual who is working in a designated trade and has signed a contract of apprenticeship with his or her employer and the Apprenticeship and Trade Certification Commission. Note: Apprentices are not students. They are employees in a trade in which they are acquiring skills.

**Apprenticeship Training:** A system of training that has two main components: on-the-job training and technical training. The apprentice, the employer or joint training committee, and the Director of Apprenticeship sign a contract of apprenticeship. Apprentices learn the knowledge and skills associated with a trade through on-the-job training which is supervised by a certified journeyman, combined with technical in-school training. Upon completion of the final level of training, apprentices are eligible to write the journeyman examination.

**Compulsory Apprenticeship:** An individual must be an apprentice or a journeyman to work in the trade. There are four compulsory apprenticeship trades in Saskatchewan: electrician, plumber, refrigeration mechanic and sheet metal worker.

**Designated Trade:** An occupation designated under *The Apprenticeship and Trade Certification Act, 1999*. Designation of an occupation means that legislated rules apply; and that standards, technical training and certification examinations are established.

**Interprovincial Standards “Red Seal” Program:** A national certification program that assists workers seeking employment in any province/territory in Canada.

**Joint Training Committee:** A committee of employer and employee representatives in a trade. Joint training committees are established in industries where job changes are frequent; for example, the construction industry. Eligible apprentices can register directly with the joint training committee rather than with an employer.

**Journeyman:** An individual who has worked at a trade for several years, passed all examinations, and has been issued a Journeyman Certificate of Qualification from the Apprenticeship and Trade Certification Commission.

**Pre-Employment Training:** Full time training programs designed for individuals who have no job or skills in a trade, but who would like to take training to improve their chances of finding a job. Advanced standing in apprenticeship training may be granted if the individual registers as an apprentice at a later date. This training usually follows school graduation and in most instances is offered by the Saskatchewan Institute of Applied Science and Technology (SIAST).

**Pre-Trades Training:** Short training programs designed to respond to immediate labour needs of local industry. The courses are usually fewer than 20 weeks in length and are offered through regional colleges. Advanced standing in apprenticeship training may be granted if the individual registers as an apprentice at a later date.

**Proficiency Certificate:** This certificate is issued to reflect an individual’s ability in a significant area of their trade.

**Saskatchewan Apprenticeship and Trade Certification Commission (SATCC) (The Commission):** SATCC is responsible for administering the programs for apprenticeship training, trade certification, upgrading for non-journeymen and updating for journeymen.

**Sub-trade:** A branch of a designated trade that is recognized for training and certification purposes.

**Tradesperson:** An individual who is working at one of the designated trades, but is not an apprentice or a journeyman.

**Updating:** Training designed to enhance the skills of an individual who already holds journeyman status.

**Upgrading:** Training designed to assist a tradesperson in preparing for journeyman certification.

**Voluntary Apprenticeship:** Workers are encouraged to take apprenticeship training or attain journeyman certification, but it is not a mandatory requirement to work in the trade.

**Work (Workplace) Experience:** The experience an individual gains on a job site learning the skills and performing the actual tasks involved in the work of the trade/occupation.

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