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**REVIEW REPORT**

**on the**

**PARTSPERSON CERTIFICATE  
PROGRAM**

**October, 2001**

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## EXECUTIVE SUMMARY

The UCC Partsperson Program was last reviewed ten years ago, in July 1991. Two of the 15 recommendations made then have not been satisfactorily implemented: the creation and operation of an educationally and financially viable parts store in which students may learn in realistic work situations, and the challenge of convincing agencies such as the Workers' Compensation Board of the physical demands of the Partsperson occupation. To address these issues, the 2001 Review Committee recommends that the Division of Trades and Technology develop and implement a business plan that will re-launch the parts store on a sound financial footing and provide revenues to underwrite the partial or full cost of a laboratory faculty member to manage the store; it also recommends the introduction of a medical examination at admission to the program to ensure that all applicants are capable of performing the physical tasks associated with a partsperson's duties.

Apart from these two issues, the UCC Partsperson Program is in remarkably good health. Finally, after 14 years, the 1987 provincial curriculum is on the point of being re-written and updated by UCC's Gordon Tordoff and other provincial parts instructors. It will be a Web-based curriculum, which unlike its print-based predecessor, will accommodate continuous revision and improvement. This initiative will address the complaints about errors and inaccuracies in the 1987 learning guides. As editor of the new curriculum, Mr. Tordoff will be including items such as interpersonal skills and oral and written communication that have been under-emphasized in the past.

The UCC Program is pre-eminent among British Columbia Partsperson programs because of its emphasis on computer skills, its distance delivery, and its Career Technical Centre involvement. Even allowing for its quota of physically unemployable graduates, its employment rates are respectable. Its relationship with industry is strong, and it has a functional and contributive Advisory Committee in place.

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**PARTSPERSON PROGRAM REVIEW**  
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## **PROGRAM BACKGROUND**

The UCC Partsperson Program has been offered since 1980, and since 1983 in continuous intake format, with intakes on the first Monday of each month, 12 months a year. The program is intended to prepare people for employment in parts departments in automotive, heavy machinery, and truck repair shops, government maintenance shops, and automotive parts retail and wholesale operations. Topics include shipping and receiving, identification of parts, engine, chassis, power-train and support systems, fittings and fasteners, tools, catalogue types and application conversions, communication with customers, safety and warehousing, inventory control, business machine operation, basic computer operation, computer inventory control, sales and merchandising.

As the Partsperson Program is competency-based, its duration depends on the entry-level skills of each student. Usually, 9 to 11 months are required to complete the program. A work experience component provides the students with first-hand exposure to the realities of the workplace.

Since its last review in 1991, the Partsperson Program has undergone two major changes. In 1997 the program moved, along with other trades programs, to the new Trades and Technology Building on the west edge of the Kamloops Campus. That relocation gave it the space and facilities to launch a "live parts lab," where students gain experience actually selling parts to real customers.

## **CHRONOLOGY OF THE PARTSPERSON CERTIFICATE PROGRAM REVIEW**

This Partsperson Certificate Program Review was launched on April 2, 2001. A planning meeting between Instructor Gordon Tordoff and Institutional Research and Planning was held to discuss program review procedures and questionnaire design. Guidelines and examples of required documents for the program review were provided. Questionnaires were refined and finalized by May 8, 2001.

Stakeholders in the Partsperson Certificate Program were surveyed on the following dates:

Former Students (1997-00):	April 27, 2001
Faculty:	April 27, 2001
Employers:	May 16, 2001
Advisory Committee Members:	May 11, 2001
Current Students:	April 24, 2001

All faculty members responded by May 14. Reminders were mailed to non-responding former students on May 17, to advisory committee members on May 29, and to employers on June 7. The Office of Institutional Research attempted to contact non-responding former students by phone between May 29 and June 1. Non-responding advisory committee members were contacted on June 14 and employers were contacted on June 18.

Former student data from 1996-2000 were summarized from Student Outcomes Reporting System (SORS) data, as provided by the Centre For Education Information, Standards and Services (CEISS).

The cut-off date for all responses was July 10, 2001. Information binders were sent to members of the Partsperson Certificate Program Review Committee on July 16, and that committee met to analyze the data and form its recommendations on September 11th, 2001.



**TABULAR SUMMARY OF QUESTIONNAIRE RESPONSES**  
**PARTSPERSON CERTIFICATE PROGRAM REVIEW**

<b>Recipient</b>	<b># Sent</b>	<b># Completed &amp; Returned</b>	<b>% Returned*</b>
Advisory Committee	8	7	88%
Faculty	3	3	100%
Employers:	16	12	80%
Current Students:	20	15	75%
Former Students	95	33	45%
SORS	81	45	56%
(BC College and Institutes Student Outcomes Data: 1996-2000)			

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<b>TOTAL</b>	<b>223</b>	<b>115</b>	<b>57%</b>
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\* Note: percentages reflect net response rates

**Returned Envelopes:**

**Employers** = 1  
**Former Students** = 21

**Total Non-Respondents** = 22



## SUMMARY OF QUESTIONNAIRE RESPONSES

### **1. PROGRAM ADVISORY COMMITTEE**

The Advisory Committee noted that written and oral communication skills are of the top priority along with customer relations. Airbags, air conditioning, airbag sensors and forklift training should be added to the program as these are trade requirements nowadays. The committee further indicated that a fully stocked parts store should be reinstated as part of the program, giving the students counter and customer experience. It was noted that the parts program learning guides have not been revised to bring them up to current industry standards. Many of the training aids such as videos are also dated.

Concern was indicated as to the aging population within the parts trade and the need for new staff with all the skills to fulfill the work requirements.

In support of the program, the committee noted that the computers were of excellent quality and that students had access on a daily basis.

### **2. EMPLOYERS**

The employer survey indicated the need for graduates of the program to have computer and telephone skills as well as written and oral communication skills. The survey further indicated that students should have better ability to organize and plan their day effectively and solve problems that may arise, as well as sounder technical skills.

The employers noted that most of the students have a good basic understanding of the parts trade and show keenness to further their knowledge.

In response to the question as to training requirements over the next three to five years, it was felt that the students should have training in bar coding, inventory control, and internet applications. It was further noted that more hands-on with computers would be an asset.

Further comments supported more on-site experience with a live store to improve one-on-one skills with customers.

### **3. FACULTY**

The faculty survey identified that the parts program strengths are the program's continuous entry/competency based format, its on line delivery through the web, and the instructor of record's involvement in the re-writing of the provincial curriculum.

On the downside, faculty members noted the absence of student evaluations and the program's budget limitations. They commented on the inability of some of the Workers' Compensation Board-sponsored students to perform the physical tasks required of a partsperson, a shortcoming that renders them unemployable.

They noted that there is difficulty finding qualified relief instructors to allow the instructor to take vacation and professional development, and that new software seems to take forever to be installed.

### **4. FORMER STUDENTS**

The former students noted as strengths of the program the overall experience and knowledge of the instructor, the currency of computers, and the practical nature of the program.

The students noted the need for forklift training, curriculum updating, regular instructor evaluation, and more emphasis on airbags, air conditioning and airbag sensors. Though many of the students did not like common core, they realized it was necessary for the program. The students felt that the heavy duty component was too short, and commented that no commercial transport material was offered.

They also indicated that there should be credit card operation, service writing and auto shop work order skills. They bemoaned the lack of cutaways and the fact that the automobiles used are not current enough.



## 5. CURRENT STUDENTS

The current students found one of the major strengths of the program to be the Instructor, Gordon Tordoff. They feel he is very knowledgeable and willing to assist when asked. He has the ability to explain very complex parts in a way that they can understand. The students also indicated that they like the competency-based style of learning and found the program well organized.

On the downside, some students felt that the testing centre should be open all the time, and that there was a need for the instructor to have some assistance. Many felt that forklift training should be in the program and that the learning guides should be updated.



## **STRENGTHS OF THE PARTSPERSON CERTIFICATE PROGRAM**

The Review Committee has identified the following strengths in the Partsperson Certificate Program:

### **1. Instruction**

The high quality of instruction is clearly a key strength of the Partsperson Program. Former and current students point to the instructor as being instrumental to their success in the program. The vast majority of respondents (82%) agree or strongly agree that the instruction is satisfactory. This endorsement is further amplified by numerous written comments. Employers are likewise enthusiastic about the quality of instruction, with 86 % agreeing or strongly agreeing that the instruction is satisfactory.

### **2. Provincial Leadership**

The Partsperson Curriculum is a Provincial curriculum mandated by the Industrial Training and Apprenticeship Commission (ITAC). Gordon Tordoff, the UCC Partsperson instructor, has consistently been called upon by the Province to provide leadership in the development of the Partsperson curriculum. As of January, 2002, he will be working on the long overdue updating of that curriculum. The intent is to restructure the learning guides for web-based access. The curriculum and accompanying learning guides will be adaptable to classroom-based, distance-based and contract delivered instruction, and their website implementation will enable more regular updates to occur with greater ease at a dramatically reduced cost as compared to print versions.

### **3. Program Format**

Another key strength highlighted by current and former students is the continuous entry/competency-based program format. A clear majority of students (75% former, 87% current) agree or strongly agree that they are satisfied with the continuous entry/competency-based program format. Further, many students indicate that they would either have been unsuccessful or would have been unable to attend were it not for this mode of delivery.

### **4. Practical Nature of the Program**

One of the strengths commented on by students and faculty is the practical nature of the program. The high level of hands-on experience based training adds to the educational value of the program. Notwithstanding recommendations made below, current and former students commented at length on the value of having a live parts store; the variety of different parts systems whether they be based on catalogue, CD-ROM, microfiche, or internet; and the value of having some hands-on experience in the automotive shops and with visual aides. Of particular value is the experience the students get specifying and ordering parts on behalf of internal and external clients.

### **5. Computer Instruction**

The UCC Partsperson Program is unparalleled in the province in terms of the level of computer instruction. Current and former students comment on the importance of being prepared for computers in the workplace. Likewise employers and the Program Advisory Committee indicate that the internet and CD-ROM will play an important part in the future of the Partsperson field. UCC's Partsperson program has anticipated these trends and is far ahead of other Partsperson programs at UCFV and Kwantlen in providing computer instruction.

### **6. Distributed Learning**

The Partsperson Program routinely has students taking the Common Core segment of the program at a distance. Currently, students in Williams Lake, 100 Mile House, and Lac La Hache are studying in this format. Upon completion of the Common Core, students complete their studies on the Kamloops Campus, taking the Occupational, AutoParts and Heavy Duty Mechanical components of the program. With restructuring and updating of the curriculum, and the concomitant move of the learning guides to a web-based (WebCT) delivery format, students will be able to complete a much larger number of exams and practicals at a distance, possibly the whole program. This increased flexibility will also open an



untapped market of contract training with those requiring upgrades and those who are geographically disadvantaged.

## **7. Relationship to Industry**

The Partsperson Program has among its strengths a well-cultivated relationship with industry. Companies such as Lordco have donated thousands of dollars in catalogues, and provide parts to UCC at substantial discounts. Lordco is also providing the Partsperson Program with a computer system and access to their inventory and pricing systems. Finning Tractor is providing its "Service Information System"—a CDROM based parts and service system. The program has recently been granted access to John Deere's on-line parts information system, and is currently in discussions with Ford Motor Company for its CD-based parts information retrieval system.

## **8. Employment Outcomes**

According to the BC Student Outcomes Survey Results, graduates of the UCC Partsperson Program achieved a 73% average employment rate over the five-year period 1996-2000. Unemployment was recorded at a 15% average over the same period. These figures indicate above-average employment outcomes for UCC Partsperson graduates, in that three out of four are securing jobs.

## **9. Program Advisory Committee**

The Partsperson Program enjoys a strong, supportive and active Program Advisory Committee whose members, in addition to their advisory role, take leadership in providing donations, employment opportunities and student experiences such as tours of their operations.

## **10. Career Technical Centre**

The Career Technical Centre program is designed to introduce Grade 11 and 12 students to programs and careers in selected fields. These students can then transfer this learning to postsecondary programs. The Partsperson Program enthusiastically supports and participates in the Career Technical Centre program.



## **AREAS OF THE PARTSPERSON CERTIFICATE PROGRAM WHICH CAN BE IMPROVED (WITH RECOMMENDATIONS)**

The Evaluation Committee identified the following aspects of the Partsperson Program as being in need of improvement. Recommendations are prioritized.

### **1. Parts Store**

Faculty, current students, former students, Program Advisory Committee members and recommendations in the 1991 Partsperson Program Review Report have emphasized the need and value of a fully functioning parts store. This is underscored by reports from employers and Program Advisory Committee members that the industry is shifting from predominantly mechanical skills to people and communications skills. Further, programs and the institution as a whole are directed by current government to seek out revenue generation opportunities, particularly where education is enhanced as a result. Historic revenue of the parts store was \$140-150,000 annually; since the Automotive Technician Program, its heaviest user, converted to a lock step intake in 1999, sales have been in the \$85,000 range, as student mechanics are in the shop only for 7 ½ months per year.

For a two or three-year period, the UCC parts store was operated as a partnership outlet by NAPA. This arrangement proved to be unsatisfactory to both partners. NAPA withdrew, citing that the necessary profit margins were not being met, while the Partsperson Program found that the goals of the parts store during this period were more consistent with those of a NAPA franchise than of an educational program. For the past two years the parts store has been operated on an "ad hoc" basis, generally involving the efforts of keen students and additional time from the instructor. It is clear that the parts store plays a critical role in the students' education, and it is further clear that the parts store needs to be operated in a more systematic and formal manner.

As such, the Review Committee recommends that:

- a. **Partsperson Faculty, the Chairperson, Mechanical Trades, the Program Development Administrator, and the Dean of Trades and Technology prepare a business plan for the more formalized operation of the parts store based on a revenue generation model, and present this plan to the VP Administration and Finance. A model for financing and operation may be the Retail Meat Processing Store.**

**Action: Partsperson Faculty; Chairperson, Mechanical Trades; Program Development Administrator; Dean of Trades and Technology**

- b. **Partsperson Faculty, the Chairperson, Mechanical Trades, the Program Development Administrator, and the Dean of Trades and Technology prepare a list of start-up costs, including initial inventory, and prepare a "loan" proposal including repayment schedule for presentation to the VP Finance.**

**Action: Partsperson Faculty; Chairperson, Mechanical Trades; Program Development Administrator; Dean of Trades and Technology**

- c. **Partsperson Faculty, Chairperson, Mechanical Trades, the Program Development Administrator, and the Dean of Trades and Technology include as part of the business plan in "a)" above, the establishment of a Laboratory Demonstrator/Instructional Assistant position that is funded through parts store revenues and existing relief funds. A substantial portion of the Lab Demo/Instructional Assistant's workload will be overseeing the day-to-day operations of the parts store.**

**Action: Partsperson Faculty, Chairperson, Mechanical Trades; Program Development Administrator; Dean of Trades and Technology**

- d. **Notwithstanding the outcome the items above, Partsperson Faculty and the Dean of Trades and Technology should petition the Director of Finance for the immediate installation of a debit/credit card machine in the parts store.**



**Action: Partsperson Faculty; Dean of Trades and Technology**

The Partsperson Program is among several programs on campus that use specialized software that requires unique and extensive software support. This support is difficult to find, or indeed expect, in individuals not familiar with the software. It is difficult for the Computing Services department to maintain expertise and an ability to respond to the needs of programs using such specialized software. Therefore, the Review Committee recommends that:

- e. **Part of the workload and training of the Laboratory Demonstrator/Instructional Assistant position involve the configuration of specialized software such as "Mitchell on Demand".**

**Action: Partsperson Faculty; Chairperson, Mechanical Trades; Program Development Administrator; Dean of Trades and Technology**

Current and past students indicate a need to spend more time working with cutaways and other practical visual aids. Program faculty indicate that many such models and visual aids exist, but that space allocation requires them to store these some distance from the Parts class. The Review Committee recommends:

- f. **That part of the duties of the Lab Demo/Instructional Assistant involve a structured method, and perhaps schedule, for introducing students to these practical models at appropriate points in the program.**

**Action: Partsperson Faculty; Chairperson, Mechanical Trades; Program Development Administrator; Dean of Trades and Technology**

- g. **That the Partsperson instructor and the Dean of Trades and Technology seek to locate the training aids closer to the Partsperson classroom as part of ongoing space allocation.**

**Action: Partsperson Faculty; Dean of Trades and Technology**

## **2. Curriculum**

Current students, former students, faculty and Program Advisory Committee members all commented on the outdatedness of curriculum, which was last revised in 1987. There have been substantial advances in the technologies related to the partsperson occupation since then, and coverage in many critical areas was identified as necessary, for example, air conditioning, air bags, and antilock brake systems. Former students also commented that the common core required updating.

Some developments that mitigate these concerns are the recent update of the core curriculum, and the awarding of the contract to update the balance of the partsperson curriculum and learning guides to Gordon Tordoff, UCC Partsperson Instructor. Nevertheless, the Review Committee makes the following recommendations:

- a. **That when it is complete, the new provincial curriculum be subjected to continuous monitoring, and ITAC lobbied to make changes as appropriate.**

**Action: Partsperson Faculty**

It is likely that the addition of the significant modules required to bring the program up to date will necessitate a review of the length of the program. The Review Committee therefore recommends that:

- b. **Advice from employers, the Program Advisory Committee and graduates be sought in determining demand and appetite for a diploma-length program.**

**Action: Partsperson Faculty; Chairperson, Mechanical Trades; Dean Trades and Technology**



Students, graduates and employers remarked on the importance of forklift training. Former students have further indicated some difficulties in scheduling and obtaining forklift training. Further, program faculty have indicated that certified forklift instructors are in place on campus, but their availability is limited by other demands on their time.

**c. Program instructors work with forklift instructors to establish a suitable training schedule.**

**Action: Partsperson Faculty; Chairperson, Mechanical Trades**

Respondents also indicated a need for more emphasis on airbags, air-conditioning and airbag sensors.

**d. Program instructors ensure that airbags, air-conditioning and airbag sensors receive adequate coverage in the program.**

**Action: Partsperson Faculty; Chairperson, Mechanical Trades**

Some respondents in all categories suggested Partsperson specialties that are not currently offered such as commercial transport, agricultural, etc.

**e. Program instructors and chairperson continue to monitor the demand and feasibility of introducing new specialties to the Partsperson offerings, such as commercial transport.**

**Action: Partsperson Faculty; Chairperson, Mechanical Trades**

### **3. Program Admissions Policy**

Despite the recommendation in the 1991 Partsperson Program Review Report that *"the Partsperson instructor and the College indicate tactfully but firmly to agencies such as the Workers Compensation Board and Insurance Corporation of B.C. that some of the students they sponsor are at risk,"* the concern still persists in 2001. Many of the agency-sponsored students in the program are incapable of performing the physical tasks required of a partsperson. Eight out of 21 current students are WCB-sponsored.

Current students, former students and faculty commented on the seriousness of this problem, pointing out that some students who graduate from the program are unemployable because of their physical challenges. The Review Committee therefore recommends that:

**a. The Partsperson Program introduce a medical examination by the campus doctor with specified criteria, similar to those of the Retail Meat Processing or the HSRCA programs, as a program admission requirement.**

**Action: Partsperson Faculty; Chairperson, Mechanical Trades; Dean Trades and Technology**

Some former students commented that the billing procedures, which are aligned with the academic terms, were confusing and left an unexpectedly larger portion of tuition fees in the second term. The Review Committee recommends:

**b. That the Registrar, the Director of Finance, the Dean Trades and Technology, and the Partsperson Instructor review current registration and billing processes and assign the LRC clerk the scheduling, monitoring and payment (including prepayment and pre-registration) of fees and tuition, perhaps via debit and credit cards.**

**Action: Partsperson Faculty; Chairperson, Mechanical Trades; Dean, Trades and Technology; Director, Finance; Registrar**

(This is similar to a recommendation made in the **Welding Program Review (October, 2000)**, which was reportedly implemented in February, 2001 (see **Welding Program Review Action Plan**).

#### 4. Staffing levels

Of issue is relief coverage of the Partsperson instructor. Currently, there is no qualified relief instructor, as a result of which Gordon Tordoff has been unable to take his vacation for 2001. In addition to issues raised previously and their concomitant recommendations, the Review Committee recommends:

**that a full-time Laboratory Demonstrator/Instructional Assistant position be established and funded through existing instructional relief funds and cost-recovery monies from the parts store. Further, that the key duties of this position include: operation of parts store, installation and maintenance of specialized parts software, instructional coverage and relief, and maintenance and scheduling of access to cutaways and other instructional aids.**

**Action: Partsperson Faculty; Chairperson, Mechanical Trades; Dean of Trades and Technology; Vice-President, Academic**

#### 5. Feedback and Evaluation

The opportunity to provide anonymous formal feedback on the instruction has dwindled in past few years. Amongst the difficulties raised are maintaining the anonymity of individual students, and obtaining standardized data in a program in which each student is at a different place at any given time. The Review Committee recommends that:

**the Chairperson, Mechanical Trades, in conjunction with the Partsperson instructor, implement a regular, anonymous student evaluation system that meets the requirements of a continuous entry program.**

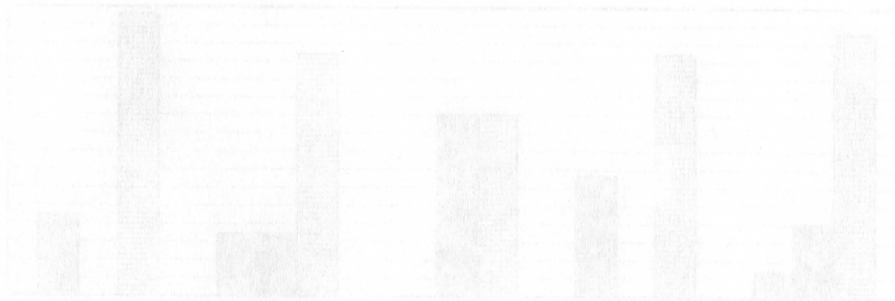
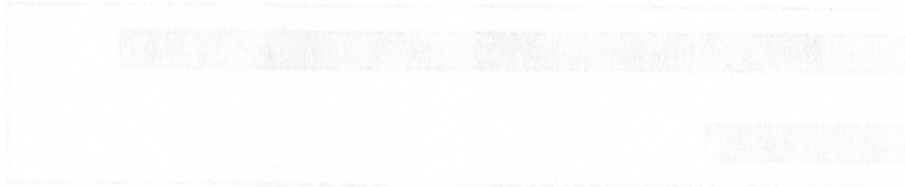
**Action: Chairperson, Mechanical Trades; Partsperson instructor**



## **APPENDIX A** **METHODOLOGY**

The data were collected in the following ways:

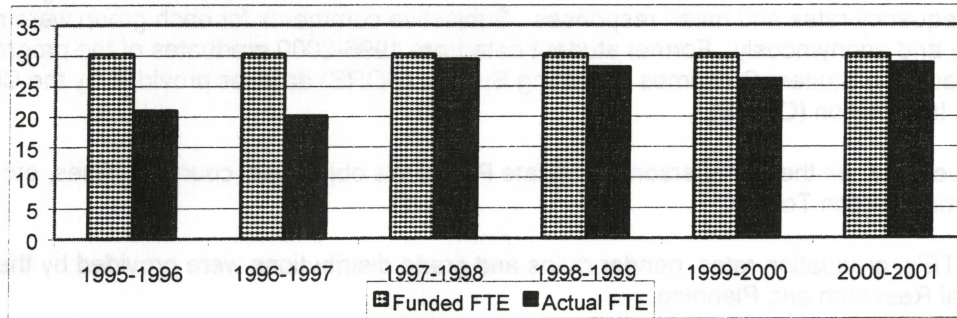
- 1) Consultation took place with Gordon Tordoff, Partsperson Certificate Program, on the design of the surveys.
- 2) Surveys were administered to Partsperson Certificate Program faculty, former and current students, employers, and Program Advisory Committee members. All data were processed using SPSS to achieve frequency rates and mean responses. Subjective comments for each group were recorded separately and anonymously. Former student data from 1996-2000 graduates of the program was summarized from Student Outcomes Reporting System (SORS) data, as provided by the Centre For Education Information (CEISS).
- 3) "Descriptive Data" on the Partsperson Certificate Program's objectives, course outlines, etc., were solicited from Gordon Tordoff.
- 4) Data on FTE's, graduation rates, gender ratios and grade distributions were provided by the Office of Institutional Research and Planning.
- 5) An email submission on the data and possible actions emerging thence was received from Dave Wharf, Chair, Mechanical Trades.



**APPENDIX B**  
**UTILIZATION - FUNDED VS ACTUAL FTE: 1995 - 2000**

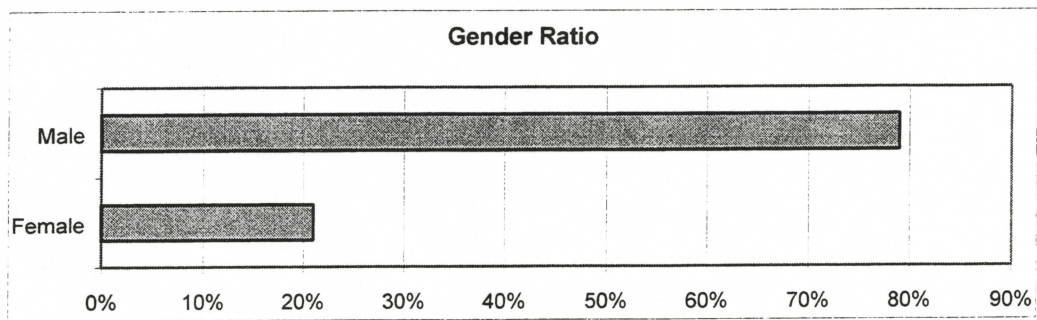
*(Source: UCC Factbooks 1995/96 - 1999/00 and Audited 2001 FTE Report)*

	1995-1996	1996-1997	1997-1998	1998-1999	1999-2000	2000-2001
<b>Funded FTE</b>	30.2	30.2	30.2	30.2	30.2	30.2
<b>Actual FTE</b>	21.0	20.1	29.4	28.1	26.1	28.8
<b>Utilization</b>	<b>70%</b>	<b>70%</b>	<b>97%</b>	<b>93%</b>	<b>86%</b>	<b>95%</b>



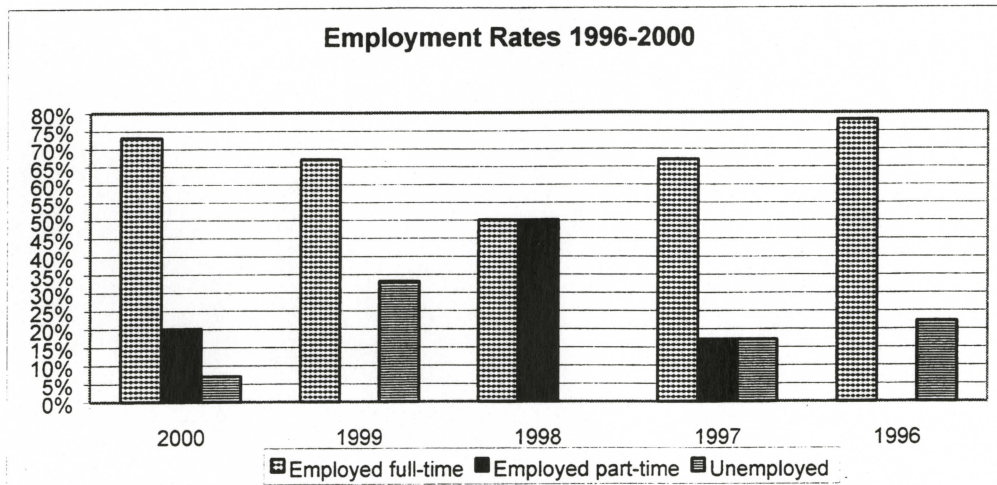
**APPENDIX C**  
**GENDER RATIO OF PARTPERSON FORMER STUDENTS**

*(Source: COLLEAGUE 1997-2000)*



**APPENDIX D**  
**EMPLOYMENT RATES**

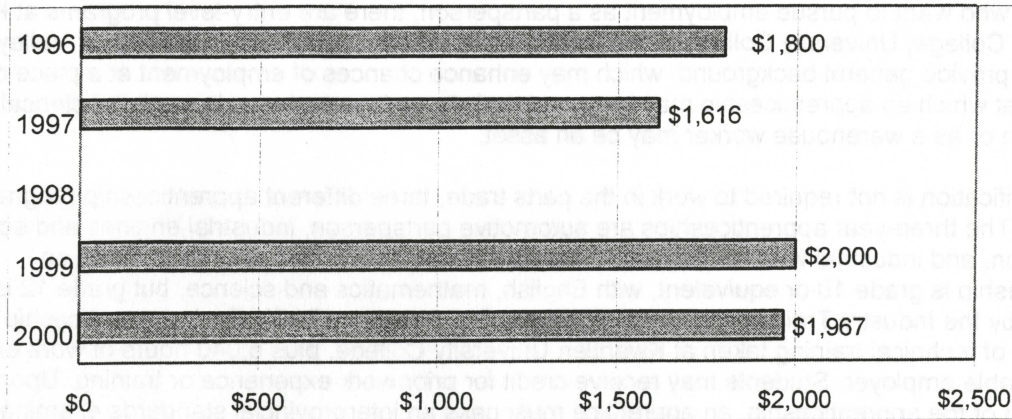
*(Source: SORS 1996-2000)*





## **APPENDIX E** **SALARIES – FORMER STUDENTS**

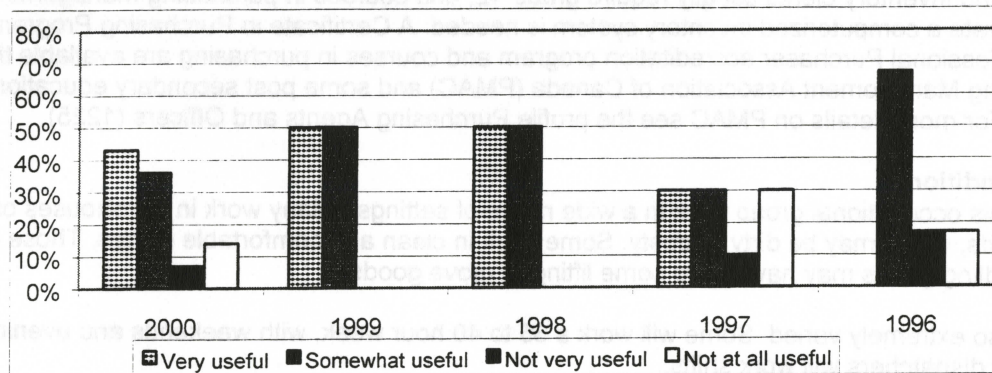
(Source: SORS 1996-2000)



## **APPENDIX F** **RELEVANCE OF EDUCATION**

(Source: SORS 1996-2000)

**How useful has your education at our institution been in performing your job?**



## **APPENDIX G** **EMPLOYMENT PROSPECTS<sup>1</sup>**

### **Nature of the Work**

Parts clerks sell parts to the public in retail and wholesale stores, or issue supplies to staff in large companies, repair shops, hospitals and the armed forces.

### **Main Duties**

Although there is a wide range of responsibilities in these occupations, they can be divided into goods handling clerks and people scheduling clerks. Shippers and receivers, parts clerks, and purchasing and inventory clerks are all goods handling clerks. All of these clerks use computerized information management systems to keep records and track activities.

Goods handling clerks ensure goods are distributed from manufacturers to final consumers. They are concerned with shipping goods from factories to warehouses to retail outlets. Those responsible for shipping out goods determine the amount to be shipped and method of shipment, and they prepare shipping documents. Those responsible for receiving goods also sort incoming parts, supplies and materials. All of these clerks maintain records of amount, kind and location of parts and supplies shipped

<sup>1</sup> (Source: BC WORK Futures, NOC 147)



or received. They process purchases within purchasing authority, and they reconcile calculated inventories with physical counts.

### **Education and Training**

For those who want to pursue employment as a partsperson, there are entry-level programs at Kwantlen University College, University College of the Cariboo and University College of the Fraser Valley. These programs provide general background, which may enhance chances of employment at a place of business at which an apprenticeship may be completed. As well, experience in a related clerical occupation or as a warehouse worker may be an asset.

While certification is not required to work in the parts trade, three different apprenticeship programs are available. The three-year apprenticeships are automotive partsperson, industrial engines and equipment partsperson, and industrial warehouseperson. Recommended education prior to entering an apprenticeship is grade 10 or equivalent, with English, mathematics and science, but grade 12 is preferred by the Industry Training and Apprenticeship Commission (ITAC). Each apprenticeship involves 360 hours of technical training taken at Kwantlen University College, plus 5,040 hours of work experience with a suitable employer. Students may receive credit for prior work experience or training. Upon completion of the apprenticeship, an apprentice must pass an interprovincial standards examination to receive a Certificate of Qualification with an interprovincial Red Seal endorsement.

For people who have worked for a long time in parts, but who have never completed an apprenticeship, a Certificate of Qualification is available. The certificate is awarded following submission of evidence of four and one-half years' full-time experience in the trade, plus successful completion of an exam.

Purchasing and inventory clerks usually require grade 12, and courses in purchasing management. An ability to operate a computerized inventory system is needed. A Certificate in Purchasing Program, Certified Professional Purchaser accreditation program and courses in purchasing are available through the Purchasing Management Association of Canada (PMAC) and some post secondary education institutions. For more details on PMAC see the profile Purchasing Agents and Officers (1225).

### **Working Conditions**

Workers in this occupational group work in a wide range of settings. Many work in warehouses or receiving yards, which may be dirty or dusty. Some work in clean and comfortable offices. Those clerks who are handling goods may have to do some lifting to move goods.

Hours are also extremely varied. Some will work a 35 to 40 hour week, with weekends and evenings off, though many dispatchers will work shifts.

In 1995 these workers earned an average of \$25,400 per year. Those who worked full time, full year earned \$32,200. Both of these averages are below the all-occupation averages, because many of these jobs are entry-level positions. At the individual occupation level, the average earnings for those in full-time, full-year positions are shown in the following table.

### **Occupations Earnings**

<b>Occupation</b>	<b>Annual Income</b>
Shippers and Receivers	\$29,100
Parts Clerks	\$33,400
Production Clerks	\$36,200
Purchasing and Inventory	\$34,100

In all of these occupations, there is a difference in earnings between men and women. The average man earned \$27,200, while the average woman earned \$21,900. For those who worked full time, full year, the average earnings were \$33,900 for men and \$28,300 for women.

In a survey of recent college graduates, the average starting salaries for new entrants into these jobs ranged from \$1,700 to \$2,310 per month (\$20,400 to \$27,700 per year).

This is a very large occupational group, employing 25,200 people in 1998. This is an increase of 3,390 from the 21,810 workers employed in 1990. There is very little opportunity for self-employment.



Even though only 16% of the workers are in part-time positions, this occupational group still offers over 4,000 part-time work opportunities. Women account for 47% of these part-time positions. About 84% of these workers are full-time employees, with almost 60% of them working full time, full year. This occupational group has an unemployment rate that is lower than the average for all occupations. Employment in these positions fluctuates according to general economic conditions rather than by season, but retail stores may hire additional staff during the Christmas rush.

Wholesale and retail stores employ 44% of these clerks. They are evenly divided between wholesale and retail. The remainder of the workers are employed by many industries and by government agencies.

Because Vancouver is both a port and a large commercial city, it has many warehouses that distribute incoming goods to their final destinations throughout Canada. Consequently about 68% of these workers live in the Lower Mainland. It is also the manufacturing and wholesale centre for the province. All of the other regions have a smaller share of these workers than the average distribution of the workforce.

About a third of the workers in this occupational group overall are women, which is a lower proportion than the proportion of women in the general workforce (46%). However, women account for about half the number of production clerks, purchasing and inventory clerks, dispatchers and schedulers.

Because the jobs in this occupational group tend to be entry-level positions, these workers are somewhat younger than average for the workforce. About 47% of these workers are under the age of 35, which is a greater share than the average for the workforce (40%). The average age of workers in this occupational group is 37.

### **Employment Prospects**

This is a very large occupational group, made up of about 25,200 workers in B.C. in 1998. The Canadian Occupational Projection System (COPS) projects employment to grow more slowly than the average for all occupations. Since it is such a large occupational group, there will still be a large number of employment openings. From 1998 to 2008 it is expected that 8,830 positions will become available. Almost two-thirds of these openings will result from replacing retired workers. The remainder will result from growth in the number of new jobs. A high rate of worker turnover (workers leaving for jobs in other fields) will create many additional openings.

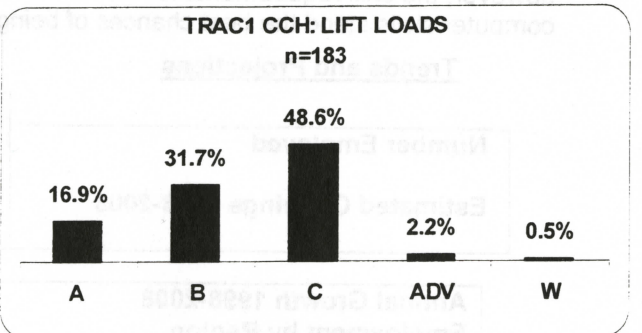
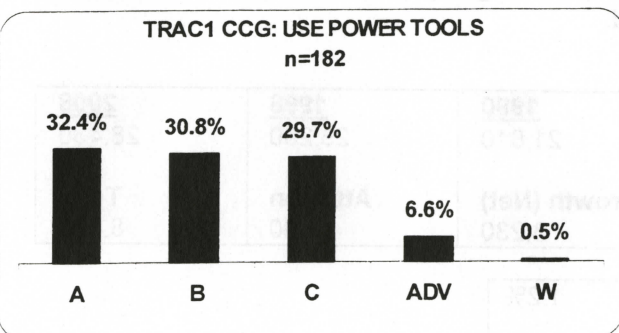
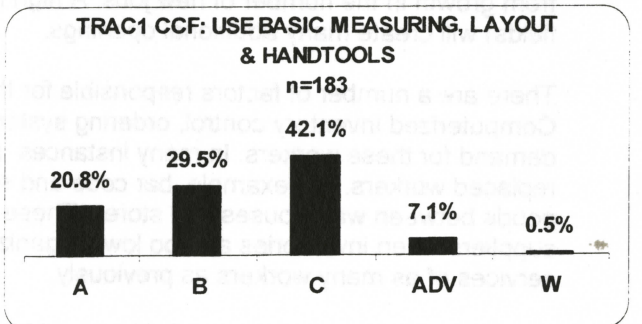
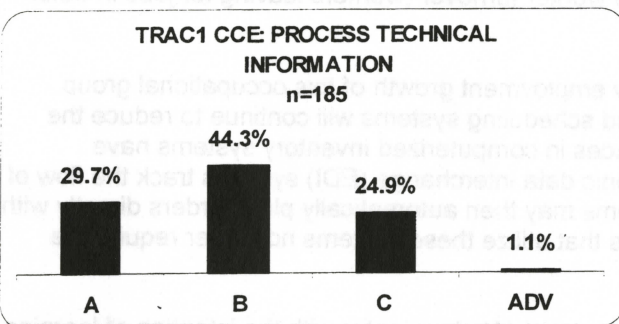
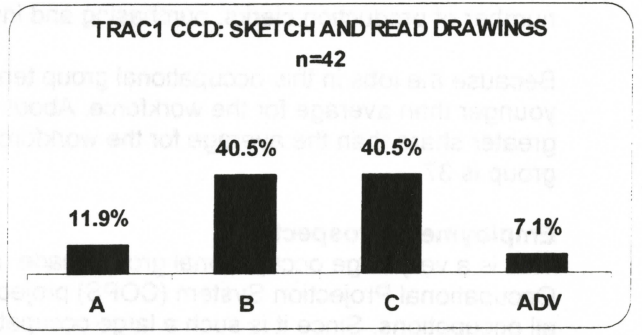
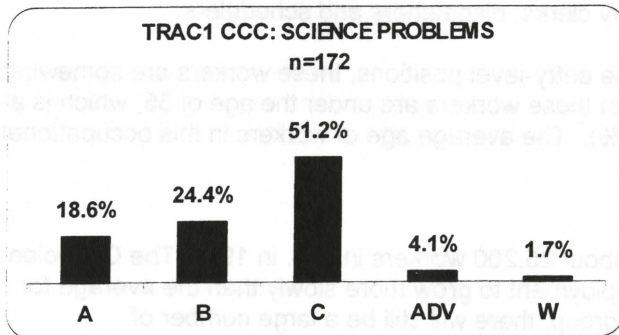
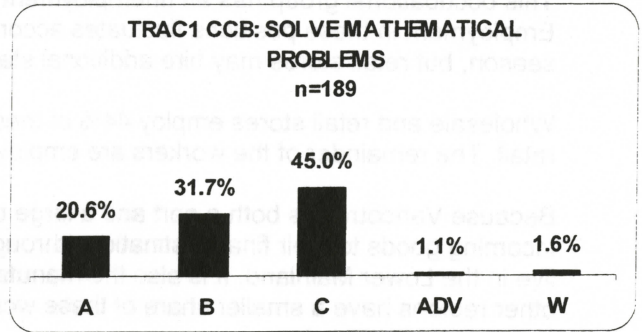
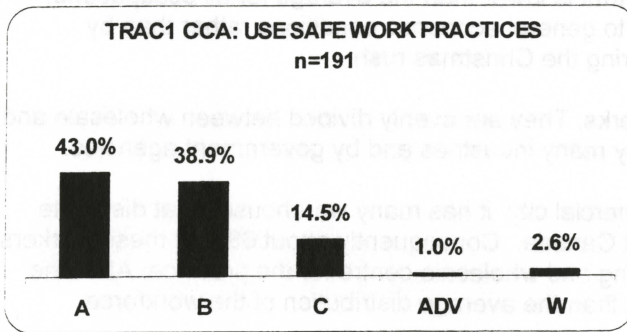
There are a number of factors responsible for the low employment growth of this occupational group. Computerized inventory control, ordering systems and scheduling systems will continue to reduce the demand for these workers. In many instances advances in computerized inventory systems have replaced workers. For example, bar code and electronic data interchange (EDI) systems track the flow of goods between warehouses and stores. These systems may then automatically place orders directly with suppliers when inventories are too low. Organizations that utilize these systems no longer require the services of as many workers as previously.

Often work in this occupational field is considered entry-level. Workers enter with the intention of learning about the industry and then move up to higher level positions. Due to advances in computer technology, however, the skill requirements for workers in this occupational group have increased. Workers with good computer skills stand the best chances of being hired.

### **Trends and Projections**

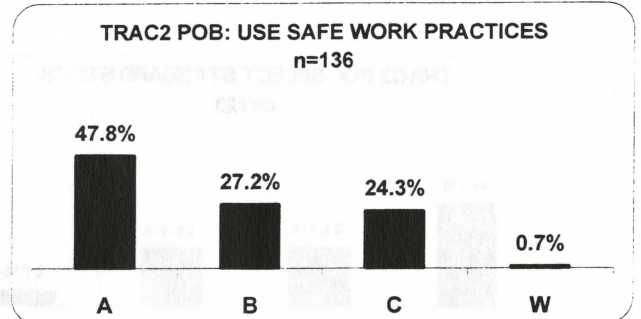
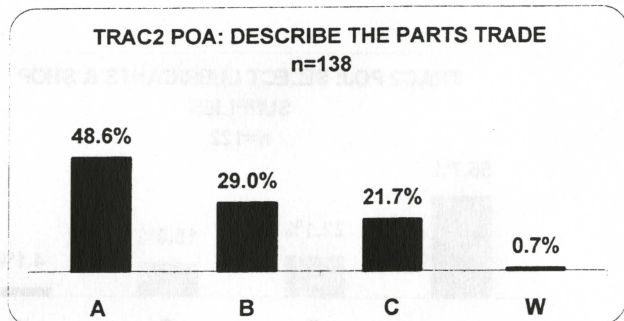
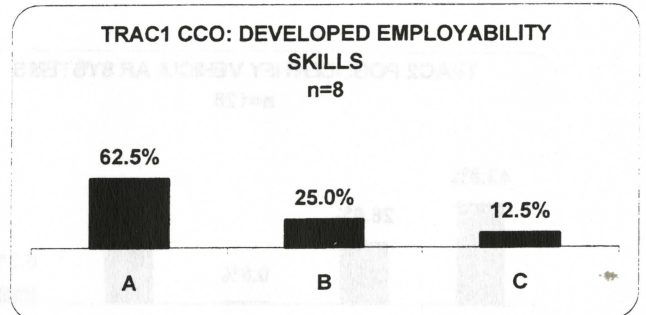
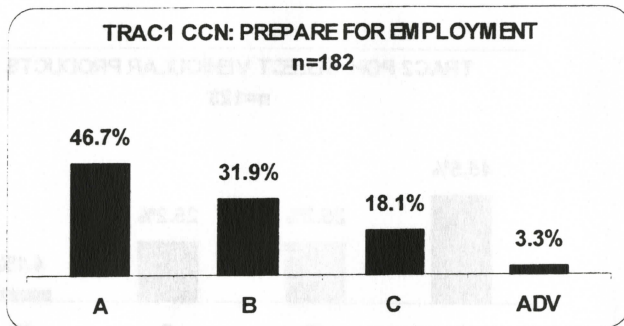
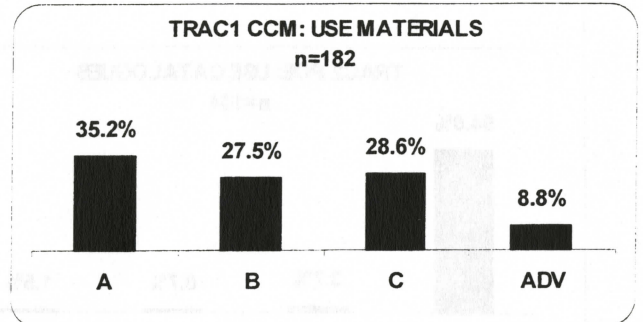
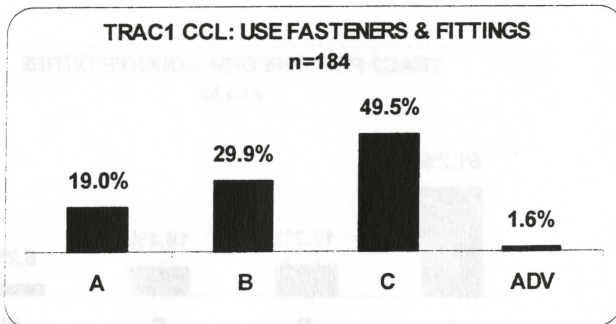
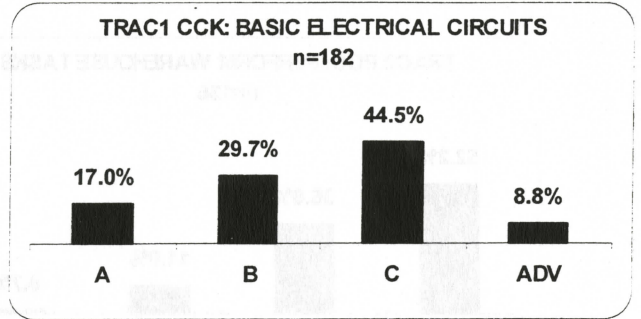
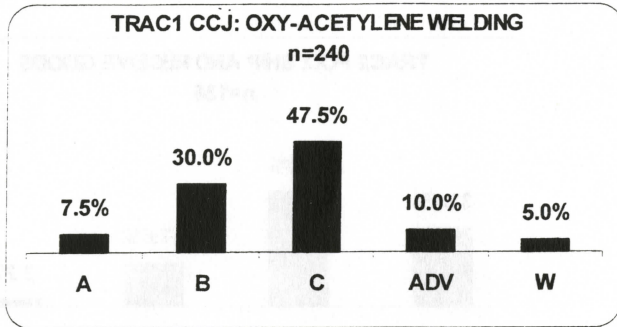
<b>Number Employed</b>	<b>1990</b> 21,810	<b>1998</b> 25,200	<b>2008</b> 28,430
<b>Estimated Openings 1998-2008</b>	<b>Growth (Net)</b> 3,230	<b>Attrition</b> 5,600	<b>Total</b> 8,830
<b>Annual Growth 1998-2008</b>	1.2%		
<b>Employment by Region</b>			
Lower Mainland	68%		
Vancouver Island	12%		
Northern B.C.	8%		
Okanagan/Kootenay	12%		

**APPENDIX H**  
**GRADE DISTRIBUTIONS: 09/95 – 06/01**

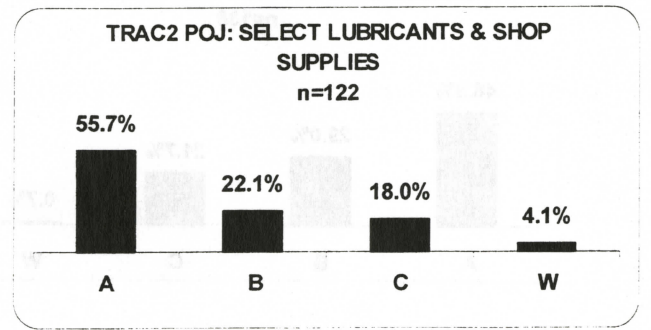
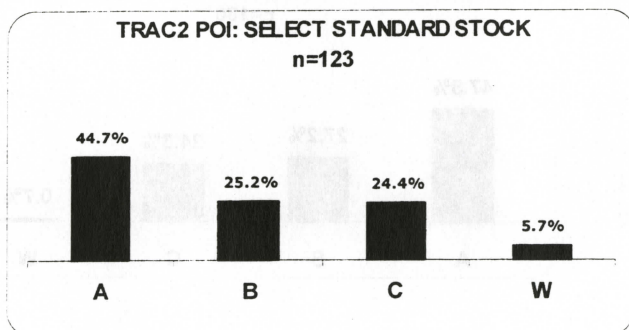
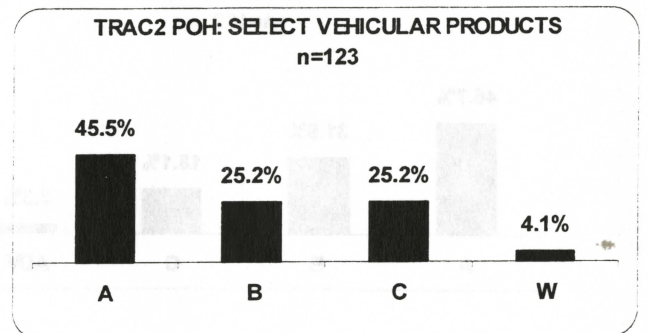
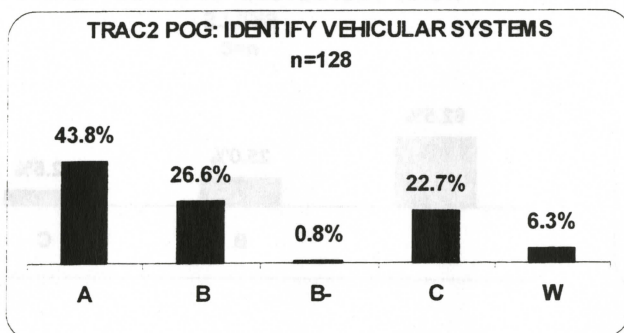
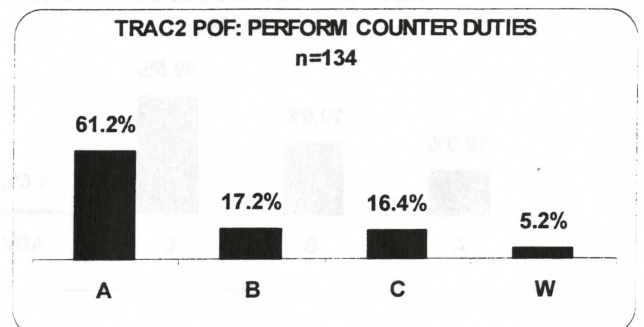
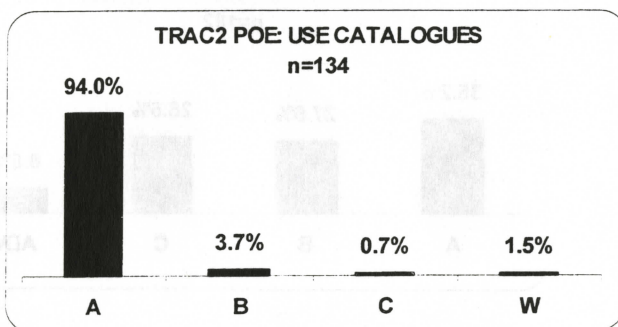
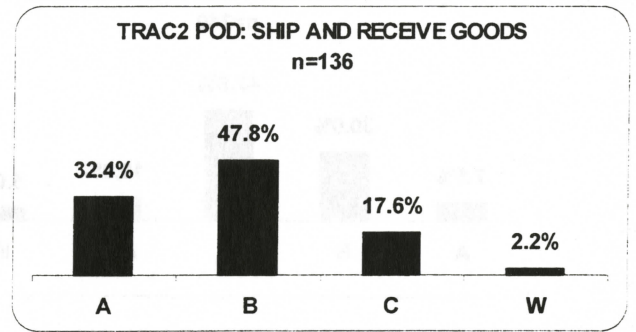
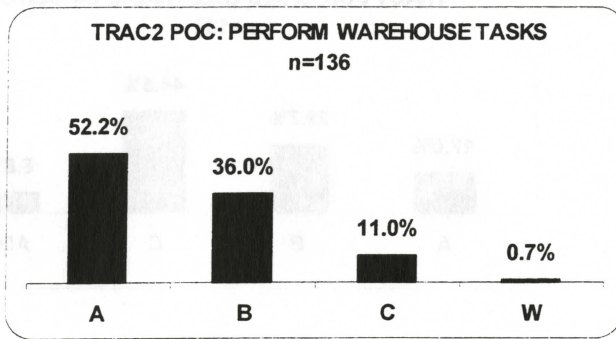




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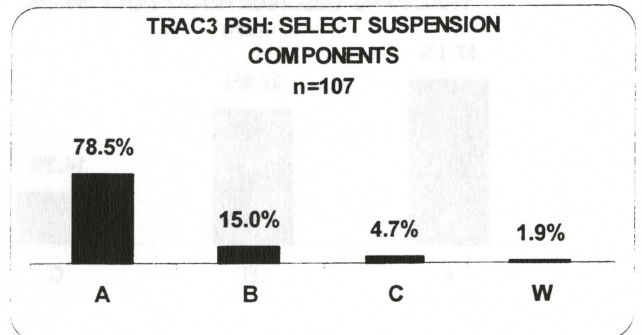
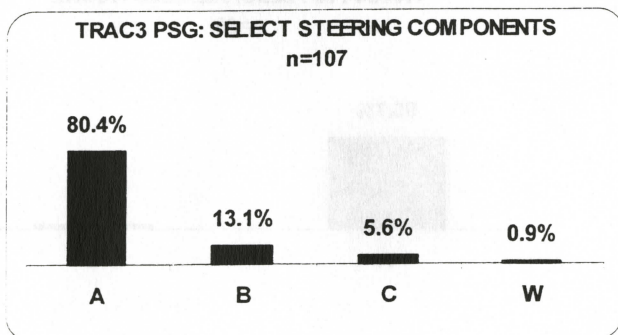
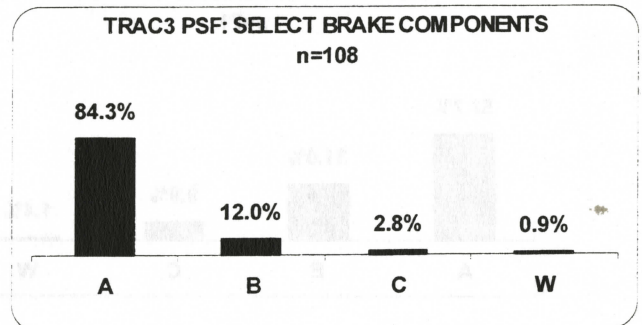
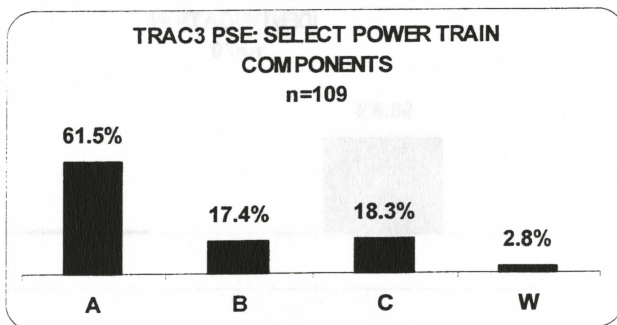
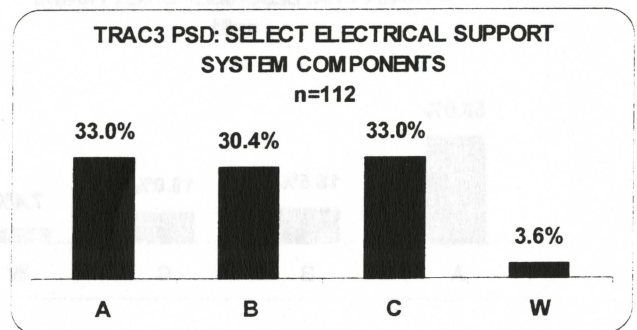
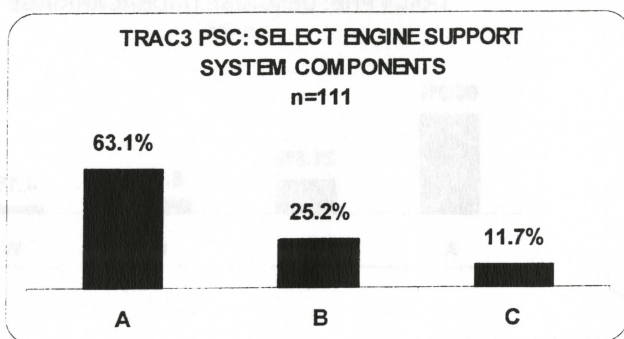
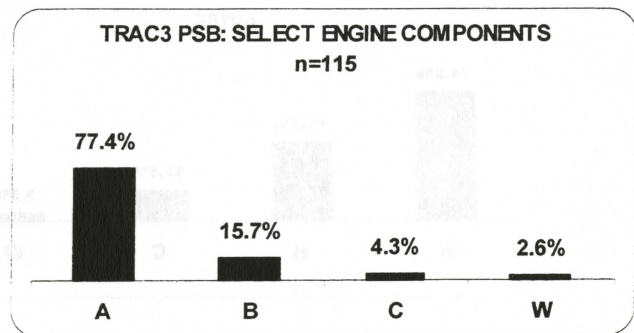
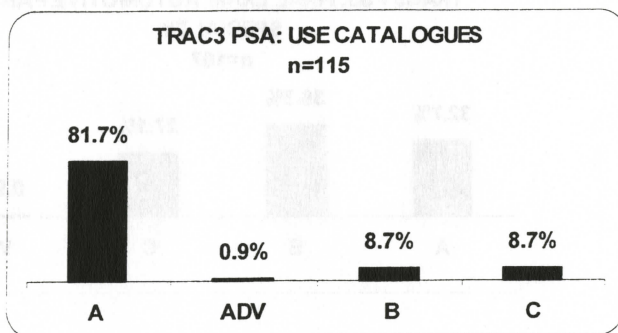


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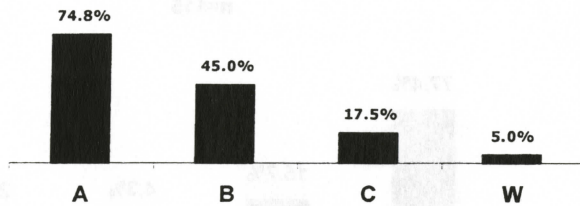
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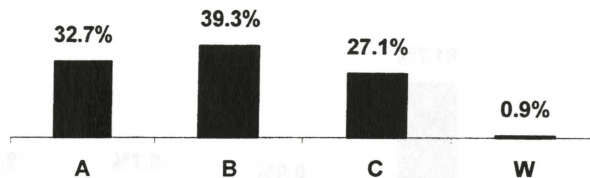
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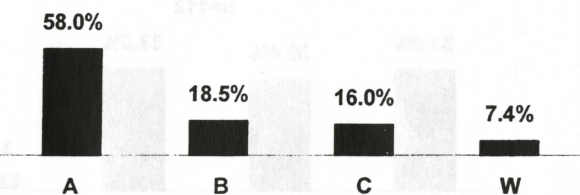
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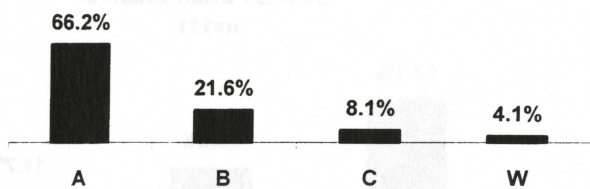
**TRAC4 PHA: DESCRIBE POWER TRAINS**

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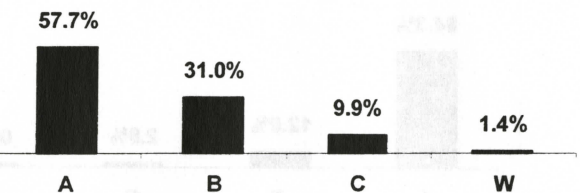
**TRAC4 PHB: DESCRIBE UNDERCARRIAGE**

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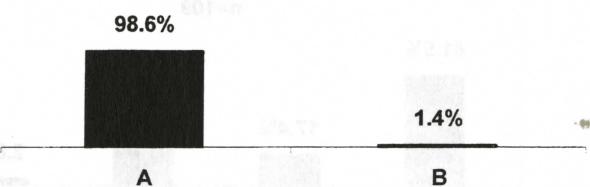
**TRAC4 PHC: DESCRIBE HYDRAULICS**

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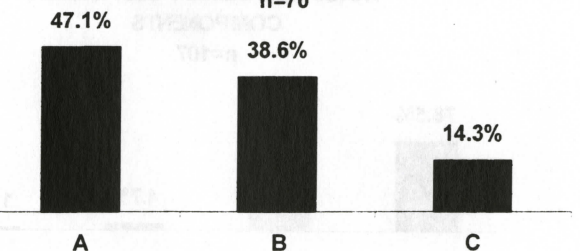
**TRAC4 PHD: ENGAGING TOOLS & MACHINE IDENTIFICATION**

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**TRAC4 PHE: DESCRIBE HEAVY DUTY ENGINE**

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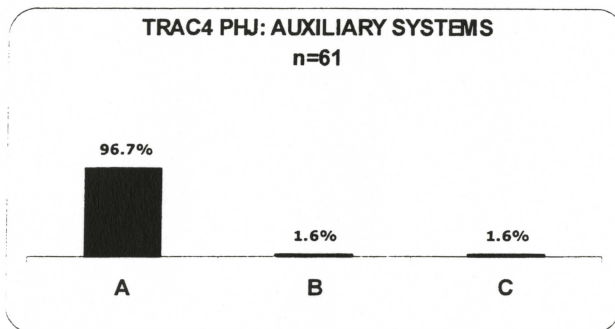
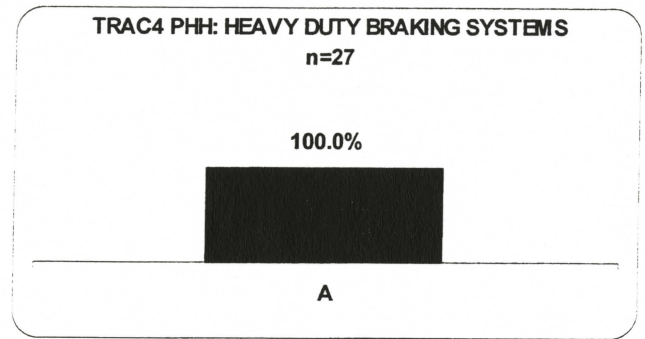
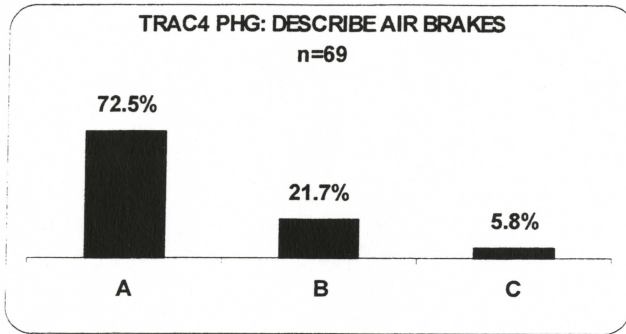
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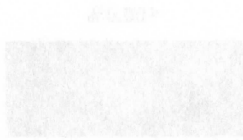
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B = 87% - 93%  
C = 80% - 86%

TRACAP III HEAVY DUTY BRACKET SYSTEMS  
09195



A

TRACAP III HEAVY DUTY BRACKET SYSTEMS  
09196



B



C



D

TRACAP III HEAVY DUTY BRACKET SYSTEMS  
09197

09197

09197



E

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