



Apprenticeship  
and Industry  
Training

# Comprehensive Report

Survey of 2014/2015 Graduates of the  
Apprenticeship and Industry Training System  
Alberta Advanced Education

Spring 2016

**Contents**

OVERALL SUMMARY .....3

KEY PERFORMANCE SUMMARY ..... 11

STUDY BACKGROUND..... 11

    PROJECT PURPOSE AND OBJECTIVES ..... 12

SURVEY FINDINGS ..... 14

    OVERALL SATISFACTION WITH ALBERTA'S APPRENTICESHIP PROGRAM ..... 15

    ON-THE-JOB TRAINING ..... 18

        SATISFACTION WITH THE RECORD BOOK..... 18

        ATTRIBUTES OF ON-THE-JOB TRAINING ..... 25

        OVERALL ON-THE-JOB TRAINING..... 28

    TECHNICAL TRAINING ..... 33

        TRAINING PROVIDER FOR TECHNICAL TRAINING ..... 33

        SATISFACTION WITH TECHNICAL TRAINING DELIVERY METHODS ..... 33

        ATTRIBUTES OF TECHNICAL TRAINING ..... 36

        OVERALL TECHNICAL TRAINING ..... 38

        INDIVIDUAL LEARNING MODULES ..... 42

        LEARNING SUPPORTS ..... 46

    FUNDING OF TECHNICAL TRAINING ..... 48

        SOURCES OF FUNDING ..... 48

        INDUSTRY SOURCES OF FUNDING..... 54

        REASONS FOR EVER DELAYING TECHNICAL TRAINING ..... 57

    SATISFACTION WITH CLIENT SERVICES STAFF ..... 62

        SATISFACTION WITH ATTRIBUTES OF CLIENT SERVICES STAFF ..... 63

    LABOUR MARKET EXPERIENCES..... 70

        CURRENT EMPLOYMENT STATUS ..... 70

        MONTHLY EMPLOYMENT INCOME ..... 77

    CHALLENGES AND ASSETS ..... 84

    COMMUNICATIONS AND GRADUATES' COMMENTS ..... 89

        AWARENESS OF THE INDUSTRY NETWORK ..... 89

        COMMUNICATION ..... 90

METHODOLOGY ..... 95

    TARGET RESPONDENTS ..... 95

    QUESTIONNAIRE DESIGN ..... 95

    SAMPLING PLAN ..... 96

    DATA COLLECTION..... 96

    INTEGRATION OF TELEPHONE AND WEB..... 97

COMPUTER AIDED TELEPHONE INTERVIEWING (CATI)..... 97

COMPUTER AIDED WEB INTERVIEWING (CAWI) ..... 97

PROGRAMMING..... 98

PILOT-TESTING THE QUESTIONNAIRE ..... 98

CALL-BACK PROCEDURES ..... 98

INTERVIEW MONITORING AND FEEDBACK..... 99

INTERVIEWER TOOLS AND TRAINING ..... 99

EXTRA EFFORTS TO MAXIMIZE RESPONSE ..... 100

DATA CODING, ENTRY AND ANALYSIS..... 101

    DATA CLEANING AND ANALYSIS ..... 104

    CODING OPEN-ENDED RESPONSES ..... 106

    DATA FILES ..... 106

APPENDIX A - 2014/2015 GRADUATE SURVEY INSTRUMENT ..... 107

APPENDIX B – TRADE GROUPS ..... 122

## OVERALL SUMMARY

### *Overall Satisfaction*

Overall satisfaction with Alberta's apprenticeship program is reflected in graduates' opinions, in retrospect, of whether or not they would still have chosen to become an apprentice based on their experiences with the Alberta apprenticeship program.

Although overall satisfaction with Alberta's Apprenticeship program remains high (94%), 2014/2015 results have declined when compared to all previous survey years (96% in 2011/2012, 97% in 2009/2010, 98% in 2007/2008, and 96% in 2005/2006), reaching its lowest rating in the past 5 years, and continuing on a downward trend since 2007/2008.

### *On-the-Job Training*

Apprenticeship graduates who indicated that they had an Apprenticeship Record Book were asked a series of questions regarding their satisfaction. In 2014/2015, 81% of graduates were satisfied overall with the usefulness of their Record Book.

The majority of graduates (87%) indicated that they were aware that their Record Book had a task list. In 2014/2015, three-in-five (62%) graduates indicated that their supervisor journeyman used the task list, 84% of graduates were satisfied with the task list in terms of helping them to understand the range of activities within their trade and over two-thirds (68%) of graduates indicated that their supervising journeyman always, often, or sometimes used the task list during their apprenticeship.

Graduates were asked how satisfied they were with eight attributes of on-the-job-training. In 2014/2015 overall satisfaction with various attributes of on-the-job training tended to be significantly lower when compared to 2011/2012; however, they remain higher or consistent with rates posted in earlier survey years. Satisfaction with learning the skills needed to work in the trade in 2014/2015 is the only attribute that is consistent with 2011/2012 results.

Graduates were asked to rate their level of satisfaction with respect to the overall quality of their on-the-job training. Overall satisfaction among the 2014/2015 respondents (93%) has decreased compared to 2011/2012 (95%), however is still higher than 2009/2010 levels.

### *Technical Training*

Graduates were asked about the technical training methods they had experienced during their apprenticeship training program. All graduates who completed the technical training component of their apprenticeship were asked about the traditional lab/lecture component, as it is available in all trades. Other training methods offered, including distance delivery, Competency Based Apprenticeship Training (CBAT), mobile delivery, Weekly Apprenticeship Training (WATS), and blended learning were available in selected trades and corresponding questions were asked only of graduates in these eligible trades.

The majority of graduates (89%) had experience with the traditional lab/lecture method; at least a third had experience with CBAT (39%), blended learning (37%), mobile delivery (34%), and WATS (32%), while a lower proportion (28%) had experience with distance delivery.

Graduates were asked to provide a satisfaction rating for seven attributes of technical training. In 2014/2016, 86% of respondents indicated satisfaction that the practical activities in the shop or lab reflected the competencies needed to work in the trade. Results for 2014/2015 when compared to 2009/2010 and earlier survey years indicates that satisfaction remains higher than 2009/2010 and either higher or consistent in earlier survey years in another six attributes.

Graduates were asked to rate their level of satisfaction with the overall quality of the technical training component of their apprenticeship program. A majority (94%) of graduates in 2014/2015 were satisfied overall with the quality of technical training. This represents a decrease when compared to 2011/2012 (96%) results, but is consistent with results in all other previous years.

In 2014/2015 there was an increase in the proportion of graduates using ILMs (91% in 2014/2015, compared to 89% in 2011/2012). However, there was a decrease in overall satisfaction with the ILMs (90% in 2014/2015, compared to 92% in 2011/2012, 92% in 2007/2008). There was also a decrease in overall satisfaction with the ILMs being easy to read and understand (89% in 2014/2015, compared to 92% in 2011/2012), and with the ILM graphics being clear, concise and illustrating the material well (86% in 2014/2015, compared to 89% in 2011/2012).

In 2014/2015 the proportion of graduates accessing learning supports continues to rise with one-in-five (20%) indicating using supports such as study skills courses, tutoring, exam

reader, a sign language interpreter, etc., an increase when compared to previous years (15% in 2011/2012, 14% in 2009/2010).

### *Funding of Technical Training*

Graduates were asked about the types of financial assistance they used while attending technical training, including both government and non-government sources. The greatest proportion of graduates indicated that they used personal savings (79%), followed by employment insurance (75%), and government grants (67%, a decrease when compared to 72% in 2011/2012) to fund their program.

The majority of 2014/2015 respondents were aware of the various forms of financial assistance available to them including Employment Insurance (94%), government grants (93%) and scholarships (81%). Compared to previous years, awareness of government grants has decreased significantly in 2014/2015 (93% in 2014/2015, compared to 95% in 2011/2012).

In regards to applying for financial assistance, the incidence of applying for employment insurance and scholarships among 2014/2015 graduates remains consistent with 2011/2012, while application for government grants has decreased (79% in 2014/2015, compared to 82% in 2011/2012).

In regards to receiving sources of funding from any of these three sources, there was an increase in graduates receiving employment insurance (97% in 2014/2015, 96% in 2011/2012) and a decrease in those receiving government grants (91% in 2014/2015, compared to 93% in 2011/2012).

Graduates who applied for financial assistance were asked if they encountered any difficulties when receiving their assistance, to which a third (33%) indicated yes for employment insurance (a decrease from all previous years, 38% in 2011/2012, 43% in 2009/2010, 44% in 2007/2008, 49% in 2005/2006), and 7% indicated yes for government grants (a decrease from all previous years, 12% in 2011/2012, 18% in 2009/2010, 37% in 2007/2008, 40% in 2005/2006). Difficulties encountered in receiving assistance from both sources have been trending downward since 2005/2006, indicating continued improvement in the respective processes.

Graduates were asked to describe any difficulties they encountered while applying for or receiving financial assistance. The top challenge cited by graduates in regards to applying

for employment insurance were that the application process was complicated and confusing (31%), while for government grants the main barrier cited was the process was difficult, complicated, and time consuming (41%). The main difficulty encountered by graduates when receiving either employment insurance or government grants was the time in which it took to receive the support (83% for employment insurance, 33% for government grants).

Among the 2014/2015 respondents, the following sources of financial support were received from employers or industry:

- ✓ Tuition paid for (36%);
- ✓ Wages (18%);
- ✓ Travel costs (7%);
- ✓ Grant from employer association or employee association (5%);
- ✓ Loan (3%);
- ✓ Gift or grant (4%).

The proportion of 2014/2015 respondents who received wages from their employer (18%) or had their tuition paid for by their employer or an industry association (36%) while attending technical training remains consistent with 2011/2012 results.

Among those who received wages from their employer during their most recent period of technical training, over half (56%) of graduates received 100% of their regular wage, a decrease from all previous survey years. The proportion of graduates who received wages from their employer in the amount of 100% of their regular wage has been trending downward since 2005/2006. The average wage amount received by respondents in 2014/2015 was 86% of their regular wage. Although fluctuating slightly, this average has remained somewhat consistent throughout the years (a range of 86%-90%) despite the downward trend in those who received 100% of their regular wage.

Among 2014/2015 respondents, when asked if they had ever delayed attending technical training during their apprenticeship, over one-third (35%) indicated they had. This is consistent with 2011/2012 results and has been gradually trending upward since 2007/2008. Respondents of 2014/2015 who delayed their technical training cited their main reason as not being able to afford to take the training due to a lack of financial resources (43%), followed by they did not want to give up wages they were earning (28%), and employer wanted them to work (25%).

Graduates who had delayed their training due to finances were asked if they had informed their employer or asked their employer for assistance. Two-in-five (40%) graduates indicated that they had informed their employer, while less than one-in-five (14%) asked for their employer for assistance. Respondents of 2014/2015 are most likely to delay their technical training due to finances in the second (51%) and/or third (48%) periods, this is consistent with previous survey years.

### *Satisfaction with Client Services Staff*

In 2014/2015, 35% of respondents report having contact with Client Services staff. The majority of graduates (a range of 88%-92%) were satisfied overall with staff service on all six measured attributes. Graduates were most satisfied with receiving courteous service (92%), and least satisfied with the waiting time (88%).

Overall satisfaction with the quality of services from Client Services staff remains high in 2014/2015 (92%, consistent with past years results), with nearly two-thirds (65%) indicating being very satisfied.

### *Labour Market Experiences*

At the time of the survey, 86% of 2014/2015 graduates were employed, 10% were not employed but looking for work and 4% were not employed and not looking for work (or didn't know). The proportion of graduates employed was significantly lower in 2014/2015 when compared to all previous survey years (94% in 2011/2012, 93% in 2009/2010, 92% in 2007/2008, 95% in 2005/2006), reaching its lowest point in the past five years. Of the 10% of graduates in 2014/2015 that were not employed but looking for work, the greatest proportion (7%) indicated that they were looking for work directly related to their apprenticeship training.

Among employed graduates in 2014/2015, the majority (94%) indicated that they were working in their trade. This proportion is consistent with 2011/2012 (94%) results.

Graduates were also asked to identify the extent to which the work they were doing was related to their apprenticeship training. Nearly three-quarters (74%) of graduates in 2014/2015 indicated their work was directly related to their apprenticeship training, a decrease when compared to 2011/2012 (76%).

In 2014/2015 graduates were asked to indicate which sector they were currently employed in, with the majority (57%) stating the industrial sector, followed by commercial (40%).

When asked to provide their current position or job title, the greatest proportion of employed graduates (77%) indicated they were a journeyperson. One-in-five (22%) graduates of 2014/2015 indicated that they had been promoted as a result of completing their apprenticeship training program, a decrease when compared to 2011/2012 (24%); but still higher than 2009/2010 (19%).

When asked if they had started their own business since becoming a journeyperson, one-in-ten (9%) working graduates of 2014/2015 indicated yes, similar to 2011/2012 (10%). In 2014/2015, over two-in-five (44%) graduates are providing training to registered apprentices, a decrease from 2011/2012 (48%), but consistent with 2009/2010 (46%).

Among those employed, 20% of 2014/2015 graduates were earning \$9,000 or more per month. The average monthly income was \$7,749 and median was \$6,159.

Along with being asked about their current monthly earnings, graduates were asked how many hours they worked in an average week, including overtime hours. In 2014/2015 half (50%) of graduates indicated that they worked between 40 and 49 hours per week, with an average of 49.3 hours across all graduates. Looking specifically at the average overtime hours worked in a week, over one-third (36%) of 2014/2015 graduates indicated that they did not work any overtime hours in a typical week, followed by one-in-five (19%) who worked between 6 and 10 overtime hours. The average overtime hours worked in a week among 2014/2015 graduates was 7.5 hours.

In 2014/2015 graduates were asked if they had experienced being laid-off during their apprenticeship to which nearly a third (30%) reported having been laid-off. Half (16%) of those graduates further indicated being laid-off more than once.

Also new in 2014/2015, graduates were asked if they had moved from one province/territory to another during their apprenticeship, and what effect they felt the move had on them completing their apprenticeship. The vast majority (92%) had not moved during their apprenticeship. Of the 7% that had moved, 5% indicated they had moved once. Of those who had moved (7%), nearly three-in-five (59%) felt that the move had a positive effect on them completing their apprenticeship based on a rating scale between 1 to 5 where 1 is a very positive effect and 5 is a very negative effect. Over 20% felt the move had a negative effect and 17% indicated a neutral effect.

### *Challenges and Assets*

Graduates were asked to identify the biggest challenge they faced during their apprenticeship. The greatest proportion (19%) of 2014/2015 graduates indicated financial problems, low wages starting off, or lack of financial help as the biggest challenge they faced. These barriers are consistent with the top mentions of previous years. Graduates were asked to specify the period of their apprenticeship in which they experienced their biggest challenge. Overall, among the 2014/2015 respondents, there was an increase in those indicating challenges in their first period compared to 2011/2012 and a decrease in those indicating challenges in their fourth period. The proportions indicating challenges in their second and third periods were consistent with 2011/2012. Challenges in all periods were lower than in 2009/2010 and earlier surveys.

Consistent with previous years, 15% of 2014/2015 respondents identified instructors as the greatest asset to their ability to complete their apprenticeship training program. When asked what would have helped them complete their apprenticeship sooner, 43% of graduates indicate that nothing would have accomplished this.

Graduates were asked to rate the importance of a number of factors in completing their apprenticeship training program. Among the 2014/2015 respondents, the greatest proportion (91%) identified hard work as the most important (1 or 2 out of 5) factor in completing their apprenticeship training, followed closely by hands-on experience (89%). Just over half of graduates (55%) indicated that the apprenticeship office was an important factor in completing their apprenticeship.

### *Communications and Graduates' Reasons for Entering the Trade*

One-third (34%) of 2014/2015 graduates indicated that their main reason for entering the trade was because they liked the work and found it challenging.

Compared to previous survey years, respondents of 2014/2015 indicated the highest level of familiarity with the Alberta Apprenticeship and Industry Training (AIT) Board, with nearly three-quarters (73%) being familiar or very familiar, an increase over all previous survey years (64% in 2011/2012, 60% in 2009/2010, 64% in 2007/2008, 54% in 2005/2006). Similarly an increased proportion indicated they were familiar with the Provincial Apprenticeship Committees (PACs) (38% in 2014/2015, compared to 31% in 2011/2012, 31% in 2009/2010, 33% in 2007/2008, 30% in 2005/2006) and Local Apprenticeship

Committees (LACs) (37% in 2014/2015, compared to 31% in 2011/2012, 31% in 2009/2010, 30% in 2007/2008, 28% in 2005/2006). Awareness about both the PACs and the LACs are at the highest level over the past 5 survey years.

Very few respondents of 2014/2015 indicate attending or having experience with either Careers: The Next Generation (CNG) (5%), and the Skills Canada Competition (7%). Furthermore, of those who attended or had experience with each program, over one-third (36%) agreed that the Skills Canada Competition influenced them to become an apprentice, while nearly half (46%) indicate the same regarding Careers: The Next Generation (CNG).

In 2014/2015 graduates were asked if they had ever used Apprenticeship and Industry Training's website, [www.tradesecrets.alberta.ca](http://www.tradesecrets.alberta.ca), to find out about apprenticeship programs and services. The majority (81%) of graduates have used the site in some way or another, with greatest proportion (30%) indicating using the site to check their marks. Graduates were also asked if they had ever used Apprenticeship and Industry Training's online services, MyTradesecrets, for tasks such as checking their marks, making an online payment or updating their personal information. Over three-quarters (78%) of graduates indicated using this service, with checking marks (71%) being the top cited mention.

## KEY PERFORMANCE SUMMARY

Overall, satisfaction with the apprenticeship and industry training system in Alberta among the 2014/2015 graduates remains high for all questions related to the key performance indicators, and the vast majority (92% or higher) of graduates remain somewhat satisfied or very satisfied overall.

Results in most key performance measures including overall satisfaction with the apprenticeship system, overall satisfaction with the quality of on-the-job training, and overall satisfaction with the quality of technical training have decreased in 2014/2015 since 2011/2012, and for the most part, have returned to earlier 2005/2006 - 2007/2008 ratings. More notably, the proportion of graduates who are currently employed has decreased substantially since 2011/2012 and has reached its lowest point within the past five years. While most other indicators garner a decrease in ratings, overall satisfaction with Client Services staff remains consistent.

## STUDY BACKGROUND

Alberta Advanced Education (AE) strives to help Albertans reach their full potential and advance in their lives and careers by supporting their education and career goals. Alberta's societal and economic prosperity depends on educated people, strong communities and a healthy environment.

AE specifically addresses post-secondary institutions; apprenticeship trades and occupations; and also community based adult learning. Apprenticeship training in Alberta allows individuals to become trained and certified through a unique system, which provides a combination of on-the-job training, work-experience and technical training.

The Alberta Apprenticeship and Industry Training (AIT) Board and AE have established key performance indicators (KPIs), for which they are accountable. One of the metrics used as a KPI is the level of satisfaction that graduates of apprenticeship programs have with the training system. This satisfaction is determined through the administration of the Survey of 2014/2015 Graduates of Apprenticeship and Industry Training. The survey also includes other (non KPI) measures to support AE and its partners in effectively addressing graduates needs.

As part of their on-going efforts to measure the effectiveness of the system, the Department and the AIT Board commissioned Leger to conduct a telephone/web survey of the 2014/2015 graduates of apprenticeship training. The survey builds upon the findings and experiences of the previous graduate surveys (graduates of 2005/2006, 2007/2008, 2009/2010 and 2011/2012).

### PROJECT PURPOSE AND OBJECTIVES

Comparing current satisfaction measures with results from prior years facilitates a better understanding of the training system, and subsequently may provide insights for improvements. Furthermore, the results and key findings support policy making, internal business decisions, and external reporting of key performance measures.

Specific objectives of the research include:

- ✓ Measuring graduates' satisfaction with their apprenticeship program;
- ✓ Determining graduates' sources of funding;
- ✓ Exploring graduates' experiences with funding sources;
- ✓ Determining graduates' labour market experiences; and
- ✓ Determining graduates' views on key factors for successful apprenticeship training.

In particular, the Department and AIT Board are responsible for measuring and reporting on the performance of the apprenticeship and industry training system established Key Performance Indicators. Specifically, the KPIs to be addressed by the survey include:

- ✓ Graduate satisfaction with on-the-job training (B2);
- ✓ Graduate satisfaction with technical training (C3);
- ✓ Graduate satisfaction with Apprenticeship and Industry Training staff (D2);
- ✓ Graduate employment status (E1); and
- ✓ Graduate's opinion, in retrospect, if they would take Apprenticeship training again (F6).

Current results have been compared to the results for previous years where possible (graduates of 2005/2006, 2007/2008, 2009/2010 and 2011/2012) and marked with the following indicators:

<b>Number Notation</b>	<b>Significance Descriptor at the 95% Confidence Level</b>
1	Indicates a change in responses at a .05 level of significance compared to the previous survey year.
2	Indicates a change in responses at a .05 level of significance compared to two survey years previous.
3	Indicates a change in responses at a .05 level of significance compared to three survey years previous.
4	Indicates a change in responses at a .05 level of significance compared to four survey years previous.

This comprehensive report details the full results of the 2014/2015 graduate survey.

## SURVEY FINDINGS

Advanced Education (AE) and the AIT Board measure and report on the performance of the apprenticeship and industry training system. This report provides a detailed analysis of the results of the survey of 2014/2015 apprenticeship graduates.

New questions were added this year about industry sector, layoffs and mobility in the apprenticeship program and about the influence of programs such as Careers: The Next Generation and Skills Canada competitions. Also added was a question about the use of the Tradesecrets website. And finally, an online response option for the survey was expanded.

The 2014/2015 Apprenticeship and Industry Training Graduate Satisfaction Survey is the ninth iteration of the survey, and the current results will be compared to the results for previous years where possible (graduates of 2005/2006, 2007/2008, 2009/2010 and 2011/2012). The survey has been modified over time so it is not possible to compare all questions to results of all prior years.

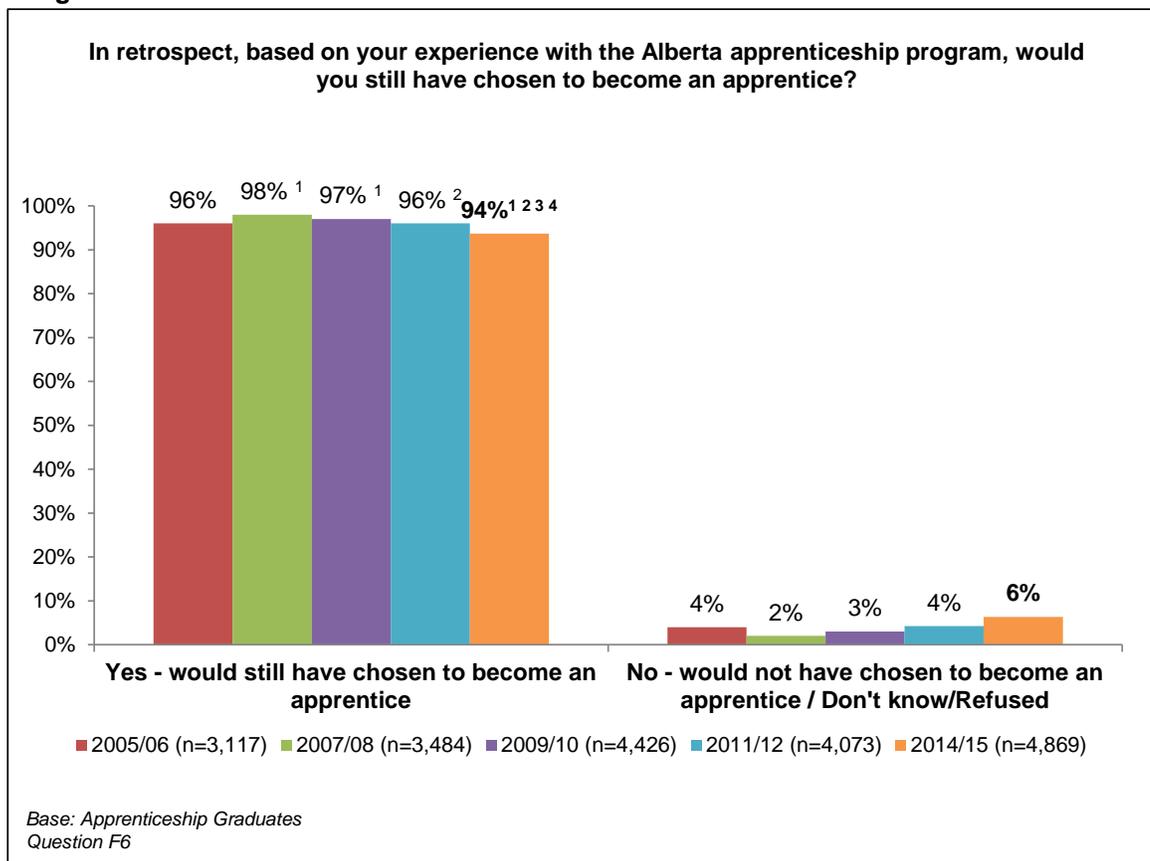
A census approach was used, meaning that all graduates were invited to participate. Margin of error refers to the measurable sampling error that occurs when a random sample is used to estimate results of a population, and is not applicable to a census. If the same number of interviews had been completed using a random sample of graduates rather than a census, the margin of error would be  $\pm 1.0$  percentage points, 19 times out of 20.

## OVERALL SATISFACTION WITH ALBERTA'S APPRENTICESHIP PROGRAM

Overall satisfaction with Alberta's apprenticeship program is reflected in graduates' opinions, in retrospect, of whether or not they would still have chosen to become an apprentice based on their experiences with the Alberta apprenticeship program.

Although overall satisfaction with Alberta's Apprenticeship program remains high (94%), 2014/2015 results have declined when compared to all previous survey years (96% in 2011/2012, 97% in 2009/2010, 98% in 2007/2008, and 96% in 2005/2006), reaching its lowest rating in the past 5 years, and continuing on a downward trend since 2007/2008.

Figure 1



Among the 2014/2015 respondents, overall satisfaction with Alberta’s apprenticeship and industry training program has decreased in the electrical and metal trade groups when compared to 2011/2012 and also over all previous survey years. Satisfaction in the architectural/construction, mechanical, vehicle and ‘other’ trade groups among the 2014/2015 respondents is consistent with 2011/2012.

**Table 1**

<b>Overall Satisfaction with Alberta’s Apprenticeship Program by Trade Group</b> <i>(In retrospect, based on your experience with the Alberta apprenticeship program, would you still have chosen to become an apprentice?)</i>					
Question F6	Percent of “Yes” mentions				
	2005/06	2007/08	2009/10	2011/12	2014/15
Architectural/Construction (n=652)	96%	99% <sup>1</sup>	98%	97% <sup>2</sup>	95% <sup>2 3</sup>
Electrical (n=923)	97%	98%	98%	97%	93% <sup>1 2 3 4</sup>
Metal (n=991)	99%	98%	97% <sup>1 2</sup>	97%	94% <sup>1 2 3 4</sup>
Mechanical (n=954)	97%	98%	96%	95% <sup>2 3</sup>	94% <sup>3 4</sup>
Vehicle (n=915)	96%	97%	97%	96%	95% <sup>2 3</sup>
Other (n=434)	93%	96% <sup>1</sup>	92% <sup>1</sup>	90% <sup>2</sup>	89% <sup>3 4</sup>
Total (n=4,869)	96%	98% <sup>1</sup>	97% <sup>1</sup>	96% <sup>2</sup>	94% <sup>1 2 3 4</sup>

Base: Apprenticeship Graduates  
 “n” shows number of respondents for the 2014/15 survey

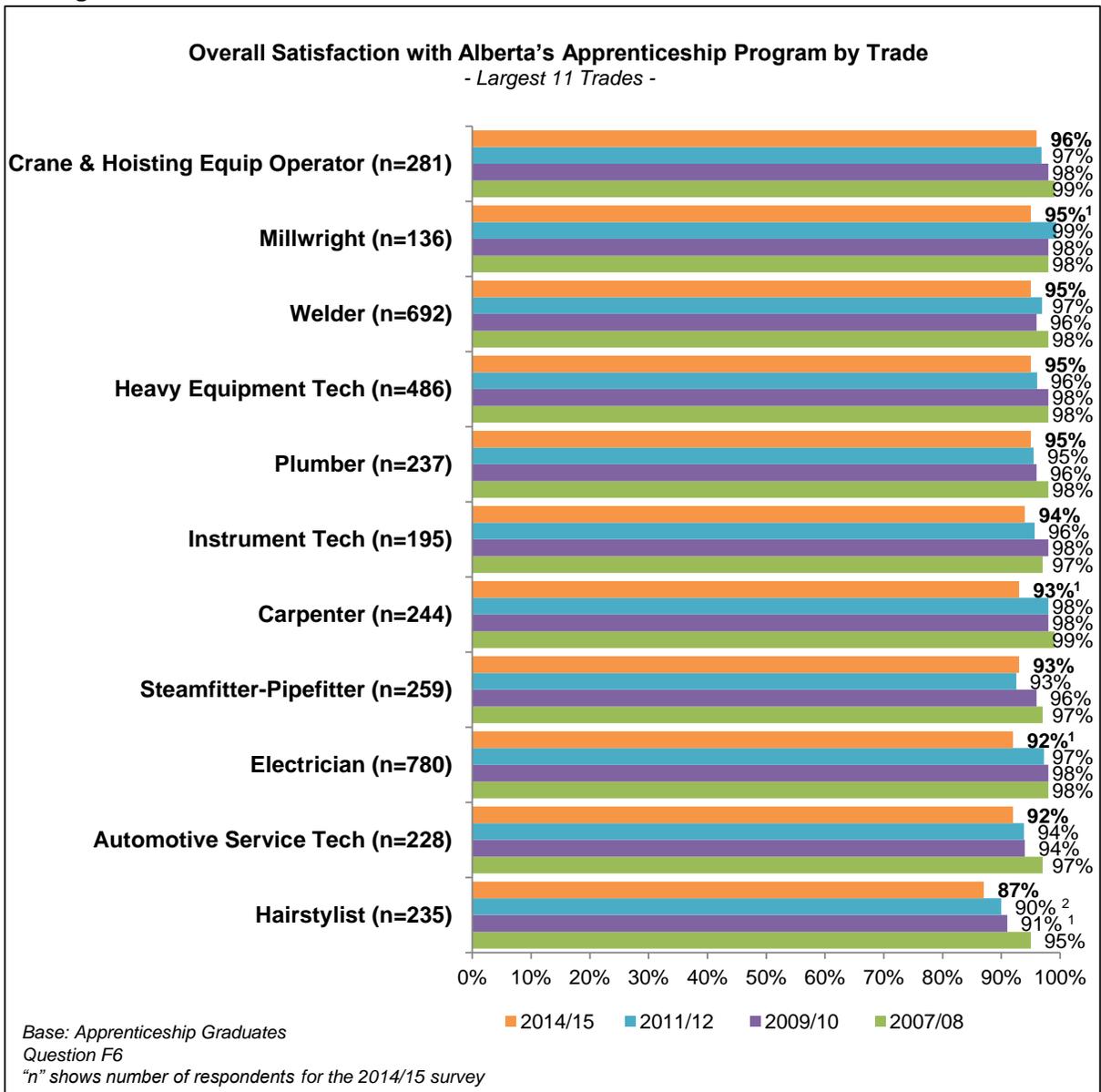
Although overall satisfaction remains high among the 11 largest trades<sup>1</sup>, with a range of 87%-96% being satisfied overall with Alberta’s apprenticeship system, the majority of the trades’ ratings have decreased slightly in 2014/2015 reaching or matching their lowest ratings since 2007/2008.

Satisfaction is highest among crane and hoisting equipment operators with the vast majority of graduates (96%) indicating they are satisfied overall, and lowest among the hairstylists (87%).

Significant decreases in overall satisfaction are found among millwrights (95% in 2014/2015, compared to 99% in 2011/2012), carpenters (93% in 2014/2015, compared to 98% in 2011/2012), and electricians (92% in 2014/2015, compared to 97% in 2011/2012).

<sup>1</sup> The 11 largest trades in 2014/2015 represent the trades with the largest number of survey respondents of 136 or more each. Together the 11 largest trades comprise 77% of the total survey respondents.

Figure 27



## ON-THE-JOB TRAINING

### SATISFACTION WITH THE RECORD BOOK

Apprenticeship graduates who had an Apprenticeship Record Book were asked a series of questions. Only graduates who indicated they had a Record Book were asked about their satisfaction. In 2014/2015, 81% of graduates were satisfied overall with the usefulness of their Record Book, a decrease when compared to 2011/2012 (85%) but consistent with earlier survey years results.

Figure 3

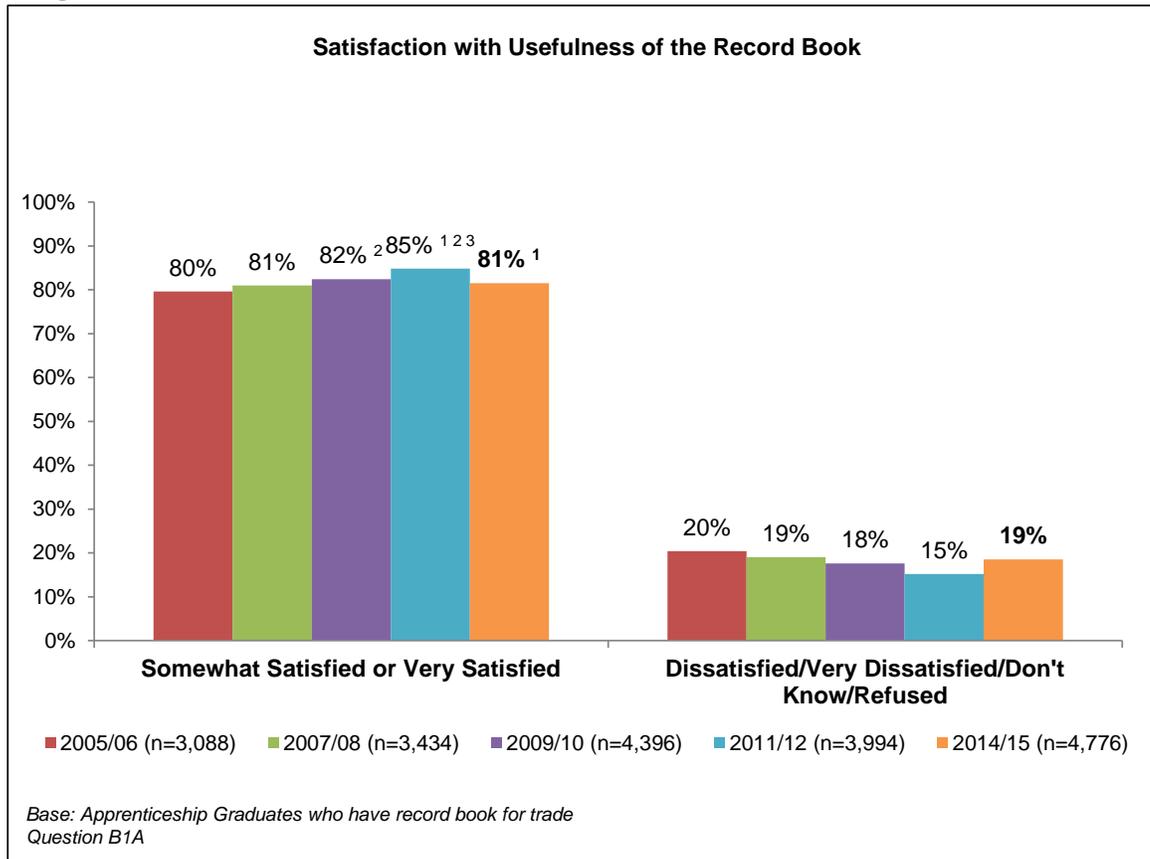


Table 2

Satisfaction with Usefulness of Record Book					
Question B1A	Percent of Apprenticeship Graduates				
	2005/06 (n=3,088)	2007/08 (n=3,434)	2009/10 (n=4,396)	2011/12 (n=3,994)	2014/15 (n=4,776)
Very satisfied	16%	18%	21% <sup>1 2</sup>	36% <sup>1 2 3</sup>	34% <sup>2 3 4</sup>
Somewhat satisfied	64%	63%	62%	49% <sup>1 2 3</sup>	47% <sup>2 3 4</sup>
Somewhat dissatisfied	14%	13%	13%	8% <sup>1 2 3</sup>	10% <sup>1 2 3 4</sup>
Very dissatisfied	4%	3%	3%	3%	4% <sup>1 2 3</sup>
Don't know	3%	3%	2%	4%	5% <sup>1 2 3 4</sup>
Refused	-	-	-	<1%	<1%

Base: Apprenticeship Graduates who have record book for trade

Overall satisfaction with the Record Book is highest among the architectural/construction (84%) and vehicle trade groups (84%), and lowest among the electrical trade group (78%). Overall satisfaction with the Record Book for all trade groups is consistent with earlier survey years except for metal trades which in 2014/2015 declined to 83% from 88% in 2011/2012.

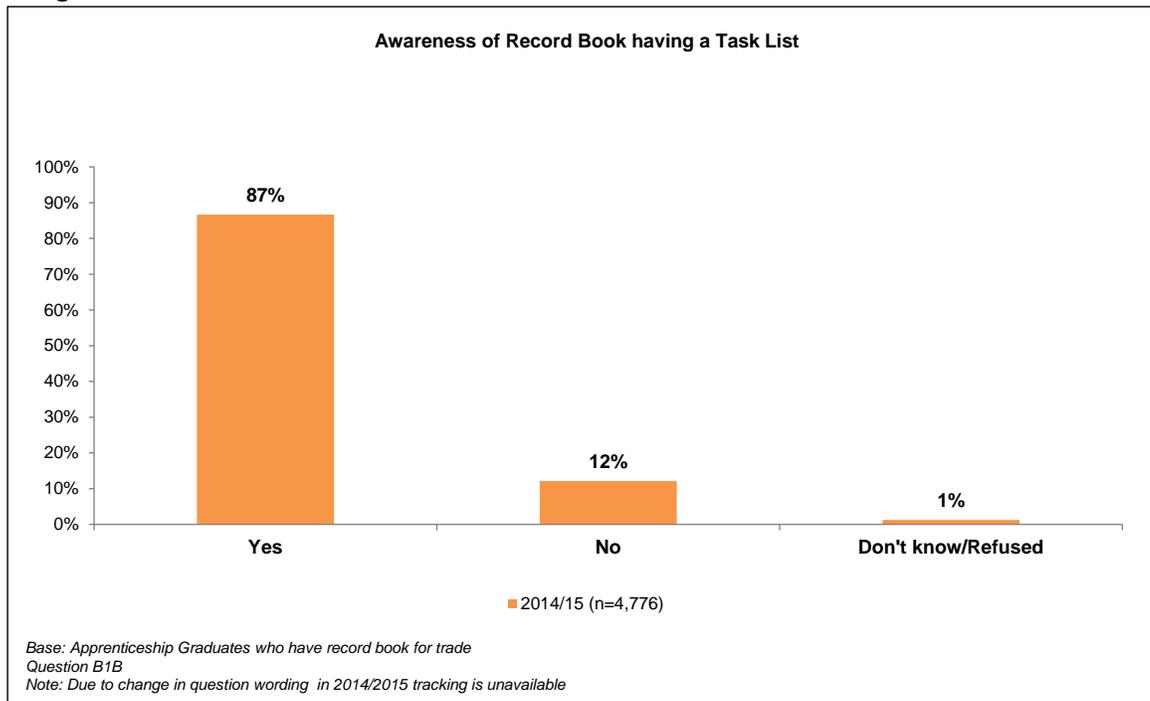
Table 3

Satisfaction with Usefulness of Record Book by Trade Group										
Question B1A	Percent of "Very satisfied" or "Satisfied" mentions					Percent of "Very satisfied" mentions				
	2005/06	2007/08	2009/10	2011/12	2014/15	2005/06	2007/08	2009/10	2011/12	2014/15
Architectural/Construction (n=641)	84%	81%	82%	87% <sup>1 2</sup>	84%	15%	17%	21% <sup>2</sup>	34% <sup>1 2 3</sup>	35% <sup>2 3 4</sup>
Electrical (n=912)	70%	77% <sup>1</sup>	80% <sup>2</sup>	81% <sup>2 3</sup>	78% <sup>4</sup>	11%	13%	16% <sup>2</sup>	31% <sup>1 2 3</sup>	26% <sup>1 2 3 4</sup>
Metal (n=961)	83%	84%	84%	88% <sup>1 2 3</sup>	83% <sup>1</sup>	20%	20%	23%	40% <sup>1 2 3</sup>	39% <sup>2 3 4</sup>
Mechanical (n=939)	78%	80%	80%	82%	80%	15%	17%	18%	34% <sup>1 2 3</sup>	34% <sup>2 3 4</sup>
Vehicle (n=896)	81%	83%	85% <sup>2</sup>	87% <sup>3</sup>	84%	18%	18%	26% <sup>1 2</sup>	38% <sup>1 2 3</sup>	38% <sup>2 3 4</sup>
Other (n=427)	84%	81%	81%	85%	80%	19%	22%	21%	38% <sup>1 2 3</sup>	31% <sup>1 2 3 4</sup>
Total (n=4,776)	80%	81%	82% <sup>2</sup>	85% <sup>1 2 3</sup>	81% <sup>1</sup>	16%	18%	21% <sup>1 2</sup>	36% <sup>1 2 3</sup>	34% <sup>2 3 4</sup>

Base: Apprenticeship Graduates who have record book for trade  
 "n" shows number of respondents for the 2014/15 survey

The majority of graduates (87%) indicate that they are aware that their Record Book has a task list.

Figure 4



Electrical trade graduates (91%) demonstrate the most widespread awareness of the task list, while those in 'other' trade groups demonstrate the lowest (83%).

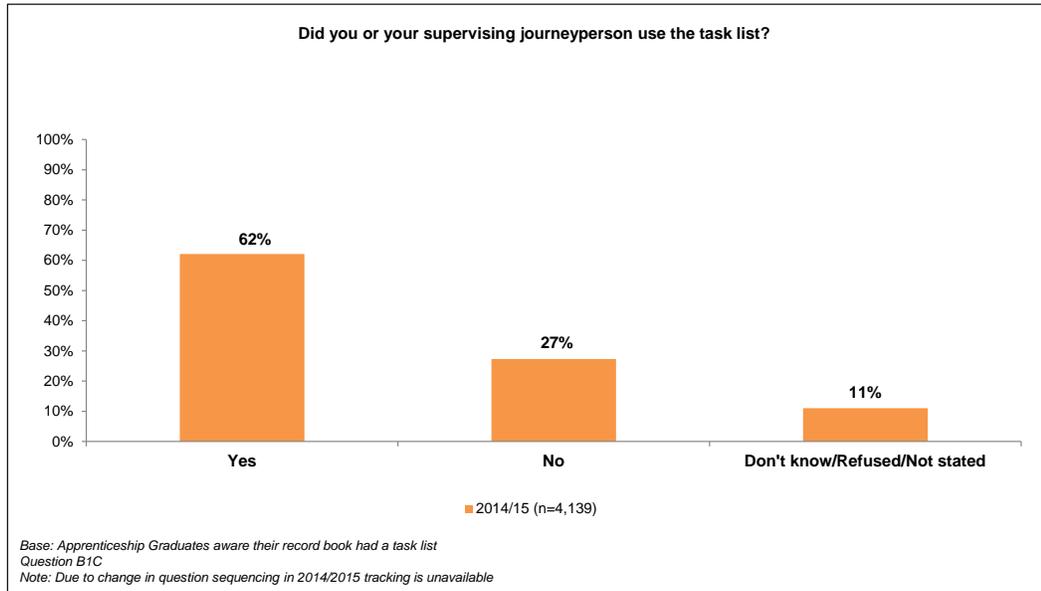
Table 4

Awareness of Record Book having a Task List	
Question B1B	Percent of "Yes" mentions
	2014/15
Architectural/Construction (n=641)	88%
Electrical (n=912)	91%
Metal (n=961)	84%
Mechanical (n=939)	86%
Vehicle (n=896)	86%
Other (n=427)	83%
Total (n=4,776)	87%

*Base: Apprenticeship Graduates who have record book for trade  
Note: Due to change in question wording in 2014/2015 tracking is unavailable*

In 2014/2015, three-in-five (62%) graduates indicate that their supervisor journeyperson uses the task list.

Figure 5



Among the 2014/2015 respondents, the architectural/construction trade group (68%) are more likely to indicate that their supervising journeyperson used the task list in their record book; graduates in the electrical trade group (50%) are least likely to indicate this.

Table 5

Did you or your supervisor journeyperson use the task list?	
Question B1C	Percent of "Yes" mentions
	2014/15
Architectural/Construction (n=566)	68%
Electrical (n=832)	50%
Metal (n=804)	67%
Mechanical (n=811)	63%
Vehicle (n=773)	64%
Other (n=353)	63%
Total (n=4,139)	62%

Base: Apprenticeship Graduates aware their record book had a task list  
 "n" shows number of respondents for the 2014/15 survey  
 Note: Due to change in question sequencing in 2014/2015 tracking is unavailable

84% of graduates are satisfied with the task list in terms of helping them to understand the range of activities within their trade.

Figure 6

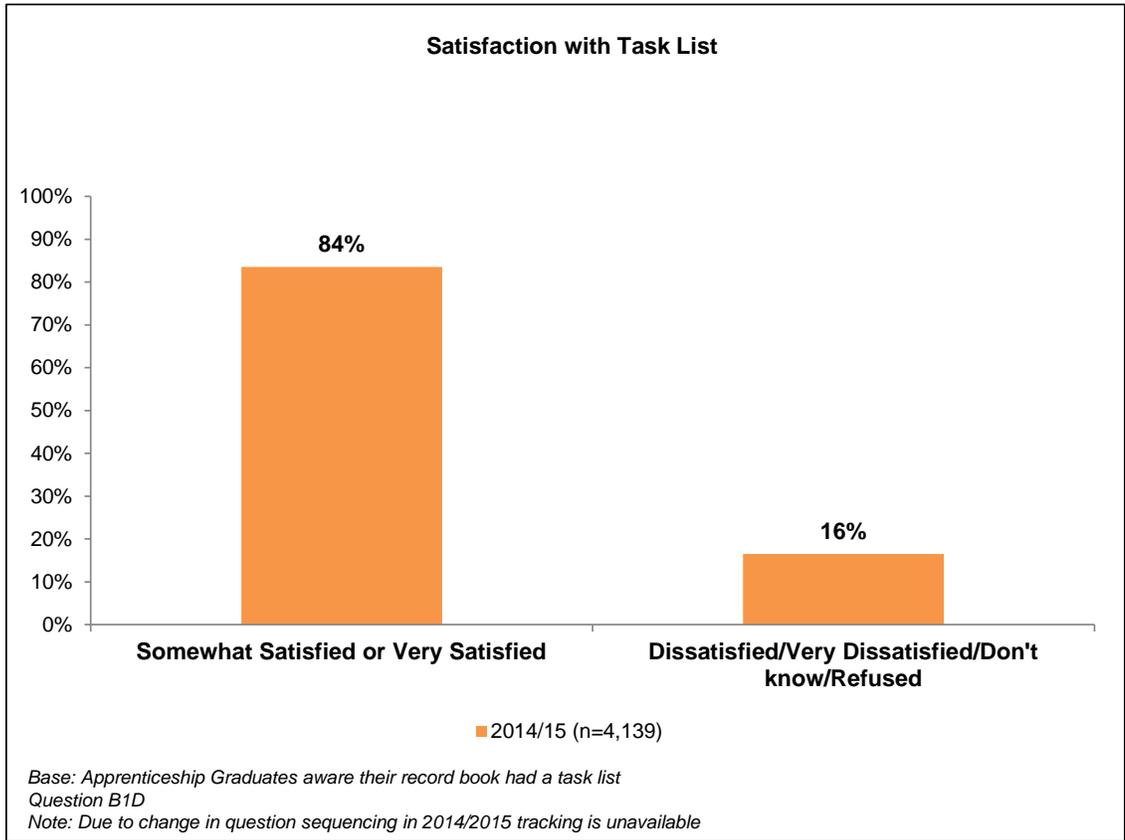


Table 6

Satisfaction with the Task List	
Question B1D	Percent of "Yes" mentions
	2014/15 (n=4,139)
Very satisfied	36%
Somewhat satisfied	48%
Somewhat dissatisfied	9%
Very dissatisfied	4%
Don't know	3%
Refused	<1%

Base: Apprenticeship Graduates aware their record book had a task list  
 Note: Due to change in question sequencing in 2014/2015 tracking is unavailable

**Table 7**

Satisfaction with the Task List by Trade Group		
Question B1D	Percent of "Very Satisfied" or "Satisfied" mentions	Percent of "Very Satisfied" mentions
	2014/15	2014/15
Architectural/Construction (n=566)	88%	41%
Electrical (n=832)	76%	28%
Metal (n=804)	85%	38%
Mechanical (n=811)	82%	35%
Vehicle (n=773)	88%	39%
Other (n=353)	84%	40%
Total (n=4,139)	84%	36%

*Base: Apprenticeship Graduates aware their record book had a task list  
"n" shows number of respondents for the 2014/15 survey*

*Note: Due to change in question sequencing in 2014/2015 tracking is unavailable*

Over two-thirds (68%) of graduates indicate that their supervising journey person always, often, or sometimes used the task list during their apprenticeship.

Figure 7

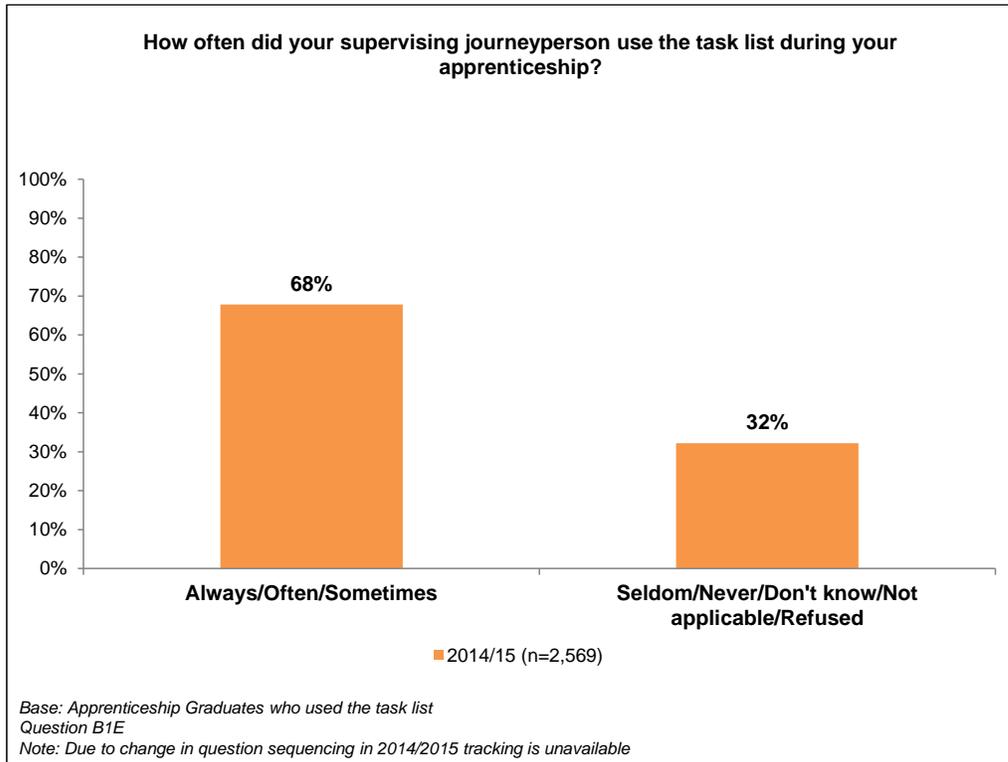


Table 8

How often did your supervising journeyperson use the task list during your apprenticeship?	
Question B1E	Percent of Apprenticeship Graduates
	2014/15 (n=2,569)
Always	10%
Often	24%
Sometimes	34%
Seldom	29%
Never	-
Not applicable	1%
Don't know/Refused	2%

*Base: Apprenticeship Graduates who used the task list  
Note: Mentions may not add to 100% due to rounding  
Note: Due to change in question sequencing in 2014/2015 tracking is unavailable*

Indicated use (always, often, sometimes) of the task list during apprenticeship is greatest among ‘other’ trade group graduates (76%), and lowest among electrical trade group graduates (64%).

Table 9

How often did your supervising journeyperson use the task list during your apprenticeship?	
Question B1E	Percent of “Always, Often, Sometimes” mentions
	2014/15
Architectural/Construction (n=384)	67%
Electrical (n=420)	64%
Metal (n=538)	68%
Mechanical (n=508)	67%
Vehicle (n=497)	69%
Other (n=222)	76%
Total (n=2,569)	68%

Base: Apprenticeship Graduates who used the task list

“n” shows number of respondents for the 2014/15 survey

Note: Due to change in question sequencing in 2014/2015 tracking is unavailable

**ATTRIBUTES OF ON-THE-JOB TRAINING**

Graduates were asked how satisfied they were with eight attributes of on-the-job-training. In 2014/2015 overall satisfaction with various attributes of on-the-job training tends to be significantly lower when compared to 2011/2012; however, they remain higher or consistent with rates posted in earlier survey years. Satisfaction with learning the skills needed to work in the trade in 2014/2015 is the only attribute that is consistent with 2011/2012 results. Specifically:

- ✓ The expertise of your supervising journeyperson (92% in 2014/2015, compared to 94% in 2011/2012);
- ✓ The adequacy of equipment and facilities for learning trade skills (92% in 2014/2015, compared to 94% in 2011/2012);
- ✓ The ability of your supervising journeyperson to teach trade skills (90% in 2014/2015, compared to 93% in 2011/2012);
- ✓ The ability of your supervising journeyperson to use up-to-date practices (91% in 2014/2015, compared to 93% in 2011/2012);
- ✓ The availability of your supervising journeyperson to teach trade skills (89% in 2014/2015, compared to 92% 2011/2012);
- ✓ The extent to which on-the-job training covered tasks in the record book (87% in 2014/2015, compared to 90% in 2011/2012); and
- ✓ The extent that on-the-job training prepared you for the provincial apprenticeship exams (74% in 2014/2015, compared to 78% in 2011/2012).

**Table 10**

Satisfaction with Attributes of On-the-Job Training					
Question B2A,B,C,D,E,F,G,H	Percent of "Satisfied" or "Very Satisfied" mentions				
	2005/06 (n=3,117)	2007/08 (n=3,484)	2009/10 (n=4,426)	2011/12 (n=4,073)	2014/15 (n=4,869)
Learning the skills needed in the trade	92%	92%	91%	94% <sup>1 2 3</sup>	93% <sup>2</sup>
The expertise of your supervising journeyperson*	91%	89%	90%	94% <sup>1 2 3</sup>	92% <sup>1 2 3</sup>
The adequacy of equipment and facilities for learning trade skills	90%	91%	89%	94% <sup>1 2 3</sup>	92% <sup>1 2 4</sup>
The ability of your supervising journeyperson* to use up-to-date practices	88%	89%	88%	93% <sup>1 2 3</sup>	91% <sup>1 2 3 4</sup>
The ability of your supervising journeyperson* to teach trade skills	89%	87% <sup>1</sup>	89% <sup>1</sup>	93% <sup>1 2 3</sup>	90% <sup>1 3</sup>
The availability of your supervising journeyperson* to teach trade skills	86%	85%	86% <sup>1</sup>	92% <sup>1 2 3</sup>	89% <sup>1 2 3 4</sup>
The extent to which on-the-job training covered tasks in the record book	85%	85%	86%	90% <sup>1 2 3</sup>	87% <sup>1 3 4</sup>
On-the-job training preparing you for the provincial apprenticeship exams**	67%	69%	67% <sup>1</sup>	78% <sup>1 2 3</sup>	74% <sup>1 2 3 4</sup>

Base: Apprenticeship Graduates

\* Reworded from worksite supervisor in 2007/08

\*\* Slight change in wording in 2014/2015

Table 11

Satisfaction with Attributes of On-the-Job Training					
Question B2A,B,C,D,E,F,G,H	Percent of "Very Satisfied" mentions				
	2005/06 (n=3,117)	2007/08 (n=3,484)	2009/10 (n=4,426)	2011/12 (n=4,073)	2014/15 (n=4,869)
The expertise of your supervising journeyperson*	49%	46% <sup>1</sup>	52% <sup>1 2</sup>	64% <sup>1 2 3</sup>	62% <sup>2 3 4</sup>
Learning the skills needed in the trade	43%	46% <sup>1</sup>	47% <sup>2</sup>	62% <sup>1 2 3</sup>	60% <sup>2 3 4</sup>
The ability of your supervising journeyperson* to teach trade skills	43%	42%	48% <sup>1 2</sup>	61% <sup>1 2 3</sup>	59% <sup>2 3 4</sup>
The availability of your supervising journeyperson* to teach trade skills	43%	40% <sup>1</sup>	47% <sup>1 2</sup>	61% <sup>1 2 3</sup>	57% <sup>1 2 3 4</sup>
The adequacy of equipment and facilities for learning trade skills	40%	42%	42%	58% <sup>1 2 3</sup>	57% <sup>2 3 4</sup>
The ability of your supervising journeyperson* to use up-to-date practices	37%	38%	41% <sup>1 2</sup>	58% <sup>1 2 3</sup>	54% <sup>1 2 3 4</sup>
The extent to which on-the-job training covered tasks in the record book	33%	34%	38% <sup>1 2</sup>	53% <sup>1 2 3</sup>	49% <sup>1 2 3 4</sup>
On-the-job training preparing you for the provincial apprenticeship exams**	21%	23%	24% <sup>2</sup>	40% <sup>1 2 3</sup>	35% <sup>1 2 3 4</sup>

Base: Apprenticeship Graduates

\* Reworded from worksite supervisor in 2007/08

\*\* Slight change in wording in 2014/2015

Of the respondents who were satisfied overall with various attributes of on-the-job training (n=4,824), the majority (60%) do not offer any other reasons for their satisfaction. Among those who provide reasons, the following are the most frequently cited responses:

- ✓ Lots of hands-on/Provides hands-on learning techniques that aren't taught in the classroom (3%);
- ✓ The journeymen were very good & willing to teach/never made me feel stupid (2%);
- ✓ Employers were accommodating/Supplied necessary tools & materials/willing to help/willing to hire apprentices (2%); and
- ✓ Good variety/Variety of tasks & skills/variety of people to learn from/got to go different places (2%).

Of the respondents who were dissatisfied overall with various attributes of on-the-job training (n=1,654), one-thirds (35%) do not offer any other reasons for their dissatisfaction. Among those who do, the following are the most cited responses:

- ✓ Did not learn all areas/Learned only some areas/Lack of variety/too job specific/too specialized/repetitive (10%);
- ✓ Lack of training/Poor training/worked by myself/learned more at school/not up to date (4%);
- ✓ Availability of the of the Journeyman/Supervisor was poor (often because they were too busy)/wouldn't teach (3%);
- ✓ Journeyman did not know the trade/Not knowledgeable/not certified/not personable/had old ideas/Not up to date (3%);
- ✓ Lack of on-the-job experience during training (2%);
- ✓ Supervisor/Journeyman was not helpful/poor guidance (2%); and
- ✓ Instructor did not follow the course material/school material and on-the-job training did not relate to each other (2%).

**OVERALL ON-THE-JOB TRAINING**

Graduates were asked to rate their level of satisfaction with respect to the overall quality of their on-the-job training. Overall satisfaction among the 2014/2015 respondents has decreased compared to 2011/2012 (95%), however is still higher than 2009/2010 levels.

**Figure 8**

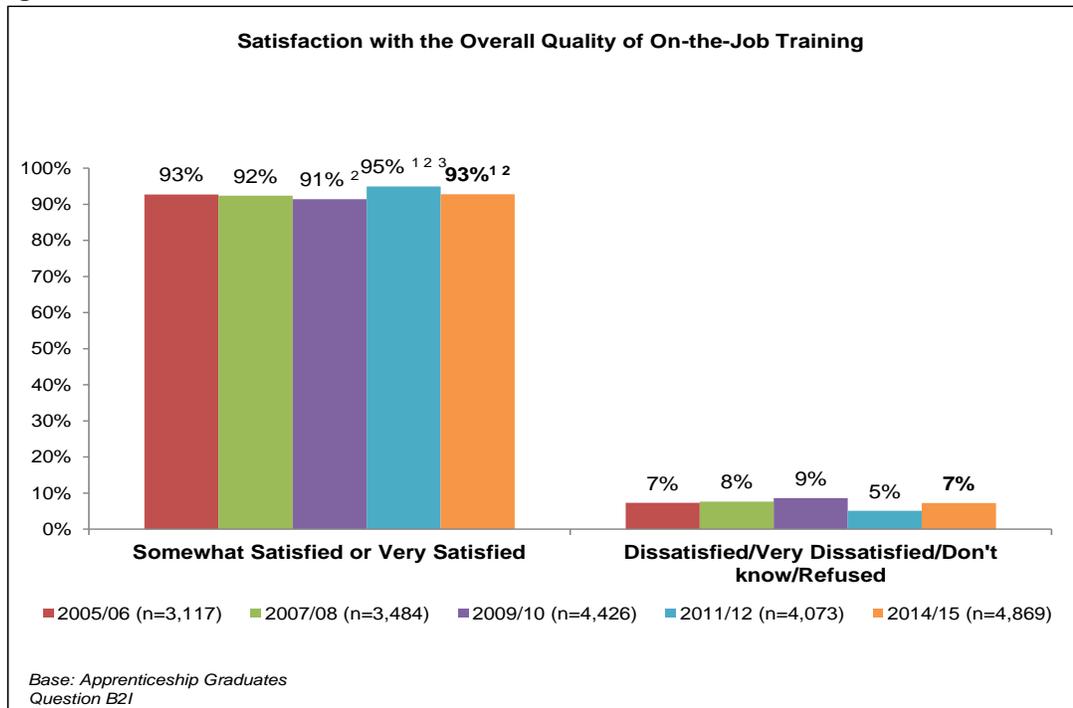


Table 12

Satisfaction with the Overall Quality of On-the-Job Training					
Question B2I	Percent of Apprenticeship Graduates				
	2005/06 (n=3,117)	2007/08 (n=3,484)	2009/10 (n=4,426)	2011/12 (n=4,073)	2014/15 (n=4,869)
Very satisfied	40%	42%	42%	61% <sup>1 2 3</sup>	57% <sup>1 2 3 4</sup>
Somewhat satisfied	52%	51%	50% <sup>2</sup>	34% <sup>1 2 3</sup>	36% <sup>1 2 3 4</sup>
Somewhat dissatisfied	6%	6%	7% <sup>2</sup>	4% <sup>1 2 3</sup>	5% <sup>1 2 3</sup>
Very dissatisfied	1%	1%	1%	1%	2% <sup>1 2 3 4</sup>
Don't know	-	<1%	-	<1%	1% <sup>1 3</sup>
Refused	<1%	-	-	<1%	<1%

Base: Apprenticeship Graduates

Looking further into overall satisfaction and very satisfied ratings for the overall quality of on-the-job training, it is found that overall satisfaction in 2014/2015 has dropped in the urban region when compared to 2011/2012. Due to a change to the regional definitions for the Northeast and Northwest regions in 2014/2015, no historical comparisons are available for these regions.

Table 13

Satisfaction with the Overall Quality of On-the-Job Training by Region					
Question B2I	Percent of "Very Satisfied, Satisfied" mentions				
	2005/06	2007/08	2009/10	2011/12	2014/15
Urban <sup>1</sup> (n=2,921)	92%	92%	91%	94% <sup>1 2 3</sup>	92% <sup>1</sup>
South <sup>2</sup> (n=751)	95%	94%	92%	96% <sup>1</sup>	94%
Northeast <sup>3</sup> (n=581)	N/A	N/A	N/A	N/A	93%
Northwest <sup>4</sup> (n=369)	N/A	N/A	N/A	N/A	95%
Total (n=4,869)	93%	92%	91% <sup>2</sup>	95% <sup>1 2 3</sup>	93% <sup>1 2</sup>

<sup>1</sup> Calgary and Edmonton Client Services offices

<sup>2</sup> Lethbridge, Medicine Hat and Red Deer Client Services offices

<sup>3</sup> Bonnyville, Fort McMurray, Vermilion and Slave Lake Client Services. Due to reallocation of Slave Lake previous years tracking unavailable

<sup>4</sup> Grande Prairie, Hinton, and Peace River Client Services offices. Due to reallocation of Slave Lake previous years tracking unavailable

Base: Apprenticeship Graduates

"n" shows number of apprenticeship graduates for the 2014/15 survey

Table 14

Satisfaction with the Overall Quality of On-the-Job Training by Region					
Question B21	Percent of "Very Satisfied" mentions				
	2005/06	2007/08	2009/10	2011/12	2014/15
Urban <sup>1</sup> (n=2,921)	38%	40%	40%	59% <sup>1 2 3</sup>	57% <sup>2 3 4</sup>
South <sup>2</sup> (n=751)	46%	46%	47%	67% <sup>1 2 3</sup>	59% <sup>1 2 3 4</sup>
Northeast <sup>3</sup> (n=581)	N/A	N/A	N/A	N/A	59%
Northwest <sup>4</sup> (n=369)	N/A	N/A	N/A	N/A	58%
Total (n=4,869)	40%	42%	42%	61% <sup>1 2 3</sup>	57% <sup>1 2 3 4</sup>

<sup>1</sup> Calgary and Edmonton Client Services offices

<sup>2</sup> Lethbridge, Medicine Hat and Red Deer Client Services offices

<sup>3</sup> Bonnyville, Fort McMurray, Vermilion and Slave Lake Client Services. Due to reallocation of Slave Lake previous years tracking unavailable

<sup>4</sup> Grande Prairie, Hinton, and Peace River Client Services offices. Due to reallocation of Slave Lake previous years tracking unavailable

Base: Apprenticeship Graduates

"n" shows number of apprenticeship graduates for the 2014/15 survey

Overall satisfaction with the quality of on-the-job training in 2014/2015 is consistent compared to 2011/2012 in most trade groups, except for two groups. The following trade groups demonstrate a statistically significant decrease from 2011/2012:

- ✓ Electrical trade group (92% in 2014/2015, compared to 95% in 2011/2012); and
- ✓ Metal trade group (92% in 2014/2015, compared to 96% in 2011/2012).

**Table 15**

Satisfaction with the Overall Quality of On-the-Job Training by Trade Group					
Question B2I	Percent of "Very Satisfied, Satisfied" mentions				
	2005/06	2007/08	2009/10	2011/12	2014/15
Architectural/Construction (n=652)	94%	94%	94%	96%	95%
Electrical (n=923)	94%	94%	94%	95%	92% <sup>1</sup>
Metal (n=991)	94%	91%	90% <sup>2</sup>	96% <sup>1 2</sup>	92% <sup>1</sup>
Mechanical (n=954)	92%	89%	90%	95% <sup>1 2</sup>	93% <sup>2 3</sup>
Vehicle (n=915)	92%	94%	91% <sup>1</sup>	94% <sup>1</sup>	92%
Other (n=434)	91%	93%	90%	94% <sup>1</sup>	93%
Total (n=4,869)	93%	92%	91% <sup>2</sup>	95% <sup>1 2 3</sup>	93% <sup>1 2</sup>

Base: Apprenticeship Graduates  
 "n" shows number of respondents for the 2014/15 survey

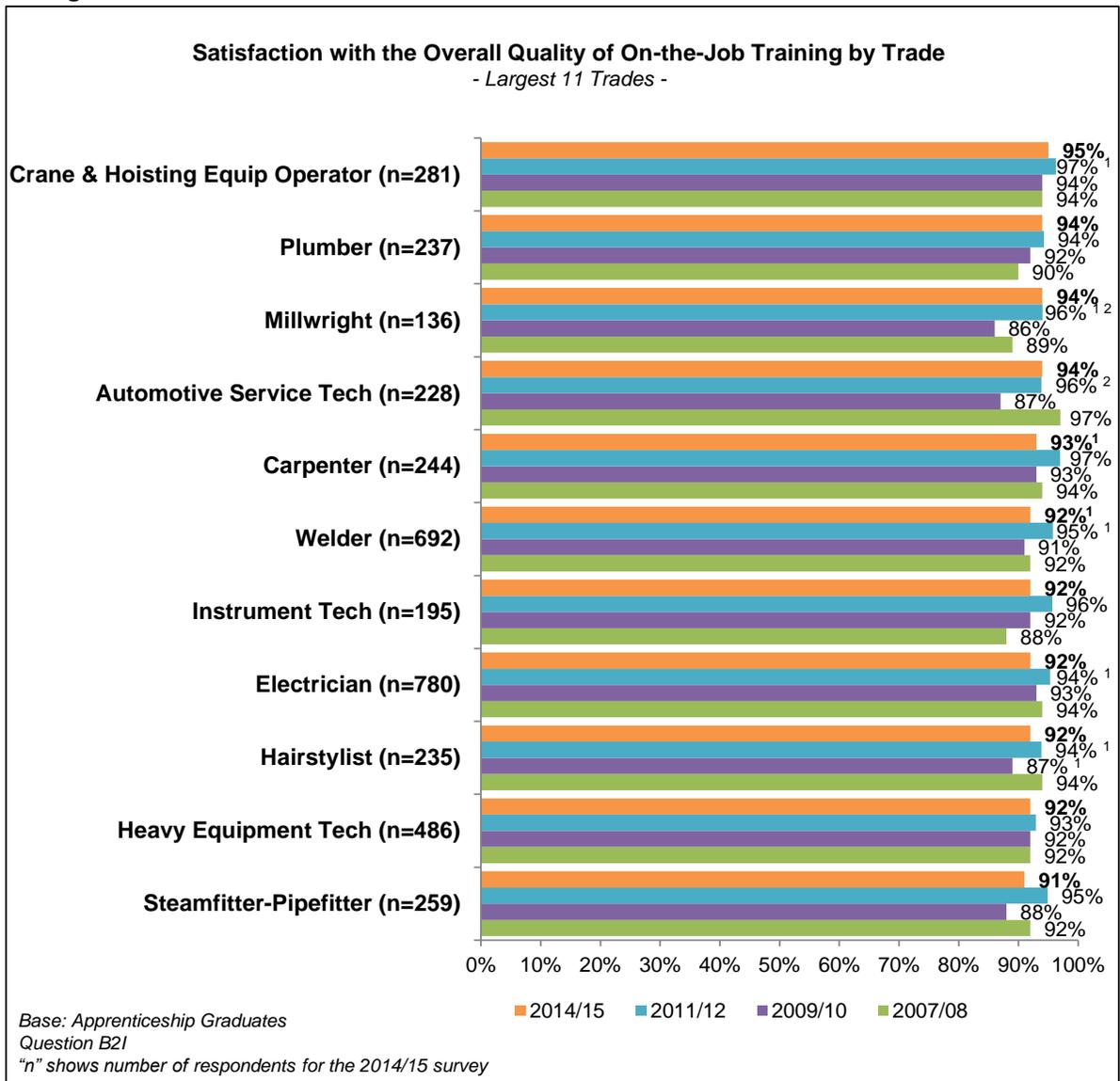
**Table 16**

Satisfaction with the Overall Quality of On-the-Job Training by Trade Group					
Question B2I	Percent of "Very Satisfied" mentions				
	2005/06	2007/08	2009/10	2011/12	2014/15
Architectural/Construction (n=652)	40%	46%	44%	61% <sup>1 2 3</sup>	62% <sup>2 3 4</sup>
Electrical (n=923)	36%	41%	42% <sup>2</sup>	58% <sup>1 2 3</sup>	54% <sup>2 3 4</sup>
Metal (n=991)	39%	41%	40%	62% <sup>1 2 3</sup>	58% <sup>2 3 4</sup>
Mechanical (n=954)	38%	35%	39%	58% <sup>1 2 3</sup>	54% <sup>2 3 4</sup>
Vehicle (n=915)	42%	41%	42%	62% <sup>1 2 3</sup>	56% <sup>1 2 3 4</sup>
Other (n=434)	50%	50%	48%	68% <sup>1 2 3</sup>	63% <sup>2 3 4</sup>
Total (n=4,869)	40%	42%	42%	61% <sup>1 2 3</sup>	57% <sup>1 2 3 4</sup>

Base: Apprenticeship Graduates  
 "n" shows number of respondents for the 2014/15 survey

In regards to the eleven largest trades, the majority (a range of 91%-95%) are satisfied overall with the quality of on-the-job training, with graduates of the crane and hoisting equipment operator trade most satisfied overall (95%), and those of the steamfitter-pipefitter trade least satisfied overall (91%). Satisfaction in 2014/2015 is consistent with 2011/2012 and decreased in the carpenter and welder trades.

Figure 9



## TECHNICAL TRAINING

### TRAINING PROVIDER FOR TECHNICAL TRAINING

Below is the distribution of respondents<sup>2</sup> by technical training provider, technical institute or college attended while apprenticing. As with previous studies, the majority of respondents attended either NAIT (44%) or SAIT (24%), followed by Red Deer College (8%).

Table 17

Training Provider Attended		
Question C1	Number of Graduates	Percentage of Graduates
Northern Alberta Institute of Technology (NAIT)	1,927	44%
Southern Alberta Institute of Technology (SAIT)	1,074	24%
Red Deer College	343	8%
Lakeland College	212	5%
Grande Prairie Regional College (GPRC)	160	4%
Keyano College	119	3%
Lethbridge College	154	3%
Medicine Hat College	98	2%
Olds College	66	1%
Northern Lakes College	55	1%
Delmar College	19	<1%
Portage College	16	<1%
MC College	16	<1%
Enform <sup>1</sup> (previously Petroleum Industry Training Service)	33	1%
Other Institutions or Training Providers*	88	2%
Total	4,380	100%

\* Includes institutions or training providers with fewer than 16 survey respondents

<sup>1</sup> Enform trains only crane and hoisting equipment operator – wellhead boom truck, which is a one-year apprenticeship program

### SATISFACTION WITH TECHNICAL TRAINING DELIVERY METHODS

Graduates were asked about the technical training methods they had experienced during their apprenticeship training program. All graduates who completed the technical training component of their apprenticeship were asked about the traditional lab/lecture component, as it is available in all trades. Other training methods offered, including distance delivery, Competency Based Apprenticeship Training (CBAT), mobile delivery, Weekly

<sup>2</sup> Excluded from the analysis of technical training are 489 survey respondents who did not take any apprenticeship technical training as part of their apprenticeship program.

Apprenticeship Training (WATS), and blended learning are available in selected trades and corresponding questions were asked only to graduates in these eligible trades.

The majority of graduates (89%) had experience with the traditional lab/lecture method; at least a third had experience with CBAT (39%), blended learning (37%), mobile delivery (34%), and WATS (32%), while a lesser proportion (28%) had experience with distance delivery.

**Table 18**

Experience with Technical Training Methods in 2014/15		
Question C4	Available to Number of Graduates*	Percentage of Graduates Experiencing
Traditional lab/lecture <sup>1</sup>	4,380	89%
Distance delivery <sup>2</sup>	1,803	28%
Competency Based Apprenticeship Training (CBAT) <sup>3</sup>	1,840	39%
Mobile Delivery <sup>4</sup>	946	34%
Weekly Apprenticeship Training (WATS) <sup>5</sup>	857	32%
Blended Learning <sup>6</sup>	2,603	37%

<sup>1</sup> Available in all trades

<sup>2</sup> Available in the electrician, hairstylist, locksmith, millwright, rig technician, welder, and parts technician trades

<sup>3</sup> Available in the carpenter, electrician, locksmith, millwright, and welder trades

<sup>4</sup> Available in the crane & hoisting equipment operator and welder trades

<sup>5</sup> Available in the cook, parts technician and welder trades

<sup>6</sup> Available in the automotive service technician, carpenter, electrician, heavy equipment technician, machinist, plumber and welder trades

\* Multiple responses

Note: Bases are comprised of various trade group groupings which vary year to year to reflect the trades that currently offer each type of technical training delivery

While satisfaction has decreased slightly among all methods in 2014/2015 with the exception of blended learning which has increased slightly, the majority of graduates remain satisfied overall. Graduates were most satisfied with the traditional lab/lecture style of technical training (94%), followed by blended learning (84%), mobile delivery (83%), distance delivery and CBAT (82%), and WATS (81%).

Significant decreases in satisfaction in 2014/2015 are seen for traditional lab/lecture (94% in 2014/2015, compared to 96% in 2011/2012) and CBAT (82% in 2014/2015, compared to 88% in 2011/2012, 89% in 2007/2008).

**Table 19**

Satisfaction with Delivery Methods					
Question C4A,B,C,D,E	Percent of "Very Satisfied" or "Satisfied" mentions				
	2005/06	2007/08	2009/10	2011/12	2014/15
Traditional lab/lecture (n=3,891)	95%	95%	94%	96% <sup>1 2 3</sup>	94% <sup>1</sup>
Distance delivery (n=508)	81%	84%	79%	83%	82%
Competency Based Apprenticeship Training (CBAT) (n=709)	84%	89%	83% <sup>1</sup>	88% <sup>1</sup>	82% <sup>1 3</sup>
Mobile Delivery (n=322)	76%	84%	78%	87% <sup>1 3</sup>	83%
Weekly Apprenticeship Training (WATS) (n=270)	91%	90%	89%	84%	81% <sup>2 3 4</sup>
Blended Learning (n=957)	-	-	-	78%	84%

"n" shows number of respondents for the 2014/15 survey

Note: Bases are comprised of various trade group groupings which vary year to year to reflect the trades that currently offer each type of technical training delivery

**Table 20**

Satisfaction with Delivery Methods					
Question C4A,B,C,D,E	Percent of "Very Satisfied" mentions				
	2005/06	2007/08	2009/10	2011/12	2014/15
Traditional lab/lecture (n=3,891)	35%	41% <sup>1</sup>	40% <sup>2</sup>	60% <sup>1 2 3</sup>	58% <sup>2 3 4</sup>
Distance delivery (n=508)	26%	30%	35% <sup>2</sup>	45% <sup>1 2 3</sup>	47% <sup>2 3 4</sup>
Competency Based Apprenticeship Training (CBAT) (n=709)	31%	35%	35%	54% <sup>1 2 3</sup>	49% <sup>2 3 4</sup>
Mobile Delivery (n=322)	23%	28%	31% <sup>2</sup>	59% <sup>1 2 3</sup>	51% <sup>2 3 4</sup>
Weekly Apprenticeship Training (WATS) (n=270)	38%	42%	36%	58% <sup>1 2 3</sup>	52% <sup>2 3 4</sup>
Blended Learning (n=957)	-	-	-	31%	46%

"n" shows number of respondents for the 2014/15 survey

Note: Bases are comprised of various trade group groupings which vary year to year to reflect the trades that currently offer each type of technical training delivery

Respondents satisfied with the alternative training methods (n=3,806) provided reasons for their satisfaction. While the majority (53%) do not offer any reasons, among those who provide reasons, the following is found:

- ✓ Had a good/helpful instructor/teacher/always available/clear/lively/prepared/quality/having one instructor (6%);
- ✓ More shop/lab time/Able to practice/Hands on/good labs/exposure to lab equipment/practical courses (3%); and
- ✓ It did the job/satisfied/good (General) (2%).

Respondents dissatisfied with the alternative training methods (n=247) provided reasons for their dissatisfaction. While the greatest proportion (25%) did not offer any reasons, among those who did the following is found:

- ✓ Terrible/poor instructors/teachers (General)/inexperienced teachers/boring teachers (10%);
- ✓ Need updated books & materials/mistakes/need glossary/clearer (5%);
- ✓ It's very strenuous training/too rushed/too much material/Need more time (4%);
- ✓ Not enough lab time/Hands on training/prefer hands-on (3%);
- ✓ Can't learn at your own pace, have to follow classes speed/too slow paced/follow speed of clients (2%); and
- ✓ Poor time management/too much time spent on some things, too little on others/too much wasted time (2%).

### ATTRIBUTES OF TECHNICAL TRAINING

Graduates were asked to provide a satisfaction rating for a series of seven attributes regarding technical training. New in 2014/2016, 86% of respondents indicate satisfaction that the practical activities in the shop or lab reflect the competencies needed to work in the trade.

Compared to 2011/2012 overall satisfaction in 2014/2015 is down in two attributes. Specifically:

- ✓ The instructors' expertise in the trade (94% in 2014/2015, compared to 95% in 2011/2012); and
- ✓ Learning the trade theory they needed to work in the trade (91% in 2014/2015, compared to 93% in 2011/2012).

Results for 2014/2015 when compared to 2009/2010 and earlier survey years indicates that satisfaction remains higher than 2009/2010 and either higher or consistent in earlier survey years in all six attributes.

Table 21

Satisfaction with Attributes of Technical Training					
Question C3A,B,C,D,E,F,G2	Percent of "Very Satisfied" or "Satisfied" mentions				
	2005/06 (n=2,771)	2007/08 (n=3,143)	2009/10 (n=4,106)	2011/12 (n=3,677)	2014/15 (n=4,380)
The instructors' expertise in the trade	94%	93%	92% <sup>1 2</sup>	95% <sup>1</sup>	94% <sup>1 2</sup>
The teaching ability of instructors	92%	92%	91% <sup>1</sup>	94% <sup>1 2 3</sup>	93% <sup>2</sup>
The extent your technical training prepared you for the provincial apprenticeship exams	91%	91%	89% <sup>1 2</sup>	93% <sup>1 2 3</sup>	92% <sup>2</sup>
Learning the trade theory you need to work in the trade**	89%	90%	88% <sup>1</sup>	93% <sup>1 2 3</sup>	91% <sup>1 2 4</sup>
The adequacy of shop/lab equipment provided for practicing the skills you were taught	84%	87% <sup>1</sup>	87% <sup>2</sup>	91% <sup>1 2 3</sup>	91% <sup>2 3 4</sup>
The extent to which your technical training was generally up-to-date with trade practices	86%	87%	84% <sup>1 2</sup>	88% <sup>1 3</sup>	87% <sup>2</sup>
Practical activities in shop or lab reflect the competencies you need to work in the trade*	-	-	-	-	86%

Base: Apprenticeship Graduates who took technical training  
 \* Due to change in question wording in 2014/2015 tracking is unavailable  
 \*\* Slight change in wording in 2014/2015

Comparing the very satisfied indicates that the 2014/2015 results are consistent with 2011/2012 and higher than earlier survey years.

Table 22

Satisfaction with Attributes of Technical Training					
Question C3A,B,C,D,E,F,G2	Percent of "Very Satisfied" mentions				
	2005/06 (n=2,771)	2007/08 (n=3,143)	2009/10 (n=4,106)	2011/12 (n=3,677)	2014/15 (n=4,380)
The instructors' expertise in the trade	55%	57%	58% <sup>2</sup>	68% <sup>1 2 3</sup>	70% <sup>2 3 4</sup>
The adequacy of shop/lab equipment provided for practicing the skills you were taught	44%	50% <sup>1</sup>	52% <sup>1 2</sup>	64% <sup>1 2 3</sup>	64% <sup>2 3 4</sup>
The extent your technical training prepared you for the provincial apprenticeship exams	47%	48%	48%	64% <sup>1 2 3</sup>	63% <sup>2 3 4</sup>
The teaching ability of instructors	47%	48%	49%	63% <sup>1 2 3</sup>	64% <sup>2 3 4</sup>
Learning the trade theory you need to work in the trade**	44%	47%	46%	60% <sup>1 2 3</sup>	58% <sup>2 3 4</sup>
The extent to which your technical training was generally up-to-date with trade practices	38%	39% <sup>1</sup>	41% <sup>2</sup>	56% <sup>1 2 3</sup>	55% <sup>2 3 4</sup>
Practical activities in shop or lab reflect the competencies you need to work in the trade*	-	-	-	-	52%

Base: Apprenticeship Graduates who took technical training  
 \* Due to change in question wording in 2014/2015 tracking is unavailable  
 \*\* Slight change in wording in 2014/2015

Graduates were asked to offer reasons for their satisfaction, the majority (52%) offered no reason for their satisfaction. Of those who gave a response (n=4,340) the following are the most frequently cited responses:

- ✓ Good instructors/Teachers/Were helpful/Knowledgeable/up-to-date (18%);
- ✓ Good school/SAIT/NAIT/Facility (3%); and
- ✓ One on one time with the instructors/Availability (2%).

Graduates were asked to offer reasons for their dissatisfaction; the greatest proportion (23%) offered no other reason for their dissatisfaction. Of those who gave a response (n=1,250) the following are the most frequently cited responses:

- ✓ Curriculum/Course material is outdated (10%);
- ✓ Outdated materials/Equipment/tools not good quality/equipment in poor condition (8%);
- ✓ Not enough hours spent learning practical skills/Lab time/not enough hands on (6%);
- ✓ Need better trainers/Teachers/bad teacher/training of teachers (6%);
- ✓ Teacher/Trainer did not have the skills he was trying to teach/didn't know material/not well rounded (5%);
- ✓ Not prepared for the final exam by the instructors/training does not prepare for exam (3%);
- ✓ Training was too specific/should be broader in scope/left out certain areas (3%);
- ✓ Labs are too abstract/impractical/never built anything/labs outdated (2%);
- ✓ Teachers need to learn how to interact/communicate better with the students/teaching ability (2%);
- ✓ Too much to cover in short time/longer course req. (2%); and
- ✓ Material taught is not related to the actual work/too focused on exam instead of work (2%).

### OVERALL TECHNICAL TRAINING

Graduates were asked to rate their level of satisfaction with the overall quality of the technical training component of their apprenticeship program. A high majority (94%) of graduates in 2014/2015 are satisfied overall with the quality of technical training. This

represents a decrease when compared to 2011/2012 (96%) results, but is consistent with all other previous years.

Figure 10

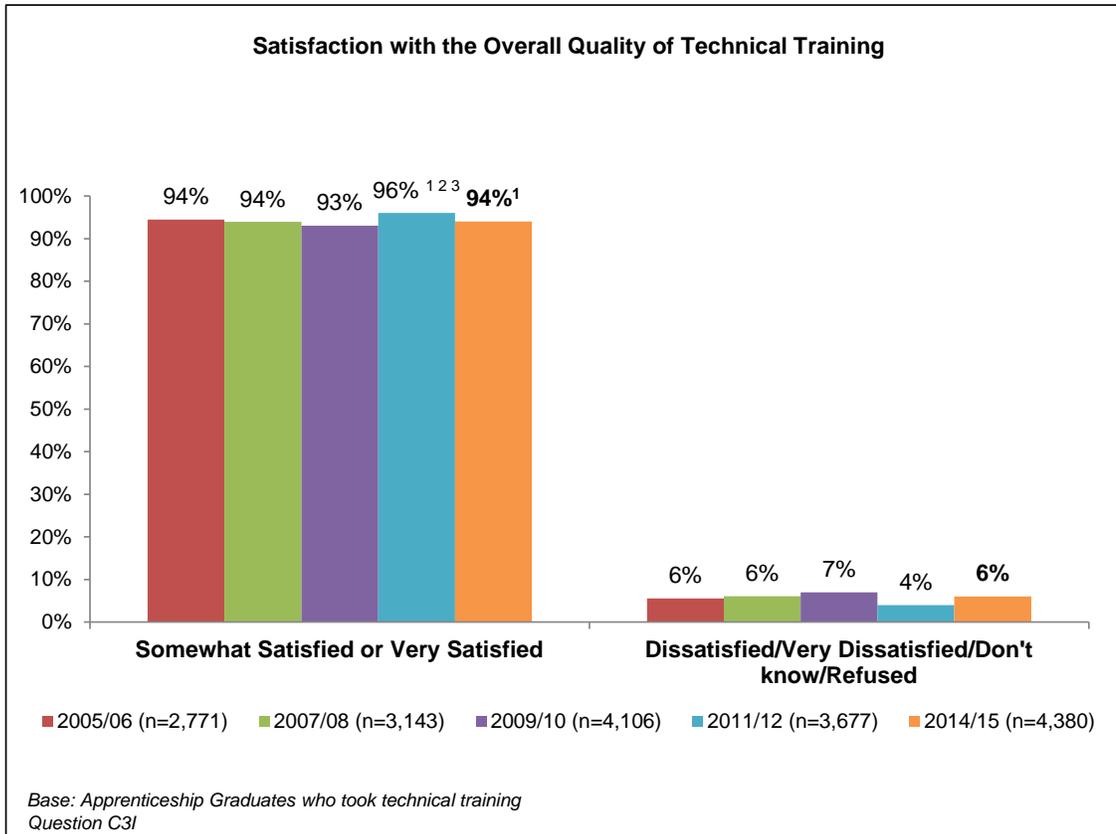


Table 23

Satisfaction with the Overall Quality of Technical Training					
Question C3I	Percent of Apprenticeship Graduates				
	2005/06 (n=2,771)	2007/08 (n=3,143)	2009/10 (n=4,106)	2011/12 (n=3,677)	2014/15 (n=4,380)
Very satisfied	45%	47%	47%	65% <sup>1 2 3</sup>	65% <sup>2 3 4</sup>
Somewhat satisfied	49%	47%	47% <sup>2</sup>	31% <sup>1 2 3</sup>	29% <sup>2 3 4</sup>
Somewhat dissatisfied	4%	5%	6%	3% <sup>1 2 3</sup>	4% <sup>1 2 3</sup>
Very dissatisfied	1%	1%	1%	1%	1%
NA/Not encountered	-	-	-	<1%	<1%
Don't know	-	<1%	-	<1%	<1%
Refused	<1%	<1%	<1%	<1%	<1%

Base: Apprenticeship Graduates who took technical training

Satisfaction with the overall quality of technical training among the 2014/2015 respondents is consistent with 2011/2012 but show a drop in the electrical trade group (89% in 2014/2015, compared to 93% in 2011/2012).

**Table 24**

Satisfaction with the Overall Quality of Technical Training by Trade Group					
Question C3I	Percent of "Very Satisfied, Satisfied" mentions				
	2005/06	2007/08	2009/10	2011/12	2014/15
Architectural/Construction (n=616)	96%	96%	95%	96%	95%
Electrical (n=909)	92%	91%	91%	93%	89% <sup>1</sup>
Metal (n=980)	98%	95% <sup>1</sup>	95% <sup>2</sup>	98% <sup>1 2</sup>	97% <sup>2 3</sup>
Mechanical (n=878)	93%	91%	91%	96% <sup>1 2 3</sup>	94% <sup>2 3</sup>
Vehicle (n=813)	95%	97% <sup>1</sup>	95%	98% <sup>1 3</sup>	97% <sup>2</sup>
Other (n=184)	92%	92%	85% <sup>2</sup>	91%	92% <sup>2</sup>
Total (n=4,380)	94%	94%	93% <sup>2</sup>	96% <sup>1 2 3</sup>	94% <sup>1</sup>

Base: Apprenticeship Graduates who took technical training  
 "n" shows number of respondents for the 2014/15 survey

Comparing the results by trade group for those indicating very satisfied overall with the quality of technical training indicates that the 2014/2015 results are consistent with 2011/2012 and either higher or consistent with earlier survey years.

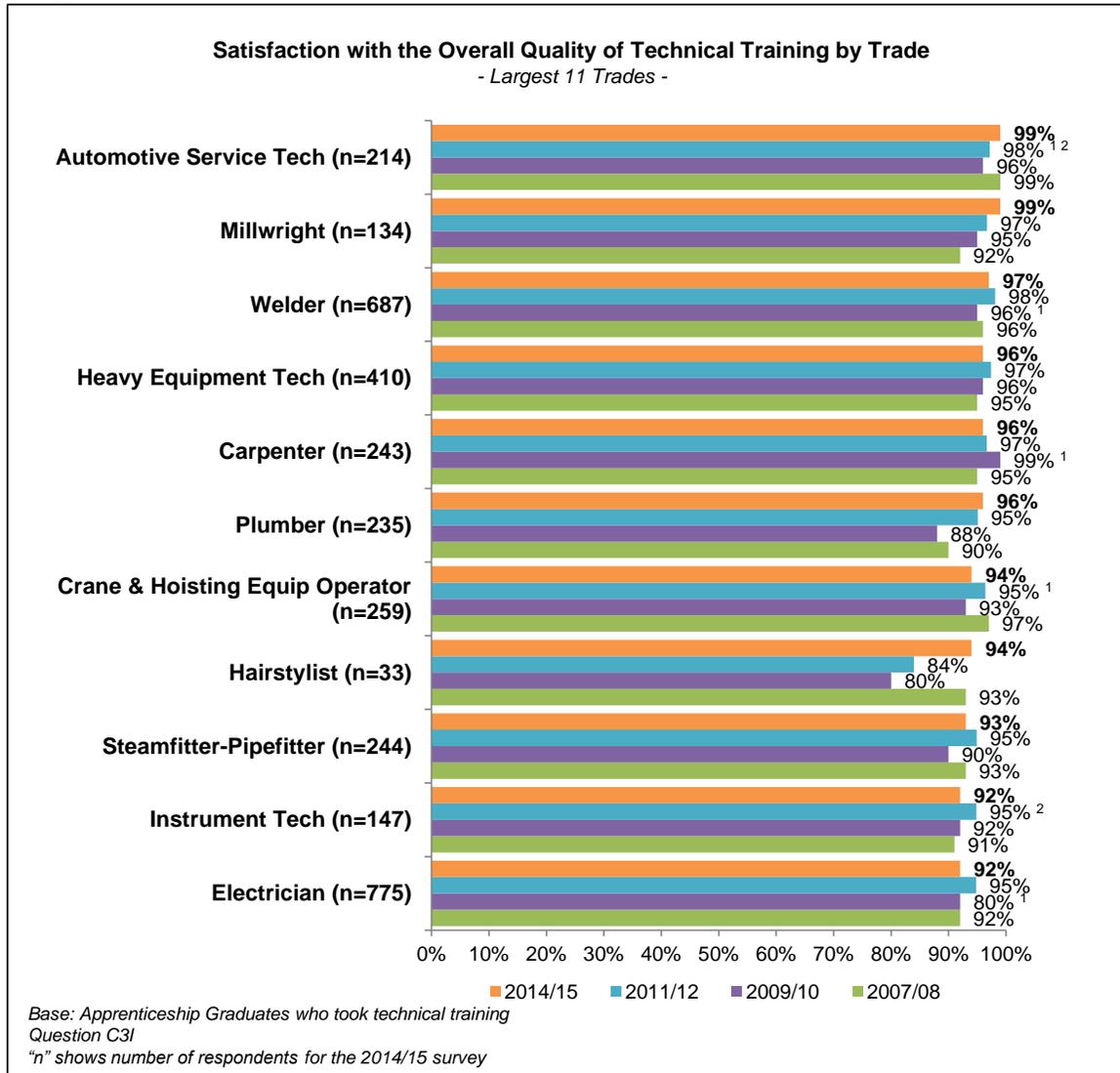
**Table 25**

Satisfaction with the Overall Quality of Technical Training by Trade Group					
Question C3I	Percent of "Very Satisfied" mentions				
	2005/06	2007/08	2009/10	2011/12	2014/15
Architectural/Construction (n=616)	45%	55% <sup>1</sup>	53% <sup>2</sup>	69% <sup>1 2 3</sup>	72% <sup>2 3 4</sup>
Electrical (n=909)	34%	37%	38%	55% <sup>1 2 3</sup>	53% <sup>2 3 4</sup>
Metal (n=980)	52%	51%	53%	72% <sup>1 2 3</sup>	72% <sup>2 3 4</sup>
Mechanical (n=878)	42%	40%	39%	61% <sup>1 2 3</sup>	57% <sup>2 3 4</sup>
Vehicle (n=813)	51%	53%	50%	72% <sup>1 2 3</sup>	70% <sup>2 3 4</sup>
Other (n=184)	51%	44%	39% <sup>2</sup>	58% <sup>1 2</sup>	73% <sup>1 2 3 4</sup>
Total (n=4,380)	45%	47%	47%	65% <sup>1 2 3</sup>	65% <sup>2 3 4</sup>

Base: Apprenticeship Graduates who took technical training  
 "n" shows number of respondents for the 2014/15 survey

Satisfaction with the overall quality of technical training among the 11 largest trades remains high (a range of 92%-99%) with the greatest proportion of automotive service technicians and millwrights (99%) being satisfied overall, and a slightly lower proportion of instrument technicians and electricians (92%) being satisfied overall.

Figure 11

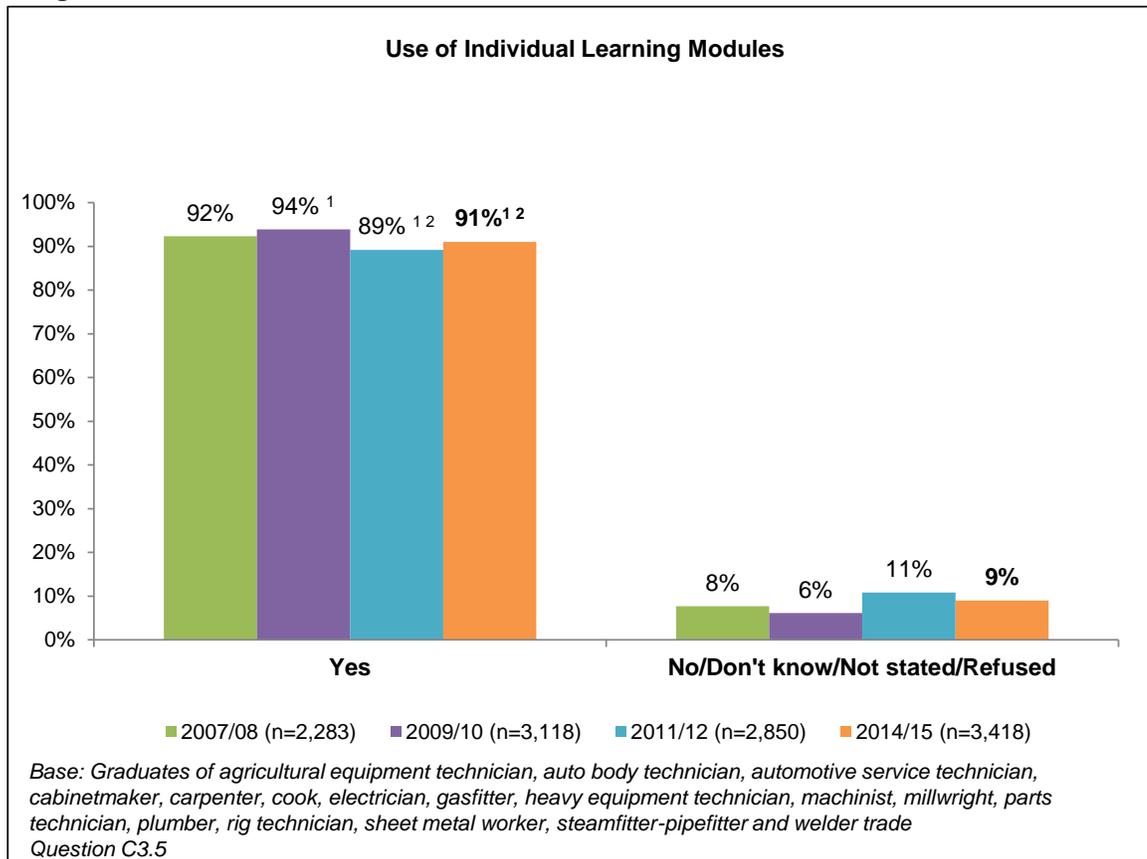


**INDIVIDUAL LEARNING MODULES**

Individual Learning Modules (ILMs) are self-contained modularized learning materials specifically written for selected apprenticeship courses. Each module covers approximately 4 to 8 hours of instruction and addresses one learning outcome in an apprenticeship technical training course outline. Results about ILMs are limited to 17 trades where ILMs are available<sup>3</sup>.

In 2014/2015 an increase in graduates using ILMs is found (91% in 2014/2015, compared to 89% in 2011/2012).

**Figure 12**



<sup>3</sup> ILMs currently exist in the following 17 trades: agriculture equipment technician, auto body technician, automotive service technician, cabinetmaker, carpenter, cook, electrician, gasfitter, heavy equipment technician, machinist, millwright, parts technician, plumber, rig technician, sheet metal worker, steamfitter-pipefitter and welder.

While an increase in ILM use is found in 2014/2015, a decrease in overall satisfaction with the ILMs (90% in 2014/2015, compared to 92% in 2011/2012, 92% in 2007/2008) is observed, along with a decrease in overall satisfaction with the ILMs being easy to read and understand (89% in 2014/2015, compared to 92% in 2011/2012), and the ILM graphics being clear, concise and illustrating the material well (86% in 2014/2015, compared to 89% in 2011/2012).

**Table 26**

Satisfaction with Attributes of ILMs				
Question C3.6A,B,C,D,E	Percent of "Very Satisfied" or "Satisfied" mentions			
	2007/08 (n=2,108)	2009/10 (n=2,927)	2011/12 (n=2,545)	2014/15 (n=3,101)
Overall satisfaction with the ILMs	92%	89% <sup>1</sup>	92% <sup>1</sup>	90% <sup>1 3</sup>
The ILMs prepared you for the final apprenticeship exam	90%	88% <sup>1</sup>	91% <sup>1</sup>	90% <sup>2</sup>
The ILMs were easy to read and understand	90%	87% <sup>1</sup>	92% <sup>1</sup>	89% <sup>1 2</sup>
The ILMs material was relevant to technical training	91%	87% <sup>1</sup>	89%	89% <sup>2 3</sup>
The ILM graphics were clear, concise and illustrated the material well	87%	85% <sup>1</sup>	89% <sup>1</sup>	86% <sup>1</sup>

*Base: Apprenticeship Graduates who used ILMs*

Table 27

Satisfaction with Attributes of ILMs				
Question C3.6A,B,C,D,E	Percent of "Very Satisfied" mentions			
	2007/08 (n=2,108)	2009/10 (n=2,927)	2011/12 (n=2,545)	2014/15 (n=3,101)
Overall satisfaction with the ILMs	34%	29% <sup>1</sup>	45% <sup>1,2</sup>	44% <sup>2,3</sup>
The ILMs prepared you for the final apprenticeship exam	37%	39%	52% <sup>1,2</sup>	53% <sup>2,3</sup>
The ILMs were easy to read and understand	35%	37%	50% <sup>1,2</sup>	49% <sup>2,3</sup>
The ILMs material was relevant to technical training	35%	34%	44% <sup>1,2</sup>	43% <sup>2,3</sup>
The ILM graphics were clear, concise and illustrated the material well	31%	31%	44% <sup>1,2</sup>	45% <sup>2,3</sup>

Base: Apprenticeship Graduates who used ILMs

Of the respondents that were satisfied overall with various attributes of their ILMs (n=520) the following were the most cited responses:

- ✓ Liked self-tests/effective/see how well you're doing/answers in back (14%);
- ✓ Instructors taught through them/explained them/corrected errors (14%);
- ✓ Straight forward/easy to understand/simple language/easier than text (11%);
- ✓ Not satisfied with all aspects (11%);
- ✓ Covers a lot/broad range/detailed/all theory (9%);
- ✓ Learn at own pace/speed/own progress/challenge exams/flexible (7%);
- ✓ Covers test material/prepared you for exam (5%);
- ✓ Breakdown/topics grouped together/well-structured (4%);
- ✓ Teachers were good (general) (4%);
- ✓ Good illustrations/diagrams/graphics (3%);
- ✓ Generally satisfied/good experience/handy (3%);
- ✓ Not too many topics covered/concise/basic/to the point (2%);
- ✓ Computer tests could be done at home/ Online tests/online access (2%); and
- ✓ They were good for studying/could repeat work/good reference material (2%).

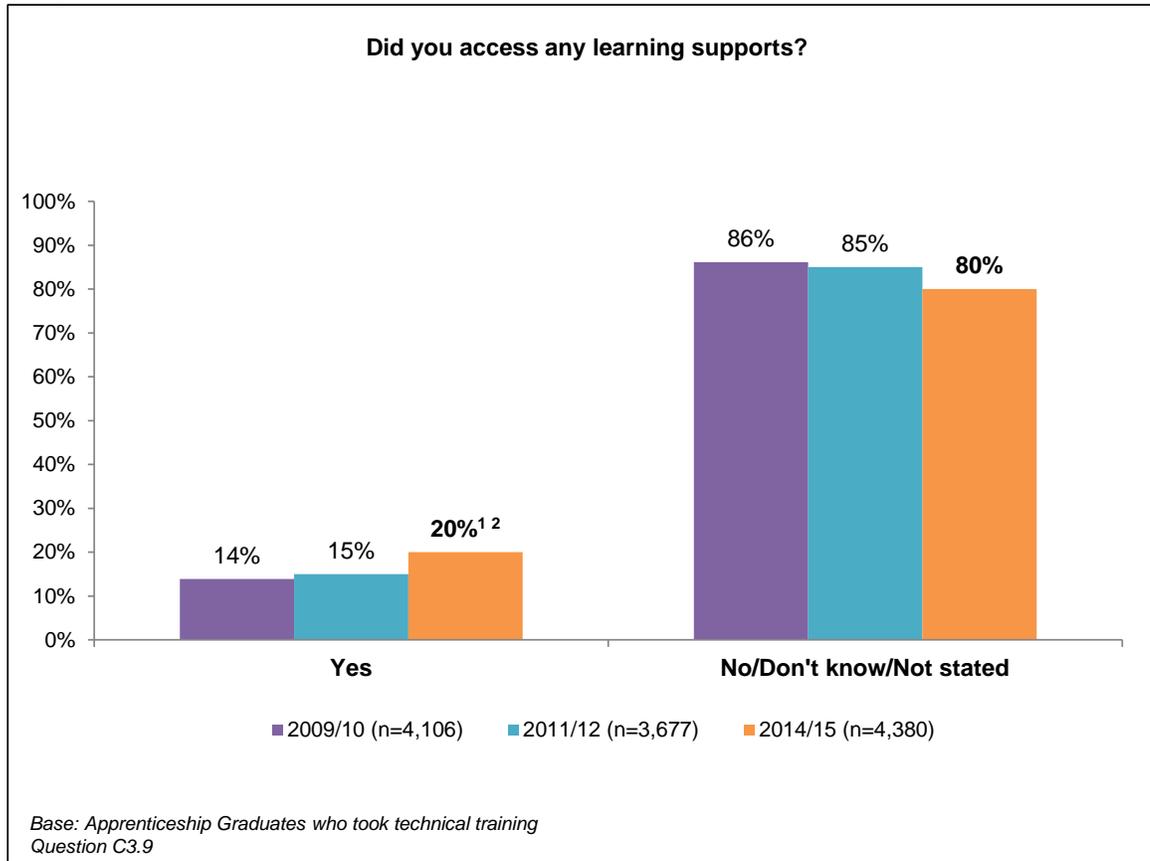
Of the respondents that were dissatisfied overall with various attributes of their ILMs (n=1,049) the following were the most cited responses:

- ✓ Not updated enough/out of date/program changes too often (20%);
- ✓ There were wrong answers/inaccurate information/code errors/contradictions (15%);
- ✓ Too technical/hard to understand wording/confusing (11%);
- ✓ Useless information/irrelevant components (9%);
- ✓ Not professionally prepared/poorly written/missing pages/typos (8%);
- ✓ Add colour pictures/could be in colour (7%);
- ✓ Didn't cover all topics/missing information/too little information (6%);
- ✓ Too few diagrams/poor diagrams/not detailed enough (6%);
- ✓ They didn't cover Red Seal/interprovincial exam (5%);
- ✓ Price/cost of ILMs/Overpriced (4%);
- ✓ Not enough detail/not specific enough/too vague/unclear (4%);
- ✓ Duplicate information/repetitive (3%);
- ✓ There were differences between ILMs and exams/final exam (3%);
- ✓ Too in depth/too much information/too long (3%);
- ✓ Should have ILMs available in different formats (computer, CD, etc.) (3%); and
- ✓ Dull (2%).

### LEARNING SUPPORTS

In 2014/2015 the proportion of graduates accessing learning supports continues to rise with one-in-five (20%) indicating using supports such as study skills courses, tutoring, exam reader, a sign language interpreter, etc., an increase when compared to previous years (15% in 2011/2012, 14% in 2009/2010).

Figure 13



## FUNDING OF TECHNICAL TRAINING

Graduates were asked about the types of financial assistance they used while attending technical training, including both government and non-government sources. The greatest proportion of graduates indicated that they used personal savings (79%), followed by employment insurance (75%), and government grants (67%, a decrease when compared to 72% in 2011/2012) to fund their program.

**Table 28**

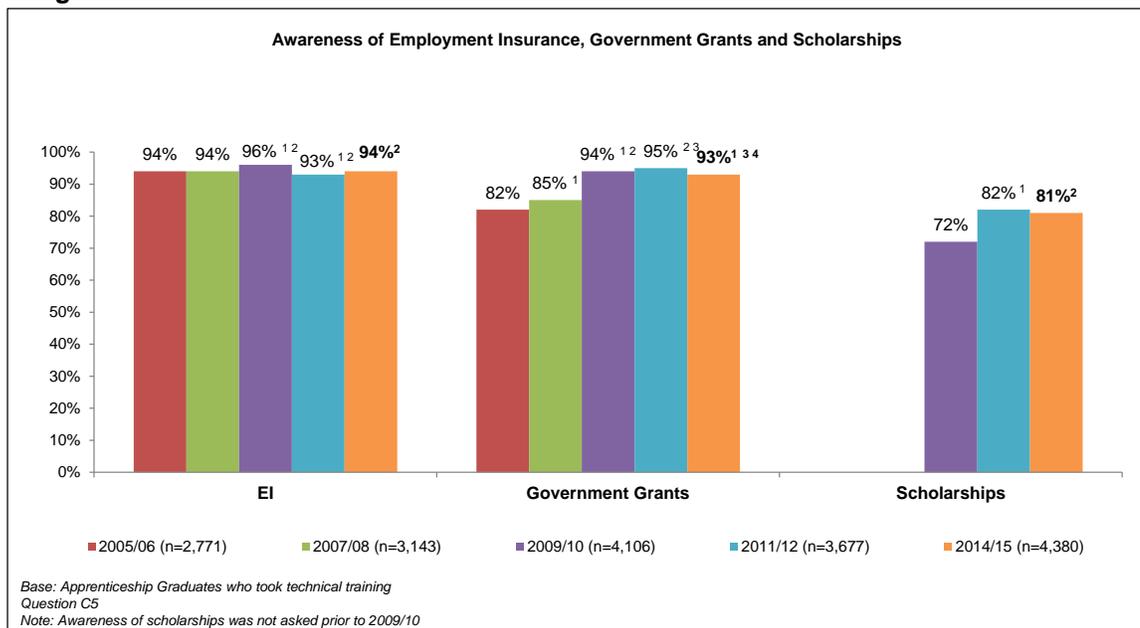
Receipt of financial assistance while attending technical training					
Question C5/C6	2005/06 (n=2,771)	2007/08 (n=3,143)	2009/10 (n=4,106)	2011/12 (n=2,677)	2014/15 (n=4,380)
Scholarships	7%	9% <sup>1</sup>	11% <sup>2</sup>	14% <sup>1 2 3</sup>	13% <sup>2 3 4</sup>
<b>Government Sources:</b>					
Employment Insurance	79%	79%	80%	73% <sup>1 2 3</sup>	75% <sup>2 3 4</sup>
Government Grants	29%	37% <sup>1</sup>	68% <sup>1 2</sup>	72% <sup>1 2 3</sup>	67% <sup>1 3 4</sup>
<b>Non-Government Sources:</b>					
Personal Savings	71%	69%	70%	80% <sup>1 2 3</sup>	79% <sup>2 3 4</sup>
Tuition paid for by employer	40%	44% <sup>1</sup>	43% <sup>2</sup>	37% <sup>1 2 3</sup>	36% <sup>2 3 4</sup>
Support or gift from family member	11%	13%	13% <sup>2</sup>	10% <sup>1 2</sup>	10% <sup>2 3</sup>
Loan from family members	8%	6% <sup>1</sup>	7%	6% <sup>3</sup>	7%
Travel costs paid for by employer	8%	7%	6% <sup>1 2</sup>	6% <sup>3</sup>	7%
Bank loan	5%	5% <sup>1</sup>	6%	3% <sup>1 2 3</sup>	5% <sup>1 2</sup>
Grant from an employer or employee association	2%	3% <sup>1</sup>	3%	5% <sup>1 2 3</sup>	5% <sup>2 3 4</sup>
Gift or grant from employer	3%	5% <sup>1</sup>	3%	4% <sup>1 3</sup>	4% <sup>2 3 4</sup>
Loan from employer	3%	2% <sup>1</sup>	3% <sup>1</sup>	4% <sup>1 2 3</sup>	3% <sup>1 3</sup>
Other	9%	7%	8%	9% <sup>2</sup>	11% <sup>1 2 3 4</sup>

Base: Apprenticeship Graduates who took technical training

## SOURCES OF FUNDING

The majority of 2014/2015 respondents are aware of the various forms of financial assistance available to them including Employment Insurance (94%), government grants (93%) and scholarships (81%). Compared to previous years, awareness of government grants has decreased significantly in 2014/2015 (93% in 2014/2015, compared to 95% in 2011/2012).

Figure 14



In regards to graduates applying for financial assistance, it is found that in 2014/2015 the incidence of applying for employment insurance and scholarships remains consistent with 2011/2012, while application for government grants has decreased (79% in 2014/2015, compared to 82% in 2011/2012).

Table 29

Application for Financial Assistance from Employment Insurance, Government Grants and Scholarships					
Question C5	2005/06	2007/08	2009/10	2011/12	2014/15
Employment Insurance	85% (n=2,605)	85% (n=2,968)	85% (n=3,939)	82% <sup>1 2 3</sup> (n=3,422)	82% <sup>2 3 4</sup> (n=4,124)
Government Grants	53% (n=2,282)	62% <sup>1</sup> (n=2,668)	83% <sup>1 2</sup> (n=3,865)	82% <sup>2 3</sup> (n=3,483)	79% <sup>1 2 3 4</sup> (n=4,088)
Scholarships	-	-	28% (n=2,936)	31% <sup>1</sup> (n=3,010)	29% (n=3,559)

Base: Apprenticeship Graduates who are aware of the following types of financial assistance

In regards to receiving sources of funding from any of these three sources, there is an increase in graduates receiving employment insurance (97% in 2014/2015, 96% in 2011/2012) and a decrease in those receiving government grants (91% in 2014/2015, compared to 93% in 2011/2012).

**Table 30**

Receipt of Financial Assistance from Employment Insurance, Government Grants and Scholarships					
Question C5	2005/06	2007/08	2009/10	2011/12	2014/15
Employment Insurance	98% (n=2,224)	99% (n=2,526)	98% (n=3,351)	96% <sup>1 2 3</sup> (n=2,799)	97% <sup>1 2 3 4</sup> (n=3,402)
Government Grants	65% (n=1,212)	69% <sup>1</sup> (n=1,654)	88% <sup>1 2</sup> (n=3,192)	93% <sup>1 2 3</sup> (n=2,863)	91% <sup>1 2 3 4</sup> (n=3,237)
Scholarships	-	-	52% (n=829)	57% (n=925)	54% (n=1,047)

Base: Apprenticeship Graduates who applied for the following types of financial assistance

Graduates who applied for financial assistance were asked if they encountered any difficulties when receiving their assistance, to which a third (33%) indicated yes for employment insurance (a decrease from all previous years, 38% in 2011/2012, 43% in 2009/2010, 44% in 2007/2008, 49% in 2005/2006), and 7% indicated yes for government grants (a decrease from all previous years, 12% in 2011/2012, 18% in 2009/2010, 37% in 2007/2008, 40% in 2005/2006).

Difficulties encountered in receiving assistance from both sources have been trending downward since 2005/2006, indicating continued improvement in the respective processes.

**Table 31**

Encountered Difficulties Receiving Financial Assistance					
Question C5A	2005/06	2007/08	2009/10	2011/12	2014/15
Employment Insurance	49% (n=2,224)	44% (n=2,526)	43% <sup>2</sup> (n=3,351)	38% <sup>1 2 3</sup> (n=2,724)	33% <sup>1 2 3 4</sup> (n=3,402)
Government Grants	40% (n=1,212)	37% (n=1,654)	18% <sup>1 2</sup> (n=3,192)	12% <sup>1 2 3</sup> (n=2,715)	7% <sup>1 2 3 4</sup> (n=3,237)

Base: Apprenticeship Graduates who received government assistance

Graduates were asked to describe any difficulties they encountered while applying for or receiving financial assistance. The top challenge cited by graduates in regards to applying for employment insurance is that the application process is complicated and confusing (31%), while for government grants the main barrier cited is the process was difficult, complicated, and time consuming (41%). The main difficulty encountered by graduates

when receiving either employment insurance or government grants is the time in which it took to receive the support (83% for employment insurance, 33% for government grants).

**Table 32**

Please describe any difficulties that you encountered applying for and receiving financial assistance?					
Question C5B	Percent of Apprenticeship Graduates who said they encountered difficulties applying for or receiving financial assistance				
	2005/06	2007/08	2009/10	2011/12	2014/15
<b>Employment Insurance - Applying</b>	<b>(n=355)</b>	<b>(n=405)</b>	<b>(n=589)</b>	<b>(n=561)</b>	<b>(n=923)</b>
Application process was complicated and confusing	34%	30%	37%	28%	31%
Communication problems	12%	10%	14%	16%	24%
Took too long to receive benefits/process information	16%	18%	10%	25%	21%
EI staff not helpful/unfriendly/disorganized	10%	10%	7%	11%	17%
Lack of information on how to apply for EI	11%	8%	9%	10%	13%
Employer did not provide necessary documentation	5%	7%	7%	5%	10%
Application was lost, had to reapply	6%	6%	6%	8%	7%
Did not qualify	9%	4%	7%	6%	6%
Not enough people to handle all those applying/long lines/phones	-	-	-	-	3%
<b>Employment Insurance – Receiving</b>	<b>(n=989)</b>	<b>(n=993)</b>	<b>(n=1,254)</b>	<b>(n=839)</b>	<b>(n=1,117)</b>
Took too long to get cheque	91%	89%	86%	84%	83%
EI amount was too small, less than requested	5%	3%	3%	3%	11%
Requirement to pay back portions of EI	-	-	-	-	7%
Did not qualify/qualifications are difficult	-	-	-	-	2%
<b>Government Grant - Applying</b>	<b>(n=234)</b>	<b>(n=328)</b>	<b>(n=330)</b>	<b>(n=234)</b>	<b>(n=292)</b>
Process was difficult/complicated/time consuming	27%	33%	41%	40%	41%
Lack of information	17%	14%	21%	17%	29%
Eligibility criteria too strict/made it hard to qualify	44%	23%	19%	20%	22%
Didn't qualify	39%	36%	20%	15%	14%
Didn't hear back about it/took too long to hear back about it	-	-	-	-	4%
Misplaced information	-	-	-	-	3%
Make too much money	-	-	-	-	2%
Application not received/not processed/application lost	-	-	-	-	2%
Did not apply soon enough/unaware of deadlines	-	-	-	-	2%
Unfriendly/unhelpful staff	-	-	-	-	2%
Miscommunication with staff/told conflicting information	-	-	-	-	2%
<b>Government Grant – Receiving</b>	<b>(n=364)</b>	<b>(n=433)</b>	<b>(n=365)</b>	<b>(n=171)</b>	<b>(n=233)</b>
Grant took too long to arrive	9%	8%	23%	53%	33%
Did not receive it/was not approved	57%	37%	38%	13%	24%
Grant amount was inadequate	17%	14%	8%	5%	13%
Applied too late/made mistake on application	-	-	-	-	4%
Only got grant for 1 year/not all the time	-	-	-	-	3%
Received no response/never told why I didn't get it	-	-	-	-	2%

*Mentions less than 2% not included*

The following details the awareness, application for and success rates for receiving government funding by trade group. Awareness for each source of funding is highest among (asked of all graduates):

- ✓ Employment insurance – Mechanical trade group (97%)
- ✓ Government grants – Metal trade group (96%)
- ✓ Scholarships – Vehicle trade group (87%)

Incidence of application is highest among (asked of those graduates who are aware):

- ✓ Employment insurance – Mechanical trade group (91%)
- ✓ Government grants – ‘Other’ trade group (86%)
- ✓ Scholarships – Vehicle trade group (35%)

Frequency of receiving funding is highest among (asked of those graduates who applied):

- ✓ Employment insurance – Mechanical trade group (98%)
- ✓ Government grants – ‘Other’ trade group (97%)
- ✓ Scholarships – ‘Other’ trade group (68%)

In regards to the success graduates have applying for funding, the following groups are found to be most successful (lowest incidence of difficulty) (asked of those graduates who applied):

- ✓ Employment insurance - Mechanical trade group (23%)
- ✓ Government grants – Metal trade group (8%)

In regards to the success graduates have receiving funding, the following groups are found to be most successful (lowest incidence of difficulty) (asked of those graduates who applied):

- ✓ Employment insurance – ‘Other’ trade groups (27%)
- ✓ Government grants – Metal and Vehicle trade groups (6%)

**Table 33**

Awareness, Application for and Success Rates for Receiving Government Funding by Trade Group										
Question C5	Aware		Applied		Received		Experience Difficulties			
							Applying		Receiving	
	%	n	%	n	%	n	%	n	%	n
<b>Employment Insurance</b>										
Architectural/Construction	88%	616	74%	542	95%	402	33%	402	35%	402
Electrical	95%	909	85%	868	97%	741	27%	741	33%	741
Metal	95%	980	86%	934	97%	801	25%	801	33%	801
Mechanical	97%	878	91%	854	98%	773	23%	773	31%	773
Vehicle	95%	813	78%	771	97%	600	30%	600	34%	600
Other	84%	184	55%	155	91%	85	32%	85	27%	85
Total	94%	4,380	82%	4,124	97%	3,402	27%	3,402	33%	3,402
<b>Government Grant</b>										
Architectural/Construction	85%	616	71%	526	92%	372	10%	372	9%	372
Electrical	94%	909	82%	856	91%	699	9%	699	7%	699
Metal	96%	980	80%	937	91%	745	8%	745	6%	745
Mechanical	94%	878	79%	825	88%	655	10%	655	8%	655
Vehicle	95%	813	80%	770	92%	616	9%	616	6%	616
Other	95%	184	86%	174	97%	150	10%	150	8%	150
Total	93%	4,380	79%	4,088	91%	3,237	9%	3,237	7%	3,237
<b>Scholarships</b>										
Architectural/Construction	71%	616	28%	438	60%	121	-	-	-	-
Electrical	82%	909	27%	742	47%	198	-	-	-	-
Metal	81%	980	27%	796	51%	211	-	-	-	-
Mechanical	85%	878	31%	745	53%	232	-	-	-	-
Vehicle	87%	813	35%	704	60%	244	-	-	-	-
Other	73%	184	31%	134	68%	41	-	-	-	-
Total	81%	4,380	29%	3,559	54%	1,047	-	-	-	-

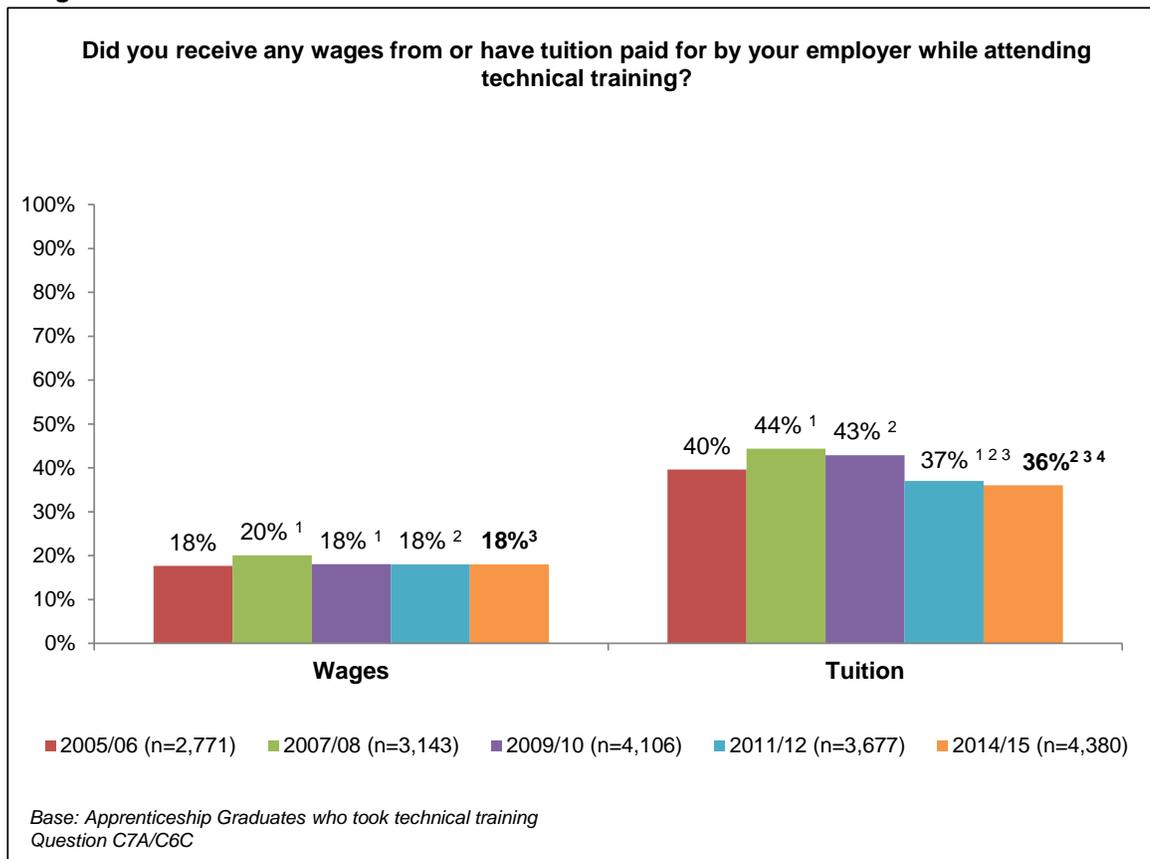
**INDUSTRY SOURCES OF FUNDING**

Among the 2014/2015 respondents, the following sources of financial support were received from employers or industry:

- ✓ Tuition paid for (36%);
- ✓ Wages (18%);
- ✓ Travel costs (7%);
- ✓ Grant from employer association or employee association (5%);
- ✓ Loan (3%);
- ✓ Gift or grant (4%).

The proportion of 2014/2015 respondents who received wages from their employer or had their tuition paid for by their employer or an industry association while attending technical training remain consistent with 2011/2012 results.

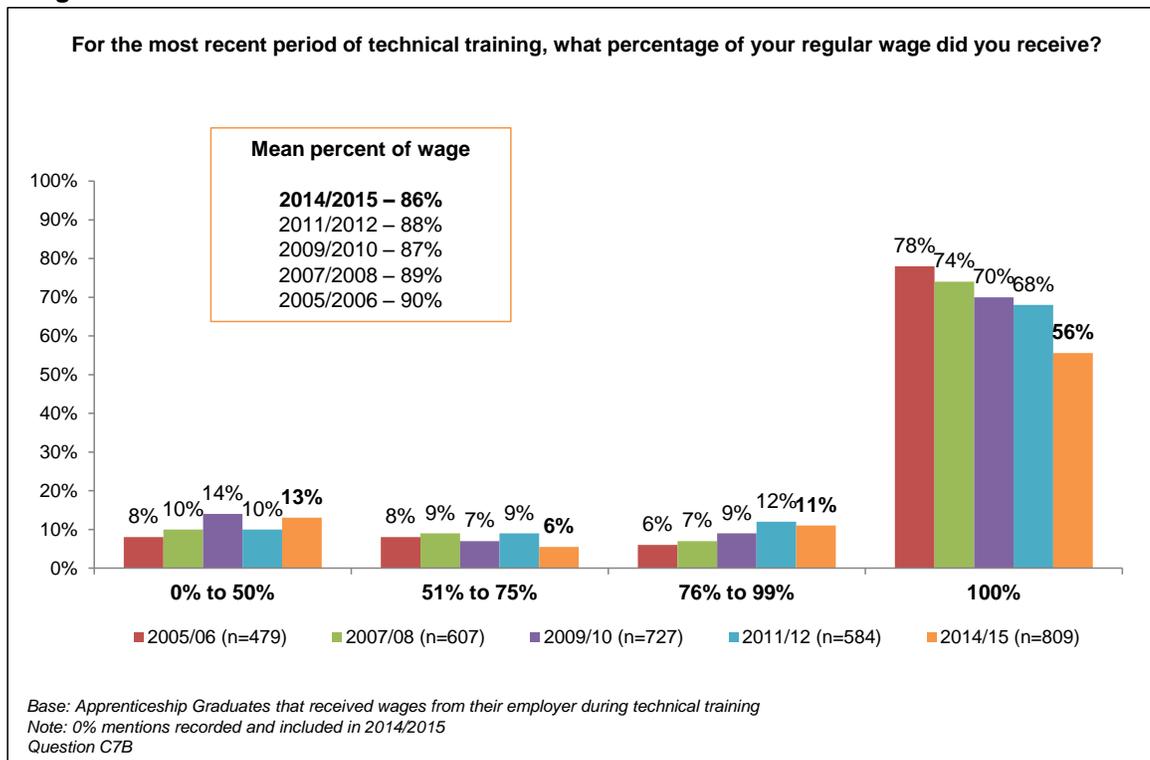
**Figure 15**



Among those who received wages from their employer during their most recent period of technical training, over half (56%) of graduates received 100% of their regular wage, a decrease from all previous survey years. The proportion of graduates who received wages from their employer in the amount of 100% of their regular wage has been trending downward since 2005/2006.

The average wage amount received by respondents in 2014/2015 is 86% of their regular wage. Although fluctuating slightly, this average has remained somewhat consistent throughout the years (a range of 86%-90%) despite the downward trend in those who received 100% of their regular wage.

Figure 16



Overall, a fifth of the 2014/2015 respondents received financial assistance through wages. However, this proportion varied by trade group with the highest proportion receiving wages among respondents in 'other' trades (42%) and the lowest proportion in mechanical (9%) trades.

While the greatest proportion (42%) of the 2014/2015 respondents from the ‘other’ trade group report receiving wages while attending technical training, these respondents also report receiving the lowest average percentage of their wage (63%) when compared to all other trade groups which received between 81% to 90%.

In regards to tuition, half (50%) of graduates from the vehicle trade report having it paid for by their employer. By contrast only 26% of respondents in the mechanical trades report that employers paid for their tuition.

**Table 34**

Receipt of Wages and Tuition Paid for by Employers While Attending Technical Training by Trade Group			
Question C7A/C7B/C6C	Wages		Tuition
	% Receiving	Average % of regular wage received	% Receiving
Architectural/Construction	21%	81%	42%
Electrical	16%	92%	31%
Metal	14%	90%	31%
Mechanical	9%	90%	26%
Vehicle	30%	88%	50%
Other	42%	63%	47%
Total	18%	86%	36%

In regards to the receipt of wages by type of training method encountered, in 2014/2015 respondents participating in WATS (23%) and mobile delivery (22%) were more likely to receive wages while attending their technical training. Those who participated in WATS were more likely to receive a higher average percentage of their regular wage while attending training, 88%. Average wages received for various methods range from 80%-88% of graduates’ regular wage.

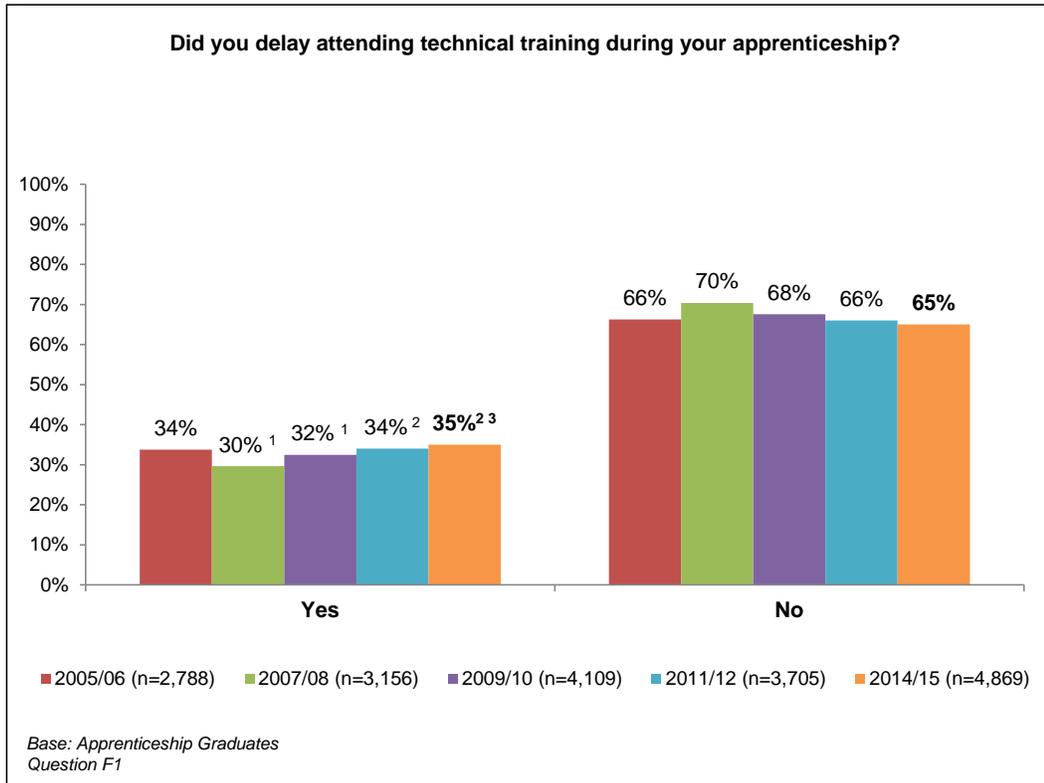
**Table 35**

<b>Receipt of Wages by Type of Training Method Encountered</b>		
<i>Question C7A/C7B</i>	% receiving wages	Average % if regular wage received
Weekly Apprenticeship Training (WATS)	23%	88%
Mobile Delivery	22%	85%
Distance Delivery	19%	85%
Traditional lab/lecture	18%	85%
Blended Learning	16%	81%
Competency Based Apprenticeship Training (CBAT)	10%	80%

**REASONS FOR EVER DELAYING TECHNICAL TRAINING**

2014/2015 respondents were asked if they had ever delayed attending technical training during their apprenticeship, with over one-third (35%) indicating they had. This is consistent with 2011/2012 results and has been gradually trending upward since 2007/2008.

Figure 17



Respondents of 2014/2015 who delayed their technical training cited their main reason as not being able to afford to take the training due to a lack of financial resources (43%), followed by their employer wanted them to work (28%), and they did not want to give up the wages they were earning (25%).

Table 36

Reasons for Delaying Technical Training					
Question C1_1	Percent of Apprenticeship Graduates who delayed attending technical training				
	2005/06 (n=941)	2007/08 (n=935)	2009/10 (n=1,331)	2011/12 (n=1,245)	2014/15 (n=1,688)
Could not afford to take due to lack of financial resources	34%	28%	36%	41%	43%
Did not want to give up wages I was earning	11%	15%	23%	21%	28%
Employer wanted me to work	24%	24%	27%	26%	25%
Not enough space at the institution	7%	4%	13%	13%	14%
Injury/illness/pregnancy	3%	3%	3%	5%	4%
Family situation	13%	6%	4%	2%	3%
Wanted more field experience	3%	3%	3%	3%	3%
Employment situation changed (laid off, transferred, etc.)	2%	3%	1%	2%	2%
Was away/moved/vacation	-	-	-	-	2%

Base: Apprenticeship Graduates who delayed technical training  
Mentions less than 2% not included

Among the 2014/2015 respondents who indicated that they delayed attending technical training the electrical (43%) and mechanical trade groups (43%) are more likely to have delayed. And 44% of the electrical and 43% of the mechanical trade groups delayed because they could not afford to attend. While 31% of those in the metal trades group delayed, half (50%) indicated it was because they could not afford the training.

Table 37

Graduates who Delayed Technical Training by Trade Group										
Question C8/C1_1	Percent of Apprenticeship Graduates who delayed technical training									
	2005/06		2007/08		2009/10		2011/12		2014/15	
	Delayed	Delayed that could not afford to attend*	Delayed	Delayed that could not afford to attend*	Delayed	Delayed that could not afford to attend*	Delayed	Delayed that could not afford to attend*	Delayed	Delayed that could not afford to attend*
Architectural/Construction	23%	35%	22%	18%	25%	25%	30%	36%	31%	38%
Electrical	43%	34%	35%	34%	39%	36%	34%	42%	43%	44%
Metal	36%	32%	27%	30%	32%	35%	34%	44%	31%	50%
Mechanical	43%	38%	34%	27%	38%	43%	39%	44%	43%	43%
Vehicle	26%	32%	31%	30%	29%	36%	33%	37%	31%	40%
Other	18%	18%	20%	10%	21%	37%	23%	30%	19%	30%
Total	34%	34%	30%	28%	32%	36%	34%	41%	35%	43%

Base: Apprenticeship Graduates who delayed technical training  
\* Base: Apprenticeship Graduates who delayed technical training due to finances

Based on overall survey results, 15% of respondents delayed technical training at least once during their apprenticeship due to a lack of finances. By trade group, the proportion of respondents that delayed due to a lack of finances ranged from 6% among 'other' trades and 19% among the electrical and the mechanical trade groups.

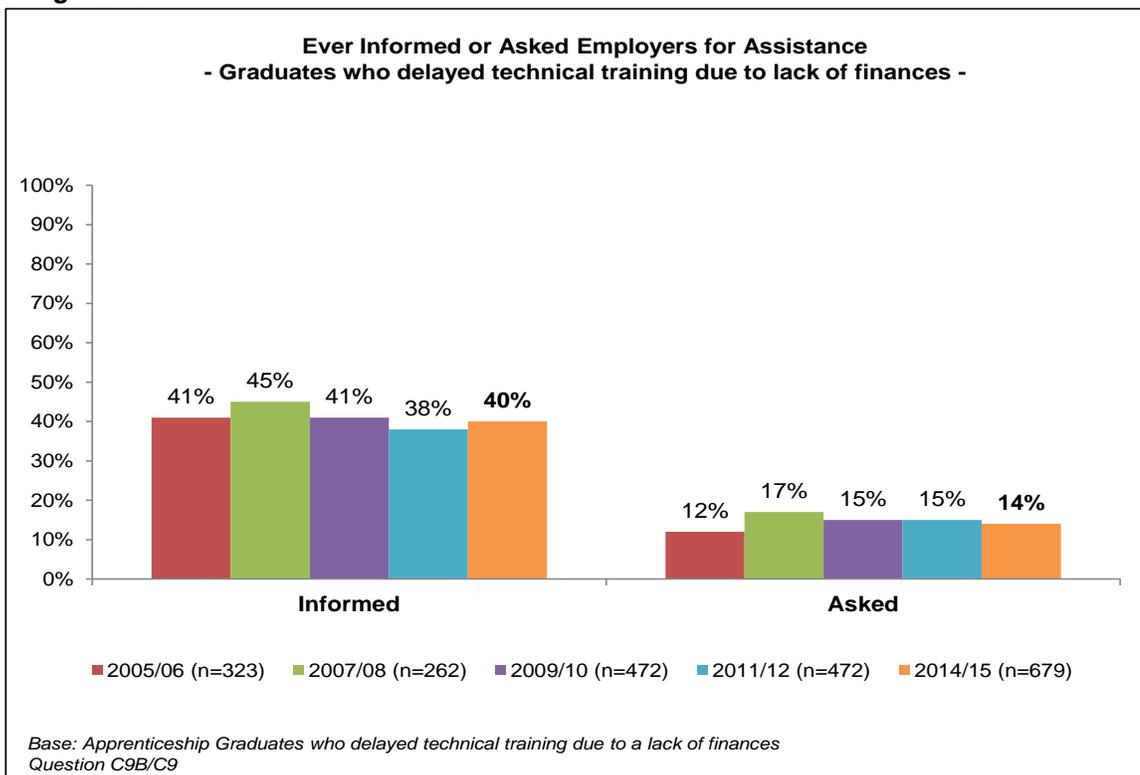
**Table 38**

Graduates who Delayed Technical Training Due to Finances by Trade Group					
Question C1_1	Incidence of delay due to finances				
	2005/06	2007/08	2009/10	2011/12	2014/15
Architectural/Construction (n=652)	8%	4%	6%	11%	12%
Electrical (n=923)	15%	12%	14%	15%	19%
Metal (n=991)	11%	8%	11%	15%	16%
Mechanical (n=954)	17%	9%	16%	17%	19%
Vehicle (n=915)	8%	9%	10%	12%	13%
Other (n=434)	5%	2%	8%	7%	6%
Total (n=4,869)	12%	8%	12%	14%	15%

*Base: Apprenticeship Graduates  
"n" shows number of respondents for the 2014/15 survey*

Graduates who had delayed their training due to finances were asked if they had informed their employer or asked their employer for assistance. Two-in-five (40%) graduates indicate that they had informed their employer, while less than one-in-five (14%) asked for their employer for assistance. The proportion asking for assistance has been trending downward since 2007/2008.

Figure 18



Respondents of 2014/2015 are most likely to delay their technical training due to finances in the second (51%) and/or third (48%) periods, this is consistent with previous survey years.

Table 39

Period Technical Training was Delayed Due to Lack of Financial Resources					
F1C	2005/06 (n=323)	2007/08 (n=262)	2009/10 (n=472)	2011/12 (n=474)	2014/15 (n=679)
	% that delayed				
First period	35%	39%	34%	38%	41%
Second period	45%	48%	48%	47%	51%
Third period	39%	39%	44%	44%	48%
Fourth period	28%	18%	26%	24%	27%

Base: Apprenticeship Graduates who delayed technical training due to a lack of finances

Table 40 below details the findings by period for delays in technical training due to a lack of financial resources and employer response. Graduates who delayed technical training were also asked whether their employer offered to pay some or all of their tuition or wages for that period. Among the 2014/2015 respondents, the proportion who indicate that their employer offered to pay all or some of their tuition ranges from 18%-21%, while the proportion of employers that offered to pay some or all their wages ranges from 4%-9%.

**Table 40**

Period Technical Training was Delayed Due to Lack of Financial Resources and Employer Response										
F1D	2005/06		2007/08		2009/10		2011/12		2014/15	
	Employer offered to pay:		Employer offered to pay:		Employer offered to pay:		Employer offered to pay:		Employer offered to pay:	
	Some or all tuition	Some or all wages	Some or all tuition	Some or all wages	Some or all tuition	Some or all wages	Some or all tuition	Some or all wages	Some or all tuition	Some or all wages
First period (n=280)	13%	6%	15%	6%	19%	9%	24%	5%	18%	4%
Second period (n=348)	18%	6%	16%	7%	19%	10%	10%	2%	20%	4%
Third period (n=325)	22%	5%	25%	6%	21%	11%	7%	1%	20%	6%
Fourth period (n=186)	24%	6%	21%	8%	21%	7%	8%	2%	21%	9%

*Base: Apprenticeship Graduates who delayed technical training due to a lack of finances  
 "n" shows number of respondents for the 2014/15 survey*

## SATISFACTION WITH CLIENT SERVICES STAFF

Graduates were asked to rate their level of satisfaction with respect to the attributes of Client Services staff.

### SATISFACTION WITH ATTRIBUTES OF CLIENT SERVICES STAFF

In 2014/2015, 35% of respondents report having contact with Client Services staff. The majority of graduates (a range of 88%-92%) were satisfied overall with staff service on all six measured attributes. Graduates were most satisfied with receiving courteous service (92%), and least satisfied with the waiting time (88%). Significant differences between the survey years are as follows:

- ✓ Receiving courteous service (92% in 2014/2015, compared to 94% in 2007/2008, 94% in 2005/2006);
- ✓ How easy it was for you to find and access the service you needed (90% in 2014/2015, compared to 93% in 2011/2012, 92% in 2005/2006);
- ✓ The knowledge level of the staff who served me (89% in 2014/2015, compared to 92% in 2011/2012, 93% in 2007/2008);
- ✓ The waiting time to deal with the person who served you (88% in 2014/2015, compared to 91% in 2007/2008, 92% in 2005/2006).

Table 41

Satisfaction with Attributes of Client Services Staff					
Question D2A,B,C,F,G,H	Percent of "Very Satisfied" or "Satisfied" mentions				
	2005/06 (n=1,452)	2007/08 (n=1,894)	2009/10 (n=2,382)	2011/12 (n=1,319)	2014/15 (n=1,700)
Receiving courteous service	94%	94%	93% <sup>2</sup>	93%	92% <sup>3,4</sup>
Whether staff did everything necessary to assist you with your service needs	91%	92%	90% <sup>1</sup>	92% <sup>1</sup>	91%
How easy it was for you to access the service you needed	92%	91%	90% <sup>2</sup>	93% <sup>1</sup>	90% <sup>1,4</sup>
The knowledge level of the staff who served you	91%	93%	90% <sup>1</sup>	92% <sup>1</sup>	89% <sup>1,3</sup>
The quality of advice you received regarding your apprenticeship program	90%	90%	89%	91%	89%
The waiting time to deal with the person who served you	92%	91%	87% <sup>1,2</sup>	90% <sup>1</sup>	88% <sup>3,4</sup>

Base: Apprenticeship Graduates who had contact with Apprenticeship staff

Very satisfied ratings have decreased in 2014/2015 in 4 of 6 attributes when compared to 2011/2012; however the proportions that are very satisfied are still higher than results of earlier survey years.

Table 42

Satisfaction with Attributes of Client Services Staff					
Question D2A,B,C,F,G,H	Percent of "Very Satisfied" mentions				
	2005/06 (n=1,452)	2007/08 (n=1,894)	2009/10 (n=2,382)	2011/12 (n=1,319)	2014/15 (n=1,700)
Whether staff did everything necessary to assist you with your service needs	47%	49%	51% <sup>2</sup>	70% <sup>1,2,3</sup>	65% <sup>1,2,3,4</sup>
Receiving courteous service	54%	54%	55%	68% <sup>1,2,3</sup>	65% <sup>2,3,4</sup>
The quality of advice you received regarding your apprenticeship program	46%	48%	49%	66% <sup>1,2,3</sup>	63% <sup>2,3,4</sup>
The knowledge level of the staff who served you	45%	49% <sup>1</sup>	48% <sup>2</sup>	66% <sup>1,2,3</sup>	62% <sup>1,2,3,4</sup>
How easy it was for you to access the service you needed	45%	45%	45% <sup>2</sup>	63% <sup>1,2,3</sup>	59% <sup>1,2,3,4</sup>
The waiting time to deal with the person who served you	46%	48%	46%	60% <sup>1,2,3</sup>	56% <sup>1,2,3,4</sup>

Base: Apprenticeship Graduates who had contact with Apprenticeship staff

Graduates who are satisfied overall (n=1,650) with the various attributes of staff service were asked to further describe their reason(s) for satisfaction. Although the majority (61%) give no further reasoning, the following are the most cited mentions among those who provided reasons:

- ✓ They're helpful/Knowledgeable/Questions answered/did the best they could/good advice (6%);
- ✓ They're very courteous/friendly/cared/easy to deal with/confident/good attitude (3%); and
- ✓ I was very happy with them/no problems (General)/did their job (2%).

Graduates who are dissatisfied overall (n=329) with the various attributes of staff service were asked to further describe their reason(s) for dissatisfaction. Although a quarter of graduates (26%) give no further reasoning, the following are the most cited mentions:

- ✓ Hard to contact their staff (calls not returned/long waits to talk to staff) (11%);
- ✓ Bad attitudes from staff/rude/unprofessional/unfriendly (11%);
- ✓ Staff not properly trained/staff not knowledgeable/not helpful/inflexible (10%);
- ✓ Inconsistent information given/incorrect info given/didn't know some specifics (9%);
- ✓ Time it takes to get marks back/certificate/ticket/took too long (5%);
- ✓ Lost my file/book/transfer cards/exam (4%);
- ✓ Their staff is overworked/lack of staff/long line-ups/not enough counsellors (3%);
- ✓ Their inability to access records/disorganized/need better communication between offices/confused staff (3%);
- ✓ Inconvenient office hours/should work longer hours/work Saturdays (2%);
- ✓ Not knowledgeable about my trade (2%); and
- ✓ Refused to recognize hours worked in trade/problem with hours (2%).

Overall satisfaction with the quality of services from Client Services staff remains high in 2014/2015 (92%, consistent with past years results), with nearly two-thirds (64%) indicating being very satisfied.

Figure 19

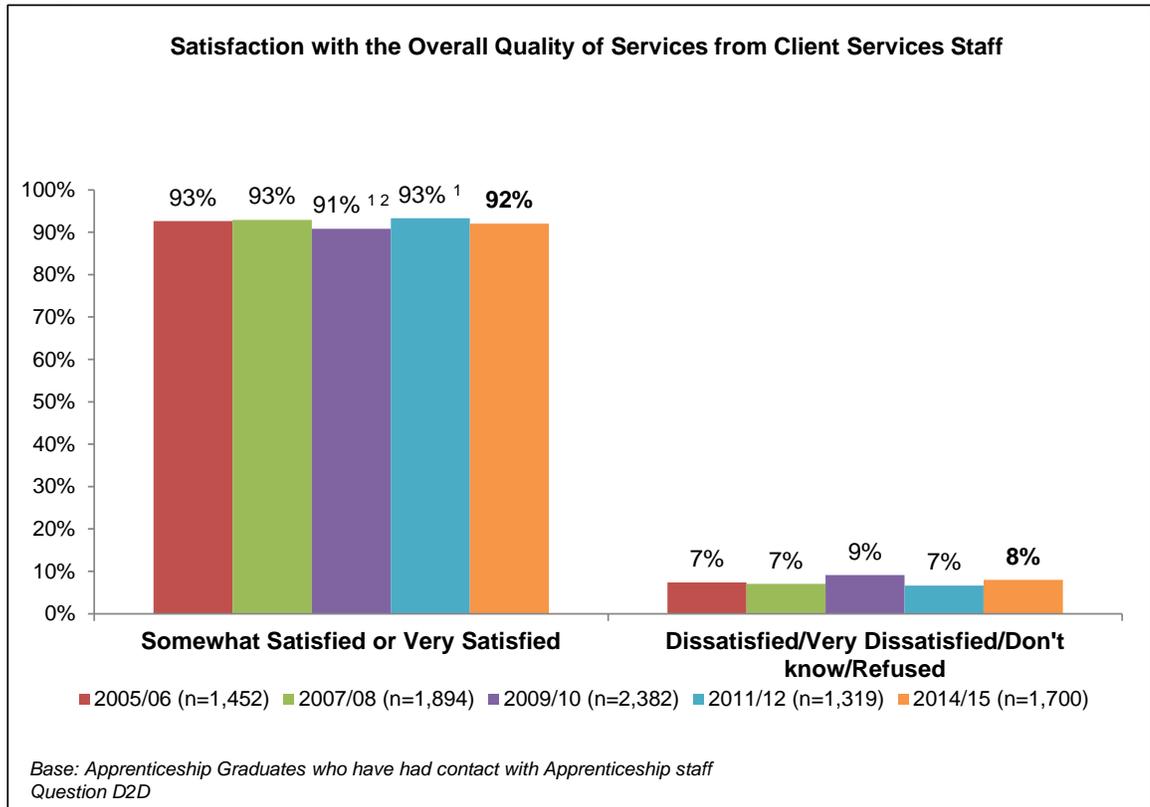


Table 43

Satisfaction with Client Services Staff					
Question D2D	Percent of Apprenticeship Graduates				
	2005/06 (n=1,452)	2007/08 (n=1,894)	2009/10 (n=2,382)	2011/12 (n=1,319)	2014/15 (n=1,700)
Very satisfied	46%	48%	48%	67% <sup>1 2 3</sup>	64% <sup>2 3 4</sup>
Somewhat satisfied	46%	45%	43%	26% <sup>1 2 3</sup>	28% <sup>2 4</sup>
Somewhat dissatisfied	6%	5%	7% <sup>1</sup>	4% <sup>1</sup>	4% <sup>2 3 4</sup>
Very dissatisfied	2%	2%	2%	2%	3% <sup>2</sup>
Don't know	-	<1%	<1%	<1%	1% <sup>1 2 3</sup>
Refused	<1%	-	-	-	<1%

Base: Apprenticeship Graduates who had contact with Apprenticeship staff

Among 2014/2015 respondents, overall satisfaction with staff service by trade group remains high with a range of 85%-96% being satisfied; results are consistent with 2011/2012. The metal trade group (96%) garners the highest level of overall satisfaction, while 'other' trades (85%) garners the lowest. Results in 2014/2015 are consistent with 2011/2012.

Table 44

Satisfaction with Client Services Staff by Trade Group					
Question D2D	Percent of "Very Satisfied" and "Satisfied" mentions				
	2005/06	2007/08	2009/10	2011/12	2014/15
Architectural/Construction (n=231)	96%	98%	92% <sup>1</sup>	95%	91% <sup>3 4</sup>
Electrical (n=259)	91%	93%	93%	94%	92%
Metal (n=292)	93%	95%	92%	97% <sup>1</sup>	96% <sup>2</sup>
Mechanical (n=329)	89%	89%	87%	90%	90%
Vehicle (n=380)	94%	92%	93%	97% <sup>2</sup>	94%
Other (n=209)	93%	90%	85% <sup>2</sup>	87%	85% <sup>4</sup>
Total (n=1,700)	93%	93%	91% <sup>1 2</sup>	93% <sup>1</sup>	92%

Base: Apprenticeship Graduates who had contact with Apprenticeship staff  
 "n" shows number of respondents for the 2014/15 survey

**Table 45**

Satisfaction with Client Services Staff by Trade Group					
Question D2D	Percent of "Very Satisfied" mentions				
	2005/06	2007/08	2009/10	2011/12	2014/15
Architectural/Construction (n=231)	47%	50%	50%	73% <sup>1 2 3</sup>	66% <sup>2 3 4</sup>
Electrical (n=259)	39%	46%	49% <sup>2</sup>	60% <sup>1 2 3</sup>	61% <sup>2 3 4</sup>
Metal (n=292)	47%	46%	48%	70% <sup>1 2 3</sup>	71% <sup>2 3 4</sup>
Mechanical (n=329)	46%	44%	45%	65% <sup>1 2 3</sup>	58% <sup>2 3 4</sup>
Vehicle (n=380)	48%	50%	53%	73% <sup>1 2 3</sup>	68% <sup>2 3 4</sup>
Other (n=209)	53%	50%	41% <sup>1 2</sup>	61% <sup>1 2</sup>	54% <sup>2</sup>
Total (n=1,700)	46%	48%	48%	67% <sup>1 2 3</sup>	64% <sup>2 3 4</sup>

Base: Apprenticeship Graduates who had contact with Apprenticeship staff  
 "n" shows number of respondents for the 2014/15 survey

**Table 46**

Satisfaction with Client Services Staff by Region										
Question D2D	Percent of "Very Satisfied" or "Satisfied" mentions					Percent of "Very Satisfied" mentions				
	2005/06	2007/08	2009/10	2011/12	2014/15	2005/06	2007/08	2009/10	2011/12	2014/15
Urban <sup>1</sup> (n=957)	91%	92%	90%	92%	89% <sup>1 3</sup>	43%	45%	45%	62% <sup>1 2 3</sup>	59% <sup>2 3 4</sup>
South <sup>2</sup> (n=301)	95%	96%	92% <sup>1</sup>	95%	96% <sup>2</sup>	51%	53%	52%	72% <sup>1 2 3</sup>	71% <sup>2 3 4</sup>
Northeast <sup>3</sup> (n=217)	N/A	N/A	N/A	N/A	95%	N/A	N/A	N/A	N/A	72%
Northwest <sup>4</sup> (n=132)	N/A	N/A	N/A	N/A	92%	N/A	N/A	N/A	N/A	62%

<sup>1</sup> Calgary and Edmonton Client Services offices

<sup>2</sup> Lethbridge, Medicine Hat and Red Deer Client Services offices

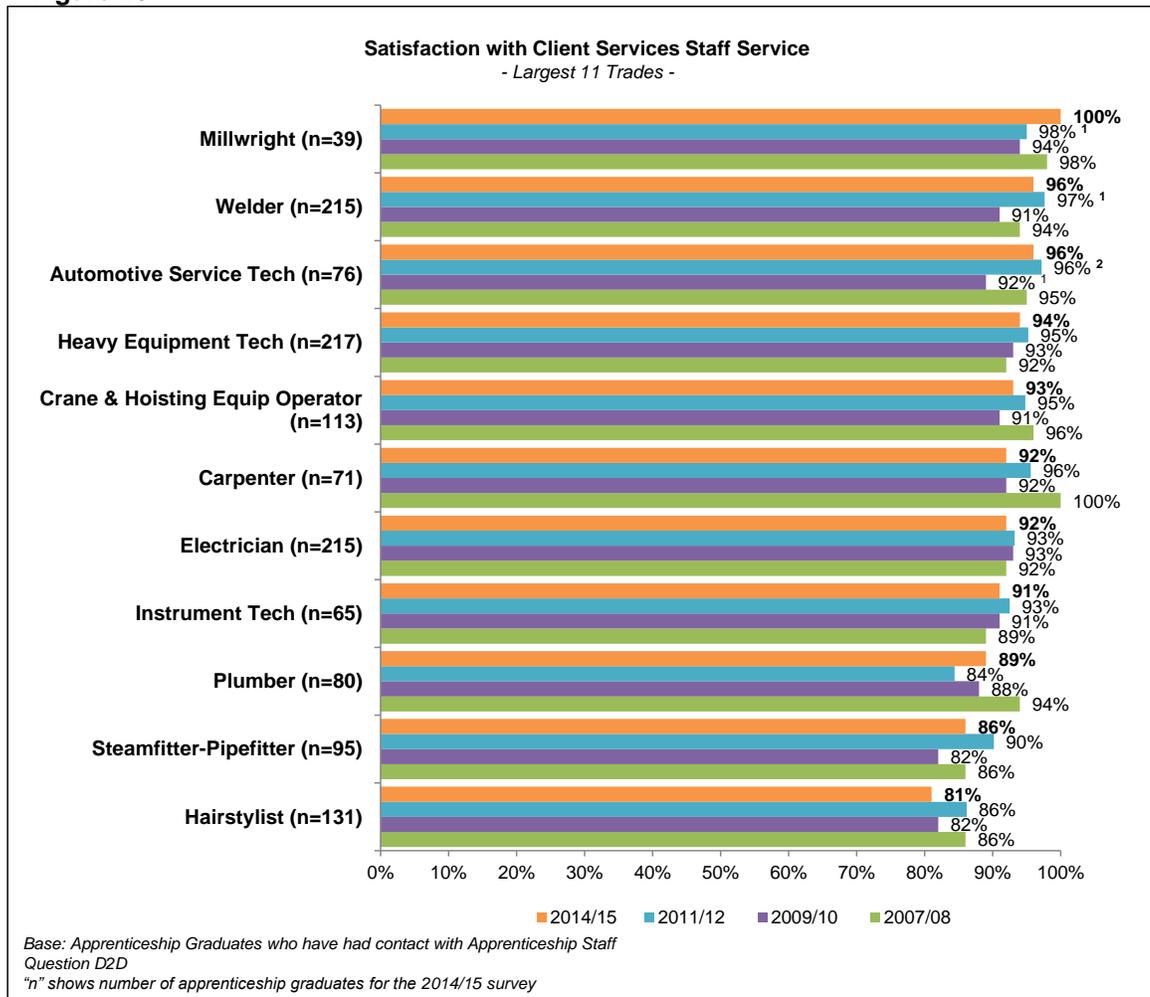
<sup>3</sup> Bonnyville, Fort McMurray, Vermilion and Slave Lake Client Services. Due to reallocation of Slave Lake previous years tracking unavailable

<sup>4</sup> Grande Prairie, Hinton, and Peace River Client Services offices. Due to reallocation of Slave Lake previous years tracking unavailable

Base: Apprenticeship Graduates who had contact with Apprenticeship staff

"n" shows number of apprenticeship graduates for the 2014/15 survey

Figure 20

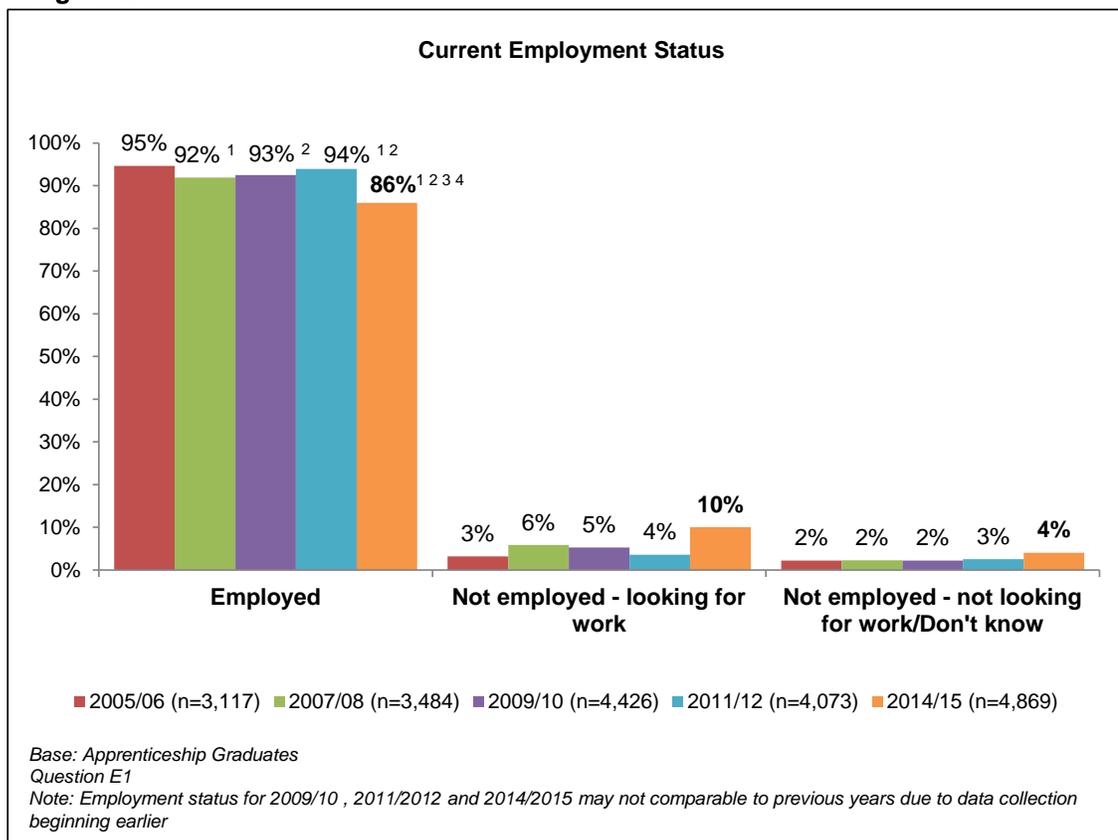


## LABOUR MARKET EXPERIENCES

### CURRENT EMPLOYMENT STATUS

The current employment status of graduates was captured in the study. As shown in Figure 21 below, 86% of 2014/2015 graduates are employed, 10% are not employed but currently looking for work and 4% are not employed and not looking for work (or don't know). The proportion of graduates currently employed is significantly lower in 2014/2015 when compared to all previous survey years (94% in 2011/2012, 93% in 2009/2010, 92% in 2007/2008, 95% in 2005/2006), reaching its lowest point in the past five years.

Figure 21



Of the 10% of graduates in 2014/2015 currently not employed but looking for work, the greatest proportion (7%) indicate that they are currently looking for work directly related to their apprenticeship training.

**Table 47**

Current Employment Status					
E1/E1A	Percent of Apprenticeship Graduates				
	2005/06 (n=3,117)	2007/08 (n=3,484)	2009/10 (n=4,426)	2011/12 (n=4,073)	2014/15 (n=4,869)
Employed	95%	92%	93%	94%	86%
Not Employed – looking for work	3%	6%	5%	4%	10%
▪ Directly related	3%	4%	4%	3%	7%
▪ Somewhat related	<1%	1%	1%	<1%	1%
▪ Not related	<1%	<1%	<1%	<1%	<1%
▪ Any kind of work	<1%	1%	<1%	<1%	2%
Not employed – not looking for work	2%	2%	2%	2%	3%
Refused	<1%	<1%	<1%	-	1%

Base: Apprenticeship Graduates

Note: Employment status for 2009/10, 2011/2012 and 2014/2015 may not be comparable to previous years due to data collection beginning earlier

Compared to 2011/2012, the proportion employed has decreased across all trade groups in 2014/2015 with the exceptions of the vehicle and ‘other’ trade groups which is consistent with 2011/2012.

**Table 48**

Employed by Trade Group					
Question E1	Percent of “Employed” mentions				
	2005/06	2007/08	2009/10	2011/12	2014/15
Architectural/Construction (n=652)	97%	93% <sup>1</sup>	95%	95%	89% <sup>1 2 3 4</sup>
Electrical (n=923)	94%	92%	94%	95% <sup>2</sup>	84% <sup>1 2 3 4</sup>
Metal (n=991)	92%	87% <sup>1</sup>	89%	93% <sup>1 2</sup>	75% <sup>1 2 3 4</sup>
Mechanical (n=954)	94%	93%	91% <sup>2</sup>	93%	88% <sup>1 2 3 4</sup>
Vehicle (n=915)	98%	96% <sup>1</sup>	96% <sup>2</sup>	96% <sup>3</sup>	94% <sup>4</sup>
Other (n=434)	92%	91%	91%	89%	87% <sup>4</sup>
Total (n=4,869)	95%	92% <sup>1</sup>	93% <sup>2</sup>	94% <sup>1 2</sup>	86% <sup>1 2 3 4</sup>

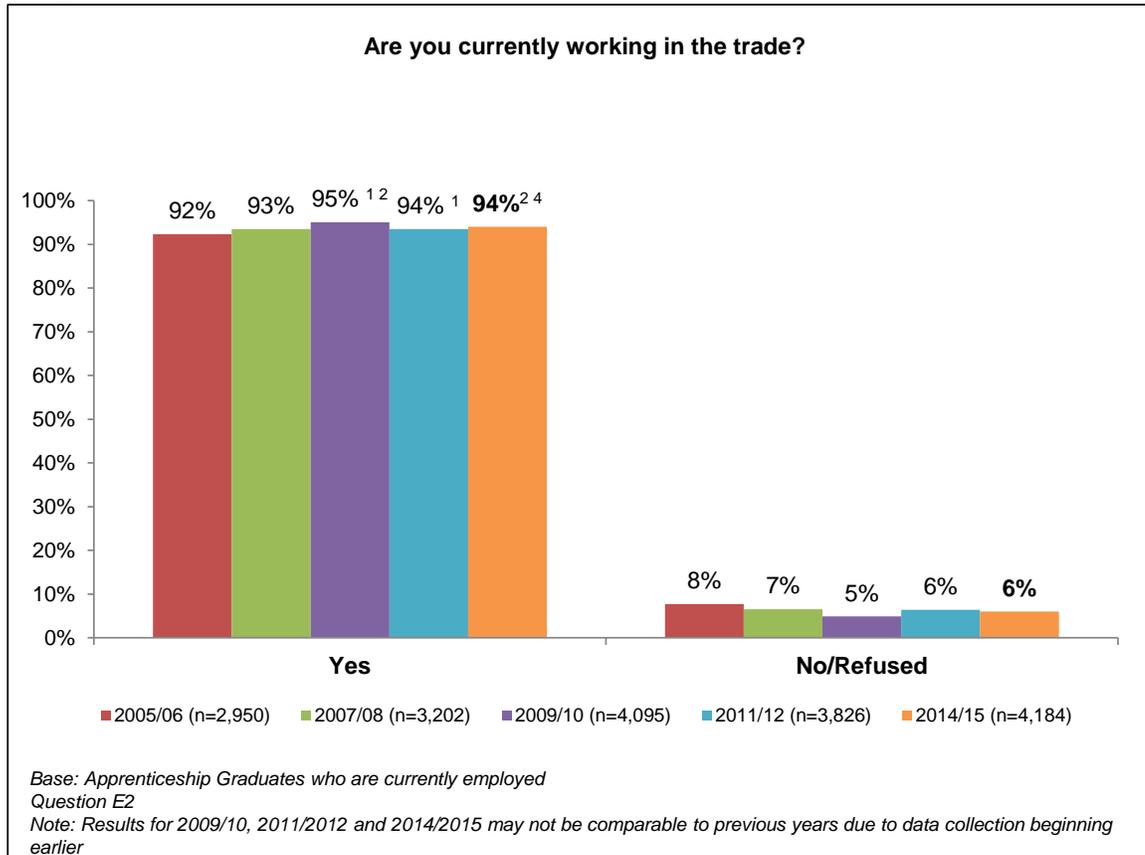
Base: Apprenticeship Graduates

Note: Employment status for 2009/10, 2011/2012 and 2014/2015 may not be comparable to previous years due to data collection beginning earlier

“n” shows number of apprenticeship graduates for the 2014/15 survey

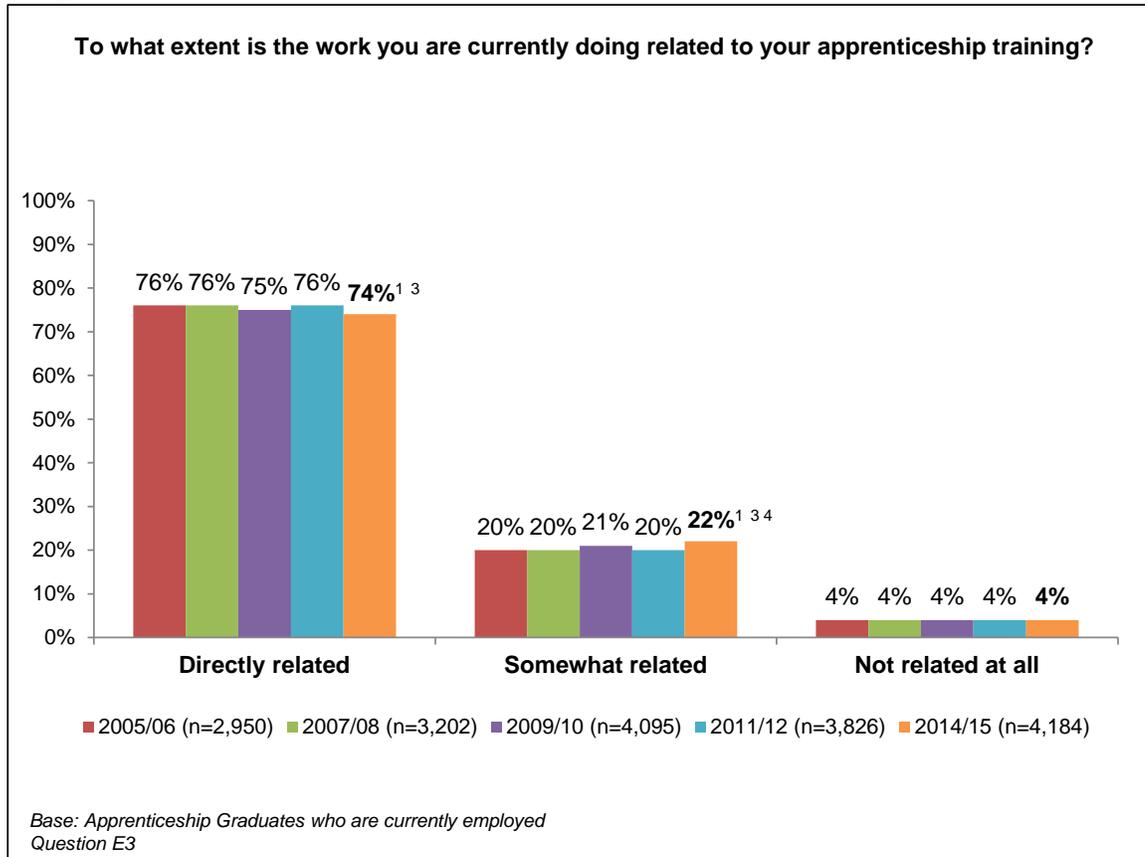
Among employed graduates in 2014/2015, the majority (94%) indicate that they are currently working in their trade. This proportion is consistent with 2011/2012 (94%) results.

Figure 22



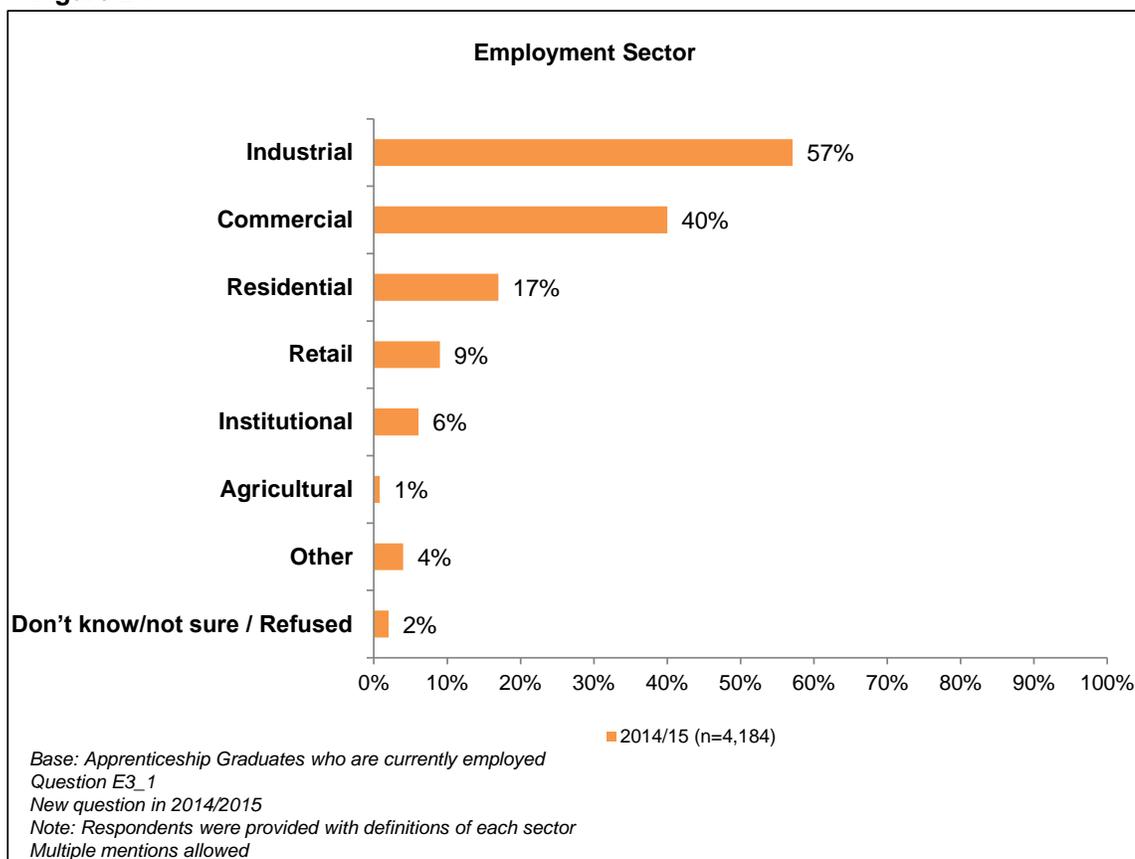
Graduates were also asked to identify the extent to which the work they are currently doing is related to their apprenticeship training. Nearly three-quarters (74%) of graduates in 2014/2015 indicate their work is directly related to their apprenticeship training, a decrease when compared to 2011/2012 (76%).

Figure 23



In 2014/2015 graduates were asked to indicate which sector they were currently employed in, with the majority (57%) stating the industrial sector, followed by commercial (40%).

Figure 24



When asked to provide their current position or job title, the greatest proportion of employed graduates (77%) indicate they are a journeyperson.

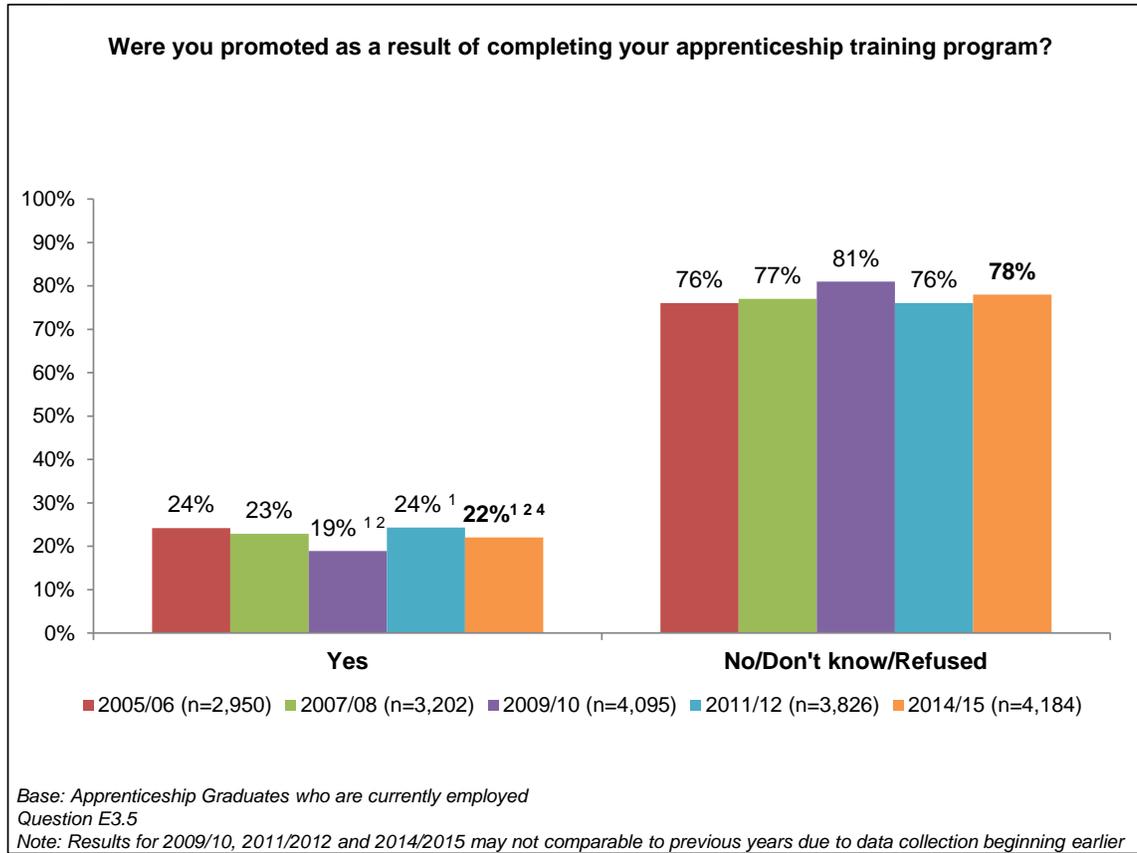
Table 49

What is your position or job title?					
Question E3A	Percent of Currently Employed Apprenticeship Graduates				
	2005/06 (n=2,950)	2007/08 (n=3,202)	2009/10 (n=4,092)	2011/12 (n=3,826)	2014/15 (n=4,184)
Journeyman/Technician/Operator/etc.	66%	53%	77%	74%	77%
Foreman	9%	8%	6%	7%	7%
Supervisor/Lead Hand/Director/Superintendent/Team leader	8%	7%	4%	5%	6%
Manager/Administrator	3%	3%	2%	4%	2%
Owner/Co-owner/Proprietor	5%	4%	2%	2%	2%
Self-Employed	1%	1%	<1%	1%	<1%

Base: Apprenticeship Graduates who are currently employed  
Note: Employment status for 2009/10, 2011/2012 and 2014/2015 may not comparable to previous years due to data collection beginning earlier

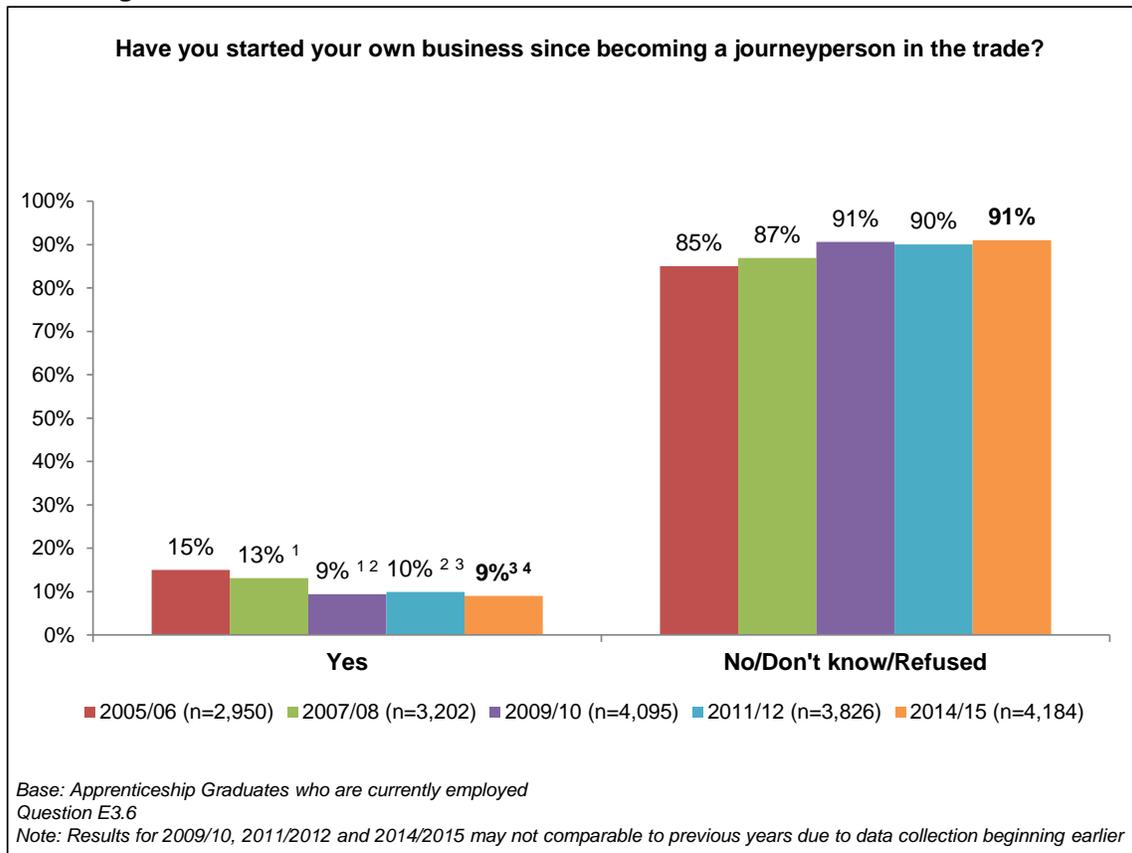
One-in-five (22%) graduates of 2014/2015 indicate that they had been promoted as a result of completing their apprenticeship training program, a decrease when compared to 2011/2012; but still higher than 2009/2010 (19%).

Figure 25



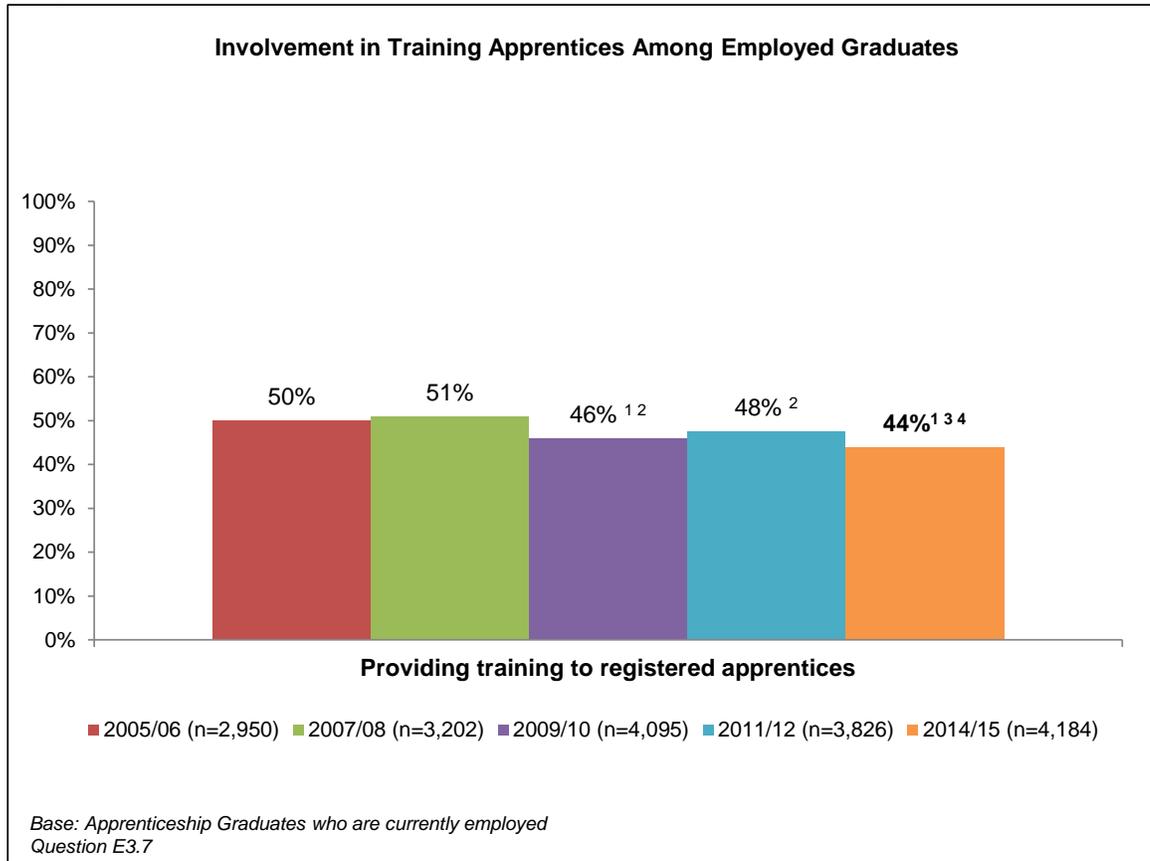
When asked if they had started their own business since becoming a journeyperson, one-in-ten (9%) working graduates of 2014/2015 indicate yes, similar to 2011/2012 (10%).

Figure 26



In 2014/2015, over two-in-five (44%) graduates are providing training to registered apprentices, a decrease from 2011/2012 (48%), but consistent with 2009/2010 (46%).

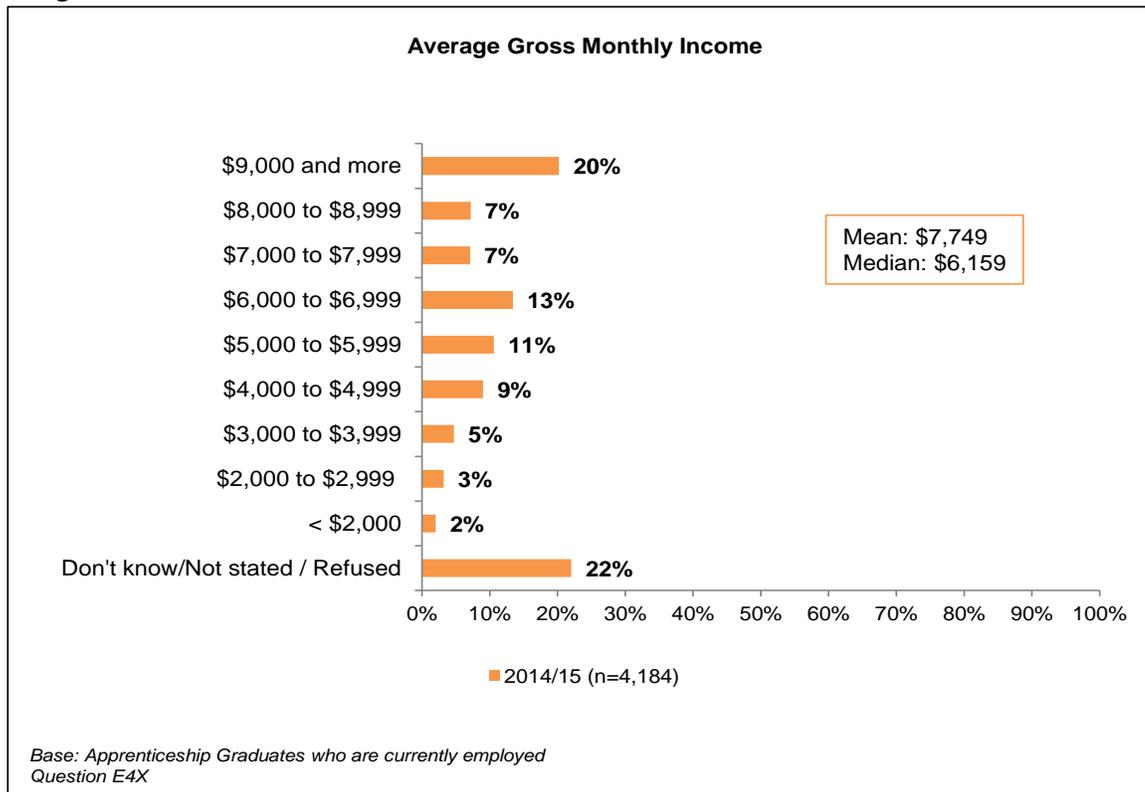
Figure 27



**MONTHLY EMPLOYMENT INCOME**

The greatest proportion (20%) of 2014/2015 graduates are earning \$9,000 or more per month on average, with an average (mean) monthly earning of \$7,749 and median of \$6,159.

Figure 28



When looking at current monthly earnings by trade group, graduates of the mechanical trade group (\$8,761) report the highest average monthly earnings, followed by the electrical trade group (\$8,109). Graduates of the 'other' trade group (\$4,555) have the lowest average reported monthly earnings.

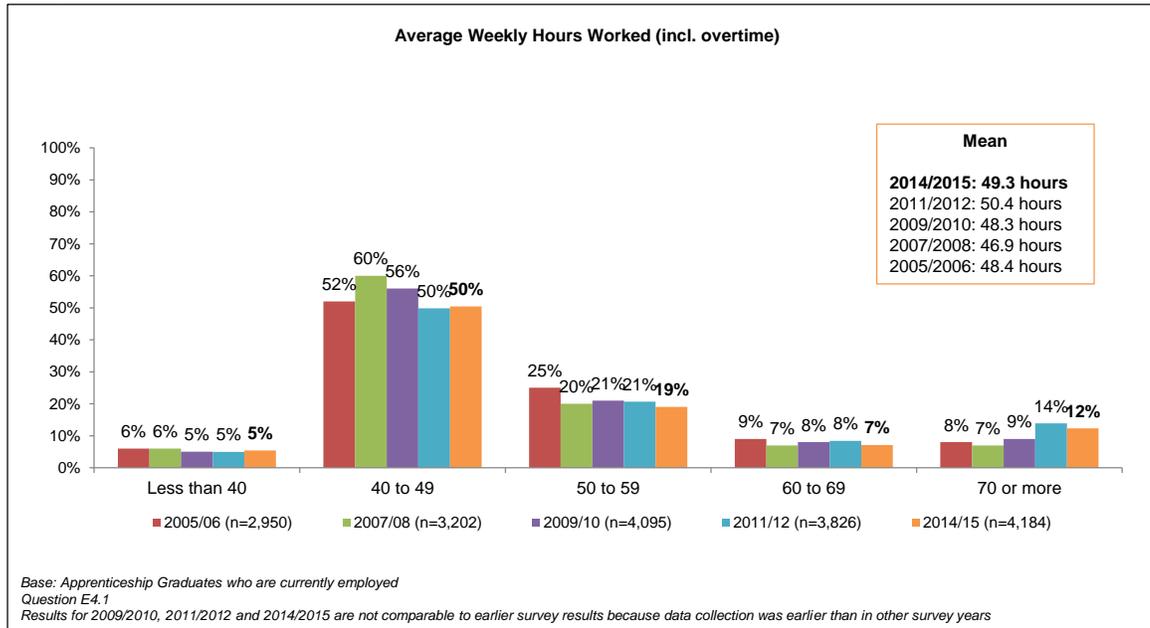
Table 50

Current Monthly Earnings by Trade Group								
Question E4X	Percent of Employed Apprenticeship Graduates						Mean	Median
	Less than \$3,000	\$3,000 to \$4,999	\$5,000 to \$6,999	\$7,000 to \$7,999	\$8,000 to \$8,999	\$9,000 per month or more		
Architectural/Construction (n=580)	4%	18%	24%	5%	6%	23%	\$7,551	\$6,000
Electrical (n=776)	1%	11%	26%	9%	9%	24%	\$8,109	\$7,000
Metal (n=747)	3%	14%	24%	6%	7%	22%	\$8,074	\$6,400
Mechanical (n=840)	2%	8%	25%	9%	10%	22%	\$8,761	\$7,000
Vehicle (n=862)	3%	18%	29%	9%	5%	16%	\$7,645	\$6,000
Other (n=379)	36%	21%	6%	2%	2%	9%	\$4,555	\$3,000
Total (n=4,184)	6%	14%	24%	7%	7%	20%	\$7,749	\$6,159

Base: Apprenticeship Graduates who are currently employed

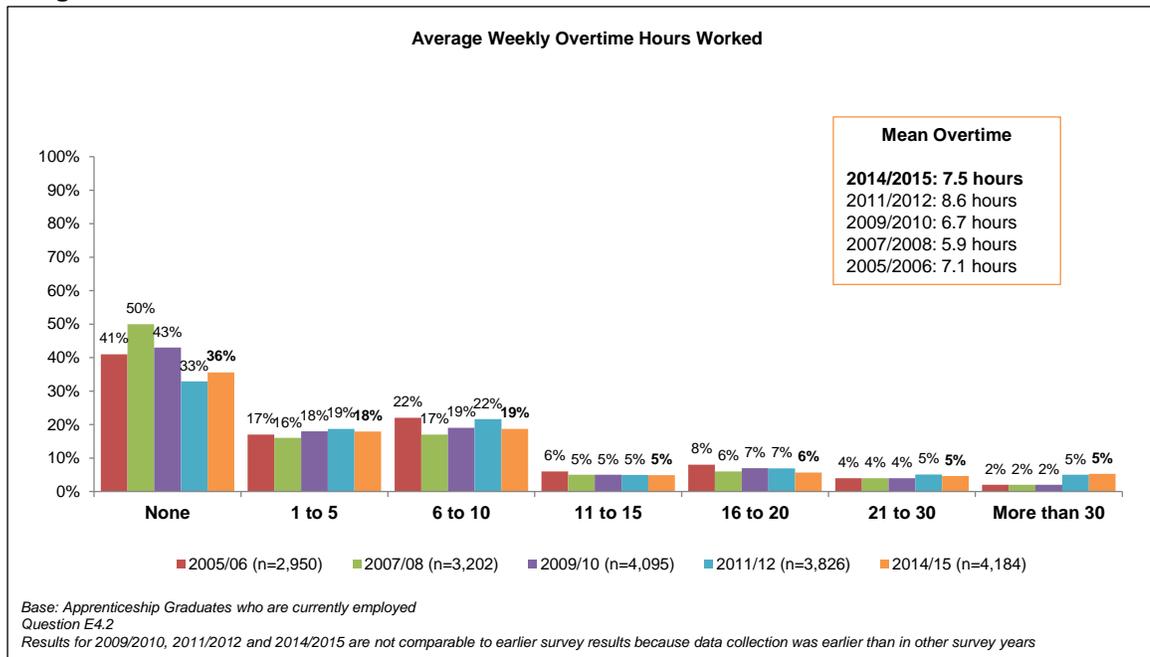
Along with being asked about their current monthly earnings, graduates were asked how many hours they work in an average week, including overtime hours. In 2014/2015 half (50%) of graduates indicate that they work between 40 and 49 hours per week, with an average of 49.3 hours across all graduates.

Figure 29



Looking specifically at the average overtime hours worked in a week, over one-third (36%) of 2014/2015 graduates indicate that they do not work any overtime hours in a typical week, followed by one-in-five (19%) who work between 6 and 10 overtime hours. The average overtime hours worked in a week among 2014/2015 graduates is 7.5 hours.

Figure 30



Among the various trade groups in 2014/2015, graduates of the architectural/construction trade group (10.2 overtime hours) have the highest average hours of overtime worked in a week.

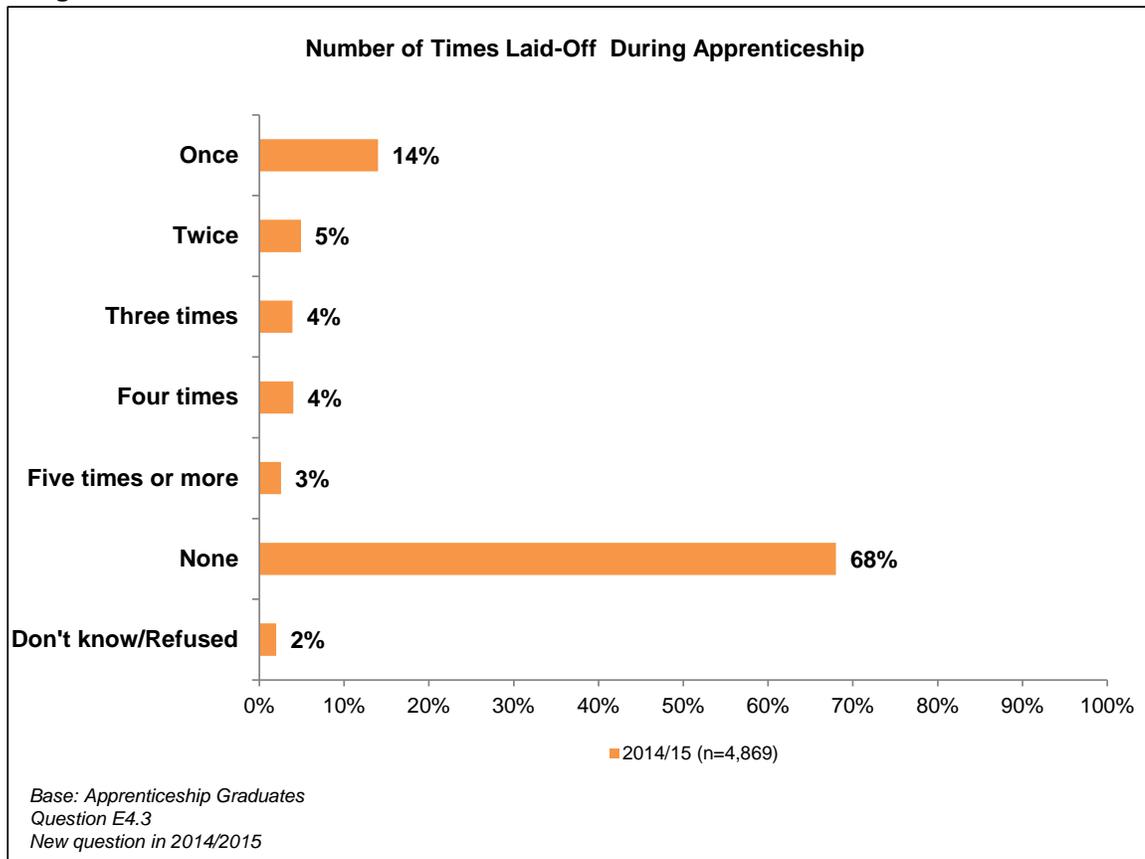
Table 51

Average Weekly Overtime Hours Worked by Trade Group								
Question E4.2	Percent of Apprenticeship Graduates							Mean Overtime Hours
	None	1 to 5	6 to 10	11 to 15	16 to 20	21 to 30	More than 30	
Architectural/Construction (n=580)	29%	14%	22%	5%	7%	6%	10%	10.2
Electrical (n=776)	37%	16%	22%	6%	7%	5%	5%	7.4
Metal (n=747)	33%	13%	22%	6%	6%	5%	6%	8.2
Mechanical (n=840)	32%	20%	21%	5%	6%	5%	4%	7.3
Vehicle (n=862)	44%	22%	13%	4%	4%	2%	2%	5.1
Other (n=379)	37%	22%	8%	3%	3%	6%	8%	7.9
Total (n=4,184)	36%	18%	19%	5%	6%	5%	5%	7.5

Base: Apprenticeship Graduates who are currently employed

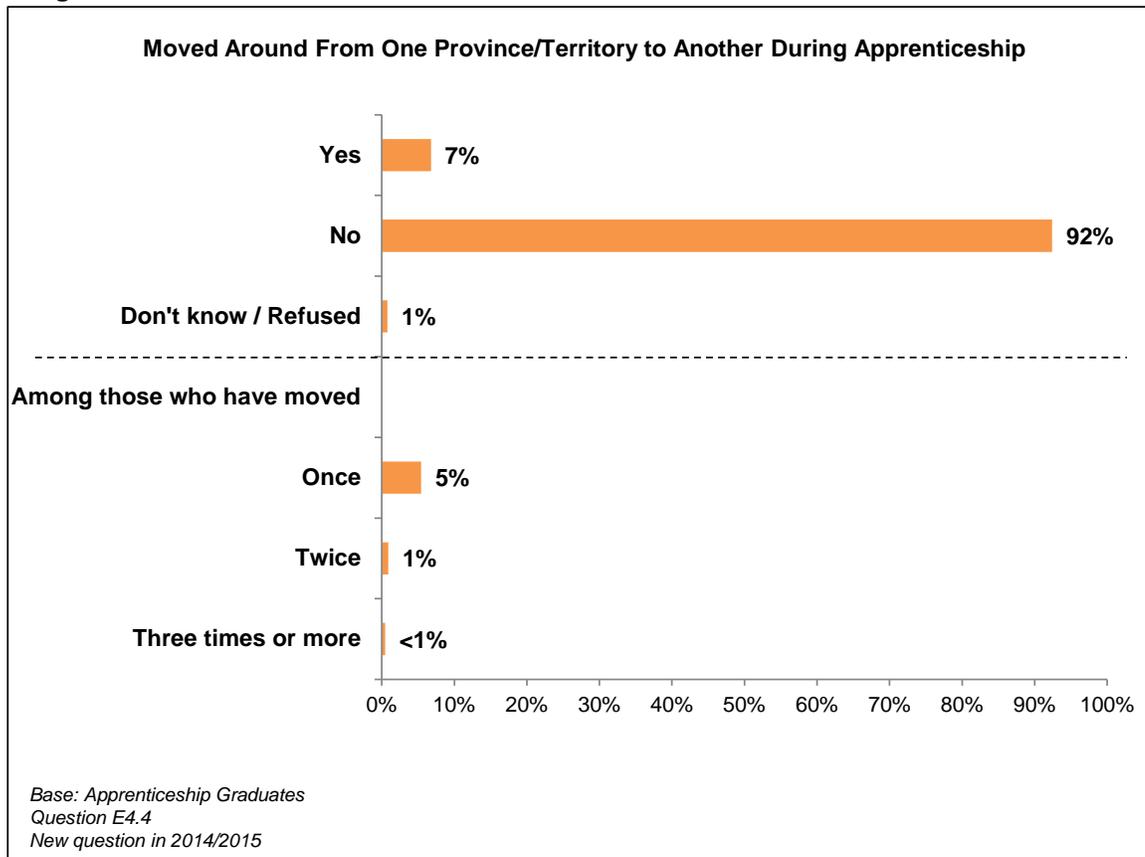
In 2014/2015 graduates were asked if they had experienced being laid-off during their apprenticeship to which nearly a third (30%) report having been. Half (16%) of those graduates further indicate being laid-off more than once.

Figure 31



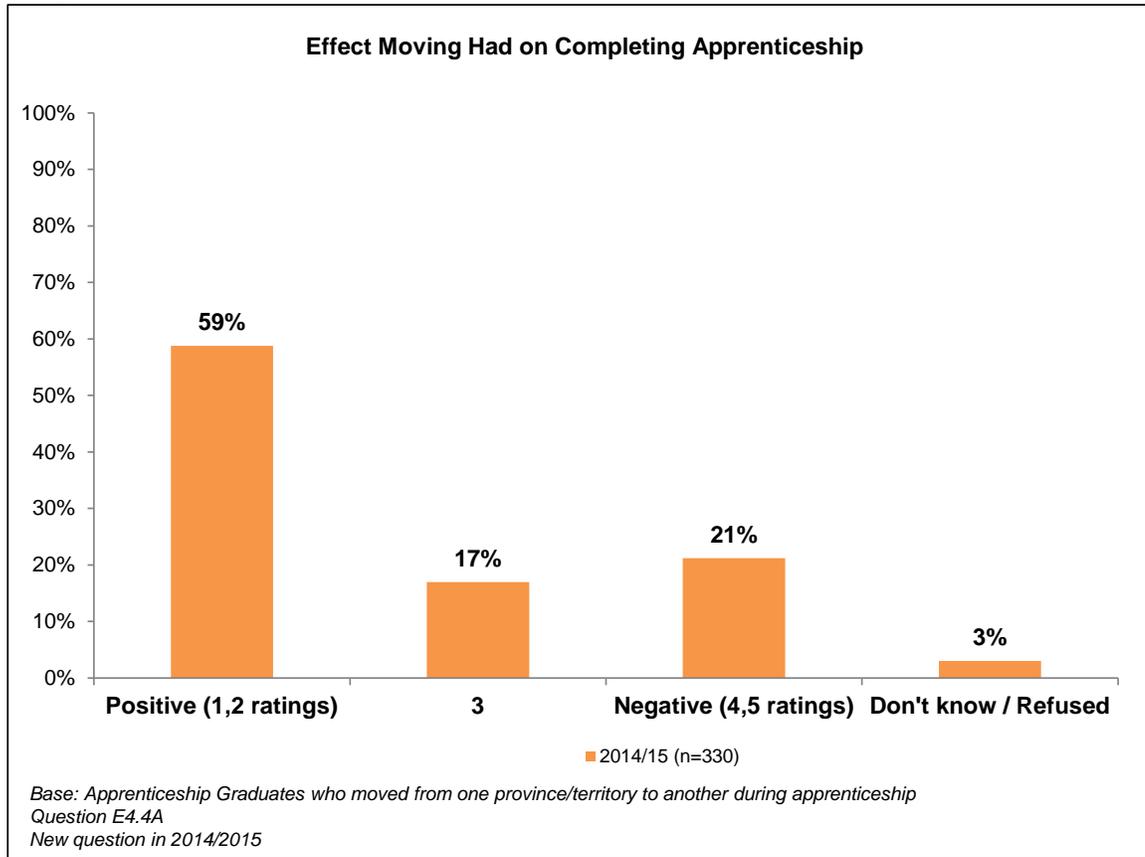
Also new in 2014/2015, graduates were asked if they had moved from one province/territory to another during their apprenticeship, and what effect they feel the move had on completing their apprenticeship. The vast majority (92%) have not moved during their apprenticeship. Of the 7% that had moved, 5% indicate they had moved once.

Figure 32



Of those who had moved (7%), nearly three-in-five (59%) feel that the move had a positive effect on them completing their apprenticeship based on a rating scale between 1 to 5 where 1 is a very positive effect and 5 is a very negative effect. Over 20% feel the move had a negative effect and 17% indicate a neutral effect.

Figure 33



## CHALLENGES AND ASSETS

Graduates were asked to identify the biggest challenge they faced during their apprenticeship. The greatest proportion (19%) of 2014/2015 graduates indicate financial problems, low wages starting off, or lack of financial help as the biggest challenge they faced. These barriers are consistent with the top mentions of previous years.

**Table 52**

Biggest Challenge Faced During Apprenticeship					
Question F1.1	Percent of Apprenticeship Graduates				
	2005/06 (n=3,117)	2007/08 (3,369)	2009/10 (4,426)	2011/12 (n=4,073)	2014/15 (n=4,869)
Financial problems/low wages to start/lack of financial help	23%	22%	19%	17%	19%
Program is difficult/passing exams	4%	3%	3%	2%	4%
General dislike of schooling/prefer working	3%	4%	3%	3%	3%
Travel time to class	2%	3%	2%	3%	3%
Technical training/hands-on new to me/inexperienced/not enough variety	7%	3%	7%	2%	3%
Taking time off to attend school/busy at work	3%	4%	3%	2%	3%
Getting papers signed/Getting apprenticed/finding work	3%	2%	2%	2%	3%
Journeymen/applying my training/getting respect	3%	3%	3%	2%	3%
Interprovincial exam	-	3%	3%	3%	2%
Being older/returning to school after some years	4%	4%	3%	3%	2%
Didn't qualify for EI/EI too low	3%	3%	2%	2%	2%
Getting in/not enough spaces	-	-	-	-	2%
Nothing / No problems	10%	7%	12%	24%	17%
Don't know	4%	9%	4%	3%	8%

*Base: Apprenticeship Graduates  
Mentions less than 2% not included*

Graduates were asked to specify the period of their apprenticeship in which they experienced their biggest challenge. Overall, among the 2014/2015 respondents, there is an increase in those indicating challenges in their first period compared to 2011/2012 and a decrease in those indicating challenges in their fourth period. The proportions indicating challenges in their second and third periods are consistent with 2011/2012. Challenges in all periods are lower than in 2009/2010 and earlier surveys.

**Table 53**

Apprenticeship Period in which Biggest Challenge was Experienced					
Question F1.1a	Percent of Apprenticeship Graduates				
	2005/06 (n=3,117)	2007/08 (n=3,484)	2009/10 (n=4,426)	2011/12 (n=4,073)	2014/15 (n=4,869)
First period	57%	60% <sup>1</sup>	54% <sup>1 2</sup>	43% <sup>1 2 3</sup>	46% <sup>1 2 3 4</sup>
Second period	53%	56%	51% <sup>1 2</sup>	42% <sup>1 2 3</sup>	44% <sup>2 3 4</sup>
Third period	51%	52%	50%	43% <sup>1 2 3</sup>	44% <sup>2 3 4</sup>
Fourth period	45%	44%	40% <sup>1 2</sup>	35% <sup>1 2 3</sup>	32% <sup>1 2 3 4</sup>
Did not experience challenges/Not applicable/Refuse/Don't know	13%	15% <sup>1</sup>	15%	28% <sup>1 2 3</sup>	11% <sup>1 2 3 4</sup>

Consistent with previous years, respondents in 2014/2015 identified instructors as the greatest asset to their ability to complete their apprenticeship training program.

**Table 54**

Greatest Asset in Completing Apprenticeship Training					
Question F1.2	Percent of Apprenticeship Graduates				
	2005/06 (n=3,117)	2007/08 (n=3,421)	2009/10 (n=4,426)	2011/12 (n=4,073)	2014/15 (n=4,869)
Instructors - encouraging/clear/knowledgeable	16%	19%	23%	19%	15%
Supportive family/friends	6%	5%	7%	6%	8%
Myself - motivated/studied/hard work	9%	9%	10%	9%	6%
Company/employer - supportive	6%	7%	7%	6%	6%
The journeyman/supervisor	7%	6%	7%	5%	6%
Just wanting to get it done/showing up/passing/being done	-	-	-	-	6%
Financial assistance/grant/loan/scholarship	-	-	5%	6%	5%
EI (unspecified)	-	-	2%	4%	4%
Get more money/pay raise/promotion	7%	5%	3%	4%	4%
On the job experience	6%	6%	5%	3%	3%
The institution/school	2%	2%	2%	2%	3%
Help from fellow classmates	3%	3%	5%	3%	2%
Co-workers - knowledge/help	2%	3%	3%	2%	2%
Nothing	2%	1%	5%	18%	13%
Don't know	5%	8%	5%	6%	12%

Base: Apprenticeship Graduates  
Mentions less than 2% not included

When asked what would have helped them complete their apprenticeship sooner, two-in-five (43%) graduates indicate that nothing would have accomplished this.

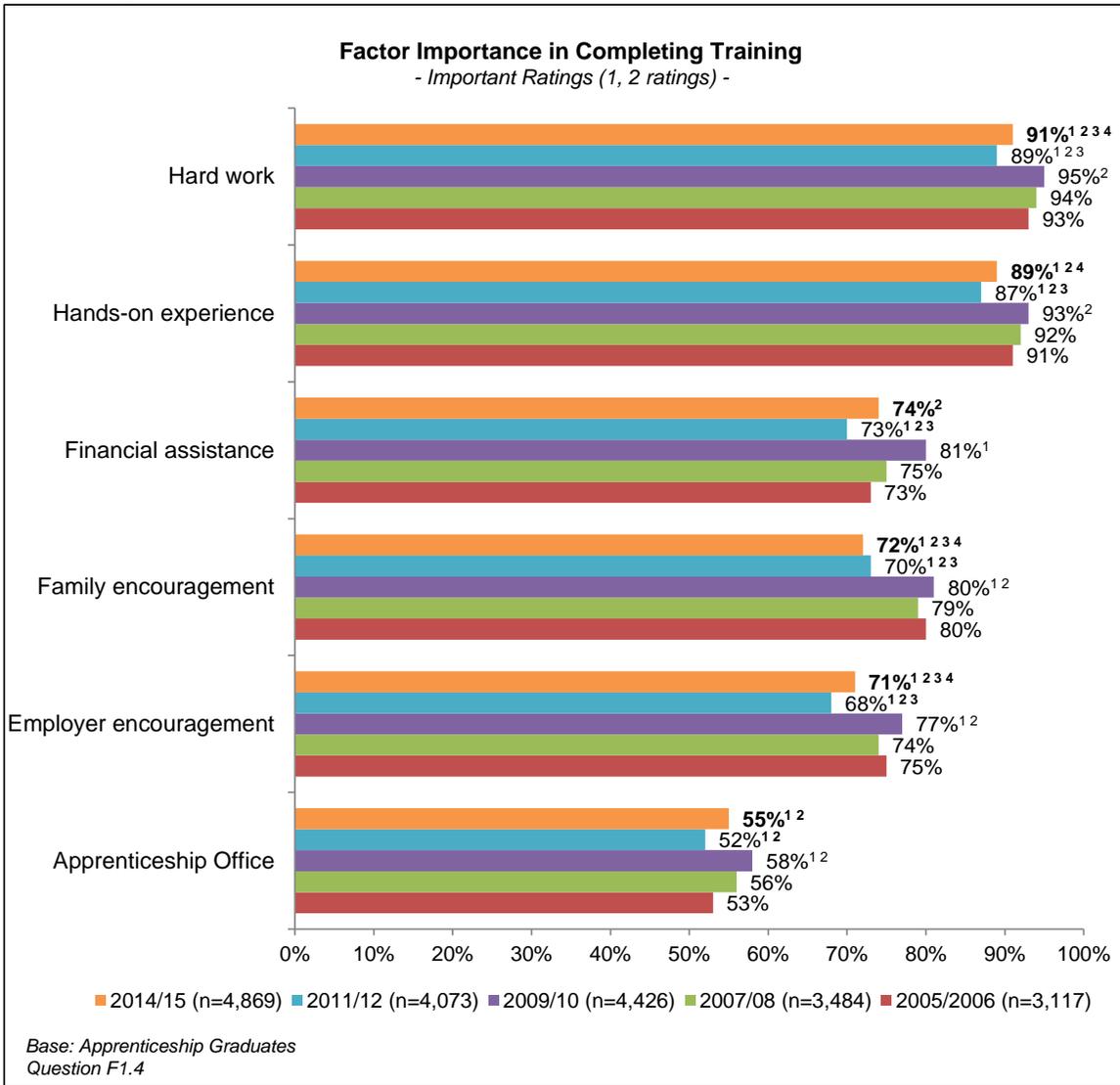
Table 55

What would have helped you complete your apprenticeship sooner?					
Question F1.3	Percent of Apprenticeship Graduates				
	2005/06 (n=3,117)	2007/08 (n=3,421)	2009/10 (n=4,426)	2011/12 (n=4,073)	2014/15 (n=4,869)
Finances/more money/better wages/employer paid me to go to school/more savings	9%	8%	10%	7%	9%
More financial assistance/grants/more publicity about their availability/If I'd been eligible/different criteria/funding	7%	5%	3%	4%	5%
More classes available - shortage of spaces	3%	2%	2%	2%	3%
Registered sooner/started younger/earlier technical training/not taking time off/made the decision earlier	-	-	-	-	3%
Employer support/my employer held me back/cancelled his sponsorship/more push by my employer/worked somewhere else	4%	4%	3%	3%	2%
Nothing	45%	34%	48%	57%	43%
Don't know	6%	25%	8%	4%	11%

Base: Apprenticeship Graduates  
Mentions less than 2% not included

Graduates were asked to rate the importance of a number of factors in completing their apprenticeship training program. Among the 2014/2015 respondents, the greatest proportion (91%) identify hard work as the most important (1 or 2 out of 5) factor in completing their apprenticeship training, followed closely by hands-on experience (89%). Just over half of graduates (55%) indicate that the apprenticeship office was an important factor in completing their apprenticeship.

Figure 34



**Table 56**

Factor Importance in Completing Apprenticeship Program					
Question F1.4A,B,C,D,E,F	Percent of Apprenticeship Graduates				
	Very Important (1)	(2)	(3)	(4)	Not at all Important (5)
Hard work	76%	15%	5%	1%	2%
Having hands-on experience in the trade that related to the technical training in class	73%	16%	6%	2%	2%
Financial assistance other than personal savings	58%	16%	12%	4%	8%
Family encouragement	51%	21%	16%	4%	6%
Employer encouragement	48%	22%	16%	5%	7%
Help from Apprenticeship office staff	30%	25%	25%	9%	8%

Base: Apprenticeship Graduates (n=4,869)

**Table 57**

Factor Importance in Completing Apprenticeship Program by Trade Group							
Question F1.4A,B,C,D,E,F	Percent of Important Ratings (1,2 ratings)						
	Architectural / Construction (n=652)	Electrical (n=923)	Metal (n=991)	Mechanical (n=954)	Vehicle (n=915)	Other (n=434)	Total (n=4,869)
Hard work	89%	92%	90%	89%	93%	93%	91%
Having hands-on experience in the trade that related to the technical training in class	91%	85%	89%	89%	90%	94%	89%
Financial assistance other than personal savings	70%	74%	76%	77%	77%	69%	74%
Family encouragement	69%	72%	72%	72%	74%	76%	72%
Employer encouragement	70%	65%	70%	69%	76%	79%	71%
Help from Apprenticeship office staff	52%	49%	56%	52%	59%	65%	55%

Base: Apprenticeship Graduates

## COMMUNICATIONS AND GRADUATES' COMMENTS

One-third (34%) of 2014/2015 graduates indicate that their main reason for entering the trade was because they liked the work and found it challenging.

**Table 58**

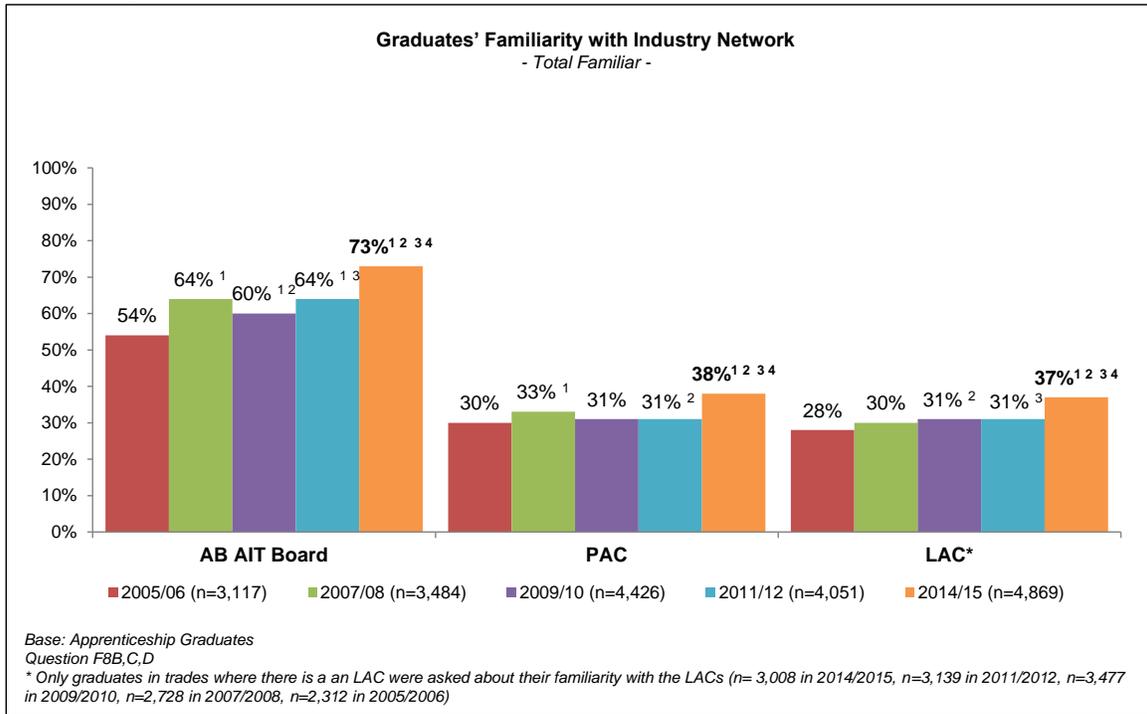
Main Reason for Entering the Trade (Top Mentions)					
Question F2	Percent of Apprenticeship Graduates				
	2005/06 (n=3,117)	2007/08 (n=3,464)	2009/10 (n=4,378)	2011/12 (n=4,073)	2014/15 (n=4,869)
Challenging/liked work/interested in trade	46%	41%	41%	34%	34%
Expected good income potential	16%	14%	12%	13%	13%
Familiar with trade/had job in trade	13%	13%	12%	10%	10%
Family advice/family tradition	11%	11%	9%	10%	10%
Security/job with a future	9%	9%	7%	9%	10%
Job became available	7%	8%	8%	6%	7%
Job requirement	-	-	-	-	2%

*Mentions less than 2% not included  
Base: Apprenticeship Graduates*

## AWARENESS OF THE INDUSTRY NETWORK

Compared to previous survey years, respondents of 2014/2015 indicate the highest level of familiarity with the AIT Board, with nearly three-quarters (73%) being familiar or very familiar, an increase over all previous survey years (64% in 2011/2012, 60% in 2009/2010, 64% in 2007/2008, 54% in 2005/2006). Similarly an increased proportion indicate they are familiar with the Provincial Apprenticeship Committees (PACs) (38% in 2014/2015, compared to 31% in 2011/2012, 31% in 2009/2010, 33% in 2007/2008, 30% in 2005/2006) and Local Apprenticeship Committees (LACs) (37% in 2014/2015, compared to 31% in 2011/2012, 31% in 2009/2010, 30% in 2007/2008, 28% in 2005/2006). Awareness about both the PACs and the LACs are at the highest level over the past 5 survey years.

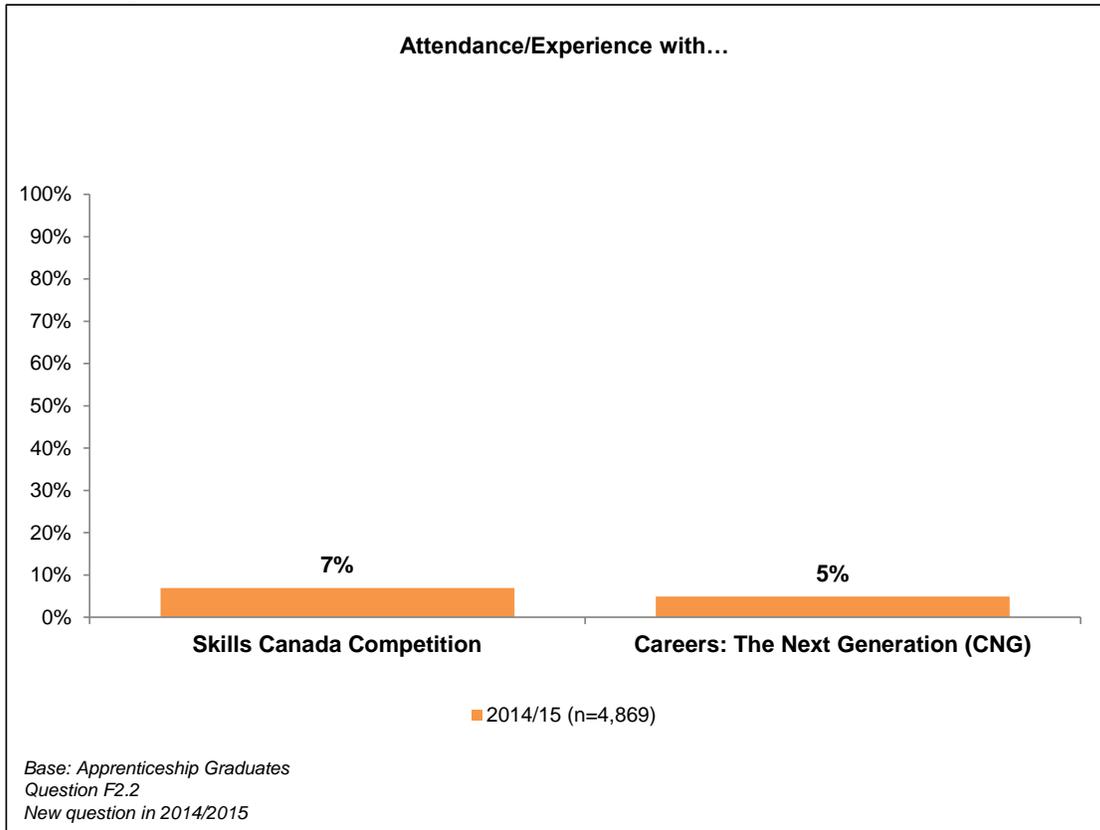
Figure 35



**COMMUNICATION**

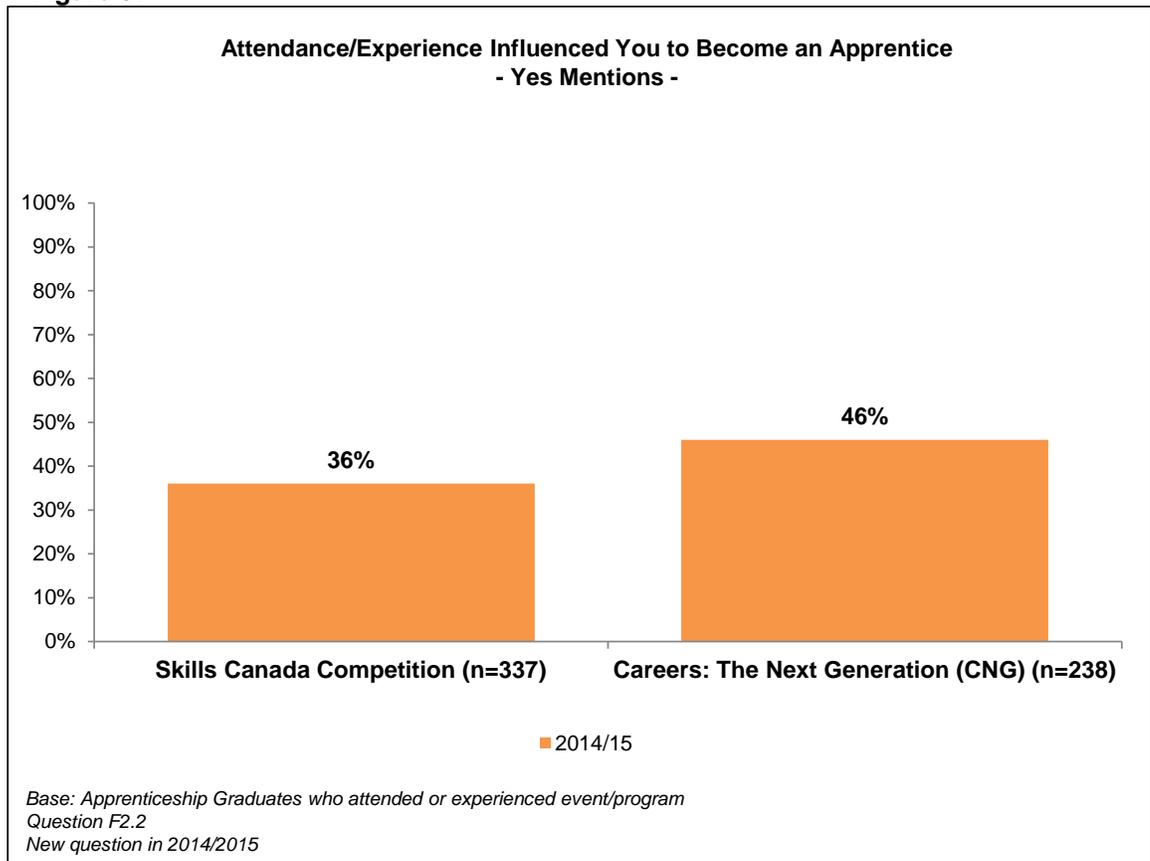
Very few respondents of 2014/2015 indicate attending or having experience with either Careers: The Next Generation (CNG) (5%), and the Skills Canada Competition (7%).

Figure 36



Furthermore, of those who attended or had experience with each program, over one-third (36%) agree that the Skills Canada Competition influenced them to become an apprentice, while nearly half (46%) indicate the same regarding Careers: The Next Generation (CNG).

Figure 37



In 2014/2015 graduates were asked if they had ever used Apprenticeship and Industry Training’s website, [www.tradesecrets.alberta.ca](http://www.tradesecrets.alberta.ca), to find out about apprenticeship programs and services. The majority (81%) of graduates have used the site in some way or another, with greatest proportion (30%) indicating using the site to check their marks.

Table 59

Reasons for Using <a href="http://www.tradesecrets.alberta.ca">www.tradesecrets.alberta.ca</a>	
Question F10A	Percent of Apprenticeship Graduates
	2014/15 (n=4,869)
<b>USED</b>	<b>81%</b>
Check my marks / grades	30%
Applications / information on financial assistance (grants, loans, scholarships)	10%
Check dates / times / schedules (exam, class, school, etc.)	10%
Look up information about trade / other trades	7%
Exam preparation / Practice questions / Study guide	7%
Information (unspecified)	7%
Specific trade mentions	4%
To find out about programs and services	4%
Registration / Course / school / exam registration	3%
Availability of courses / training / school	3%
Classes / Course information	2%
Everything / Anything / Lots of stuff / Variety of things	2%
Exams / tests (unspecified)	2%
Yes (Other)	5%
Other	11%
<b>NOT USED</b>	<b>11%</b>
Did not need to / Never had a need for it	5%
Other	6%
<b>Don't know</b>	<b>7%</b>
<b>Refused</b>	<b>2%</b>

Base: Apprenticeship Graduates  
 Mentions less than 2% not included  
 New question in 2014/2015

Graduates were also asked if they had ever used Apprenticeship and Industry Training’s online services, MyTradesecrets, for tasks such as checking their marks, making an online payment or updating their personal information. Over three-quarters (78%) of graduates have, with checking marks (71%) being the top cited mention.

Table 60

Reasons for Using MyTradesecrets	
Question F10B	Percent of Apprenticeship Graduates
	2014/15 (n=4,869)
<b>USED</b>	<b>78%</b>
Check my marks / grades	71%
Updating personal information	14%
Making an online payment	10%
Yes (Other)	2%
Other	7%
<b>NOT USED</b>	<b>13%</b>
Did not need to / Never had a need for it	5%
Other	7%
<b>Don't know</b>	<b>7%</b>
<b>Refused</b>	<b>2%</b>

Base: Apprenticeship Graduates  
 Mentions less than 2% not included  
 New question in 2014/2015

### METHODOLOGY

In order to maintain continuity and comparability of survey results over time, the 2014/2015 graduate survey was implemented based on the same methodology as previous surveys, as closely as possible.

Minor changes were made to the 2014/2015 graduate survey questionnaire to accommodate a need to collect information on apprenticeship topics such as industry sector, mobility and layoffs. Also, in past iterations the web option typically followed once the telephone data collection was underway. However, in 2014/2015 the survey was administered by phone and web simultaneously which gave more respondents the opportunity to take the online option.

### TARGET RESPONDENTS

The target respondents are Albertans who were registered apprentices during the 2014/2015 school year and, during that time, completed all the requirements to become a certified journeyman in a trade.

Two groups (cohorts) of graduates were surveyed:

- ✓ Cohort 1: individuals who completed both the technical and on-the-job training requirements of the apprenticeship program in 2014/2015.
- ✓ Cohort 2: individuals who completed the on-the-job training in 2014/2015 but did not take the technical training portion of the program in that school year.

Also new in 2014/2015, notification of this research was provided on the website: [www.tradesecrets.alberta.ca](http://www.tradesecrets.alberta.ca). The message notified apprenticeship graduates of 2014/2015 that they would likely be contacted and asked about their experiences in the apprenticeship program.

## QUESTIONNAIRE DESIGN

Leger Marketing (Leger) worked collaboratively with AE to ensure that the new information needs were reflected in the survey. We also discussed any effect these changes may have on questionnaire length and reporting as well as trend analysis.

## SAMPLING PLAN

Leger conducted a census of Alberta apprenticeship program graduates, targeting completion of at least 60% of cohort 1 graduates and 50% of cohort 2 graduates.

Table M.1

Priority	Cohort	Population	Required Number of Interviews
1	Attended both technical and on-the-job training within 2014/2015 school year	4,770	2,862 (60%)
2	Completed apprenticeship program, did not attend technical training during 2014/2015 school year	4,513	2,257 (50%)
<b>Total</b>		<b>9,283</b>	<b>5,119</b>

## DATA COLLECTION

The desired data collection methodology for this AE project was clearly described within the RFP, and Leger adhered to all of the prescribed requirements. The primary methodology was a telephone survey, supplemented with a web response option. Pretest data was collected by phone on November 10<sup>th</sup>, 2015 and full data collected by both phone and web was collected between November 12<sup>th</sup>, 2015 and January 25<sup>th</sup>, 2016. Data collection was temporarily put on hold between December 24, 2015 and January 1, 2016, barring any scheduled appointments. However the web portion remained open for the entire duration of the project.

## **INTEGRATION OF TELEPHONE AND WEB**

Leger's data collection systems provide compatible telephone (Voxco) and web (Confirmit) based interviewing (CATI and CAWI). At any point in the data collection process, results for both telephone and online interviews were monitored and reviewed with a push of a button. The systems are able to speak to one another and recognize the graduate regardless of which response option he or she chooses. In this manner, duplicate surveys were avoided.

### **COMPUTER AIDED TELEPHONE INTERVIEWING (CATI)**

All telephone interviewing was conducted from Leger's Computer Aided Telephone Interviewing (CATI) stations, located within Canada.

Leger's highly trained data analysts programmed the questionnaire into CATI and performed extensive testing on the program to ensure accuracy. Interviewers input data directly into an electronic data file while on the telephone with each respondent. Each question appeared on the interviewer's screen, accompanied by a list of eligible responses. The CATI program automatically presented the next question and included automatic skip patterns, eliminating improper response and skip errors that can occur when using paper surveys.

Our data analysts randomized the sample and set up quotas for each trade, trade group, region and AIT office. Interviewing was conducted daily with targets set to take into account holidays or events that may impact response rates. All sample and target programming was verified to ensure accuracy.

CATI further enabled Leger to track response rates, calling statistics and sample sizes. In this way, the progress of the data collection and the reasons for non-response were closely monitored.

### **COMPUTER AIDED WEB INTERVIEWING (CAWI)**

Emails were sent to all graduates for whom email addresses were provided in the sample frame. Almost 89% of graduates in the sample frame had an email address.

In 2014/2015 telephone and web surveys were launched simultaneously. During the telephone survey respondents were asked whether they would like to complete the survey by telephone or by web. Email addresses for the graduates who preferred to complete the

survey online rather than by phone were collected while on the phone with the graduate, and an email invitation with a link to the survey was sent to the graduate. Each link contained an embedded unique ID so Leger (and only Leger) was able to track responses and ensure each respondent answered only once. By doing so, Leger was able to identify who needed to receive email reminders to complete the survey. Telephone reminders were also provided even if the graduate indicated a preference to complete the survey online. The unique identifier also enabled monitoring of survey compliance by region and cross-tabulation by region at the analysis stage.

To further promote web completions, Leger left a voice message when voicemail was reached, with instructions on how to complete the survey online. In this manner, even those graduates who did not answer their phone were able to complete the survey. The toll-free number was also left so the graduate could complete the survey by telephone if they preferred. The same unique ID was provided in the voicemail to match the survey responses to the graduate record.

### **PROGRAMMING**

Our programmers ensured full comparability with data of past years' surveys, using variable names and response codes that matched those used in the previous iterations of the survey. Programming was tested in detail prior to the pilot-test. Also, Leger ran a computer-based simulation, which inserts thousands of randomly selected numbers into the data fields, essentially filling the survey with random responses. Then, the data was examined for out-of-range and other types of invalid responses as well as to ensure that any skip patterns were being followed correctly.

### **PILOT-TESTING THE QUESTIONNAIRE**

Prior to data collection, Leger completed a pilot test of the questionnaire. Pilot test results were shared with AE and no substantial changes were made to the questionnaire following the pilot test, the pilot test interviews were included in the final dataset.

### **CALL-BACK PROCEDURES**

Call-backs ensure that graduates are not systematically excluded from the study because they are not available on a specific day or at a specific time. To ensure the sample was representative of the population and to maximize the response rate, Leger exceeded the minimum requirements set out in the RFP:

- ✓ Made a minimum of **five (5) attempts** for **initial contact** with graduates before considering them unreachable. Look-ups and references / alternate contacts to locate up-to-date contact information were not considered attempts to make initial contact.
- ✓ After initial contact was made, each telephone number was called up to **six (6) times** to **reach a respondent** for an interview before that number was considered exhausted.
- ✓ Call attempts were made on different days and at different times of day. Each number was called no more than twice per day and never at the same time on different days except in the event where calls were made at all possible times and on all days. In trying to reach a respondent, up to 35 attempts were made in some cases, such as when a number of appointments were made with a graduate. This was accomplished using a systematic procedure regarding determination of when additional call-backs needed to happen, so the procedure was consistent across all records.
- ✓ Appointments were made and kept with individual graduates to ensure interviewing could occur at the respondent's convenience.

### INTERVIEW MONITORING AND FEEDBACK

As part of Leger's commitment to providing quality data collection, a trained and experienced supervisor monitored a minimum of 10% of the telephone interviews, as is the Marketing Research and Intelligence Association (MRIA) standard in market research. The supervisors ensured that the questionnaire was being administered properly by the interviewers, and provided immediate ongoing feedback to interviewing staff.

### **INTERVIEWER TOOLS AND TRAINING**

Leger’s experienced team of research interviewers conducted all interviews. Each interviewer has considerable experience, is fully trained on interviewing techniques, and brings previous experience with a variety of satisfaction studies.

To ensure high quality data collection, a project briefing on the study was administered prior to fielding. Following this briefing and prior to fielding, interviewers role-played interview situations to become thoroughly familiar with the administration of the questionnaire.

Based on our learning from the pilot-test, the interviewers were equipped with the objectives of each question, and trained on rebuttal techniques designed to convert potential refusals into completed surveys. In the case where a respondent provided a soft-refusal, the interviewer used rehearsed responses to handle objections, and if unable to complete an interview, took detailed notes on the nature of the refusal, and then spoke with a supervisor to determine what the next steps should be, and who should handle the call.

### **EXTRA EFFORTS TO MAXIMIZE RESPONSE**

Through Leger’s experience surveying populations that are relatively difficult to access, we found the following methods to be effective in increasing response rates:

- ✓ Providing a web response option, in addition to telephone;
- ✓ Using our Alberta office phone number on call display for all out-bound calls;
- ✓ Leaving a voicemail message for graduates so that they knew the sponsor, why we are calling, and how to get in touch with us;
- ✓ Including a toll free number in the voicemail inviting clients to call in and arrange to complete the survey at their own convenience;
- ✓ Including the web survey link in voicemail and the telephone survey script to allow for web-based responses for those who prefer that;
- ✓ Contacting secondary numbers/addresses, if available (e.g., permanent address);
- ✓ Looking up out-of-date telephone numbers in current directories;
- ✓ Sending emails to those graduates who cannot be found by any other means, if they have an email address available in their contact record, and
- ✓ Making multiple telephone calls to each number and setting appointments for call-backs.

Additionally, we employed a front heavy data collection process to ensure all potential respondents were called at least once within a short time frame at the beginning of the data collection period. This allowed for prompt identification of incorrect or not-in-service numbers, which could then be looked up and called again in a timely manner.

### **DATA CODING, ENTRY AND ANALYSIS**

Data was collected between November 10<sup>th</sup>, 2015 and January 25<sup>th</sup>, 2016, with surveys completed by 4,869 respondents, specifically:

- ✓ 3,858 by telephone; and
- ✓ 1,011 by web.

The following table illustrates the distribution of completed interviews by cohort and trade group:

Table M.2

<b>Total Survey Completes</b>					
<b>Trade Group</b>	<b>Cohort</b>	<b>Completions</b>			
		<b>Telephone</b>	<b>Web</b>	<b>Total</b>	<b>% of Population</b>
<b>Architectural Construction</b>	Cohort 1	259	76	<b>335</b>	<b>57.4%</b>
	Cohort 2	264	53	<b>317</b>	<b>50.0%</b>
	Subtotal	523	129	<b>652</b>	<b>53.5%</b>
<b>Electrical</b>	Cohort 1	420	98	<b>518</b>	<b>52.3%</b>
	Cohort 2	327	78	<b>405</b>	<b>50.3%</b>
	Subtotal	747	176	<b>923</b>	<b>51.4%</b>
<b>Metal</b>	Cohort 1	549	111	<b>660</b>	<b>53.0%</b>
	Cohort 2	286	45	<b>331</b>	<b>46.8%</b>
	Subtotal	835	156	<b>991</b>	<b>50.8%</b>
<b>Mechanical</b>	Cohort 1	395	106	<b>501</b>	<b>56.0%</b>
	Cohort 2	352	101	<b>453</b>	<b>49.9%</b>
	Subtotal	747	207	<b>954</b>	<b>52.9%</b>
<b>Vehicle</b>	Cohort 1	406	139	<b>545</b>	<b>58.5%</b>
	Cohort 2	280	90	<b>370</b>	<b>53.7%</b>
	Subtotal	686	229	<b>915</b>	<b>56.5%</b>
<b>Other</b>	Cohort 1	53	19	<b>72</b>	<b>57.1%</b>
	Cohort 2	267	95	<b>362</b>	<b>47.0%</b>
	Subtotal	320	114	<b>434</b>	<b>48.4%</b>
<b>TOTAL</b>	Cohort 1	2,082	549	<b>2,631</b>	<b>55.2%</b>
	Cohort 2	1,776	462	<b>2,238</b>	<b>49.6%</b>
<b>GRAND TOTAL</b>		<b>3,858</b>	<b>1,011</b>	<b>4,869</b>	<b>52.5%</b>

Table M.3

Cohort	Completions	Minimum Target	% of Minimum Target	% of Population
Cohort 1	2,631	2,862	<b>91.9%</b>	<b>55.2%</b>
Cohort 2	2,238	<u>2,257</u>	<b>99.2%</b>	<b>49.6%</b>
<b>Total</b>	4,869	5,119	<b>95.1%</b>	<b>52.5%</b>

Overall survey results provide a margin of error of  $\pm 1.0\%$ , 19 times out of 20. Based on the outcome of all call attempts, an overall response rate of 55.2% was achieved for Cohort 1 and 49.6% for Cohort 2, with an overall response rate of 52.5%. Further detailed results pertaining to the survey sample are as follows:

Table M.4

Survey Statistics					
Target Groups	Type of Sample	Number of Sample Drawn	% Refusing	% Eligible Sample	% Exhausted Sample
<b>Architectural Construction</b>	Cohort 1	584	19.3%	0.9%	13.2%
	Cohort 2	634	19.9%	1.7%	14.8%
	Subtotal	1,218	19.6%	1.3%	14.0%
<b>Electrical</b>	Cohort 1	990	22.3%	1.7%	15.8%
	Cohort 2	805	20.7%	1.0%	13.5%
	Subtotal	1,795	21.6%	1.4%	14.8%
<b>Metal</b>	Cohort 1	1,245	19.8%	1.4%	16.4%
	Cohort 2	707	19.0%	0.6%	18.2%
	Subtotal	1,952	19.5%	1.1%	17.1%
<b>Mechanical</b>	Cohort 1	894	16.9%	0.8%	17.9%
	Cohort 2	908	18.4%	1.3%	17.4%
	Subtotal	1,802	17.6%	1.1%	17.6%
<b>Vehicle</b>	Cohort 1	931	18.9%	0.6%	13.0%
	Cohort 2	689	18.3%	1.0%	14.2%
	Subtotal	1,620	18.6%	0.8%	13.5%

Survey Statistics					
Target Groups	Type of Sample	Number of Sample Drawn	% Refusing	% Eligible Sample	% Exhausted Sample
Other	Cohort 1	126	13.5%	-	22.2%
	Cohort 2	770	17.9%	1.3%	23.0%
	Subtotal	896	17.3%	1.1%	22.9%
TOTAL	Cohort 1	4,770	19.4%	1.1%	15.6%
	Cohort 2	4,513	19.0%	1.2%	17.0%
<b>GRAND TOTAL</b>		<b>9,283</b>	<b>19.2%</b>	<b>1.1%</b>	<b>16.3%</b>

While data was being collected, Leger provided weekly electronic and/or verbal progress reports to the client.

#### DATA CLEANING AND ANALYSIS

To ensure the survey was being completed correctly, Leger's data analysts examined the results of each survey in detail after the first night's results were available. Upon completion of data collection, our data analysts and data processing department cleaned the data thoroughly, ensuring:

- ✓ All closed-ended questions were within the allowable or logical ranges (allowable ranges were confirmed with the client in any circumstance, where they were not obvious from the questionnaire);
- ✓ Skip patterns were followed correctly;
- ✓ The data was complete, except where it was intentional and within client expectations; and
- ✓ Information was consistent and logical across questions, with no contradictions in the data.

Some of the data cleaning procedures were completed concurrently with data collection, with a thorough final check performed at the end once all interviewing had been completed. Detailed checks were also made following the pilot test and initial interviews (e.g., first

hundred completes) to ensure the survey was working effectively prior to the bulk of the data collection.

Leger's professional data analysis team produced computer tables (frequencies, and cross-tabulations) that presented total results, as well as results based on different sub-segments of the population as required by AE. The computer tables enable analysis of the data based on the sub-segments identified at the set-up of the project.

Because of the approach taken that **all** 2014/2015 apprenticeship graduates be contacted and invited to participate, the survey is defined as a **census** and does not involve random sampling. For the purpose of establishing **minimum sample sizes** overall and by trade, training institute, and Regional Office, the following confidence intervals that apply to surveys involving random sampling have been used to define the requirements:

- ✓ Aggregate analysis for all variables (95%  $\pm$  5%);
- ✓ Analysis of all relevant variables by trade (95%  $\pm$  10%);
- ✓ Analysis of all relevant variables by training institute (95%  $\pm$  10%); and
- ✓ Analysis of all relevant variables by Regional Office (95%  $\pm$  10%).

Based on these requirements, quotas were set and met where possible. In situations where the number of graduates in a subset was too small to realistically complete enough interviews to meet these targets, as many interviews as possible were conducted with these groups. To maximize the number of groups that can be reported on, the highest priority was assigned to small groups where a higher response was needed. For the most difficult and high priority (for the purposes of fulfilling quotas) cases, a single interviewer was assigned to specific graduates to try and locate and make contact with them. By assigning a single interviewer to a single graduate's case, rapport can be more easily developed (e.g., through voicemails) and the case could be followed more easily. Interviewers made notes in the case contact record to help support future calls from themselves or other interviewers.

Data analysis included analyzing the combined satisfied and very satisfied ratings as well as just the very satisfied ratings. Attitudinal variables (KPI and non-KPI) have been compared to data from previous years where common variables exist. Non-attitudinal results will be analyzed on aggregate. The identified sub-segments of trade, trade group, and region or AIT office have also been used in the analysis of responses. All responses

have been tested for significance at a 95% confidence level, using the assumption that census results are similar to what would be obtained with a random sample.

### **CODING OPEN-ENDED RESPONSES**

Asking respondents open-ended questions provides valuable insight into the reasons behind their opinions. Uncategorized open-ended responses, however, can be difficult to interpret, particularly when large sample sizes are involved. To address this, in addition to interviewers entering open-ended responses verbatim, Leger's specialized coding department grouped similar responses into categories by assigning appropriate codes to each open-ended response. This allows the data to be interpreted and compared across sub-segments and action to be taken based on the responses. To ensure consistency in methodology across years for this tracking study an existing code-book/analysis has been used.

### **DATA FILES**

Clean, labeled data files have been prepared and delivered to AE using the previous iterations of the survey to produce overall files for the combined surveys.

## APPENDIX A - 2014/2015 GRADUATE SURVEY INSTRUMENT

### Survey Instrument – 2014/2015 Graduates of Apprenticeship

#### INTRODUCTION

Hello, my name is \_\_\_\_\_ (first name) and I am calling from Leger on behalf of the Alberta Apprenticeship and Industry Training Board and Alberta Innovation and Advanced Education. They would like to know how satisfied you were with the apprenticeship and industry training program in the [trade] trade. Your input is very important and will help us to make improvements in the apprenticeship system.

(WEB RE-WRITE) The survey takes about 18 to 20 minutes to complete.

Your participation is voluntary and any information you provide will be kept confidential. Your responses will be shared with postsecondary institutions that provide apprenticeship technical training but will not be identifiable to an individual. When results are published, only summary or grouped information will be provided. Your personal information is collected in accordance with section 33c of *the Freedom of Information and Protection of Privacy Act* for the purposes of assessing the apprenticeship training system in Alberta and will only be used or disclosed in accordance with that Act. Do you have any questions about the collection of this information?

[IF YES – refer the respondent to Gina Wong, Apprenticeship & Student Aid, Edmonton, Alberta, (780)427-8768.

Is this a convenient time to talk to you? **[If NO]** When would be a convenient time to call you back?  
[RECORD IN CALLBACK SCHEDULER]

[IF REFUSED or NOT AVAILABLE BY PHONE VIA PROXY, READ] An online version of the survey is available; would you be willing to complete the survey online? [IF YES, ASK] May I collect your e-mail address and we will send you an e-mail with the link to the survey?

\_\_\_\_\_ RECORD E-mail address. [READ] We will forward you an e-mail invitation within the next two working days with your ID number and a link to the survey. Thank you [terminate]

Have I reached you on your cell phone? [IF YES] Is there another number you can be reached at to complete the survey?

#### SECTION A - SCREENING QUESTIONS

A1A	A1	Are you a journeyperson in the <b>[trade]</b> trade?
	1	Yes
		In which <b>year</b> and <b>month</b> did you complete the hours of <b>on-the-job training</b> needed for certification as a journeyperson in the <b>[trade]</b> trade? <b>[ASK FOR ESTIMATED YEAR AND MONTH IF NOT SURE]</b>
		____ year    ____ month    38 Don't know / don't recall    39 refused



		Very Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Very Dissatisfied	DK	Refused
<b>B2</b>	How satisfied were you with your <b>on-the-job training</b> during your apprenticeship in terms of [STATEMENT]. Were you very satisfied, somewhat satisfied, somewhat dissatisfied or very dissatisfied?						
B2A	a) Your on-the-job training being able to cover the tasks or types of work specified in your record book?	1	2	3	4	38	39
B2B	b) Learning the skills you needed to work in the trade?	1	2	3	4	38	39
B2C	c) The expertise of your supervising journey person?	1	2	3	4	38	39
B2D	d) The ability of your supervising journey person to teach trade skills?	1	2	3	4	38	39
B2E	e) The availability of your supervising journey person to teach trade skills?	1	2	3	4	38	39
B2F	f) The adequacy of equipment and facilities for learning trade skills?	1	2	3	4	38	39
<b>B2G</b>	g) Your supervising journey person's ability to use up-to-date practices?	1	2	3	4	38	39
<b>B2H</b>	h) Your on-the-job training preparing you for the provincial apprenticeship exams	1	2	3	4	38	39
<b>B2I</b>	i) The overall quality of your on-the-job training?	1	2	3	4	38	39
<b>B2J1</b>	j1) (ASK OF THOSE SATISFIED WITH SOME OR ALL ASPECTS) Are there any other reasons you are satisfied with on-the-job training? <hr/>						
<b>B2J2</b>	j2) (ASK OF THOSE DISSATISFIED WITH SOME OR ALL ASPECTS) Are there any other reasons you are dissatisfied with on-the-job training? <hr/>						

**SECTION C1 - SATISFACTION WITH TECHNICAL TRAINING**

- C1 C1** At which training provider did you register and attend the technical training in your apprenticeship in the [trade] trade? **[IF NECESSARY, By that I mean which school or institution did you take your technical training. CIRCLE ONLY ONE.]**  
**[IF ATTENDED MORE THAN ONE, ASK FOR LAST INSTITUTE ATTENDED.]**
- 1 Delmar College of Hair Design Ltd.
  - 16 Grand Prairie Regional College (GPRC)  
(Includes GPRC – Grande Prairie Campus and GPRC – Fairview Campus)
  - 3 Keyano College
  - 4 Lakeland College
  - 5 Lethbridge College (formerly Lethbridge Community College)
  - 6 MC College Group (previously Marvel Trade & Business College)
  - 7 Medicine Hat College
  - 8 NAIT (Northern Alberta Institute of Technology)
  - 93 Northern Lakes College

- 9 Olds College
- 28 Portage College
- 10 Red Deer College
- 11 SAIT (Southern Alberta Institute of Technology)
- 12 Enform (previously Petroleum Industry Training Service)
- 13 FortisAlberta (previously Aquila Networks Canada, UtiliCorp Networks Canada & TransAlta Utilities)
- 14 Other (specify)

49 Did not attend/apprenticeship technical training was not required → [GO TO Section D]

C1.0

**C2** In which **year** and **month** did you complete your technical training? **[ASK FOR ESTIMATED YEAR AND MONTH IF NOT SURE]**

C2A Year C2B Month 38 Don't know/don't recall 39 Refused

**C3** Generally, how satisfied were you with your technical training in terms of [STATEMENT]? Were you very satisfied, somewhat satisfied, somewhat dissatisfied or very dissatisfied?

		Very Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Very Dissatisfied	N/A / Not Encountered	DK	Refused
C3A	a) Learning the trade theory you need to work in the trade?	1	2	3	4	37	38	39
C3B	b) The practical activities in the shop or lab reflecting the competencies you need to work in the trade?	1	2	3	4	37	38	39
C3C	c) The instructors' expertise in the trade?	1	2	3	4	37	38	39
C3D	d) The teaching ability of the instructors?	1	2	3	4	37	38	39
C3E	e) The adequacy of the shop or lab equipment provided for practicing the skills you were taught?	1	2	3	4	37	38	39
C3F	f) The technical training being up to date with trade practices in general?	1	2	3	4	37	38	39
C3G2	g) The technical training preparing you for the provincial apprenticeship exams	1	2	3	4	37	38	39

**C3I** i) KPI The overall quality of your technical training? 1 2 3 4 37 38 39

**C3J1** j1) (ASK OF THOSE SATISFIED WITH SOME OR ALL ASPECTS) Please describe any other reason(s) for your satisfaction

\_\_\_\_\_

**C3J2** j2) (ASK OF THOSE DISSATISFIED WITH SOME OR ALL ASPECTS) Please describe any other reason (s) for your dissatisfaction

\_\_\_\_\_

\_\_\_\_\_

**C3.5** Did you use Individual Learning Modules (ILMs)<sup>4</sup> during your [trade] trade apprenticeship training?  
**[ASK ONLY: AGRICULTURAL EQUIPMENT TECHNICIAN, AUTO BODY TECHNICIAN, AUTOMOTIVE SERVICE TECHNICIAN, CABINETMAKER, CARPENTER, COOK, ELECTRICIAN, GASFITTER, HEAVY EQUIPMENT TECHNICIAN, MACHINIST, MILLWRIGHT, PARTS TECHNICIAN, PLUMBER, RIG TECHNICIAN, SHEET METAL WORKER, STEAMFITTER-PIPEFITTER and WELDER].**

Yes

No → (GO TO Question C3.9)

38 Don't know/don't recall → (GO TO Question C3.9)

39 Refused → (GO TO Question C3.9)

**C3.6** How satisfied were you...[STATEMENT]? Were you very satisfied, somewhat satisfied, somewhat dissatisfied or very dissatisfied?

Very Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Very Dissatisfied	N/A / Not Encountered	DK	Refused
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C3.6A	a)	That the ILM material was relevant to your technical training	1	2	3	4	37	38	39
C3.6B	b)	That the ILM graphics were clear, concise and illustrated the material well	1	2	3	4	37	38	39
C3.6C	c)	That the ILM modules were easy to read and understand	1	2	3	4	37	38	39
C3.6D	d)	That the ILM modules prepared you for the final apprenticeship exam?	1	2	3	4	37	38	39
C3.6E	e)	Overall with the ILM modules	1	2	3	4	37	38	39

**C3.7** Were there additional factors that contributed to your satisfaction with ILMs?

1 Yes. Specify: \_\_\_\_\_

2 No

**C3.8** Were there additional factors that contributed to your dissatisfaction with ILMs?

1 Yes. Specify: \_\_\_\_\_

2 No

**C3.9** At your technical training provider location, did you access any learning supports such as study skills courses, tutoring, exam reader, sign language interpreter, etc.?

1 Yes \_\_\_\_\_

2 No \_\_\_\_\_

<sup>4</sup> Individual Learning Modules or ILMs are self-contained modularized learning materials specifically written for selected apprenticeship courses. Each module covers approximately 4 to 8 hours of instruction and addresses one learning outcome in an apprenticeship technical training course outline.

		Very Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Very Dissatisfied	N/A / Not Encountered	DK	Refused
<b>C4</b>	Did you have experience with...[METHOD] during your apprenticeship? [ANSWER N/A IF NO] IF YES: How satisfied were you with...[METHOD]? [REFER TO DEFINITIONS WHERE NECESSARY <sup>C7</sup> ]							
C4A	<b>a) [ASK ALL RESPONDENTS:]</b> Traditional classroom labs or lectures (AS NECESSARY: block release)	1	2	3	4	37	38	39
C4B	<b>b) [ASK ONLY ELECTRICIANS, HAIRSTYLISTS, LOCKSMITHS, , MILLWRIGHTS, PARTS TECHNICIAN, RIG TECHNICIANS and WELDERS]</b> Distance delivery	1	2	3	4	37	38	39
C4C	<b>c) [ASK ONLY CARPENTERS, ELECTRICIANS, LOCKSMITHS, MILLWRIGHTS, and WELDERS]</b> Competency Based Apprenticeship Training, or CBAT	1	2	3	4	37	38	39
C4D	<b>d) [ASK ONLY CRANE &amp; HOISTING EQUIPMENT OPERATORS and WELDERS]</b> Mobile delivery	1	2	3	4	37	38	39
C4E	<b>e) [ASK ONLY COOKS, PARTS TECHNICIANS and WELDERS]</b> Weekly Apprenticeship Training, or WATS	1	2	3	4	37	38	39
C4E2	<b>e2) [ASK ONLY AUTOMOTIVE SERVICE TECHNICIANS, CARPENTERS, ELECTRICIANS, HEAVY EQUIPMENT TECHNICIANS, MACHINISTS, PLUMBERS and WELDERS]</b> Blended Learning	1	2	3	4	37	38	39

<sup>C7</sup> **Traditional labs or lectures** - attending technical training full-time for a specific period of time (e.g., 8 weeks). This is the traditional way of training in which an apprentice leaves work and goes to school for a block of time. There is a set curriculum and a fixed time period.  
**Distance Delivery** - modular training over a distance using telecommunication technology using theory modules. This type of training is intended to reduce the amount of time an apprentice has to spend away from the work site or home. The apprentice must still attend at the training provider during the day, and possibly during some evenings or weekends to complete the laboratory or practical competencies.  
**CBAT** - modular based training program in which you proceed at your own pace. In this type of training, apprentices have a fixed start date for their course but their completion date will vary depending on how quickly or slowly they are able to master the objectives of the program. Training can be extended by up to 2 weeks longer than traditional training.  
**Mobile Delivery** - the training provider moves to the location where the training is required.  
**Weekly Apprenticeship Training (WATS)** – one day per week technical training. The apprentice takes technical training in short segments over an extended period of time and can remain employed full time while training. The apprentice should live and work near the training provider.  
**Blended Learning** - a combination of theory delivered online via e-Learning while the practical portion of technical training takes place at the shop facilities of the training provider. The e-Learning portion consists of educational materials such as digital and multimedia learning objects, simulations, videos and electronic apprentice assessments, and provides opportunities for apprentices and instructors to interact in a virtual classroom.

C4F1 f1) **(ASK OF THOSE SATISFIED WITH SOME OR ALL ASPECTS )**  
Please describe any reason(s) for your satisfaction with these types of training.

---

C4F2 f2) **(ASK OF THOSE DISSATISFIED WITH SOME OR ALL ASPECTS)**  
Please describe any reason(s) for your dissatisfaction with these types of training.

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**SECTION C2 – FINANCIAL ASSISTANCE**

FOR C5 & C5A – Ask AWARE, APPLIED and RECEIVED FOR EACH ITEM BEFORE MOVING TO THE NEXT ITEM.

**C5** Were you aware of ..... [TYPE OF ASSISTANCE] when attending your technical training? Did you apply for... [TYPE OF ASSISTANCE]? Did you receive... [TYPE OF ASSISTANCE] during or after completing your technical training? **[READ RESPONSES]**  
[NOTE: For a-c, if not aware, then do not ask if applied for or received and if did not apply, do not ask if received].

		Aware		Applied		Received	
		Yes	No	Yes	No	Yes	No
a)	Employment Insurance	1 C5.1A	2	1 C5.1B	2	1 C5.1C	2
b)	Government Grants <sup>5</sup>	1 C5.3A	2	1 C5.3B	2	1 C5.3C	2
c)	Scholarships	1 C5.2A	2	1 C5.2B	2	1 C5.2C	2

**[IF APPLICATION FOR FINANCIAL ASSISTANCE WAS MADE]**

Did you encounter any difficulties applying for...[TYPE OF ASSISTANCE]?

**C5a** Did you encounter any difficulties receiving...[TYPE OF ASSISTANCE]?

		Applying		Receiving	
		Yes	No	Yes	No
a)	Employment Insurance	1 C4AI	2	1 C4AII	2
b)	Government Grants <sup>2</sup>	1 C4CI	2	1 C4CII	2

**C5b** [IF applied or received financial assistance]  
Please describe any difficulties that you encountered **applying** for and **receiving**...[Indicate applying for and receiving difficulties separately by TYPE OF ASSISTANCE, separately].

**Employment Insurance: (DO NOT READ... Check all that apply – for online version record verbatim)**

- C5BA1 Applying for: - ADD DK and Refusal
- lack of information on how to apply for EI
  - application process is complicated / confusing
  - staff was not helpful or disorganized

<sup>5</sup> Grants are non-repayable forms of assistance for learners who demonstrate financial need and also include incentive grants to encourage completion of apprenticeship programs.

- communication problems
- application was lost, had to reapply
- employer did not provide documentation
- I did not qualify for EI
- other, please specify \_\_\_\_\_

C5BA2 Receiving: **(DO NOT READ... Check all that apply – for online version record verbatim)**

- took too long to get cheque
- EI amount was too small
- requirement to pay back portions of EI
- other, please specify \_\_\_\_\_

Government Grants **(DO NOT READ... Check all that apply – for online version record verbatim)**

C5BC1 Applying for:

- lack of information on program and how to apply
- application process was difficult, complicated or time consuming
- eligibility criteria too strict, made it hard to qualify
- I did not qualify for a government grant
- other, please specify \_\_\_\_\_

C5BC2 Receiving: **(DO NOT READ... Check all that apply – for online version record verbatim)**

- grant took too long to arrive
- grant amount was too small
- other, please specify \_\_\_\_\_

**C6**

Did you receive any financial assistance while attending technical training from the following sources?

**[READ RESPONSES] [SELECT ALL THAT APPLY]**

<b>a)</b>	Loan from employer .....	1
<b>b)</b>	Gift or grant from employer .....	1
<b>c)</b>	Tuition paid for by employer	1
<b>d)</b>	Travel costs paid for by employer	1
<b>e)</b>	Grant from employer association or employee association	1
<b>g)</b>	Loan from family member .....	1
<b>h)</b>	Support or gift from family member .....	1

- i) Bank loan 1
  - j) Did you use any of your personal savings 1
  - k) Did you receive any other financial assistance, such as benefits: 1  
please specify ...
- 

**C7A** Did you receive any wages from your employer in the [trade] trade while you were attending technical training? 1 Yes 2 No

**IF YES**

**C7B** For the most recent period of technical training in which your employer made a contribution, what percentage of your regular wage did you receive? \_\_\_\_\_%

**SECTION D - SATISFACTION WITH PROGRAM ADMINISTRATION**

D1.0 **D1** During your apprenticeship did you have contact with Apprenticeship Client Services staff?  
\_\_\_\_\_ yes \_\_\_\_\_ no → (GO TO Question E1).  
\_\_\_\_\_ Don't know → GO TO Question E1).

(IF NO or unclear, READ: "By contact I mean did an Apprenticeship Client Services Consultant come to your school or work place or did you visit or call the local apprenticeship office or use services provided by apprenticeship staff")

IF YES, Which apprenticeship office did you or your employer mainly deal with in relation to your apprenticeship program? **[READ IF NECESSARY] [CHOOSE ONLY ONE]**

- |    |   |               |    |                |    |                 |
|----|---|---------------|----|----------------|----|-----------------|
| D1 | 1 | Bonnyville    | 6  | Grande Prairie | 11 | Red Deer        |
|    | 2 | Calgary       | 7  | Hinton         | 12 | Slave Lake      |
|    | 3 |               | 8  | Lethbridge     | 13 | Vermilion       |
|    | 4 | Edmonton      | 9  | Medicine Hat   | 14 | Other (specify) |
|    | 5 | Fort McMurray | 10 | Peace River    |    |                 |
- 

**D2** Generally, how satisfied were you with Client Services staff, in terms of...[STATEMENT]? Were you very satisfied, somewhat satisfied, somewhat dissatisfied or very dissatisfied?

			Very Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Very Dissatisfied	DK	Refused
D2A	a)	The waiting time to deal with the person who served you	1	2	3	4	38	39
D2F	f)	Receiving courteous service from staff	1	2	3	4	38	39
D2B	b)	The quality of advice you received from apprenticeship staff regarding your apprenticeship program	1	2	3	4	38	39
D2C	c)	The knowledge level of the staff who served you	1	2	3	4	38	39
<b>D2G</b>	<b>g)</b>	Whether staff did everything necessary to assist you with your service needs	1	2	3	4	38	39
<b>D2H</b>	<b>h)</b>	The ease with which you were able to access the service needed	1	2	3	4	38	39



- Anyone working in a commercial building such as an electrician working in maintenance for an office building.

Another example, in the category of Industrial we want to include:

- Anyone working in the construction of an industrial plant or building ( such as an oil refinery or manufacturing plant )
- Anyone working in an industrial building site such as a cook working in an oil refinery construction site work camp.

An institutional sector example:

- Anyone working in the construction of an institutional building or structure ( such as a hospital or penitentiary )
- Anyone working in an institution such as a landscape gardener for a hospital

E3A What is your position or job title [if clarification needed, e.g.: instructor, foreman, manager, journeyperson, etc]

---

E3.5 Were you promoted to a supervisor, foreman, manager or other level above journeyperson as a result of completing your apprenticeship training?  
 \* 1 yes 2 no 3 don't know

E3.6 Have you started your own business since becoming a journeyperson in the [trade] trade? 1 Yes 2 No

Are you currently providing any on-the-job training to registered apprentices in the [trade] trade? 1 Yes 2 No

\* E4X Since you became a certified journeyperson in the [trade] trade, what is your average gross monthly income before deductions? Gross income includes earnings plus holiday and vacation pay from all the jobs you hold including self-employment. Only include your income from work, do not include other kinds of income such as investments. [Dk and not stated]  
 \$\_\_\_\_\_ / MONTH (if given hourly rate, ask for an estimated monthly income).



\_\_\_\_\_ d) you could not afford to take technical training because of a lack of financial resources or that you needed the income **[CONTINUE WITH QUESTIONS a THROUGH d]**

\_\_\_\_\_ e) other, please specify \_\_\_\_\_ →**[GO TO Question F1.1]**

a) Did you ever inform your employer that you lacked financial resources to attend technical training? \_\_\_\_\_ yes \_\_\_\_\_ no

b) Did you ever ask your employer for financial assistance to attend technical training? \_\_\_\_\_ yes \_\_\_\_\_ no

c) In which period(s) of your apprenticeship in the [trade] trade did you delay your technical training? [Check all that apply]

C9D1\_\_\_\_\_ first C9E1\_\_\_\_\_ second C9F1\_\_\_\_\_ third C9G1\_\_\_\_\_ fourth

d) For each occasion where you did **NOT** attend technical training, did your employer offer the following forms of assistance?

...in [INSERT PERIOD, REPEAT FOR EACH RELEVANT PERIOD]

	Period 1	Period 2	Period 3	Period 4
Pay all tuition C9D22, C9E22,C9F22, C9G22	Y or N	Y or N	Y or N	Y or N
Pay some tuition C9D21, C9E21,C9F21, C9G21	Y or N	Y or N	Y or N	Y or N
Pay all wages C9D32, C9E32,C9F32, C9G32	Y or N	Y or N	Y or N	Y or N
Pay some wages C9D31, C9E31,C9F31, C9G31	Y or N	Y or N	Y or N	Y or N
* Help with other type of financial assistance, (such as a loan, etc) specify _____	Y or N	Y or N	Y or N	Y or N
F1.D1, F1.D2, F1.D3, F1.D4				

\* **F1.1** What was the biggest challenge that you faced during your apprenticeship in the [trade] trade?

\_\_\_\_\_

a) In which period(s) of your apprenticeship did you encounter that challenge? [CHECK ALL THAT APPLY]

F1.1A1\_\_\_\_\_ first

F1.1A2\_\_\_\_\_ second

F1.1A3\_\_\_\_\_ third

F1.1A4\_\_\_\_\_ fourth

\* **F1.2** What factors or supports were most effective in terms of helping you complete your apprenticeship training?

- \* **F1.3** What would have helped you complete your apprenticeship sooner?
- 
- \* **F1.4** How would you rate the importance of each of the following factors in completing your apprenticeship training, using the scale of 1 to 5 where 1 is very important and 5 is not at all important.

<b>A</b>	Financial assistance other than personal savings	1	2	3	4	5	38	39
<b>B</b>	Employer encouragement	1	2	3	4	5	38	39
<b>C</b>	Family encouragement	1	2	3	4	5	38	39
<b>D</b>	Hard work	1	2	3	4	5	38	39
<b>E</b>	Having hands-on experience in the trade that related to the technical training in class	1	2	3	4	5	38	39
<b>F</b>	Help from the Apprenticeship office staff	1	2	3	4	5	38	39

- F2** What was your **main** reason for entering the **[trade]** 1 2 3 4 5 6
- [READ LIST AS NEEDED – SELECT ONE RESPONSE ONLY]** 7 8 9 ( ) 38 39

**[IF MORE THAN ONE REASON GIVEN, PROBE FOR MAIN REASON]**

1	Family advice/family tradition	7	Disliked former job/dissatisfaction with previous work
2	Familiar with trade/had a job in the trade	8	Hoped to own a business
3	Challenging work/Interested in trade/liked the work	9	School counseling
4	Expected good pay/higher income potential/potential income	( )	Other (specify) _____
5	Job became available	38	Don't Know
6	Secure future/security/job with future	39	Refused

- F2.1** Did you attend or experience any of the following
- Careers; The Next Generation (CNG) presentation(s) or program(s) 1 Yes 2 No
  - Skills Canada competition(s) 1 Yes 2 No

- F2.2** [SHOW OPTIONS SELECTED YES IN F2.1; IF NO TO BOTH IN F2.1 SKIP F2.2]Did the following influence you to become an apprentice in the [trade] trade?
- Careers; The Next Generation (CNG) presentation(s) or program(s) 1 Yes 2 No

- Skills Canada competition(s) 1 Yes    2 No

**KPI F6** In retrospect, based on your experience with the Alberta apprenticeship program, would you still have chosen to become an apprentice?  
 1 Yes                      2 No

<b>F8</b>	How familiar are you with the following, very familiar, familiar or not familiar:	<i>Very familiar</i>			
		<i>familiar</i>	<i>Not familiar</i>	<i>DK/not sure</i>	
b)	Local Apprenticeship Committee (LAC) [FILTER using LACs x trade x AIT office.]	1	2	3	37
c)	Provincial Apprenticeship Committee (PAC)	1	2	3	37
d)	Alberta Apprenticeship and Industry Training (AIT) Board	1	2	3	37

**F10 A** Have you ever used Apprenticeship and Industry Training's website, [www.tradesecrets.alberta.ca](http://www.tradesecrets.alberta.ca), to find out about apprenticeship programs and services?

Are you aware of Tradesecrets, the apprenticeship and industry online service  
 \_\_\_\_\_ yes, If yes, what for?  
 \_\_\_\_\_ no, If No, why not?

**F10 B** Have you ever used Apprenticeship and Industry Training's online services (MyTradesecrets) for tasks such as checking your marks, making an online payment or updating your personal information?

\_\_\_\_\_ yes, If yes, what for? \_\_\_\_\_  
 \_\_\_\_\_ no, If no, why not? \_\_\_\_\_

**[IF TELEPHONE INTERVIEW] May we have your permission to collect and release your current e-mail address, to provide to Alberta Apprenticeship and Industry Training for apprenticeship related updates, news and research purposes?**

1. Yes [RECORD] \_\_\_\_\_
2. No

**THANK YOU FOR TAKING THE TIME TO COMPLETE THIS QUESTIONNAIRE.  
 [TO BE COMPLETED BY INTERVIEWER – EXCLUDE FROM ONLINE VERSION]**

- G1** Was the respondent:    1 Willing to respond to the survey  
    2 Indifferent  
    3 Reluctant to respond to the survey

## APPENDIX B – TRADE GROUPS

<b>Architectural/Construction Trades</b>	
Bricklayer	Floorcovering Installer
Cabinetmaker	Glazier
Carpenter	Lather/Interior Systems Mechanic
Concrete Finisher	Painter & Decorator
Crane & Hoisting Equipment Operator	Roofer
Elevator Constructor	Tilesetter
<b>Electrical Trades</b>	
Communication Technician	Powerline Technician
Electric Motor System Technician	Power System Electrician
Electrician	
<b>Mechanical Trades</b>	
Gasfitter	Refrigeration & Air Condition Mechanic
Instrument Technician	Sheet Metal Worker
Insulator	Sprinkler System Installer
Natural Gas Compression Technician	Steamfitter-Pipefitter
Plumber	
<b>Metal</b>	
Boilermaker	Millwright
Ironworker	Structural Steel & Plate Fitter
Machinist	Welder
<b>Vehicle &amp; related</b>	
Agricultural Equipment Tech	Motorcycle Mechanic
Auto Body Technician	Parts Technician
Automotive Service Technician	Recreation Vehicle Service Technician
Heavy Equipment Technician	Transport Refrigeration Technician
Outdoor Power Equipment Technician	
<b>Other Trades</b>	
Appliance Service Technician	Landscape Gardener
Baker	Locksmith
Cook	Rig Technician
Hairstylist	Water Well Driller