

 BC Student
 Outcomes

Trades Infographic Report

2024 BC Student Outcomes Survey of
Trades Foundation, Trades-Related Vocational,
and Apprenticeship Students

Introduction

Every year, the BC Student Outcomes Program collects feedback from former students who took post-secondary education at participating B.C. post-secondary institutions. Education in the skilled trades professions can be offered through three different skilled trades programs: Trades Foundation, Trades-Related Vocational, or Apprenticeship. Each of these programs offers both technical and practical education components.

Student feedback is essential to maintain quality and relevance in the education system. Outcomes surveys are conducted with Trades Foundation, Trades-Related Vocational, and Apprenticeship students within two years of completing their programs, with funding from the Ministry of Post-Secondary Education and Future Skills, SkilledTradesBC (formerly the Industry Training Authority), and British Columbia's public post-secondary institutions.

About the Report

The 2024 Trades Infographic report presents results for the 2024 BC Student Outcomes surveys of former Trades Foundation, Trades-Related Vocational, and Apprenticeship (including Traditional and Progressive Apprenticeship) students graduated during the period July 1, 2022 and June 30, 2023 in three sub-reports.

Trades Foundation

Trades Foundation programs, which usually offer training in both classrooms and shop settings, are designed to give students the key skills and knowledge needed for entry into a particular trade. Most foundation programs link to apprenticeship and can provide credit for the first level of technical training and for some of the work-based training hours that are required to complete an apprenticeship.

In total, 4,227 former Trades Foundation students were eligible for the survey. Of these, 1,600 completed the survey for an overall response rate of 38 percent.

Credential	Eligible for survey	Respondents	Response rate
Certificate	3,736	1,414	38%
Diploma	491	186	38%
Grand Total	4,227	1,600	38%

Note: Numbers are from the 2024 BC Student Outcomes survey of former Trades Foundation students.

Trades Foundation Program Groups	Respondents	Percentage of respondents
Automotive and Other Mechanics	356	22%
Carpentry	124	8%
Culinary Arts and Personal Services	385	24%
Electrician	205	13%
Industrial and Heavy Duty Mechanics and Other Repair Trades	203	13%
Other Trades	38	2%
Plumbing	50	3%
Welding and Precision Production	239	15%
Grand Total	1,600	100%

Note: The Trades Foundation program group of "Industrial and Heavy Duty Mechanics and Other Repair Trades" is shortened to "Industrial and Heavy Duty Mechanics" throughout the report. The Trades Foundation program groups of "Other Construction Trades" and "Other Trades" are grouped as "Other Trades" throughout the report due to low cohort numbers.

Trades-Related Vocational

Trades-Related Vocational training programs offer a broader educational experience than that found in an Apprenticeship or Trades Foundation program. These types of training programs do not usually connect to, or provide credit toward, an apprenticeship in a skilled trades profession.

In total, 277 former Trades-Related Vocational students were eligible for the survey. Of these, 136 completed the survey for an overall response rate of 49 percent.

Due to low cohort and respondent numbers of former Trades-Related Vocational students, only overall results of the 2024 Trades-Related Vocational programs are included in this report.

Credential	Eligible for survey	Respondents	Response rate
Certificate	186	97	52%
Diploma	91	39	43%
Grand Total	277	136	49%

Note: Numbers are from the 2024 BC Student Outcomes survey of former Trades-Related Vocational students.

Trades-Related Vocational Program Groups	Respondents	Percentage of respondents
Automotive and Other Mechanics	14	10%
Culinary Arts and Personal Services	6	4%
Electrician	41	30%
Industrial and Heavy Duty Mechanics and Other Repair Trades	9	7%
Other Construction Trades	32	24%
Other Trades	20	15%
Welding and Precision Production	14	10%
Grand Total	136	100%

Note: The Trades-Related Vocational program group of "Industrial and Heavy Duty Mechanics and Other Repair Trades" is shortened to "Industrial and Heavy Duty Mechanics" throughout the report.

Apprenticeship

An Apprenticeship is an education pathway that usually takes four years to complete, with learners receiving about 80 percent of their education through paid, on-the-job training with a sponsoring employer and 20 percent through in-class/online technical training. After successfully completing all requirements, often involving four levels of education, apprentices are awarded a credential called a Certificate of Qualification.

In total, 4,454 former Apprenticeship students were eligible for the survey. 94 percent had taken traditional apprenticeship programs, which are programs with multiple levels of in-school technical training taken during block release periods from work. These programs result in certification only upon completion of all levels of the program. The remaining 6 percent had been enrolled in progressive credential programs, which provide both on-the-job training and in-school technical training. Progressive credential programs result in certification upon completion of each sequential training course for certain programs. Among all former Apprenticeship students, 1,596 completed the survey for an overall response rate of 36 percent.

Apprenticeship Program	Eligible for survey	Respondents	Response rate
Traditional apprenticeship	4,180	1,492	36%
Progressive apprenticeship	274	104	38%
Grand Total	4,454	1,596	36%

Note: Numbers are from the 2024 BC Student Outcomes survey of former Apprenticeship students.

Apprenticeship Program Groups	Respondents	Percentage of respondents
Traditional apprenticeship	1,492	93%
Automotive and Other Mechanics	150	9%
Carpentry	154	10%
Culinary Arts and Personal Services	46	3%
Electrician	287	18%
Industrial and Heavy Duty Mechanics and Other Repair Trades	254	16%
Other Construction Trades	78	5%
Other Trades	78	5%
Plumbing	248	16%
Welding and Precision Production	197	12%
Progressive apprenticeship	104	7%
Automotive and Other Mechanics	31	2%
Culinary Arts and Personal Services	55	3%
Industrial and Heavy Duty Mechanics and Other Repair Trades	18	1%
Grand Total	1,596	100%

Note: The Apprenticeship program group of "Industrial and Heavy Duty Mechanics and Other Repair Trades" is shortened to "Industrial and Heavy Duty Mechanics" throughout the report.

Survey Methodology

Cohorts

Trades Foundation

The eligible cohort consisted of 4,227 former Trades Foundation students from 15 participating B.C. post-secondary institutions. The following table lists the institutions, the number of former students who were eligible for the survey, the number of respondents, and the response rates.

Institution	Cohort	Respondents	Response Rate
British Columbia Institute of Technology	1,252	465	37%
Camosun College	94	34	36%
Coast Mountain College	89	37	42%
College of New Caledonia	225	100	44%
College of the Rockies	98	55	56%
Kwantlen Polytechnic University	31	15	48%
Nicola Valley Institute of Technology	36	9	25%
North Island College	182	82	45%
Northern Lights College	116	58	50%
Okanagan College	283	116	41%
Selkirk College	126	61	48%
Thompson Rivers University	196	49	25%
University of the Fraser Valley	210	45	21%
Vancouver Community College	936	330	35%
Vancouver Island University	353	144	41%
Grand Total	4,227	1,600	38%

Trades-Related Vocational

The eligible cohort consisted of 277 former Trades-Related Vocational students from 10 participating B.C. post-secondary institutions. The following table lists the institutions, the number of former students who were eligible for the survey, the number of respondents, and the response rates.

Institution	Cohort	Respondents	Response Rate
British Columbia Institute of Technology	165	80	48%
Camosun College	14	6	43%
Coast Mountain College	-	-	-
College of New Caledonia	19	12	63%
Kwantlen Polytechnic University	-	-	-
Northern Lights College	12	6	50%
Okanagan College	13	6	46%
Selkirk College	19	8	42%
Vancouver Community College	15	9	60%
Vancouver Island University	-	-	-
Grand Total	277	136	49%

Note: Low numbers have been masked (-) to preserve confidentiality.

Apprenticeship

The eligible cohort consisted of 4,454 former Apprenticeship students from 14 public and 22 private participating B.C. post-secondary institutions. The following table lists the institutions, the number of former students who were eligible for the survey, the number of respondents, and the response rates.

Institution	Cohort	Respondents	Response Rate
British Columbia Institute of Technology	1,382	440	32%
Camosun College	336	114	34%
Coast Mountain College	15	5	33%
College of New Caledonia	172	65	38%
College of the Rockies	105	45	43%
Kwantlen Polytechnic University	291	75	26%
North Island College	122	48	39%
Northern Lights College	60	19	32%
Okanagan College	376	130	35%
Selkirk College	40	17	43%
Thompson Rivers University	246	68	28%
University of the Fraser Valley	147	37	25%
Vancouver Community College	94	32	34%
Vancouver Island University	218	76	35%
Private Institutions	850	425	50%
Grand Total	4,454	1,596	36%

Data Collection

The 2024 BC Student Outcomes surveys of former Trades Foundation, Trades-Related Vocational, and Apprenticeship students were administered as mixed-mode surveys, with interviews conducted by telephone and online using an integrated Computer Assisted Telephone Interview (CATI) / Computer Assisted Web Interview (CAWI) system. A field test cohort of former students was randomly selected from the available institutional samples. Full telephone survey administration, and online survey administration, were undertaken from January 2024 through June 2024.

A total of 3,332 survey completions were obtained, for an overall final response rate of 37 percent.

56 percent of all surveys were completed online.

Analysis and Reporting

BC Stats is responsible for cleaning and validating the data received from the data collection contractor. Based on these data—the responses to the survey questionnaires—the necessary variables were derived for analysis and reporting. Results from BC Student Outcomes surveys are available at: <https://outcomes.bcstats.gov.bc.ca/>.

Coding into regions was based on respondents' postal codes at the time of the survey. Respondents whose location was unknown were not included in the regional analysis.

Analyses for this report included frequencies, crosstabs, and comparisons of medians. The report also offers a descriptive trend analysis of the 2020 to 2024 Trades Foundation, Trades-Related Vocational, and Apprenticeship Survey data, in which only key questions are addressed with applicable significant differences shown in 2024. For employment-related results, only respondents who were in the labour force are included in the analysis.

Limitations

The former students who responded to the surveys were those from the cohorts who could be located and agreed to be surveyed. Former students who remained in B.C. might have been easier to locate to participate in the surveys. Those who responded to the surveys may not be representative of all former students.

Percentages

For consistency and ease of presentation, most percentages in the report text, tables, and charts have been rounded and may not always add to 100.

Unless otherwise noted, each percentage is based on the number of students who gave a valid response to the question—those who refused to answer the question, or selected "Don't know", were not included in calculations.

Who were the Trades Foundation students?



72%

identified as Man/Boy



85%

were domestic students



23

was the median age
at the time of the survey



8%

had taken preparatory courses
during or prior to their program



13%

self-identified as
Indigenous



52%

resided in the Mainland/Southwest
region at the time of the survey

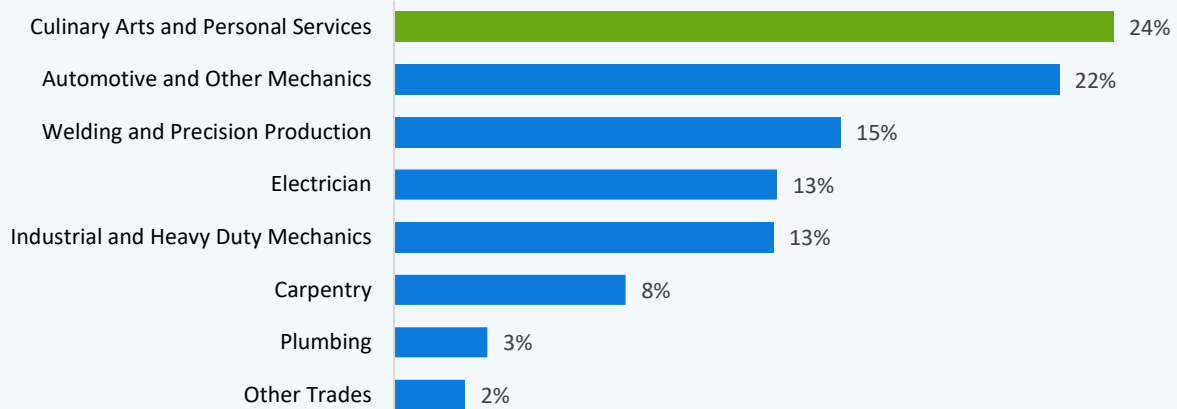


29%

relocated to
attend school

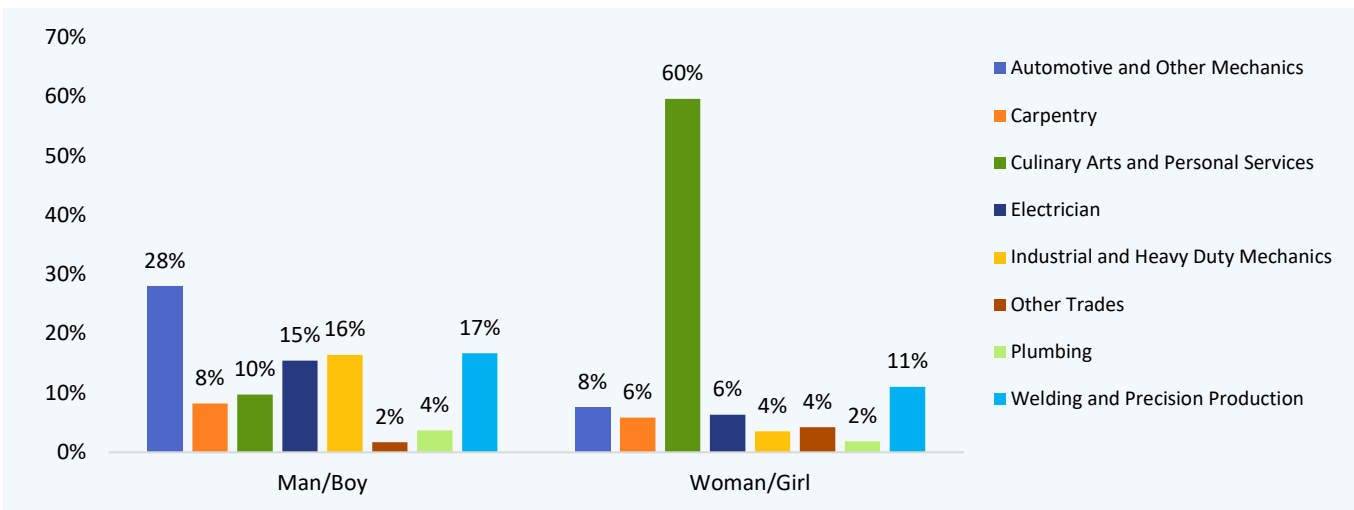
What programs did respondents take?

The most common program group was **Culinary Arts and Personal Services**.



Did gender play a role in program selection?

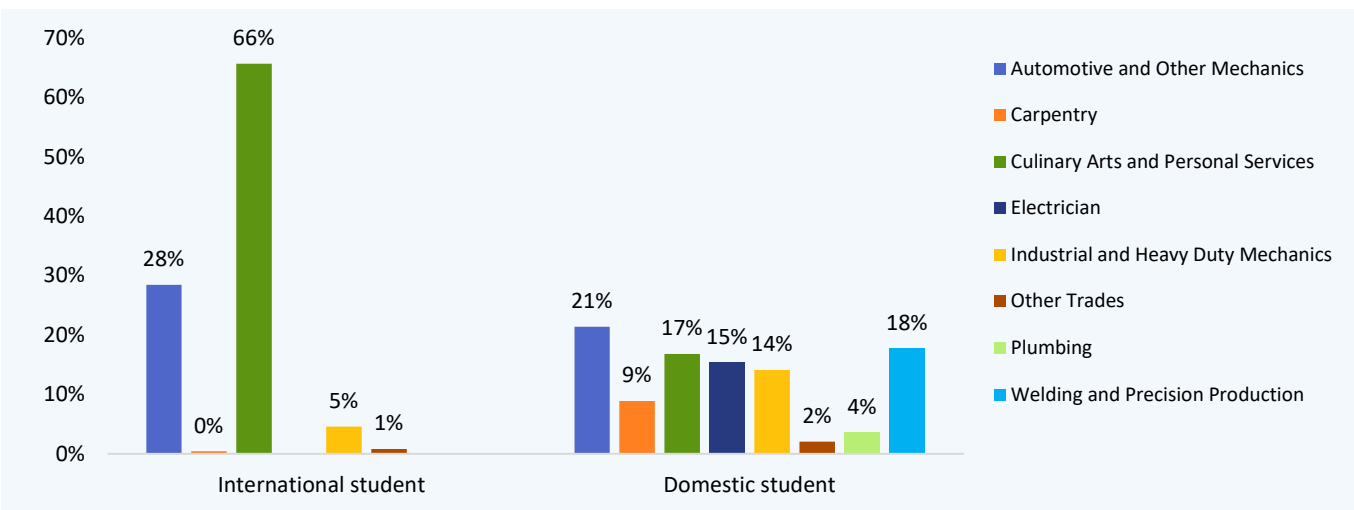
Culinary Arts and Personal Services programs were more popular among Woman/Girl respondents, while **Automotive and Other Mechanics** programs were more popular among Man/Boy respondents.



Note: Non-binary category is omitted in the visualization due to less than 1% responses.

What programs did international students choose?

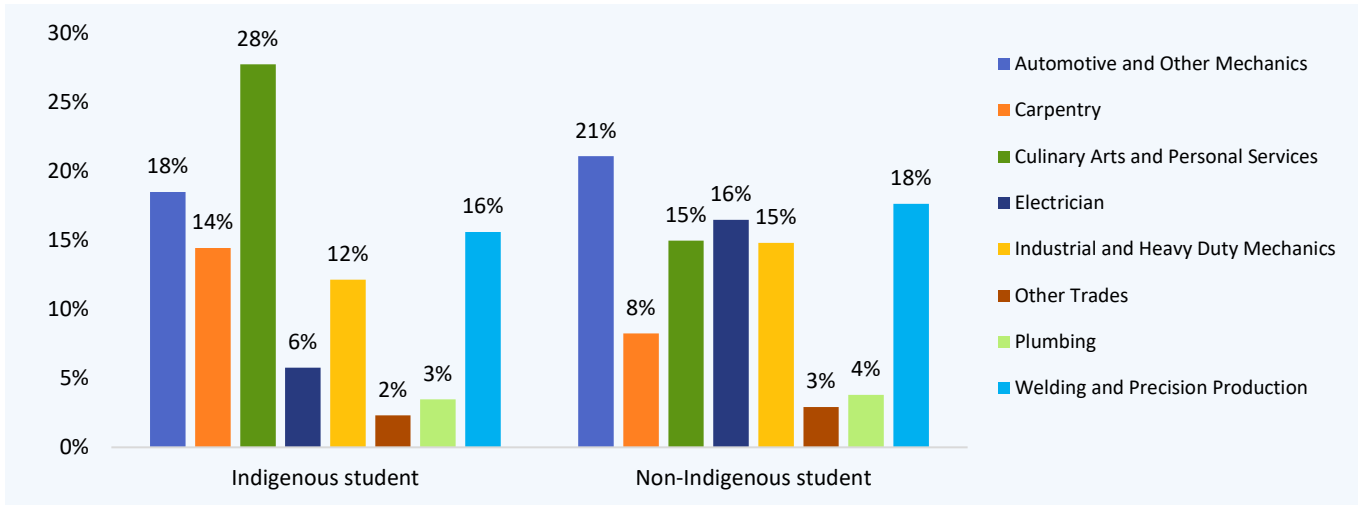
More than half of international students took **Culinary Arts and Personal Services** programs, while **Automotive and Other Mechanics** programs were more popular among domestic students.



Note: International student status is based on institution-reported data.

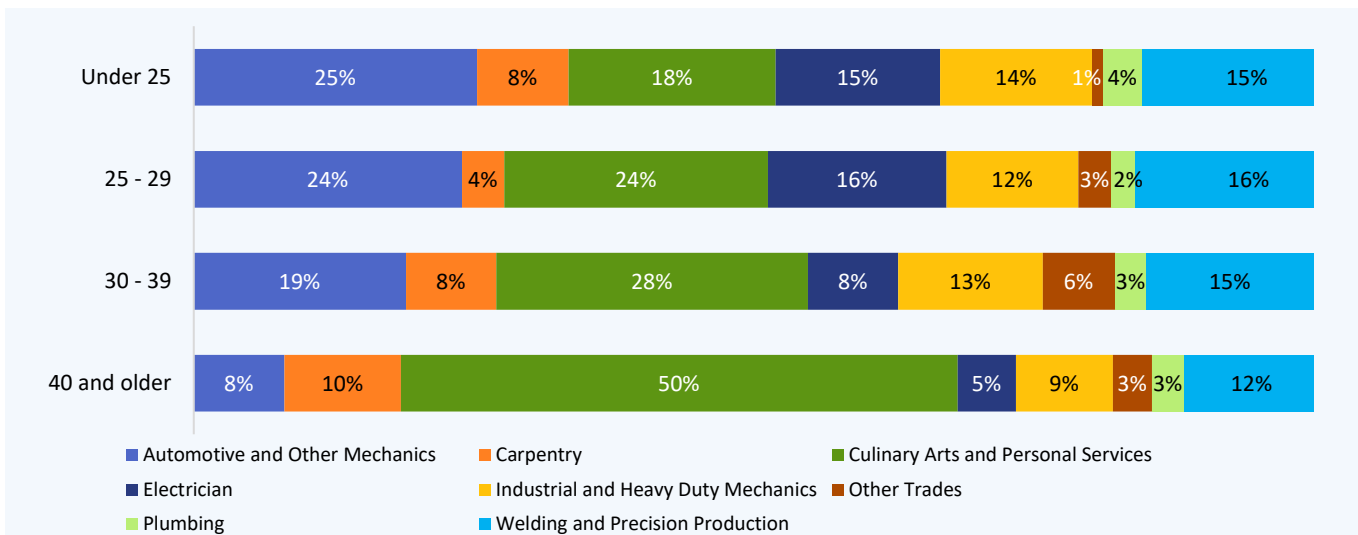
What programs did Indigenous students choose?

More than one-quarter of Indigenous students took **Culinary Arts and Personal Services** programs.



Did program choice vary by age?

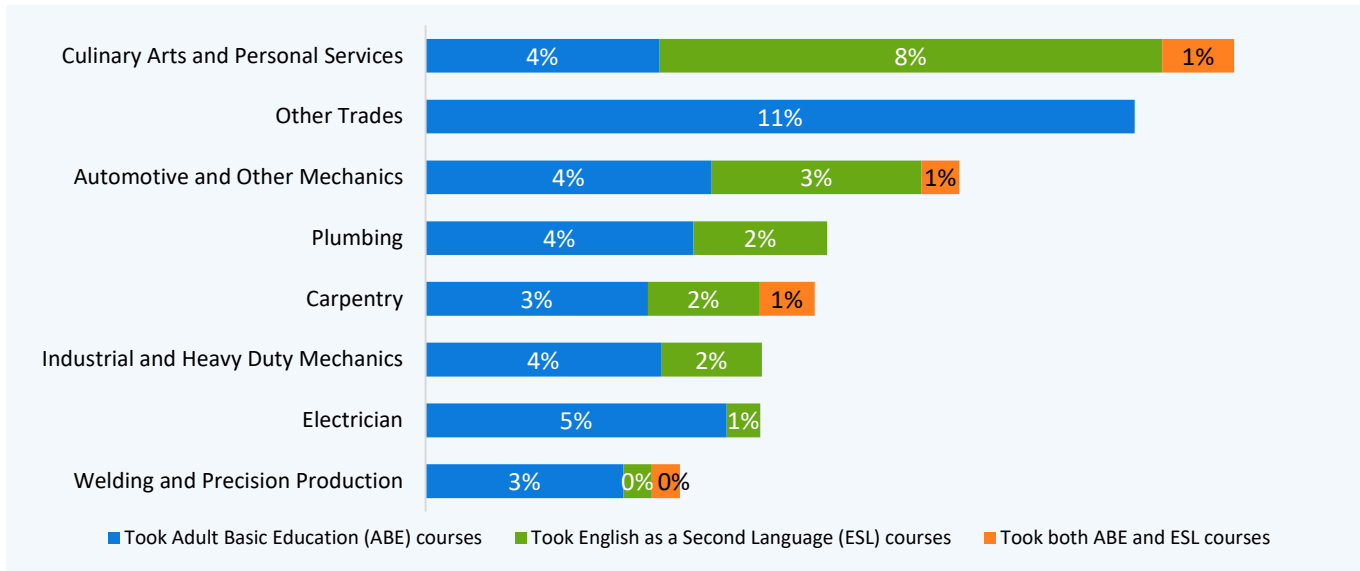
Automotive and Other Mechanics programs were more common among respondents under 25, and **Culinary Arts and Personal Services** programs were more popular among those aged 30 and older. Both of these two program groups were popular among respondents aged 25 to 29.



Note: Age groups are derived from institution-reported data at the time of survey.

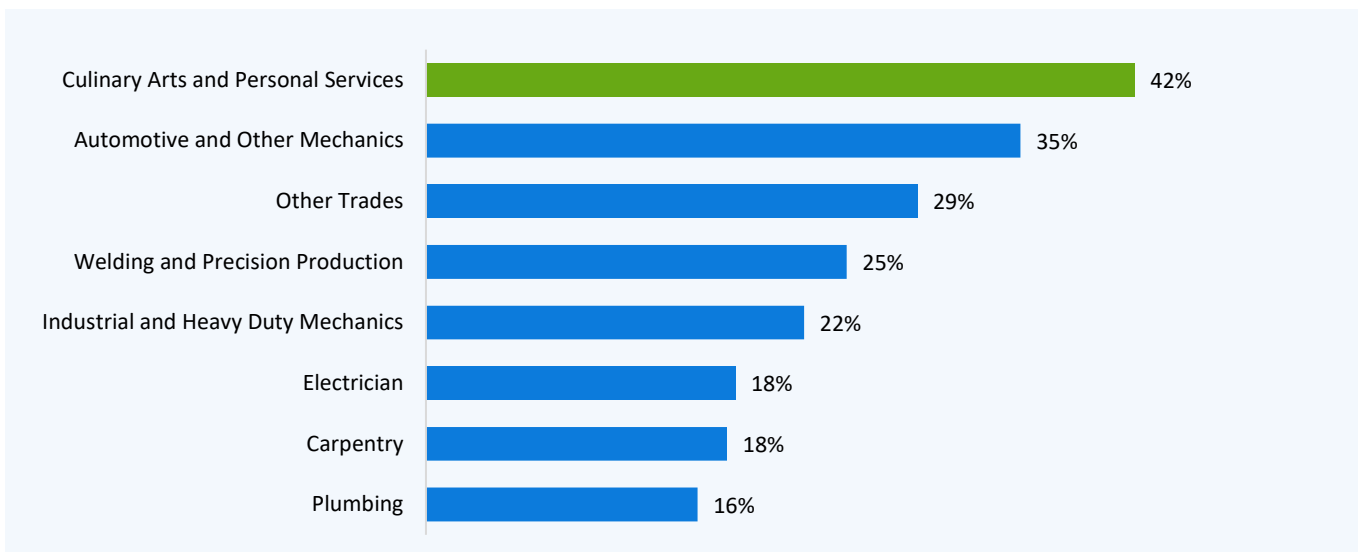
Did they take preparatory courses during or prior to their program?

Preparatory courses were more common among respondents from **Culinary Arts and Personal Services** programs.



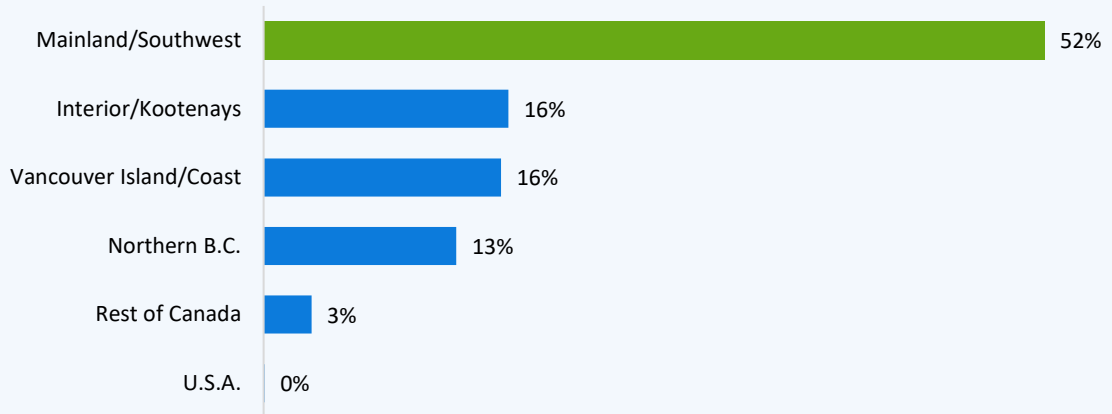
Did they relocate from home to study?

About 4 in 10 respondents from **Culinary Arts and Personal Services** programs relocated to study, followed by about one-third of those from **Automotive and Other Mechanics** programs.



Where were they living?

Just over half of respondents lived in the **Mainland/Southwest** region at the time of the survey.



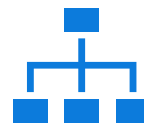
Note: Percentages are based on respondents who provided a valid postal code.

What did they say about their education?



93%

were very satisfied or satisfied with their education



72%

said the organization of the program was very good or good



83%

said the quality of instruction was very good or good



72%

said the textbooks and learning materials were very good or good



81%

said the amount of practical experience was very good or good



80%

said the quality of tools and equipment was very good or good



77%

said the courses were very good or good at being up to date



84%

said the coverage of relevant topics was very good or good

What skills did they develop?

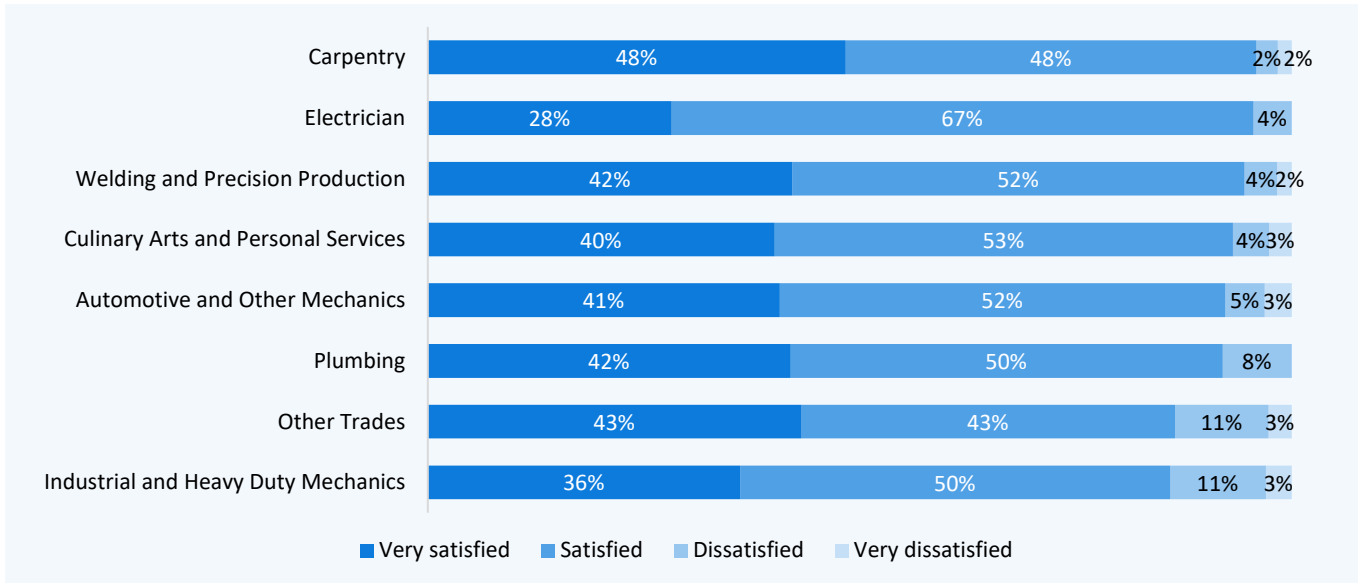
The majority of respondents said their program was very helpful or helpful in developing a number of skills.



Note: Percentages are of respondents who said their program was "Very helpful" or "Helpful" in developing the selected skills, based on those who gave a rating on a four-point scale from "Very helpful" (4) to "Not at all helpful" (1), excluding those who said not applicable.

Were they satisfied with their education?

The majority of respondents were very satisfied or satisfied with the education they received.



Note: Percentages are of respondents who rated the education on a four-point scale from "Very satisfied" (4) to "Very dissatisfied" (1).

What did they think about the quality of instruction?

Respondents in **Culinary Arts and Personal Services** and **Automotive and Other Mechanics** programs were more likely to say the quality of instruction of their program was very good or good.



Note: Percentages are of respondents who said the quality of instruction was "Very good" or "Good", based on those who gave a rating on a five-point scale from "Very good" (5) to "Very poor" (1), excluding those who said not applicable.

What did they think about the organization of the program?

Respondents in **Culinary Arts and Personal Services** programs were more likely to say the organization of the program was very good or good.



Note: Percentages are of respondents who said the organization of the program was "Very good" or "Good", based on those who gave a rating on a five-point scale from "Very good" (5) to "Very poor" (1), excluding those who said not applicable.

What did they think about the amount of practical experience?

Respondents in **Plumbing** programs were more likely to say the amount of practical experience was very good or good.



Note: Percentages are of respondents who said the amount of practical experience was "Very good" or "Good", based on those who gave a rating on a five-point scale from "Very good" (5) to "Very poor" (1), excluding those who said not applicable.

What did they think about the quality of tools and equipment?

Respondents in **Carpentry** programs were more likely to say the quality of tools and equipment used in their program was very good or good.



Note: Percentages are of respondents who said the quality of tools and equipment used in their program was "Very good" or "Good", based on those who gave a rating on a five-point scale from "Very good" (5) to "Very poor" (1), excluding those who said not applicable.

What did they think about the textbooks and learning materials?

Respondents in **Carpentry** programs were more likely to say the textbooks and learning materials were very good or good.



Note: Percentages are of respondents who said the textbooks and learning materials were "Very good" or "Good", based on those who gave a rating on a five-point scale from "Very good" (5) to "Very poor" (1), excluding those who said not applicable.

What did they think about the courses being up to date?

Respondents in **Other Trades** programs were the most likely to give a rating of very good or good for their courses being up to date.



Note: Percentages are of respondents who rated the courses being up to date as "Very good" or "Good", based on those who gave a rating on a five-point scale from "Very good" (5) to "Very poor" (1), excluding those who said not applicable.

What did they think about the courses covering the most relevant topics?

Respondents in **Carpentry** programs were the most likely to give very good or good ratings for their courses covering the topics most relevant to their field.



Note: Percentages are of respondents who rated the courses covering the topics most relevant to their field as "Very good" or "Good", based on those who gave a rating on a five-point scale from "Very good" (5) to "Very poor" (1), excluding those who said not applicable.

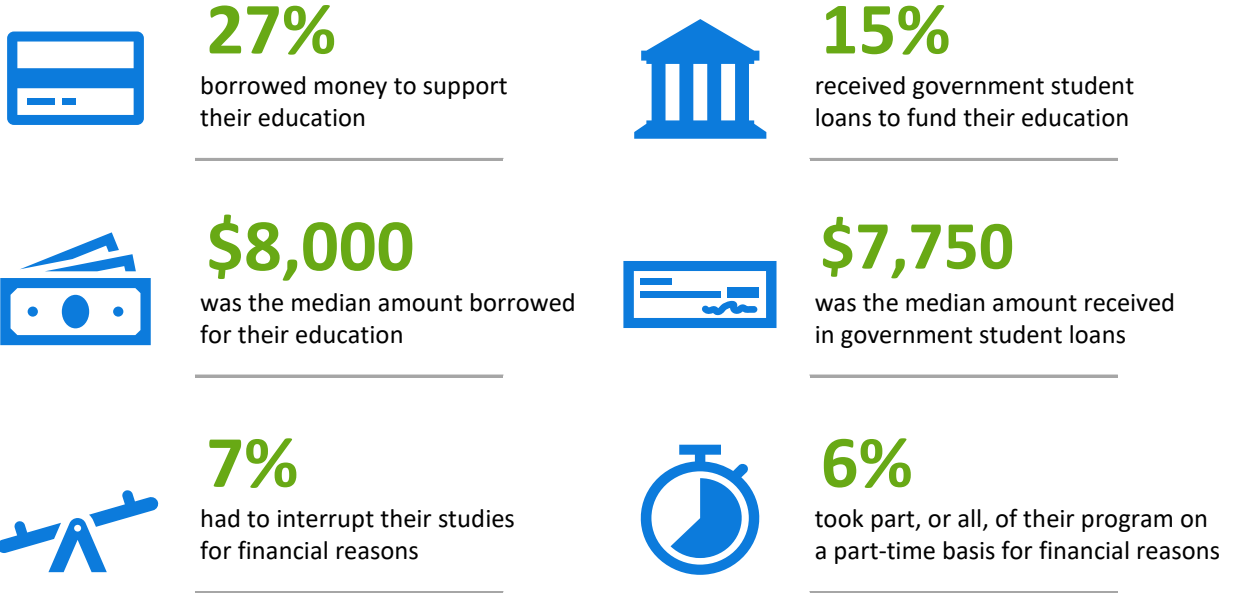
What did they think about the length of in-school training?

Respondents in **Carpentry** programs were the most likely to think the length of their in-school training was about right to cover the material.



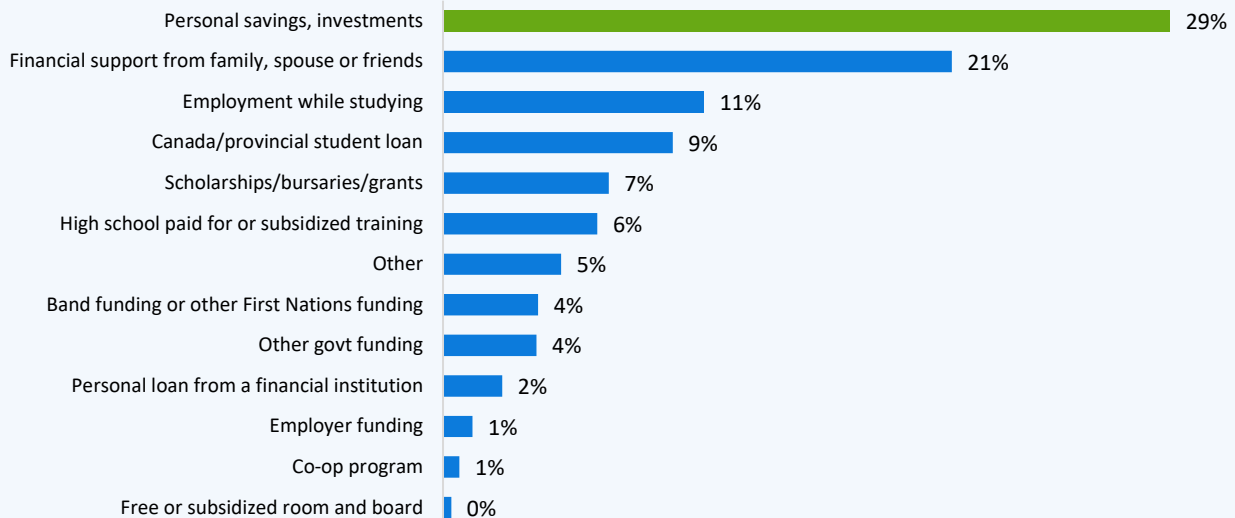
Note: Percentages are of respondents who rated the length of in-school training as "About right" to cover the material, based on those who gave a rating on a three-point scale from "Too long" (3) to "Too short" (1).

How did they finance their education?



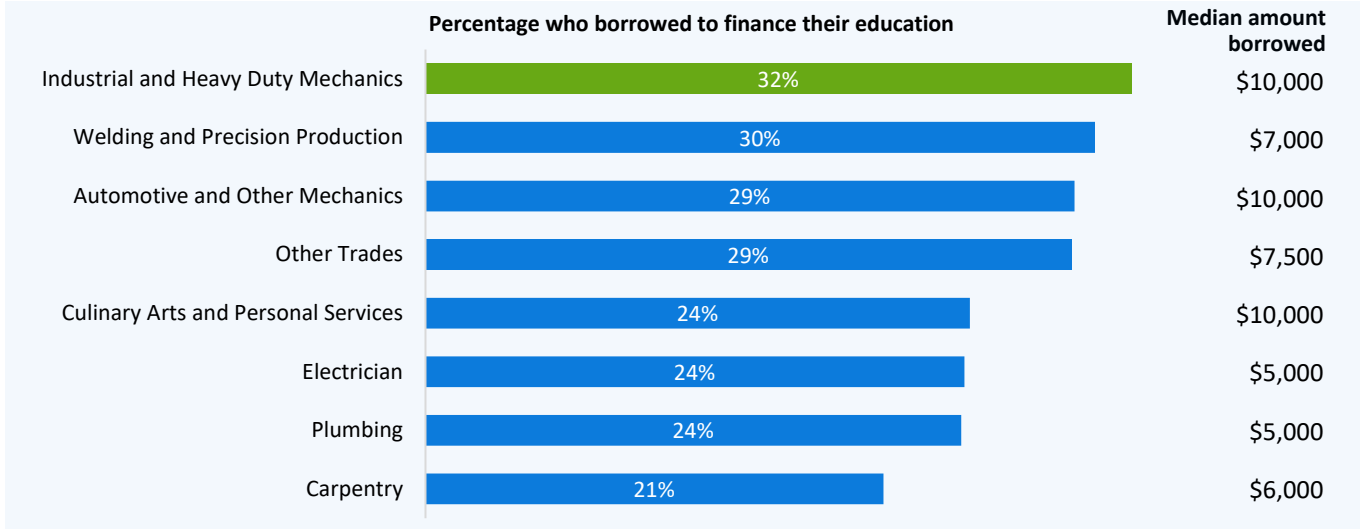
What were the primary sources of funding?

Personal savings and investments were mentioned most often by respondents as the **most important or primary** source of funding.



Who borrowed to finance their education?

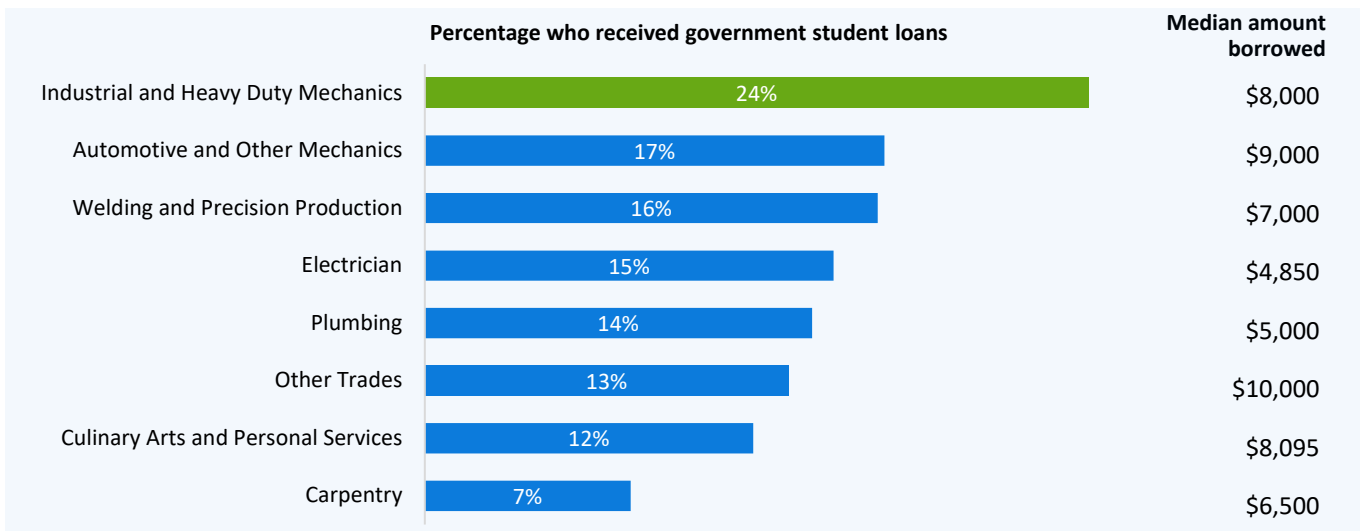
About one-third of respondents from **Industrial and Heavy Duty Mechanics** programs incurred some type of debt to finance their education.



Note: Debt amounts are medians, based on those who gave a valid amount. The percentages shown are of respondents who said they incurred debt from borrowing from any source to fund their education.

Who received government student loans?

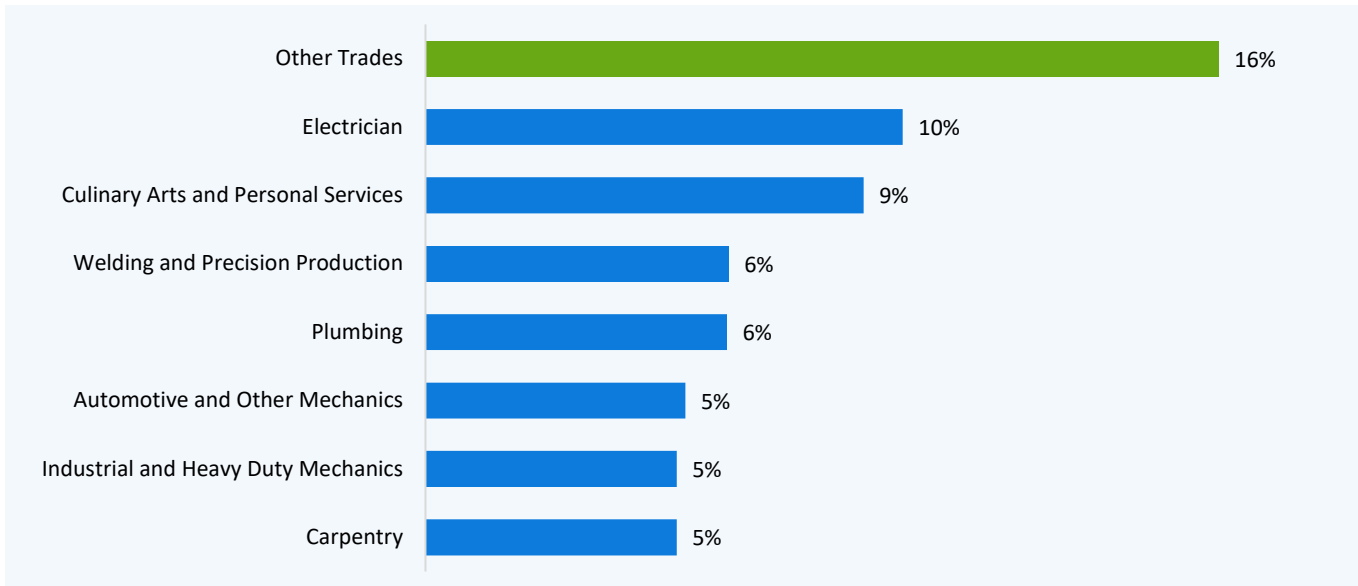
Almost one-quarter of respondents in **Industrial and Heavy Duty Mechanics** programs received government student loans.



Note: Loan amounts are medians, based on those who reported a valid loan amount. The percentages shown are of those who said they received government student loans to fund their education.

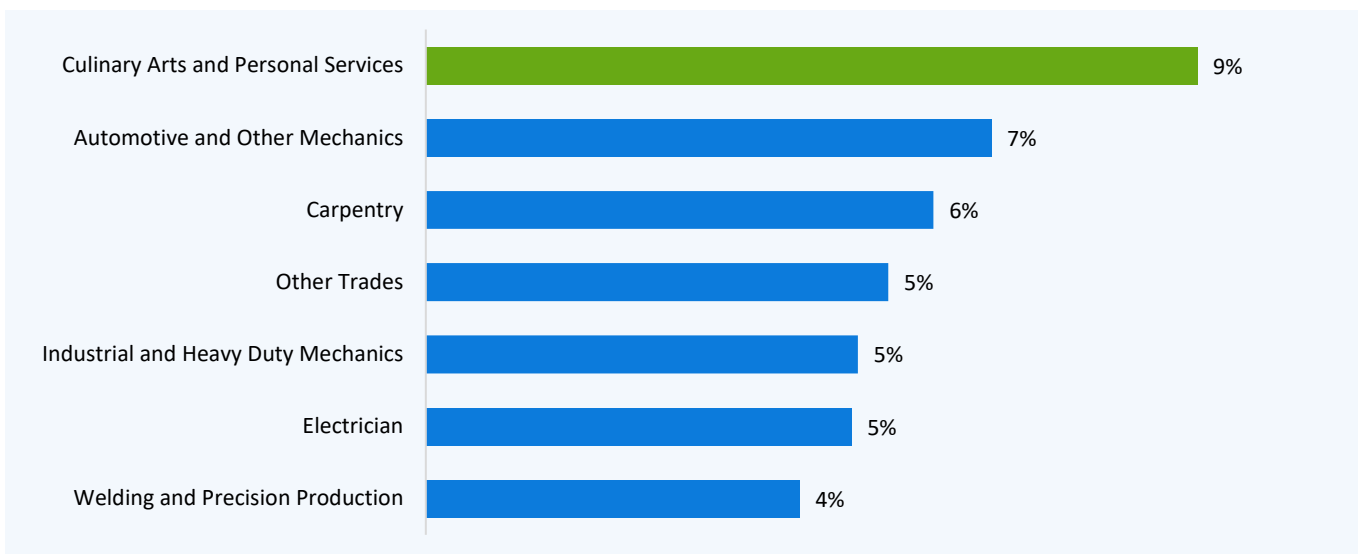
Were studies interrupted for financial reasons?

Respondents in **Other Trades** programs had the highest rate of having to interrupt their studies for financial reasons.



Did they study part-time for financial reasons?

Respondents in **Culinary Arts and Personal Services** programs were most likely to say they had to study part-time for financial reasons.

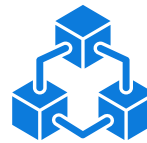


Did they take further studies or pursue an apprenticeship?



27%

were enrolled in further studies



81%

tried to get employment as an apprentice



85%

of those who tried to get employment as an apprentice were successful

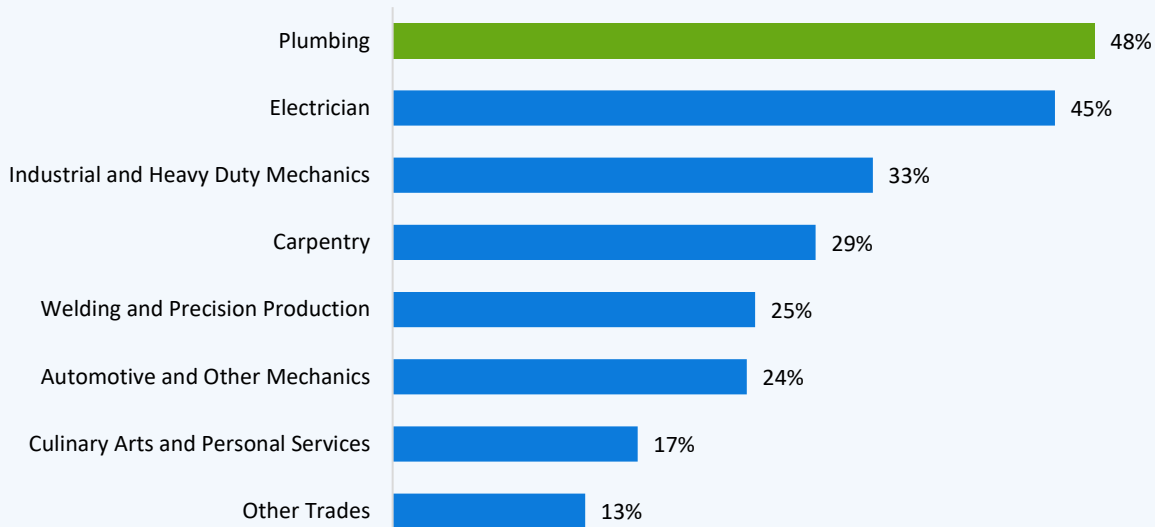


68%

said the program prepared them very well or well for apprenticeship training

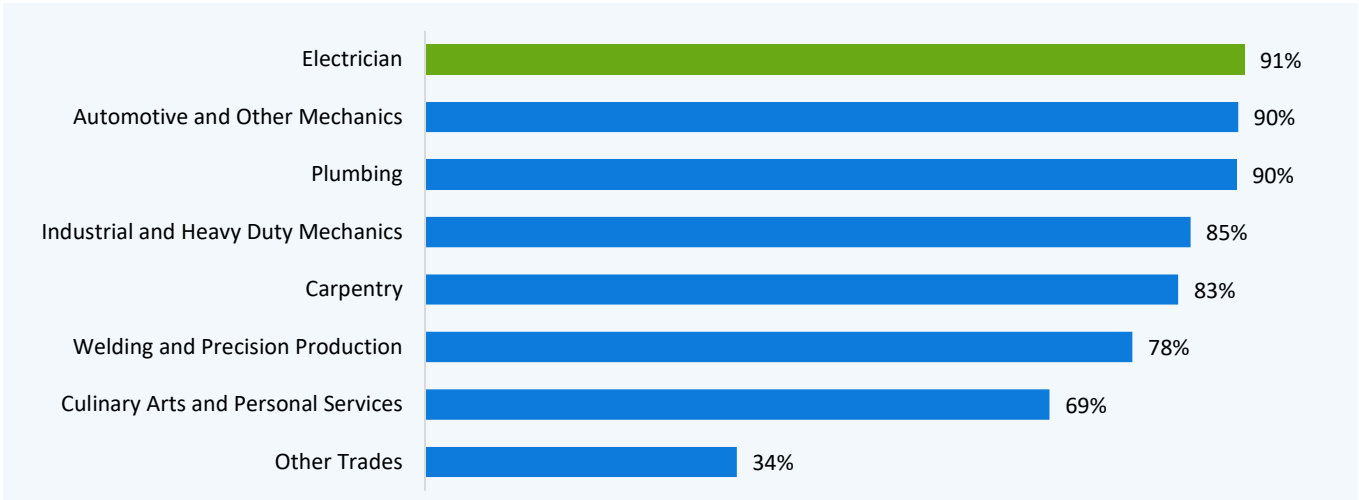
Who enrolled in further studies?

Respondents in **Plumbing** programs were most likely to enrol in further education.



Who tried to get employment as an apprentice?

About 9 in 10 respondents from **Electrician**, **Automotive and Other Mechanics**, and **Plumbing** programs tried to get employment as an apprentice after leaving their program.



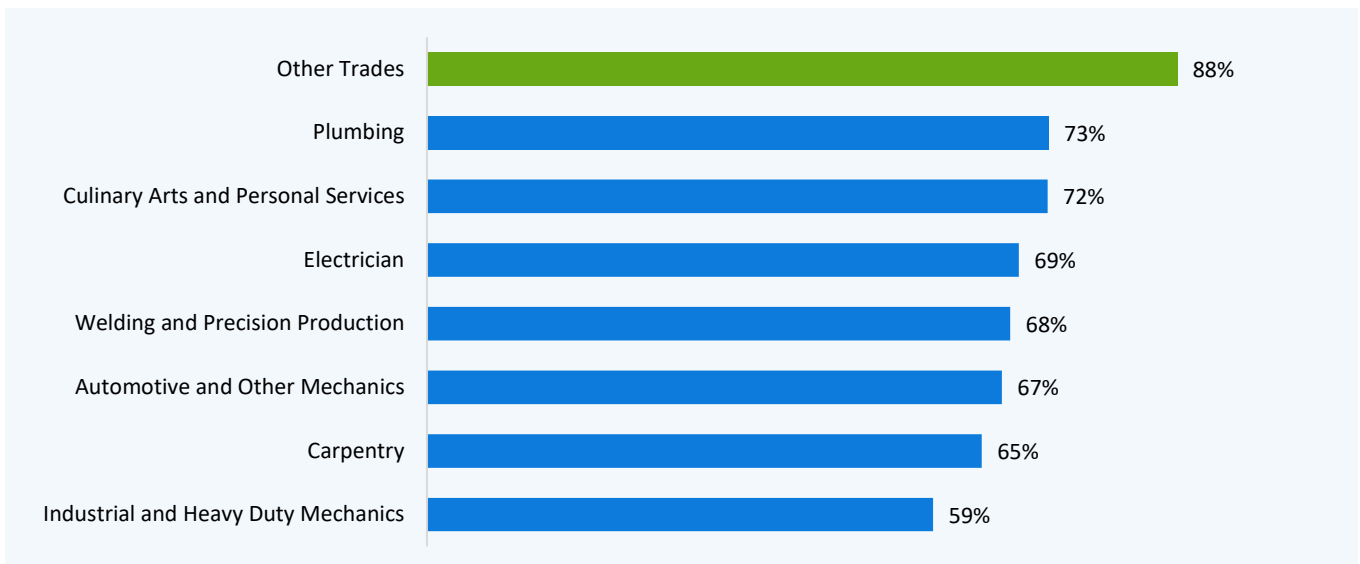
Did they get employment as apprentices?

Of those who tried to get employment as an apprentice, respondents in **Electrician** programs were the most successful, followed closely by those in **Plumbing**, **Other Trades**, and **Carpentry** programs.



How well did the program prepare respondents for apprenticeship training?

Overall, the majority of respondents said their program prepared them very well or well for their apprenticeship training. Respondents in **Other Trades** programs had the highest rating.



Note: Percentages are of respondents who rated their program in preparing for their apprenticeship training as "Very well" or "Well", based on those who gave a rating on a five-point scale from "Very well" (5) to "Very poorly" (1), excluding those who said not applicable.

What were the employment outcomes of Trades Foundation respondents?



92%
were in the labour force



82%
were employed



9.5%
of those in the labour force
were unemployed



83%
of those employed
were in a program-related job



\$23.83
was the median hourly wage
at their main job



89%
of those employed found knowledge
and skills gained useful in job

OF EMPLOYED RESPONDENTS

26%
had the **same job** as
before or during their program

47%
spent **less than 1 month**
looking for job

86%
had **1 job**
12% had **2 jobs**

80%
worked **40 or more hours**
at their main job

Were they working full-time at their main job?

	Percentage working full-time at their main job	Median hourly wage
Electrician	97%	\$24.00
Other Trades	97%	\$27.50
Automotive and Other Mechanics	96%	\$22.50
Plumbing	95%	\$25.14
Industrial and Heavy Duty Mechanics	95%	\$26.50
Carpentry	94%	\$25.00
Welding and Precision Production	94%	\$26.50
Culinary Arts and Personal Services	73%	\$19.25

Note: Percentages are based on employed respondents from Trades Foundation programs only. Full-time employment is 30 or more hours per week. Hourly wage amounts are medians, based on those who worked full-time at their main job.

Were respondents participating in the labour force?

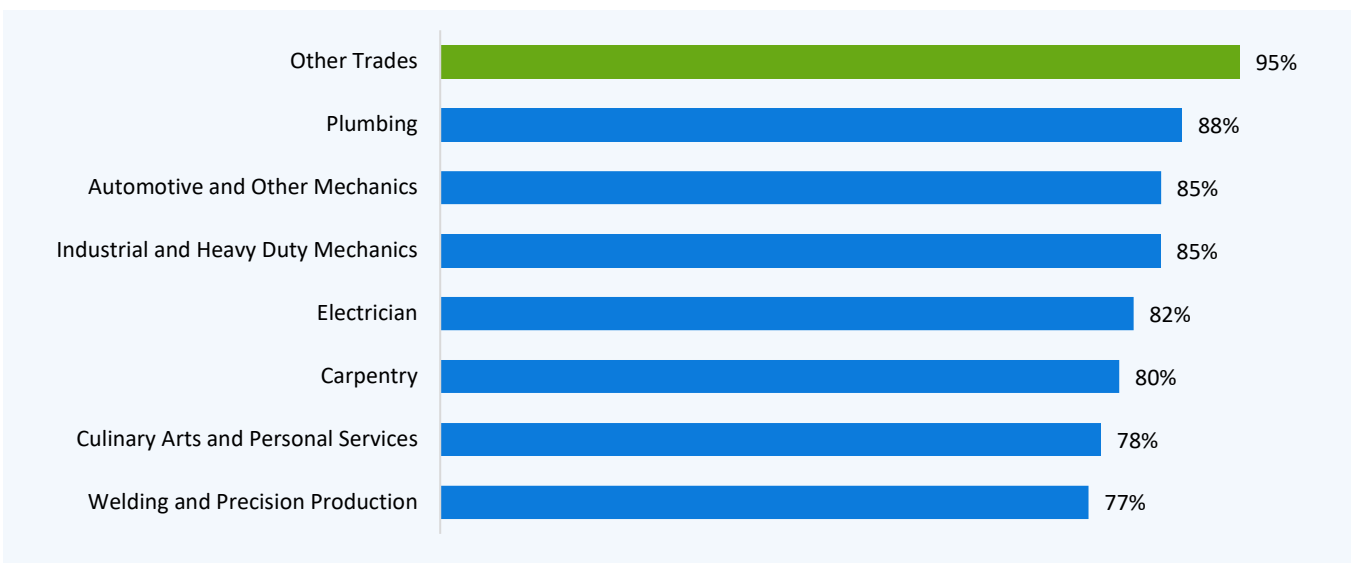
All respondents from **Other Trades** programs were in the labour force at the time of the survey.



Note: The labour force participation rate is the number of respondents employed or looking for work as a percentage of all respondents.

Were respondents employed?

Trades Foundation respondents in **Other Trades** programs reported the highest employment rates.



Note: The employment rate is the number of respondents employed as a percentage of all respondents.

Were they working in a program-related job?

Most Trades Foundation respondents said their main job was very or somewhat related to their program of study, especially those in **Plumbing** programs.



Note: Percentages are of employed respondents from Trades Foundation programs who rated their main job to their program as "Very related" or "Somewhat related", based on those who gave a rating on a four-point scale from "Very related" (4) to "Not at all related" (1).

How useful were the knowledge and skills gained in performing their main job?

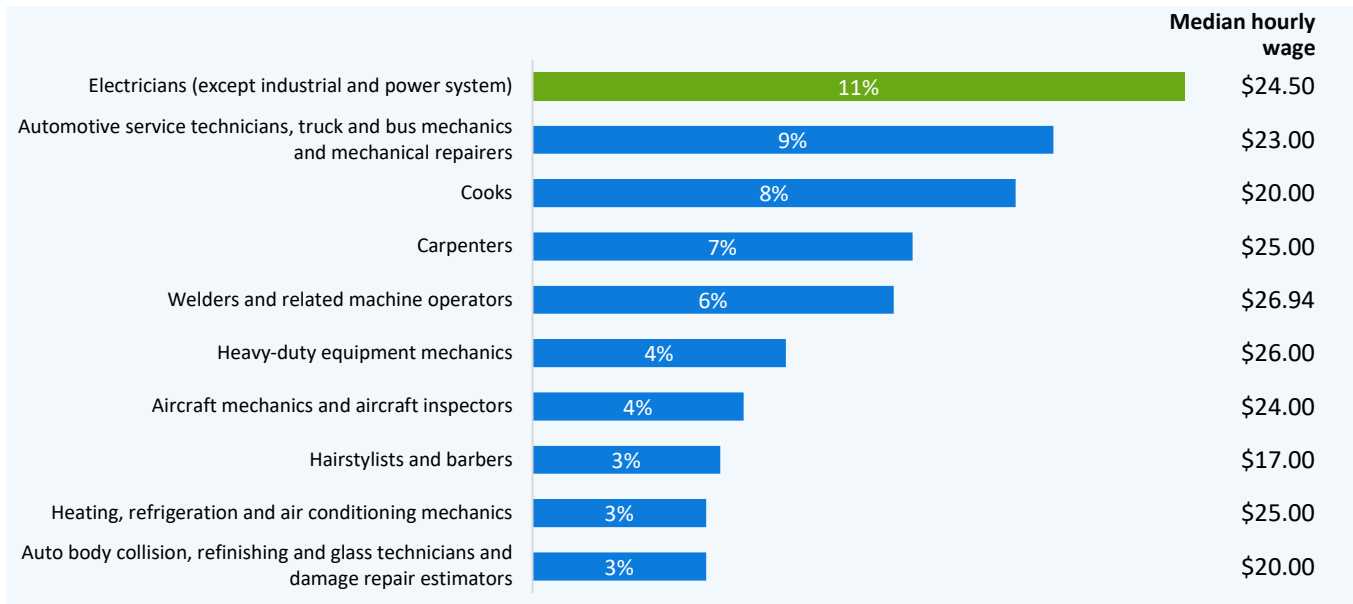
The majority of Trades Foundation respondents said the knowledge and skills gained in their program were very or somewhat useful in performing their main job, especially those in **Plumbing** programs.



Note: Percentages are of employed respondents from Trades Foundation programs who rated the knowledge and skills gained in their program as "Very useful" or "Somewhat useful" in performing their main job, based on those who gave a rating on a four-point scale from "Very useful" (4) to "Not at all useful" (1).

What were the top ten occupations among respondents?

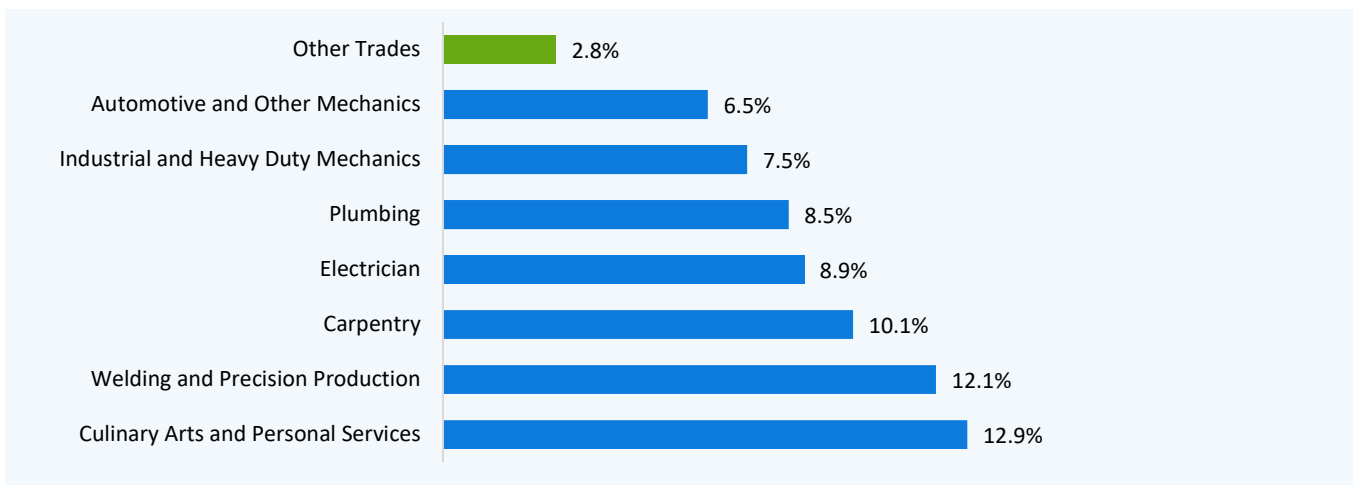
Electricians (except industrial and power system) was the top occupation category among all Trades Foundation respondents.



Note: Percentages are based on employed respondents from Trades Foundation programs only. Hourly wage amounts are medians, based on those who worked full-time at their main job. Occupations are based on the 5-digit National Occupational Classification (NOC) codes, excluding unclassified occupations.

What was the unemployment rate among programs?

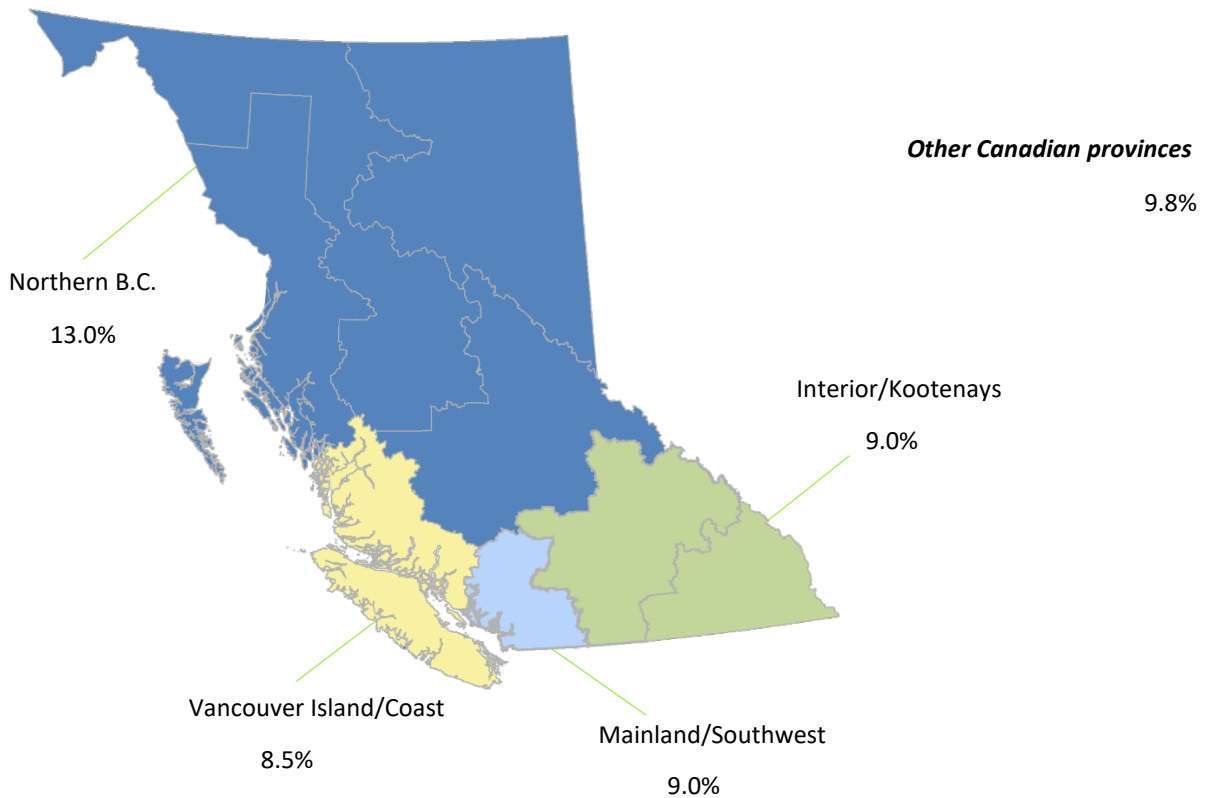
Trades Foundation respondents in **Other Trades** programs had the lowest unemployment rate.



Note: The unemployment rate is the number of unemployed respondents as a percentage of respondents in the labour force.

What was the unemployment rate among B.C. regions?

Trades Foundation respondents residing in the **Vancouver Island/Coast** region at the time of the survey reported the lowest unemployment rate.



Note: The unemployment rate is the number of unemployed respondents as a percentage of respondents in the labour force. The unemployment rate for each region was based on respondents' postal code at the time of the survey. Those whose locations were unknown were not included in the analysis.

Who were the Trades-Related Vocational students?



77%

identified as Man/Boy



92%

were domestic students



27

was the median age
at the time of the survey



11%

had taken preparatory courses
during or prior to their program



6%

self-identified as
Indigenous



64%

resided in the Mainland/Southwest
region at the time of the survey

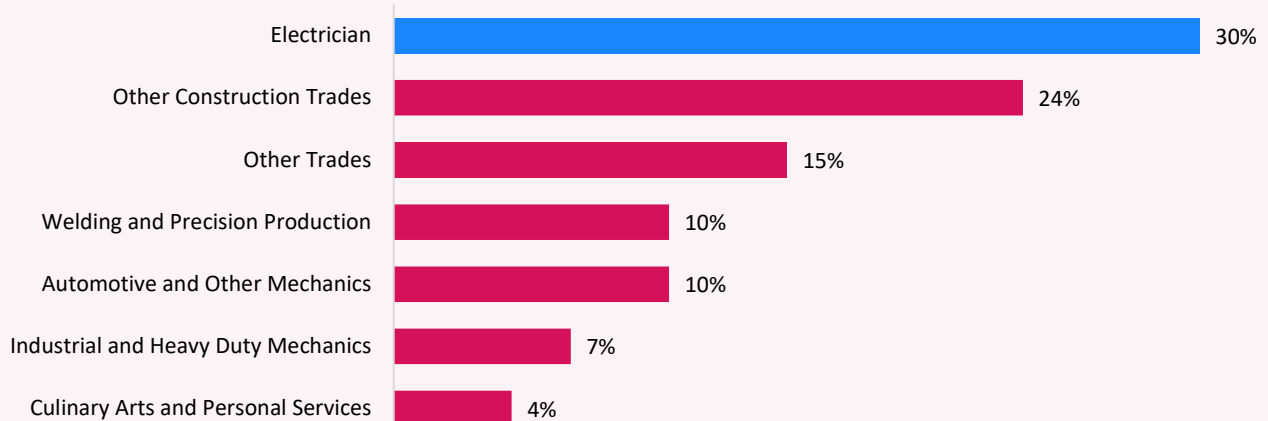


19%

relocated to
attend school

What programs did respondents take?

The most common program group was **Electrician**.

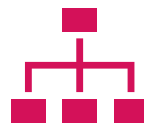


What did they say about their education?



92%

were very satisfied or satisfied with their education



65%

said the organization of the program was very good or good



81%

said the quality of instruction was very good or good



72%

said the textbooks and learning materials were very good or good



77%

said the amount of practical experience was very good or good



72%

said the quality of tools and equipment was very good or good



75%

said the courses were very good or good at being up to date

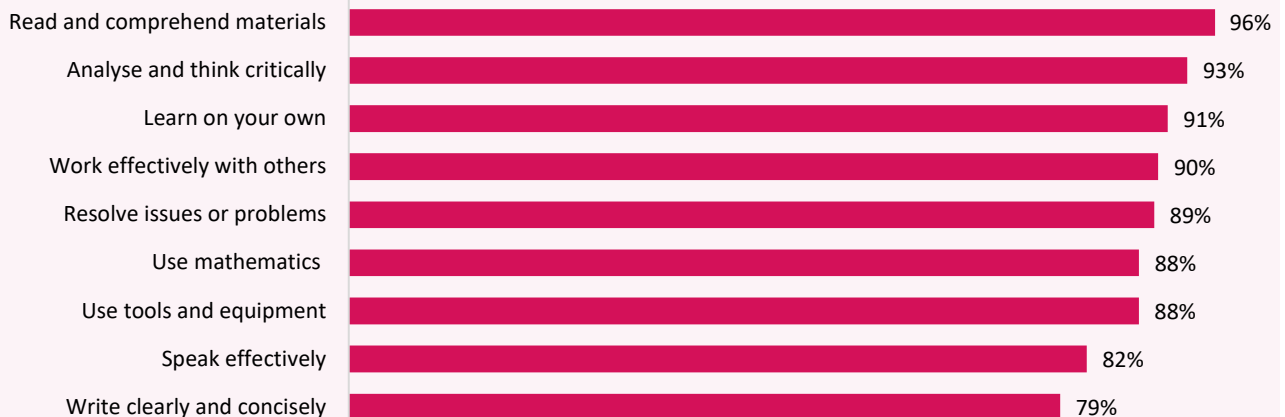


83%

said the coverage of relevant topics was very good or good

What skills did they develop?

The majority of respondents said their program was very helpful or helpful in developing a number of skills.



Note: Percentages are of respondents who said their program was "Very helpful" or "Helpful" in developing the selected skills, based on those who gave a rating on a four-point scale from "Very helpful" (4) to "Not at all helpful" (1), excluding those who said not applicable.

What were the employment outcomes of Trades-Related Vocational respondents?



97%
were in the labour force



84%
were employed



9.6%
of those in the labour force
were unemployed



84%
of those employed
were in a program-related job



\$32.00
was the median hourly wage
at their main job



88%
of those employed found knowledge
and skills gained useful in job

OF EMPLOYED RESPONDENTS

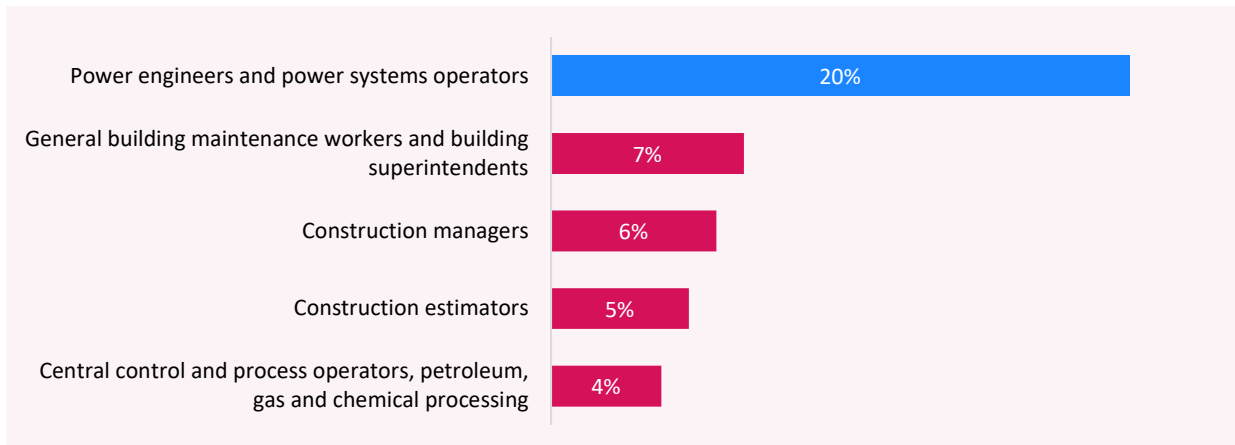
28%
had the **same job** as before
or during their program

34%
spent **less than 1 month**
looking for job

85%
had **1 job**
14% had **2 jobs**

83%
worked **40 or more hours**
at their main job

What were the top five occupations among respondents?



Note: Percentages are based on employed respondents from Trades-Related Vocational programs only. Occupations are based on the 5-digit Occupational Classification (NOC) codes, excluding unclassified occupations.

Who were the Apprenticeship students?



90%

identified as Man/Boy



100%

were domestic students



30

was the median age
at the time of the survey



13%

had been in a high school
apprenticeship program



8%

self-identified as
Indigenous



51%

resided in the Mainland/Southwest
region at the time of the survey

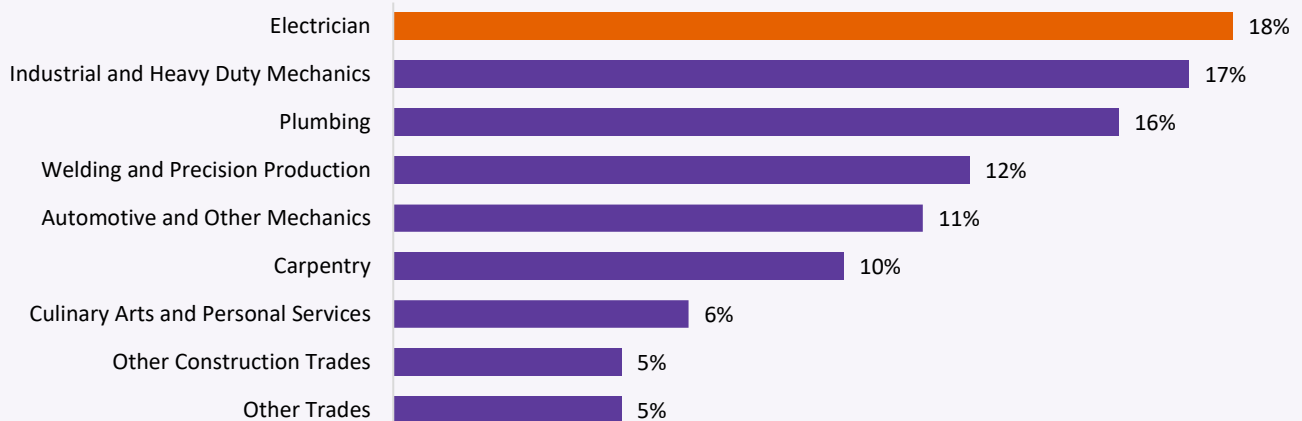


27%

relocated to
attend school

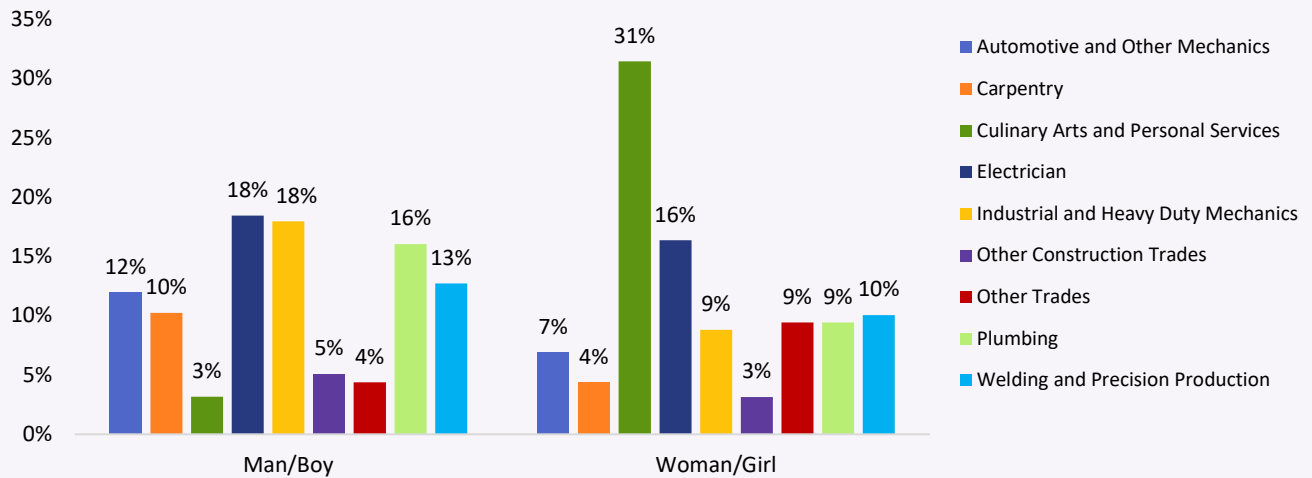
What programs did respondents take?

The most common program group was **Electrician**.



Did gender play a role in program selection?

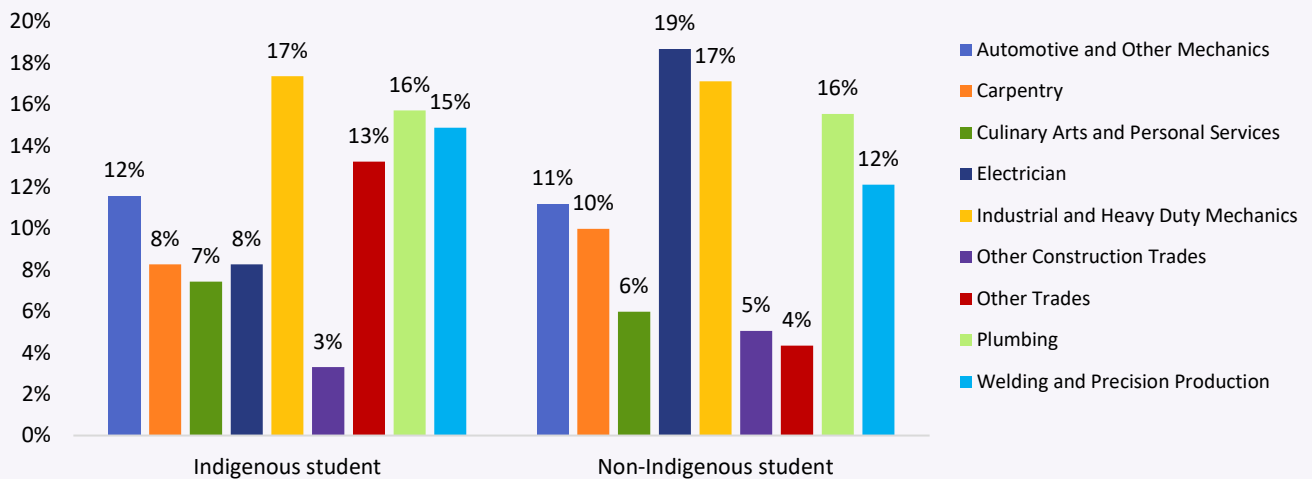
Culinary Arts and Personal Services programs were more popular among Woman/Girl respondents, while **Electrician** and **Industrial and Heavy Duty Mechanics** programs were more popular among Man/Boy respondents.



Note: Non-binary category is omitted in the visualization due to less than 1% responses.

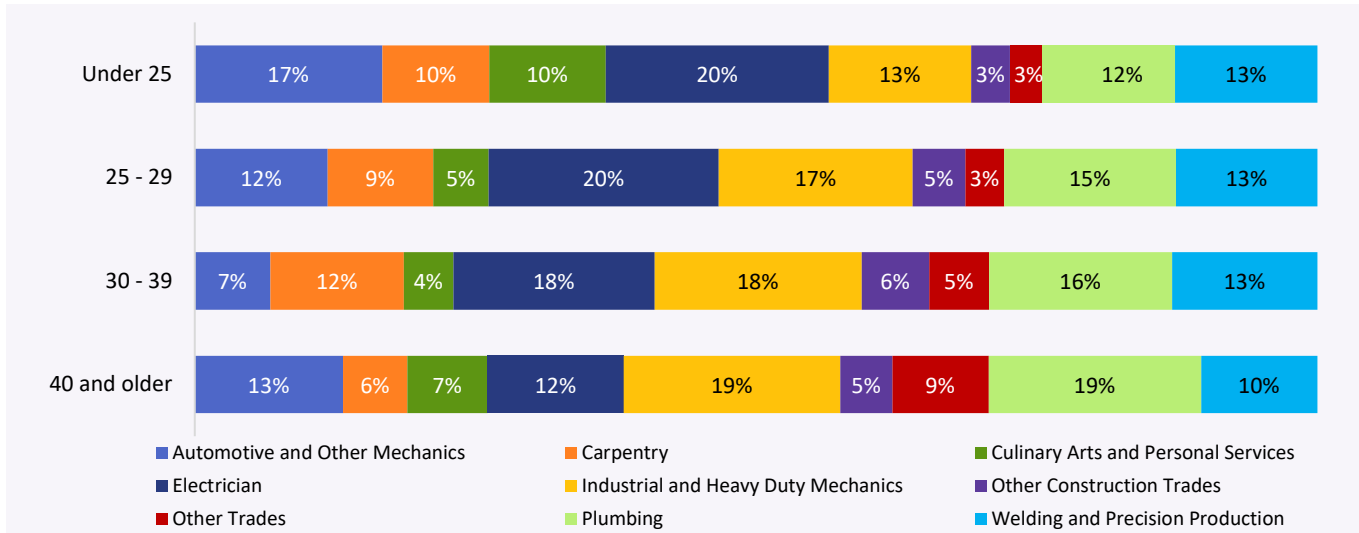
What programs did Indigenous students choose?

Industrial and Heavy Duty Mechanics programs were the most popular among Indigenous respondents.



Did program choice vary by age?

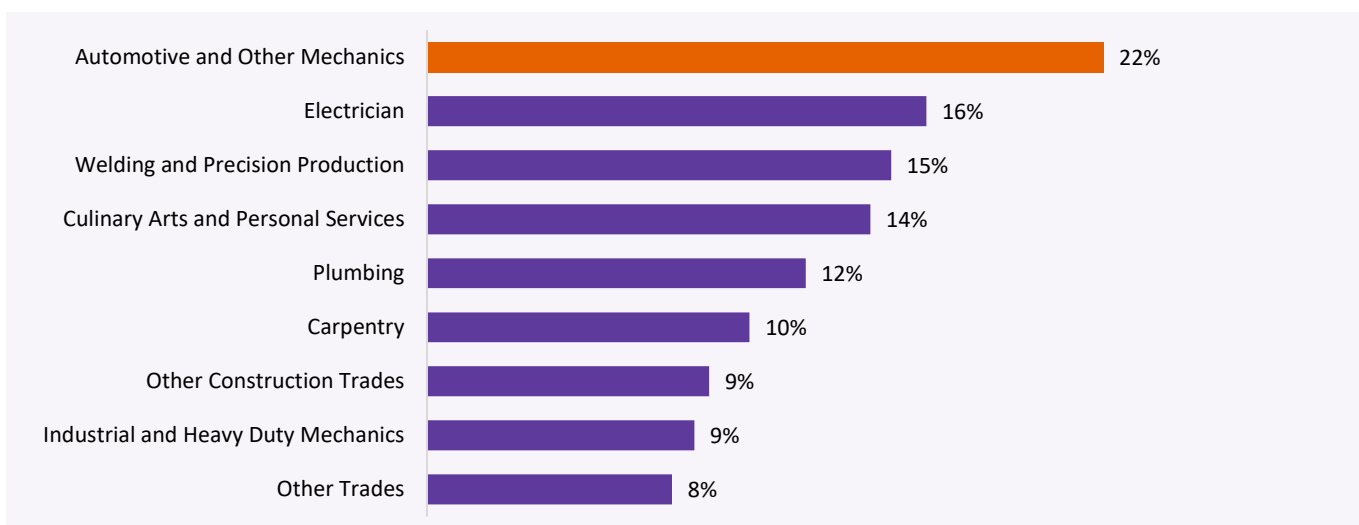
Electrician programs were popular among respondents under 40, **Industrial and Heavy Duty Mechanics** programs were also popular among those aged 30 - 39, while **Plumbing** and **Industrial and Heavy Duty Mechanics** programs were popular among those aged 40 and older.



Note: Age groups are derived from institution-reported data at the time of survey.

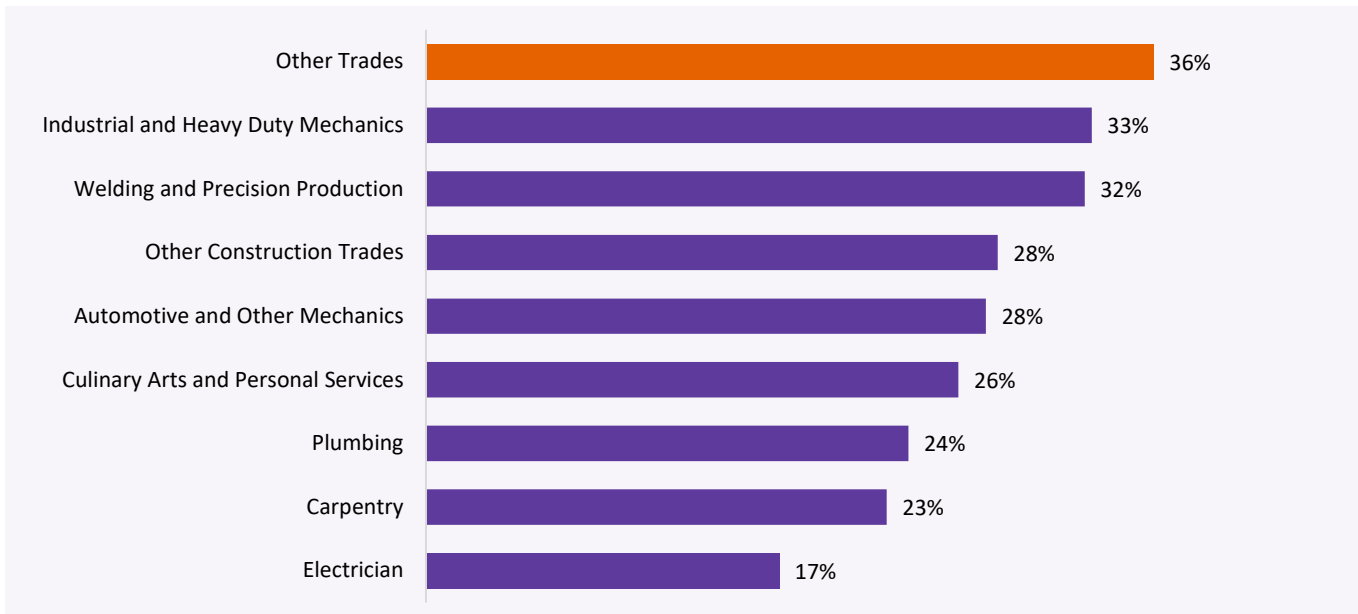
Who was in a high school apprenticeship program?

Almost one-quarter of respondents from **Automotive and Other Mechanics** programs were in a high school apprenticeship program.



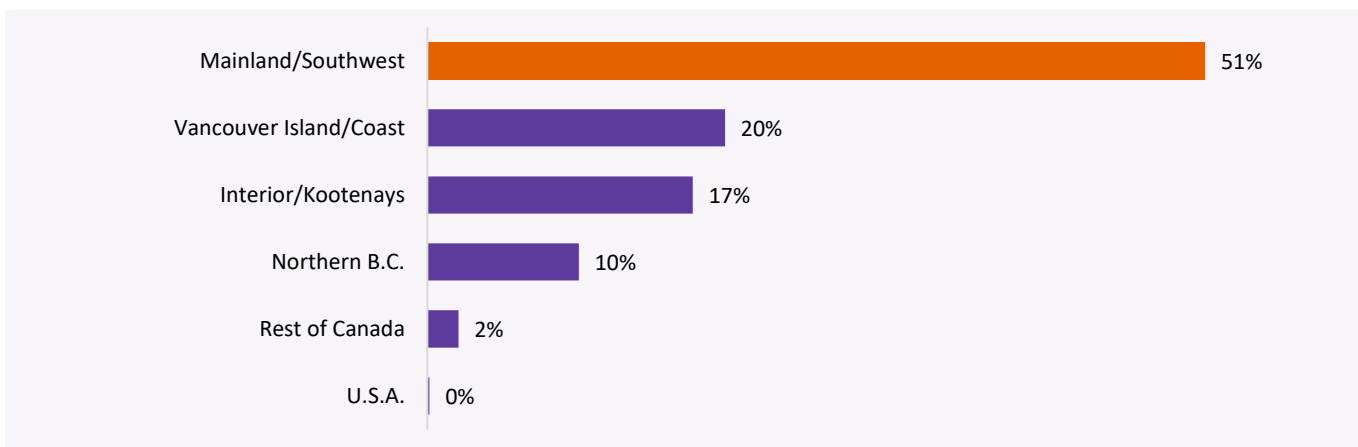
Did they relocate from home to study?

Just over one-third of respondents from **Other Trades** programs relocated to study, followed by about one-third of those from **Industrial and Heavy Duty Mechanics** and **Welding and Precision Production** programs.



Where were they living?

Just over half of respondents lived in the **Mainland/Southwest** region at the time of the survey.



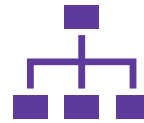
Note: Percentages are based on those respondents who provided a valid postal code.

What did they say about their in-school training?



92%

were very satisfied or satisfied with their education



74%

said the organization of the program was very good or good



84%

said the quality of instruction was very good or good



70%

said the textbooks and learning materials were very good or good



67%

said the amount of practical experience was very good or good



78%

said the quality of tools and equipment was very good or good



75%

said the in-school training were very good or good at being up to date



77%

said the coverage of relevant topics was very good or good



71%

said the length of in-school training was about right



90%

obtained their Certificate of Qualification (CofQ)

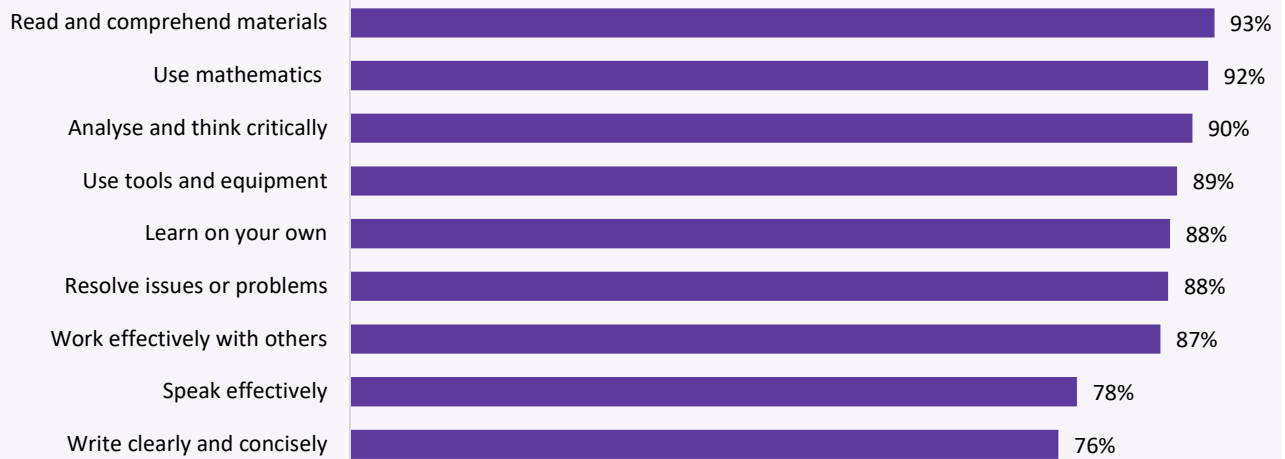


92%

said the knowledge and skills were very useful or useful in preparing for the CofQ/Red Seal exams

What skills did they develop?

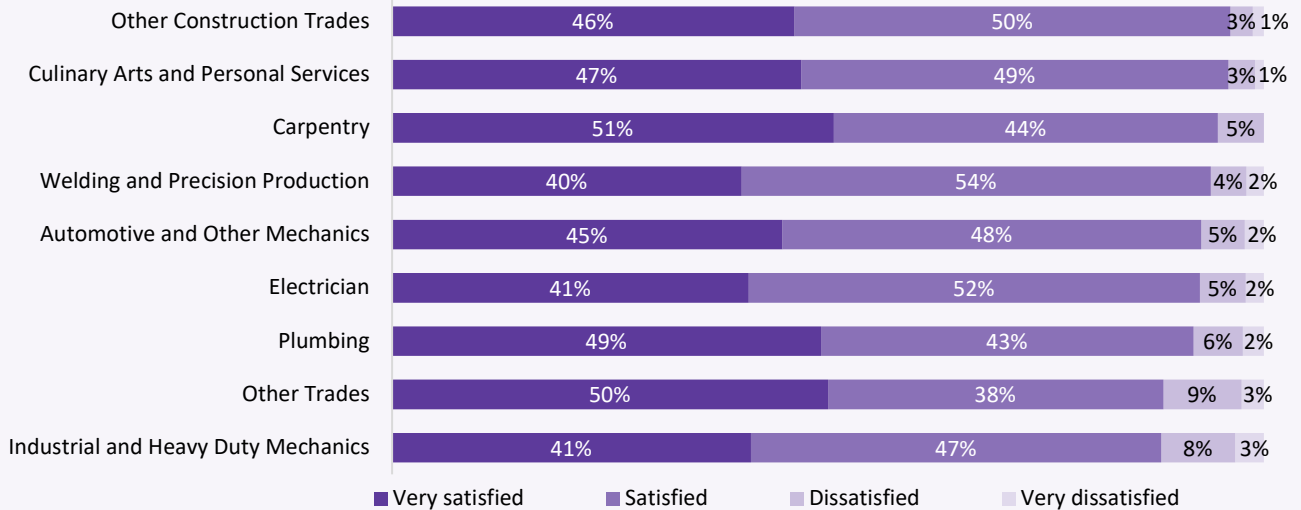
The majority of respondents said their program was very helpful or helpful in developing a number of skills.



Note: Percentages are of respondents who said their program was "Very helpful" or "Helpful" in developing the selected skills, based on those who gave a rating on a four-point scale from "Very helpful" (4) to "Not at all helpful" (1), excluding those who said not applicable.

Were they satisfied with their education?

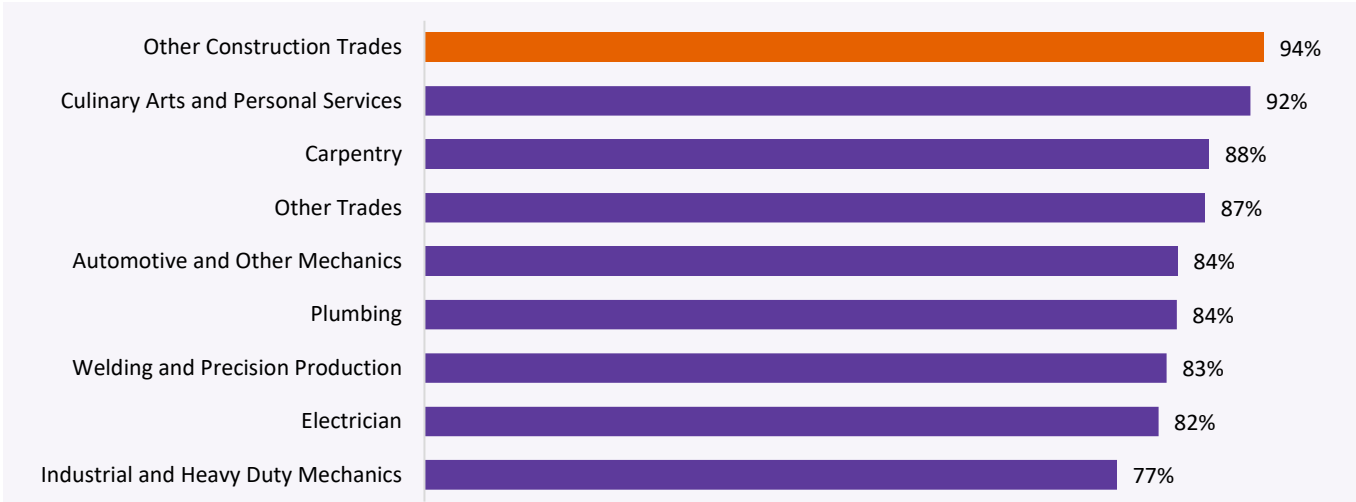
The majority of respondents were very satisfied or satisfied with the education they received.



Note: Percentages are of respondents who rated the education on a four-point scale from "Very satisfied" (4) to "Very dissatisfied" (1).

What did they think about the quality of instruction?

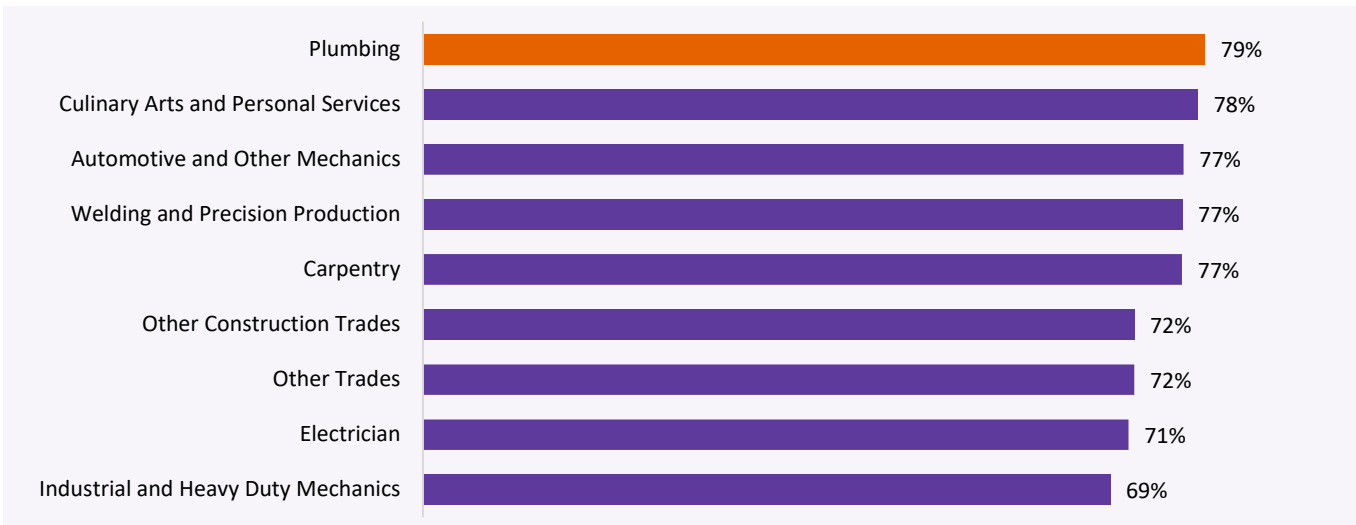
Respondents in **Other Construction Trades** programs were more likely to say the quality of instruction was very good or good.



Note: Percentages are of respondents who said the quality of instruction was "Very good" or "Good", based on those who gave a rating on a five-point scale from "Very good" (5) to "Very poor" (1), excluding those who said not applicable.

What did they think about the organization of the program?

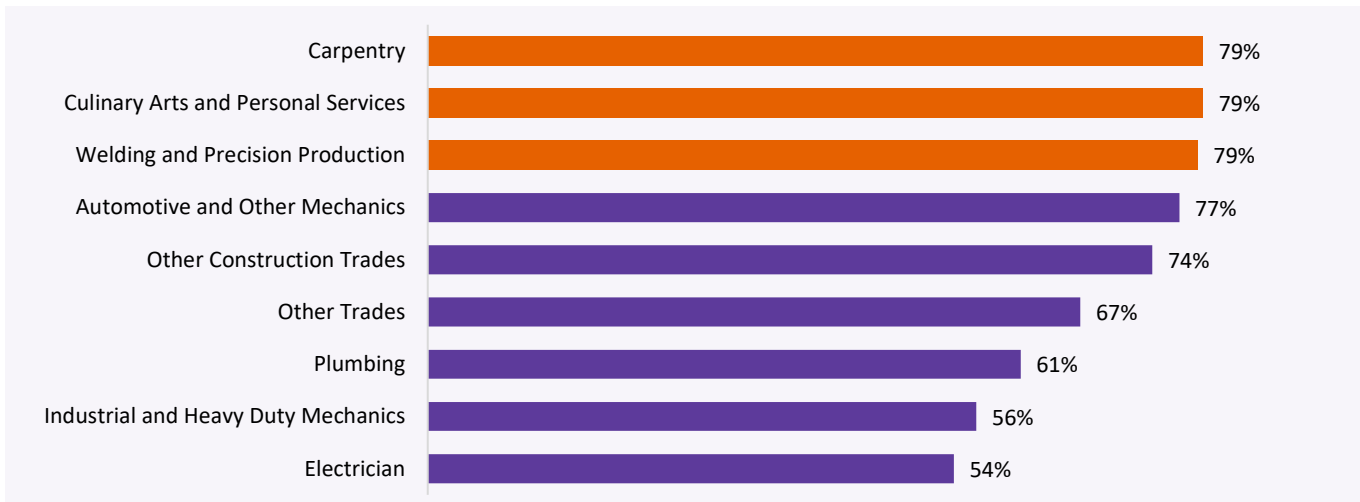
Respondents in **Plumbing** programs were more likely to say the organization of the program was very good or good.



Note: Percentages are of respondents who said the organization of the program was "Very good" or "Good", based on those who gave a rating on a five-point scale from "Very good" (5) to "Very poor" (1), excluding those who said not applicable.

What did they think about the amount of practical experience?

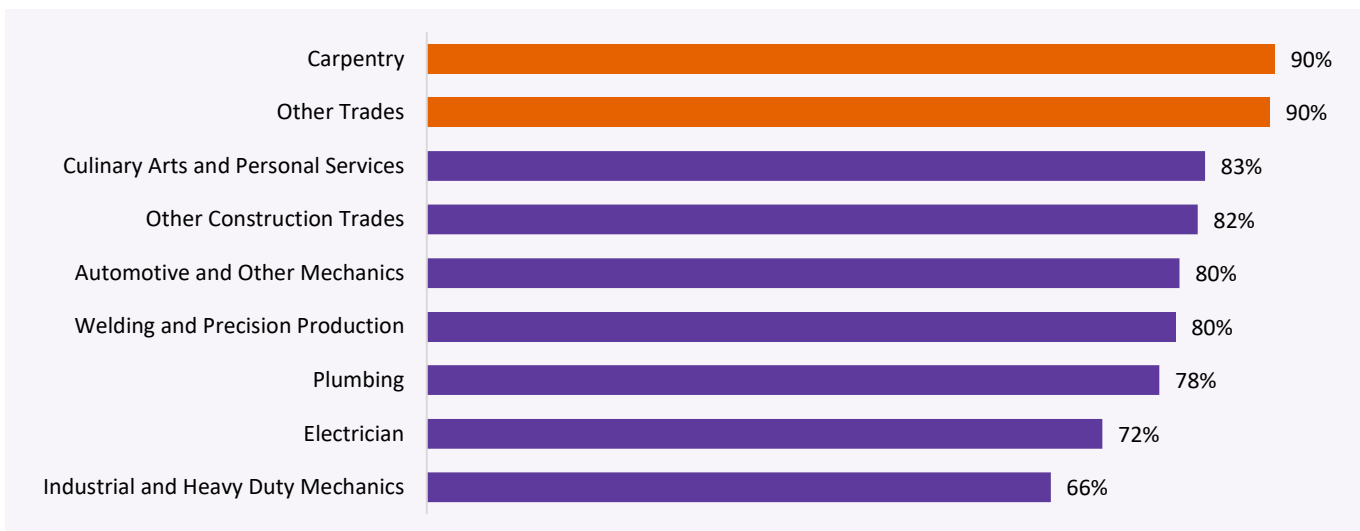
Respondents in **Carpentry**, **Culinary Arts and Personal Services**, and **Welding and Precision Production** programs were more likely to say the amount of practical experience was very good or good.



Note: Percentages are of respondents who said the amount of practical experience was "Very good" or "Good", based on those who gave a rating on a five-point scale from "Very good" (5) to "Very poor" (1), excluding those who said not applicable.

What did they think about the quality of tools and equipment?

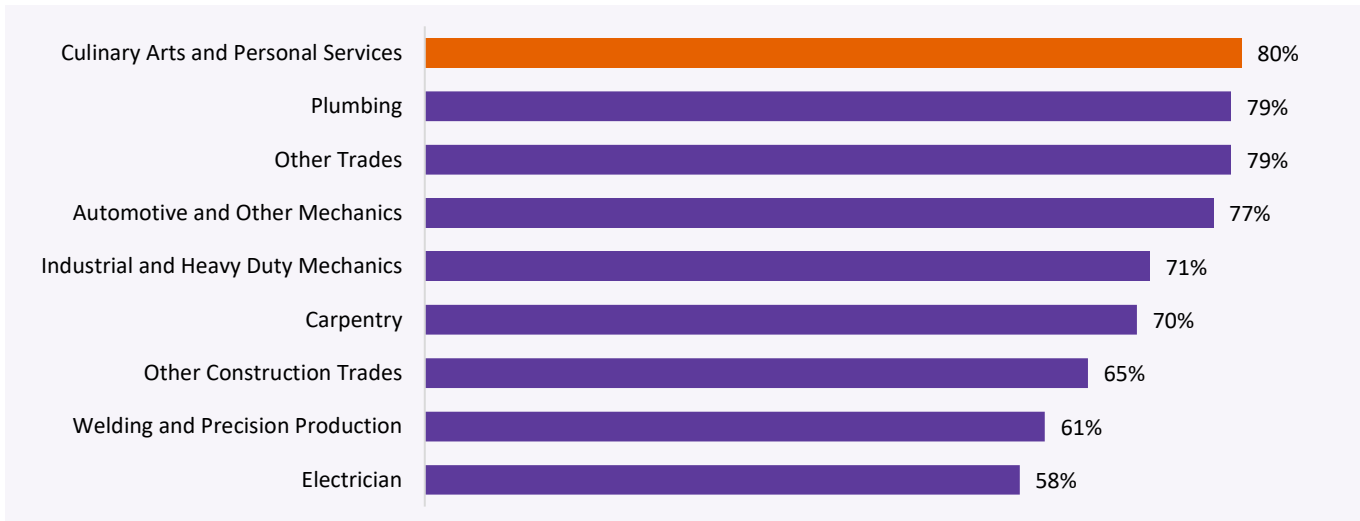
Respondents in **Carpentry** and **Other Trades** programs were more likely to say the quality of tools and equipment used in their program was very good or good.



Note: Percentages are of respondents who said the quality of tools and equipment used in their program was "Very good" or "Good", based on those who gave a rating on a five-point scale from "Very good" (5) to "Very poor" (1), excluding those who said not applicable.

What did they think about the textbooks and learning materials?

Respondents in **Culinary Arts and Personal Services** programs were more likely to say the textbooks and learning materials were very good or good.



Note: Percentages are of respondents who said the textbooks and learning materials were "Very good" or "Good", based on those who gave a rating on a five-point scale from "Very good" (5) to "Very poor" (1), excluding those who said not applicable.

What did they think about the in-school training being up to date?

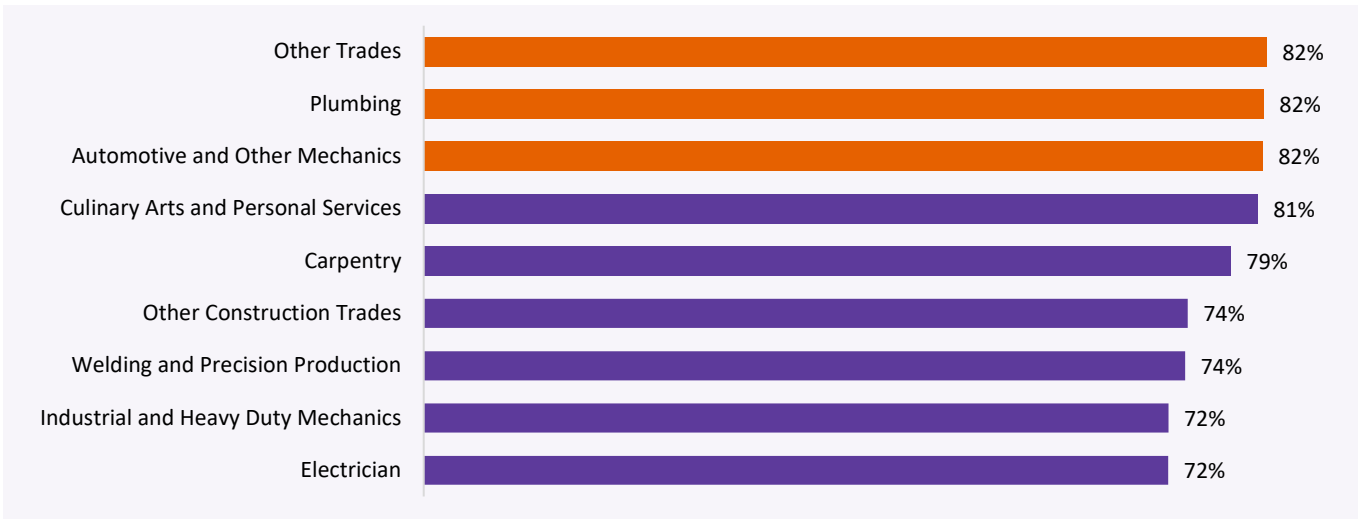
Respondents in **Other Trades** programs were the most likely to give a rating of very good or good for their in-school training being up to date.



Note: Percentages are of respondents who rated the in-school training being up to date as "Very good" or "Good", based on those who gave a rating on a five-point scale from "Very good" (5) to "Very poor" (1), excluding those who said not applicable.

Did the in-school training cover the most relevant topics?

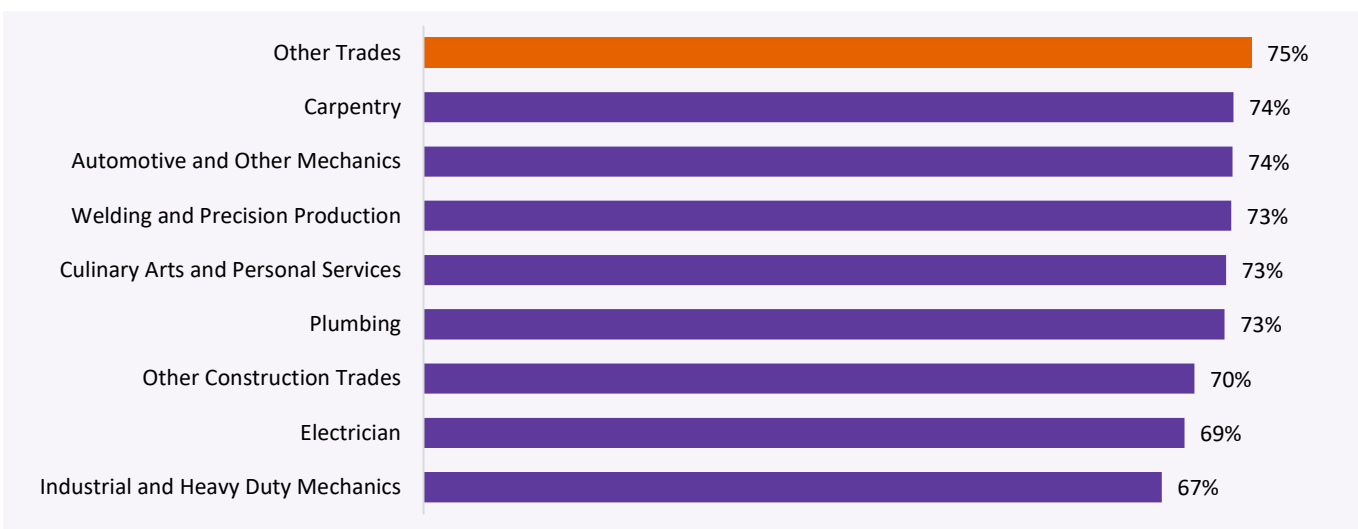
Respondents in **Other Trades**, **Plumbing**, and **Automotive and Other Mechanics** programs were the most likely to give very good or good ratings for their in-school training covering the topics most relevant to their field.



Note: Percentages are of respondents who rated the in-school training covering the topics most relevant to their field as "Very good" or "Good", based on those who gave a rating on a five-point scale from "Very good" (5) to "Very poor" (1), excluding those who said not applicable.

What did they think about the length of in-school training?

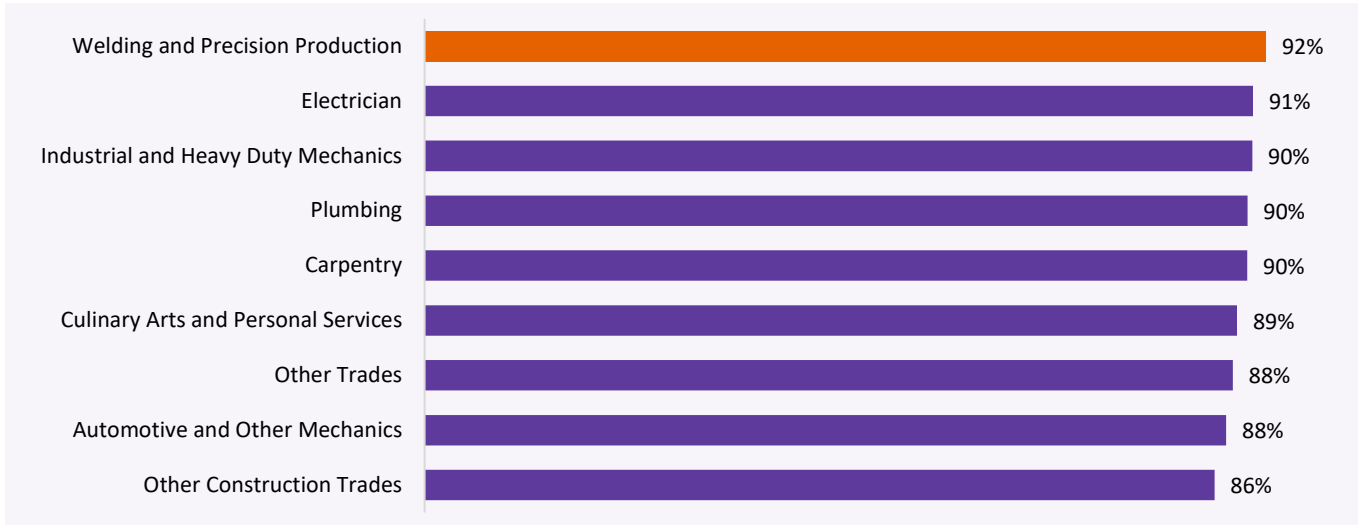
Respondents in **Other Trades** programs were the most likely to think the length of their in-school training was about right to cover the material.



Note: Percentages are of respondents who rated the length of in-school training as "About right" to cover the material, based on those who gave a rating on a three-point scale from "Too long" (3) to "Too short" (1).

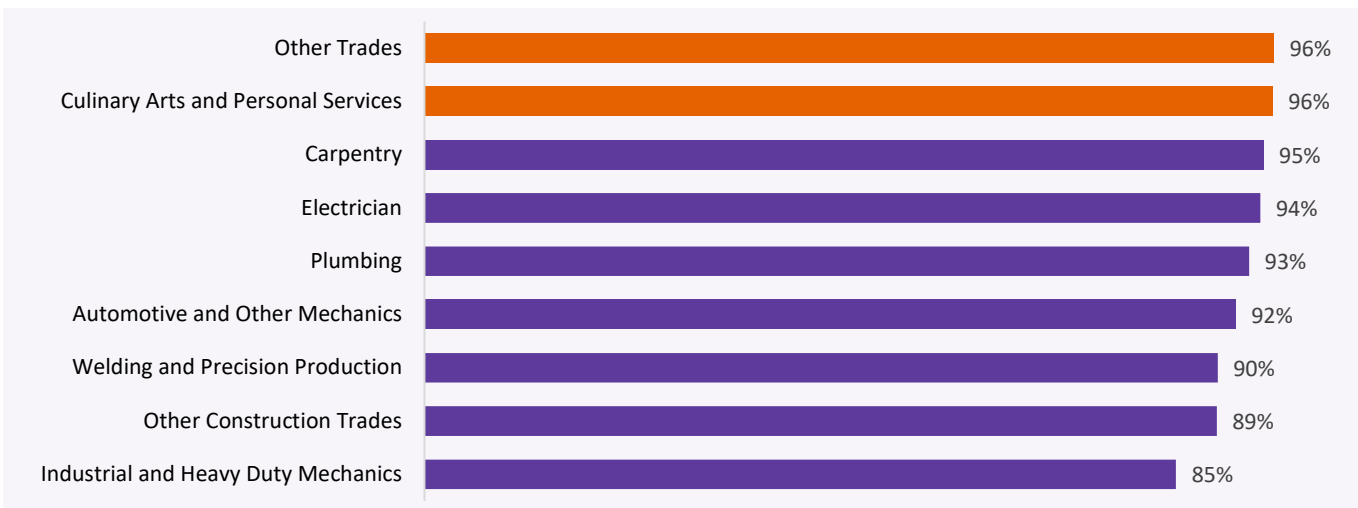
Did they get their Certificate of Qualification (CofQ)?

Certification rates varied across program groups—ranging from 86 percent for **Other Construction Trades** to 92 percent for **Welding and Precision Production**.



How useful was their program in preparing to write examinations?

Respondents in **Other Trades** and **Culinary Arts and Personal Services** programs were the most likely to say the knowledge and skills they gained in their programs were very or somewhat useful in preparing to write the Certificate of Qualification (CofQ) or Interprovincial Red Seal certification examination.



Note: Percentages are of respondents who rated the knowledge and skills gained in their program as "Very useful" or "Somewhat useful" in preparing to write the CofQ or Interprovincial Red Seal certification examination, based on those who gave a rating on a four-point scale from "Very useful" (4) to "Not at all useful" (1), excluding those who said not applicable.

What did they say about their workplace experience?



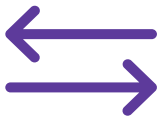
98%

had an apprenticeship or work placement outside the institution



91%

were very satisfied or satisfied with their workplace experience

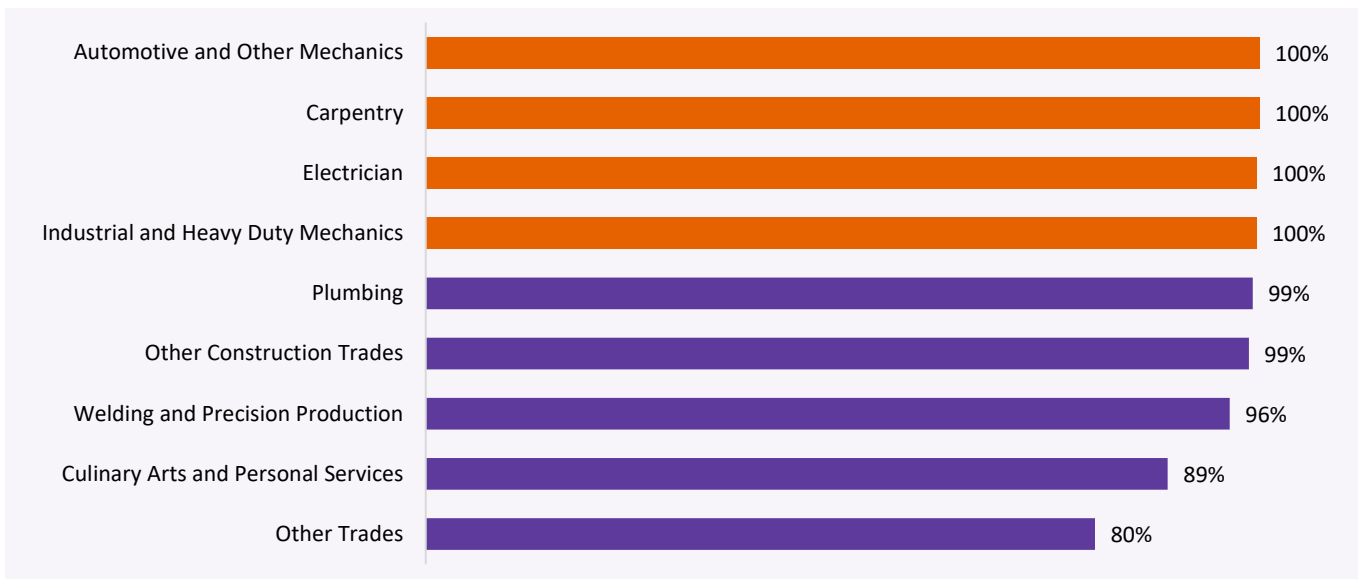


87%

had a workplace experience very or somewhat related to their in-school training

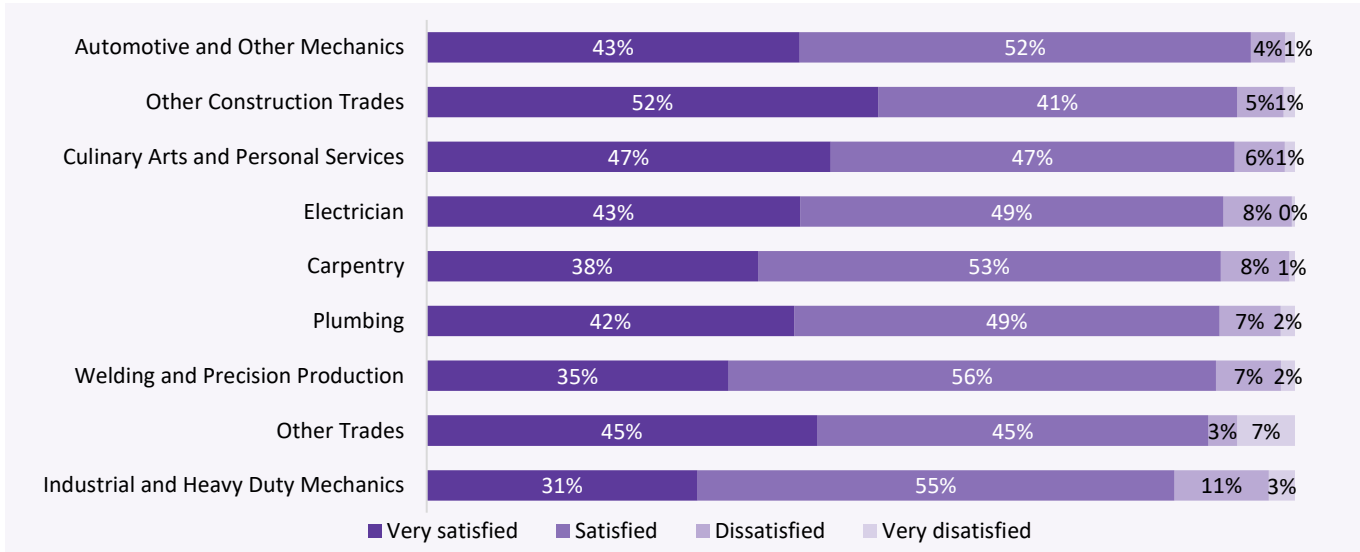
Did they have an apprenticeship or work placement outside of their institution?

All respondents from **Automotive and Other Mechanics** and **Carpentry**, and almost all from **Electrician** and **Industrial and Heavy Duty Mechanics** programs were employed as an apprentice or had a work placement outside of their institution.



Were they satisfied with their workplace training experience?

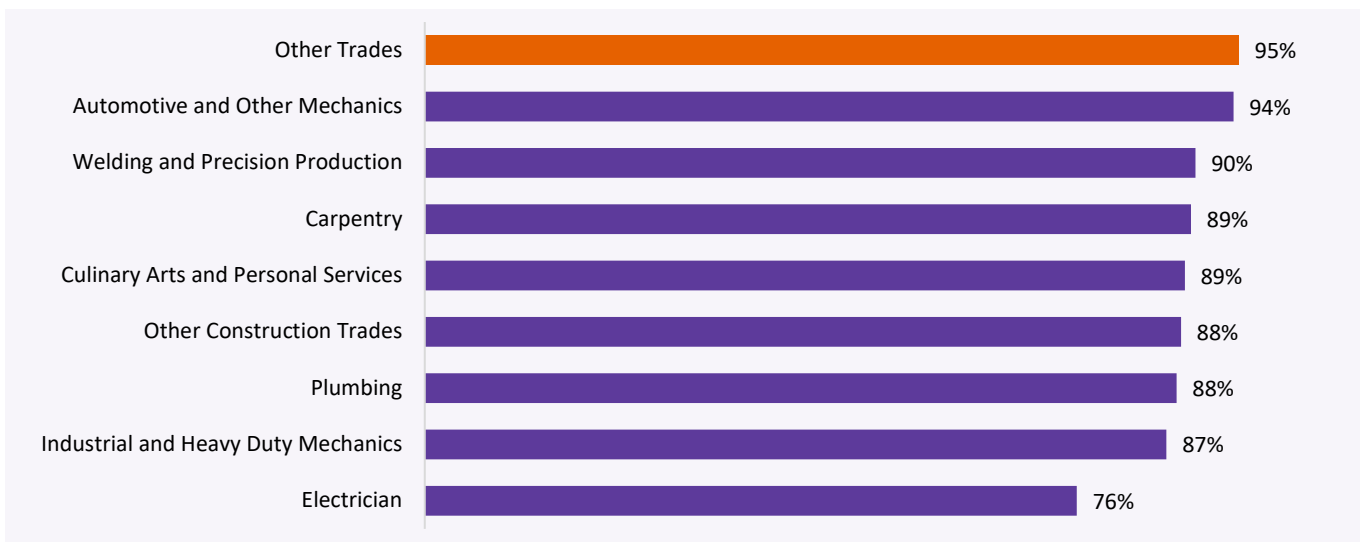
The majority of respondents were very satisfied or satisfied with their workplace training experience.



Note: Percentages are of respondents who rated their overall workplace training experience on a four-point scale from "Very satisfied" (4) to "Very dissatisfied" (1).

How related was their in-school training to their workplace experience?

Most respondents indicated that their in-school training was very or somewhat related to their workplace experience. Respondents in **Other Trades** programs were more likely to say so.



Note: Percentages are of respondents who rated their workplace experience to their in-school training as "Very related" or "Somewhat related", based on those who gave a rating on a four-point scale from "Very related" (4) to "Not at all related" (1).

What were the employment outcomes of Apprenticeship respondents?



98%
were in the labour force



95%
were employed



2.9%
of those in the labour force
were unemployed



94%
of those employed
were in a program-related job



\$40.00
was the median hourly wage
at their main job



92%
of those employed found knowledge
and skills gained useful in job

OF EMPLOYED RESPONDENTS

74%
worked for the
same employer as before

96%
spent **less than 1 month**
looking for job

91%
had **1 job**
7% had **2 jobs**

94%
worked **40 or more hours**
at their main job

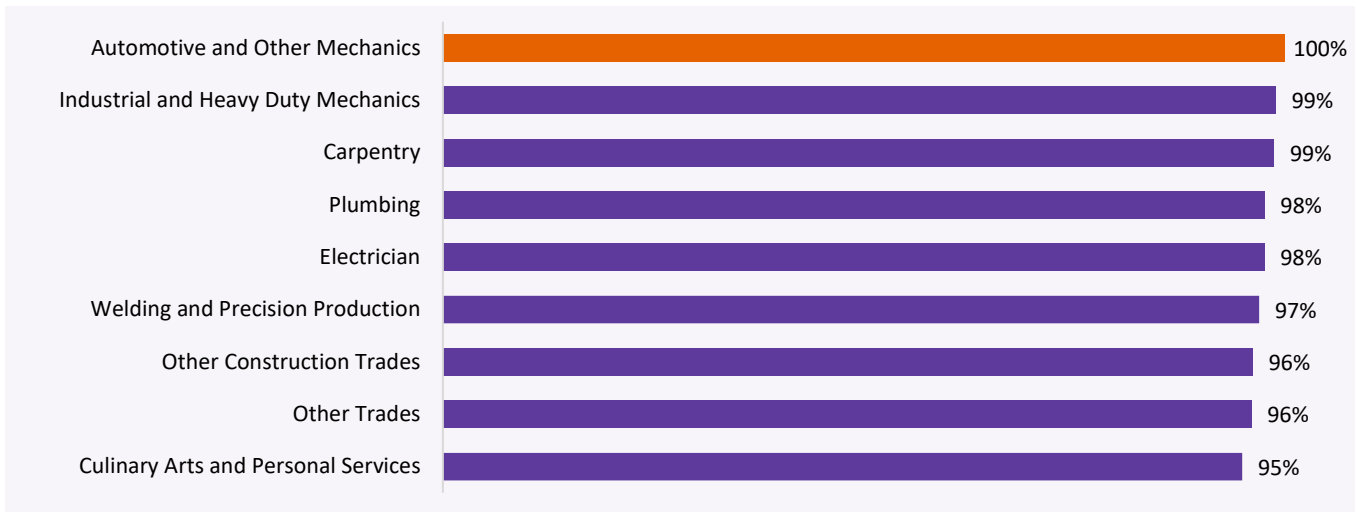
Were they working full-time at their main job?

	Percentage working full-time at their main job	Median hourly wage
Other Trades	100%	\$43.63
Industrial and Heavy Duty Mechanics	100%	\$46.00
Plumbing	99%	\$40.00
Automotive and Other Mechanics	99%	\$35.00
Carpentry	99%	\$36.00
Other Construction Trades	99%	\$40.00
Electrician	98%	\$40.00
Welding and Precision Production	97%	\$42.00
Culinary Arts and Personal Services	91%	\$24.45

Note: Percentages are based on employed respondents from Apprenticeship programs only. Full-time employment is 30 or more hours per week. Hourly wage amounts are medians, based on those who worked full-time at their main job.

Were respondents participating in the labour force?

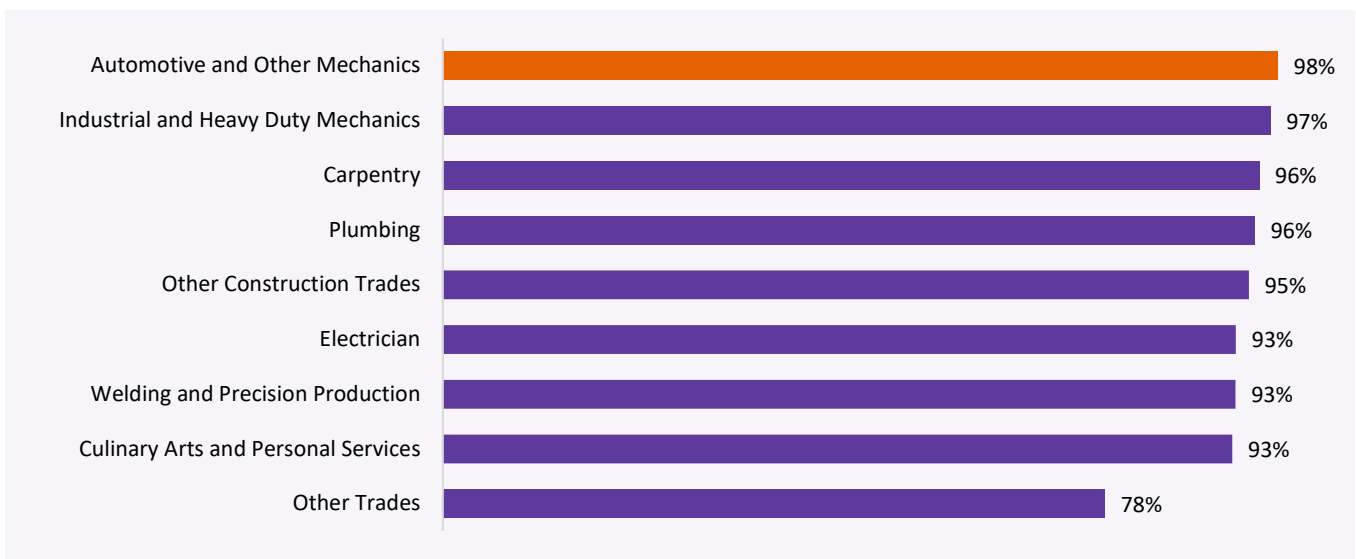
All respondents from **Automotive and Other Mechanics** programs were in the labour force at the time of the survey.



Note: The labour force participation rate is the number of respondents employed or looking for work as a percentage of all respondents.

Were respondents employed?

Apprentices in **Automotive and Other Mechanics** programs reported the highest employment rates.



Note: The employment rate is the number of respondents employed as a percentage of all respondents.

Were they working in a program-related job?

The majority of Apprentices said their main job was very or somewhat related to their program of study, especially those in **Other Construction Trades** and **Carpentry** programs.



Note: Percentages are of employed respondents from Apprenticeship programs who rated their main job to their program as "Very related" or "Somewhat related", based on those who gave a rating on a four-point scale from "Very related" (4) to "Not at all related" (1).

How useful were the knowledge and skills gained in performing their main job?

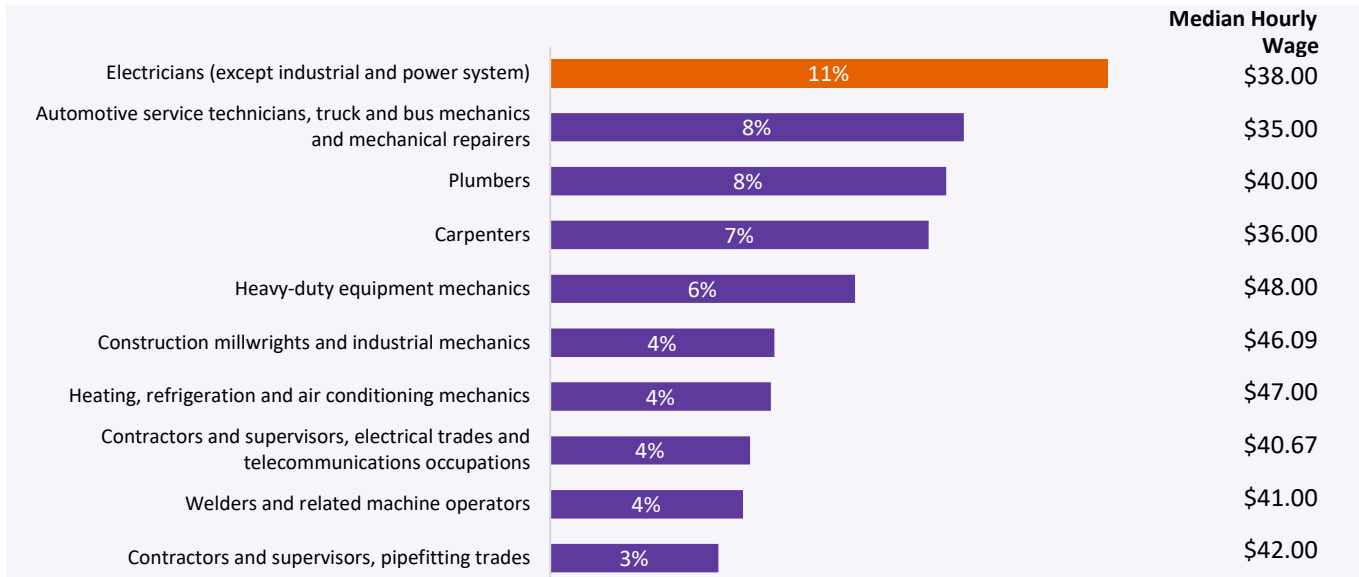
Most Apprentices said the knowledge and skills gained in their program were very or somewhat useful in performing their main job, especially those in **Automotive and Other Mechanics** programs.



Note: Percentages are of employed respondents from Apprenticeship programs who rated the knowledge and skills gained in their program as "Very useful" or "Somewhat useful" in performing their main job, based on those who gave a rating on a four-point scale from "Very useful" (4) to "Not at all useful" (1).

What were the top ten occupations among respondents?

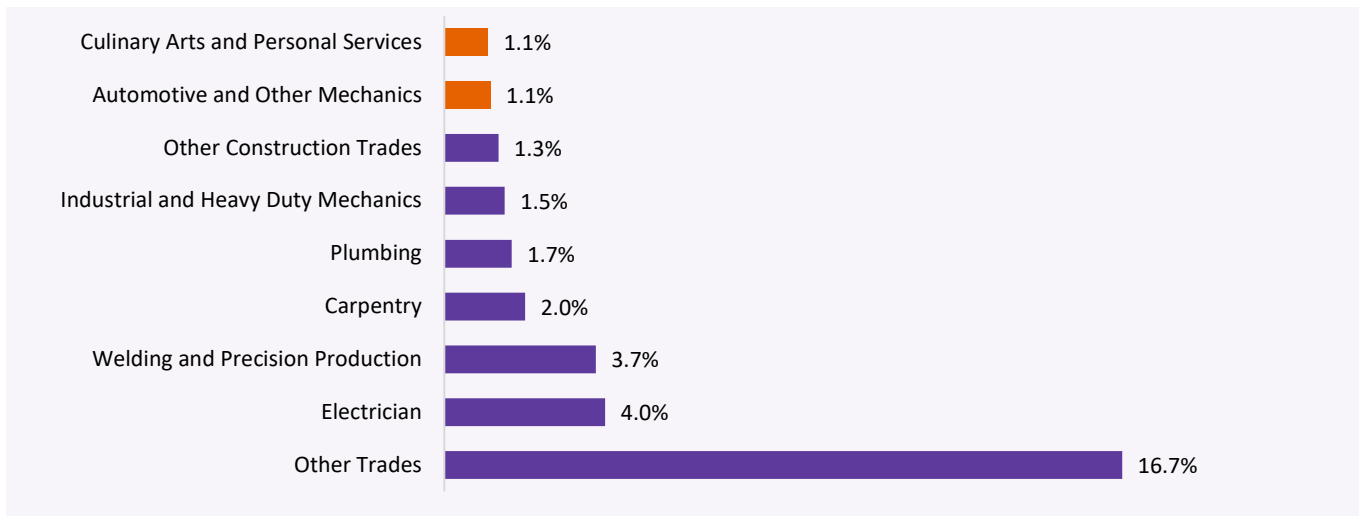
Electricians (except industrial and power system) was the top occupation category among all Apprentices.



Note: Percentages are based on employed respondents from Apprenticeship programs only. Hourly wage amounts are medians, based on those who worked full-time at their main job. Occupations are based on the 5-digit National Occupational Classification (NOC) codes, excluding unclassified occupations.

What was the unemployment rate among programs?

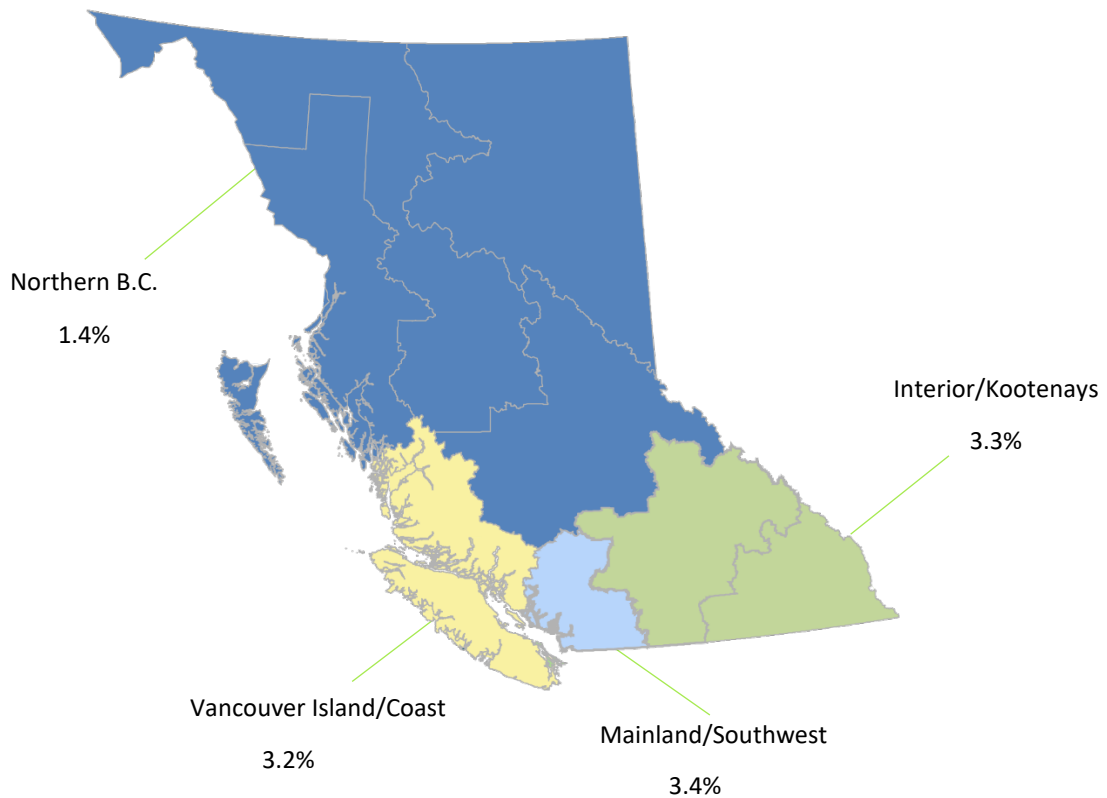
Apprentices in **Culinary Arts and Personal Services** and **Automotive and Other Mechanics** programs had the lowest unemployment rate.



Note: The unemployment rate is the number of unemployed respondents as a percentage of respondents in the labour force.

What was the unemployment rate among B.C. regions?

Apprenticeship graduates residing in the **Northern B.C.** region at the time of the survey reported the lowest unemployment rate.



Note: The unemployment rate is the number of unemployed respondents as a percentage of respondents in the labour force. The unemployment rate for each region was based on respondents' postal code at the time of the survey. Those whose locations were unknown were not included in the analysis.

2020 to 2024 Trades Foundation graduates: Were they different?

Trend Summary

This section offers a descriptive trend analysis of the 2020 to 2024 Trades Foundation Survey data (Cohort n=20,485, Respondents n=9,292).

Year	Cohort	Respondents	Yearly Difference in	
			Response Rate	Response Rate
2020	4,512	2,300	51%	-
2021	4,222	2,067	49%	-2%
2022	3,486	1,607	46%	-3%
2023	4,038	1,718	43%	-4%
2024	4,227	1,600	38%	-5%
Grand Total	20,485	9,292	45%	-

The analysis examines significant changes and patterns seen in Demographic Profile, Education Evaluation and Satisfaction, and Employment Outcomes where applicable. Note: In March of 2020, the COVID-19 pandemic led to the physical closure of colleges, institutes, and universities in B.C. and across Canada resulting in a rapid shift to online learning. Subsequent years' survey data and trends may be affected by this shift to online learning as well as other effects from the pandemic.

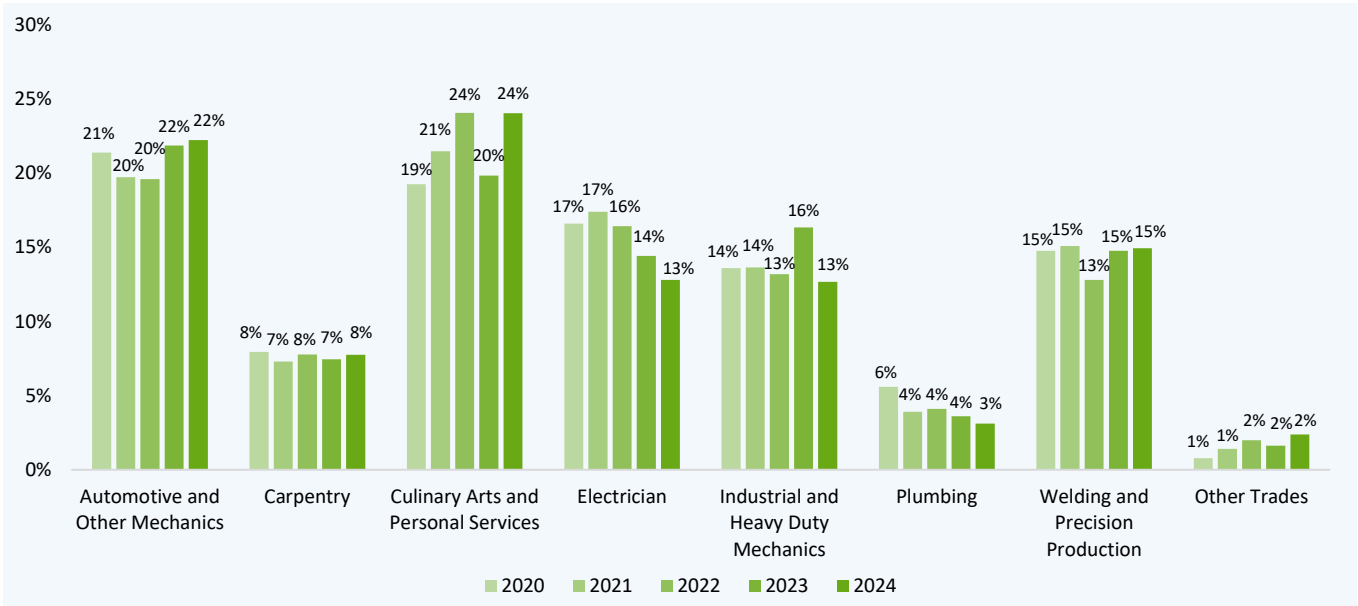
Results were organized into program groups based on Classification of Instructional Programs (CIP) codes. The following table lists the program groups, the number of respondents, and response rates.

Trades Foundation Program Groups	Respondents (Response Rate %)				
	2020	2021	2022	2023	2024
Automotive and Other Mechanics	492 (52%)	408 (48%)	315 (47%)	376 (42%)	356 (38%)
Carpentry	183 (54%)	151 (50%)	125 (51%)	128 (44%)	124 (37%)
Culinary Arts and Personal Services	443 (51%)	444 (45%)	387 (46%)	341 (40%)	385 (38%)
Electrician	382 (54%)	360 (51%)	264 (47%)	248 (42%)	205 (36%)
Industrial and Heavy Duty Mechanics and Other Repair Trade	313 (50%)	282 (49%)	212 (44%)	281 (48%)	203 (37%)
Plumbing	129 (42%)	81 (42%)	66 (52%)	62 (37%)	50 (35%)
Welding and Precision Production	340 (51%)	312 (54%)	206 (41%)	254 (43%)	239 (38%)
Other Trades	18 (45%)	29 (73%)	32 (59%)	28 (58%)	38 (54%)

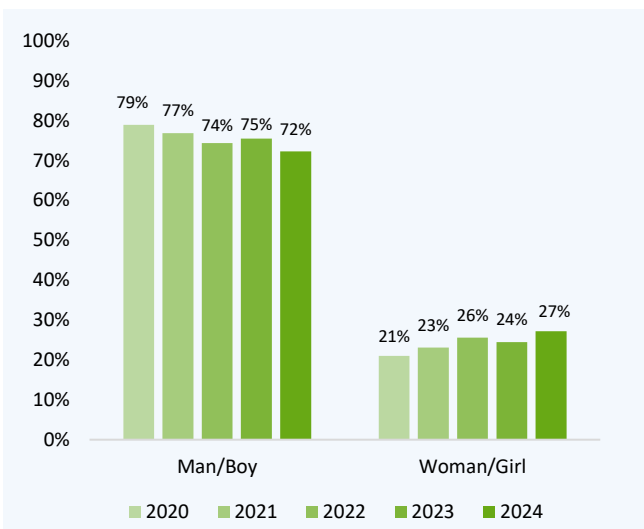
Note: Programs are grouped using the BC CIP Cluster, a roll-up based on the Classification of Instructional Programs (CIP). The Trades Foundation program groups of "Other Construction Trades" and "Other Trades" are grouped as "Other Trades" in charts due to low cohort numbers.

Changes in Demographic Profile

The proportion of respondents taking **Electrician** programs decreased to its lowest in 2024, while **Culinary Arts and Personal Services** programs had an increase in 2022 and again in 2024, after a drop in 2023.

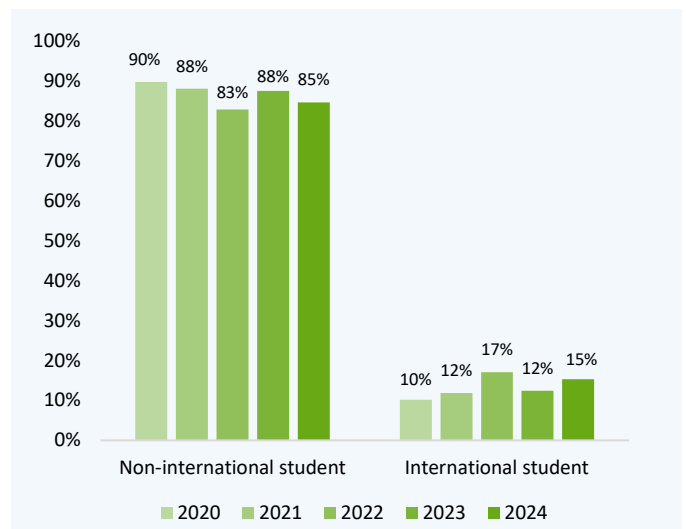


Despite a drop in 2023, the number of Woman/Girl respondents increased to its highest in 2024.



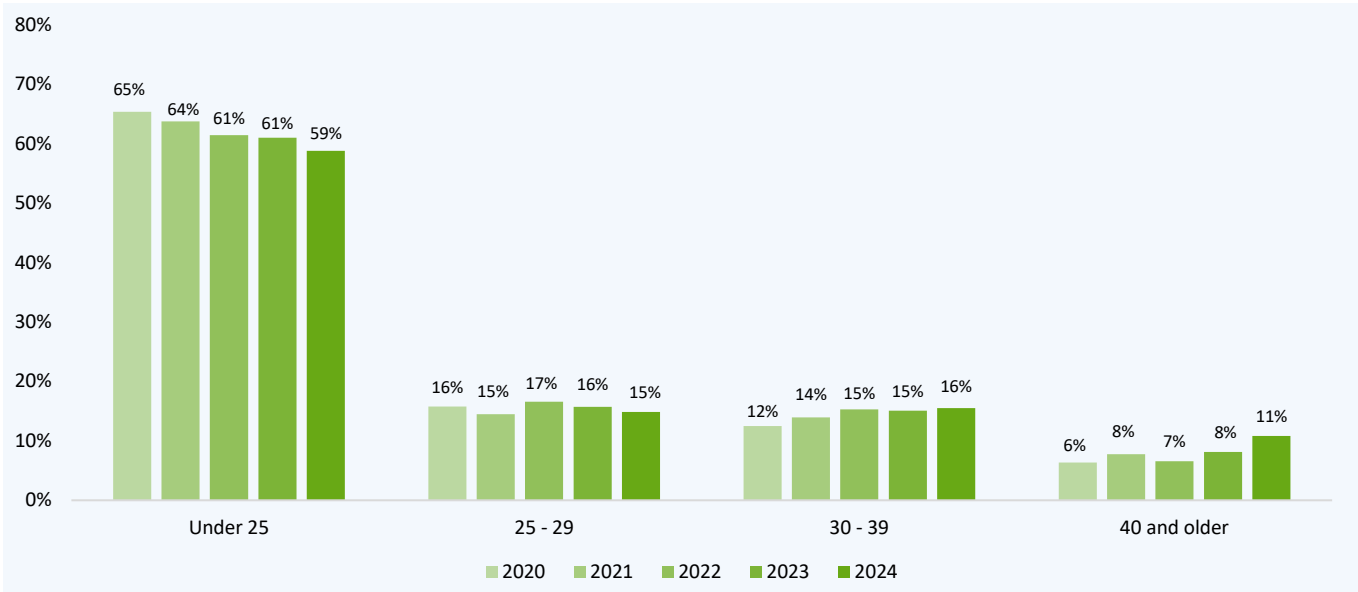
Note: Non-binary is omitted due to less than 1% response.

The number of international respondents increased in 2022 and again in 2024, after a drop in 2023.



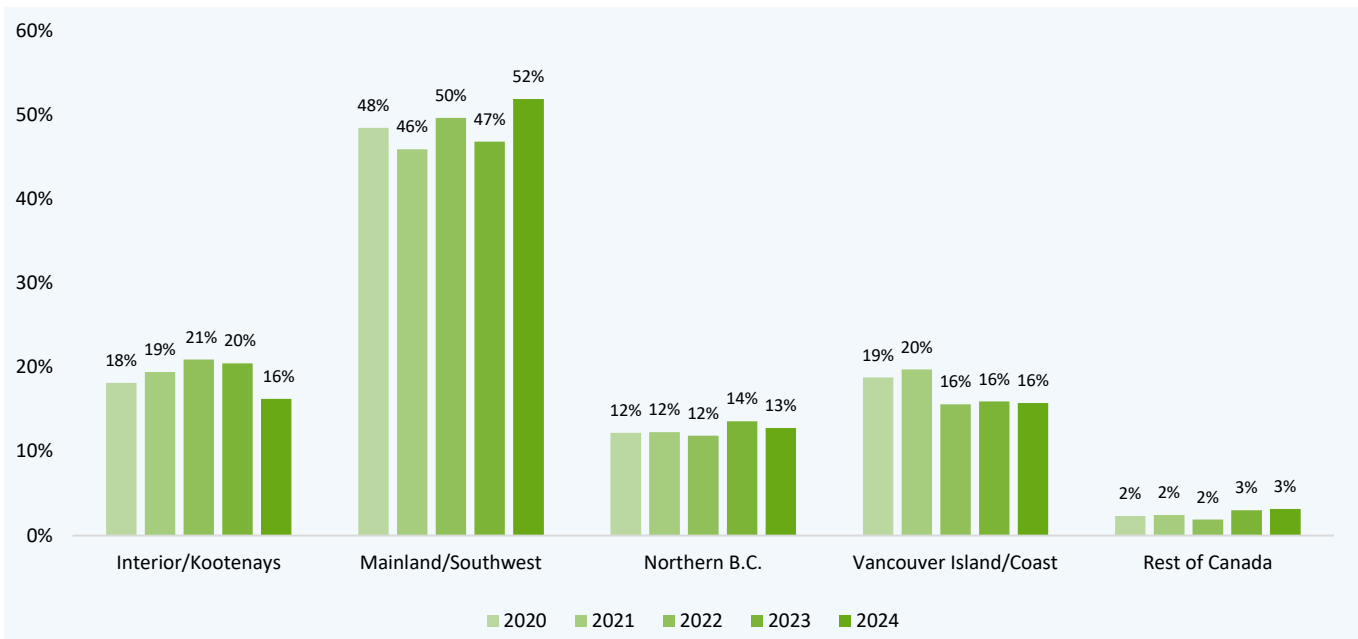
Note: International student status is based on institution-reported data.

The proportion of respondents aged 40 and older has increased from 2020 to 2024, while respondents under 25 years old have steadily decreased over the last five years.



Note: Age groups are derived from institution-reported data at the time of survey.

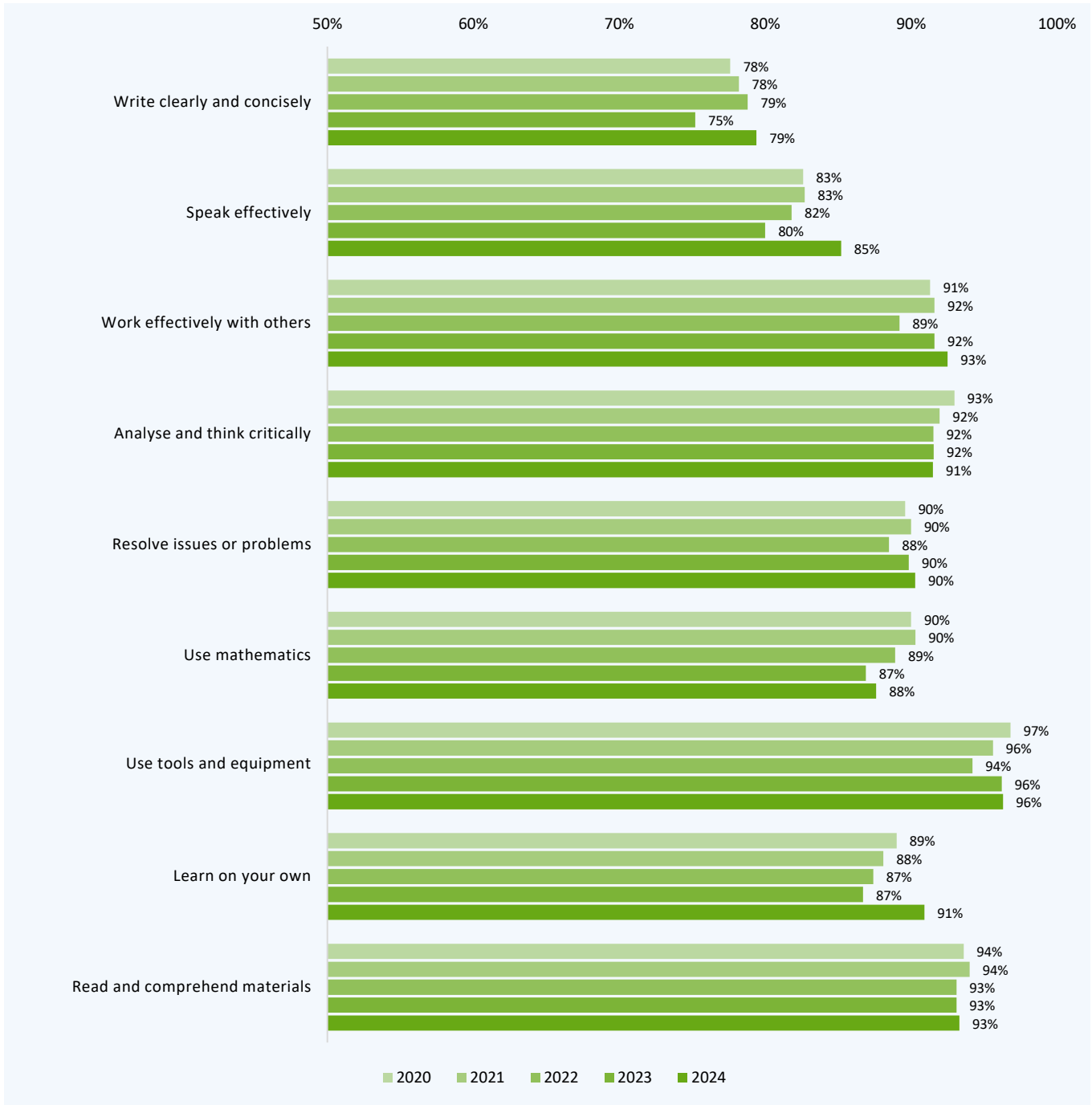
After decreasing in 2022, the proportion of respondents residing in the Vancouver Island/Coast region at the time of the survey remained stable throughout 2022 to 2024.



Note: U.S.A is omitted due to less than 1% response.

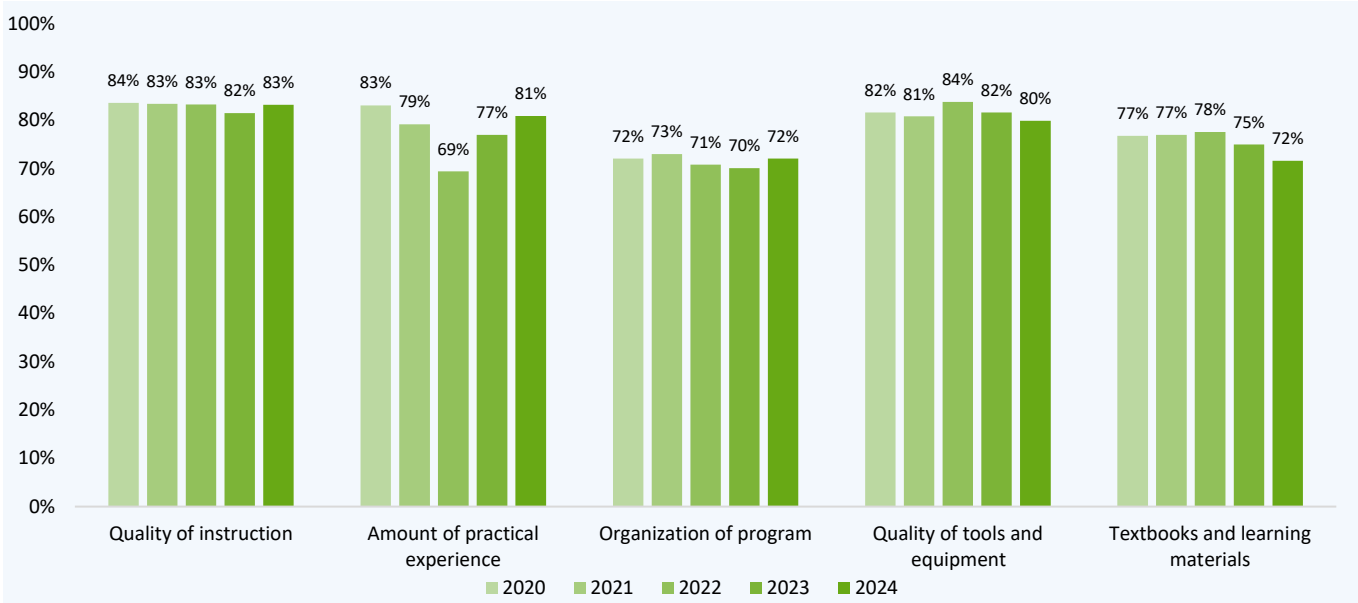
Changes in Education Evaluation and Satisfaction

The number of respondents who found their program very helpful or helpful in developing the skills of speaking effectively and learning on their own increased in 2024.



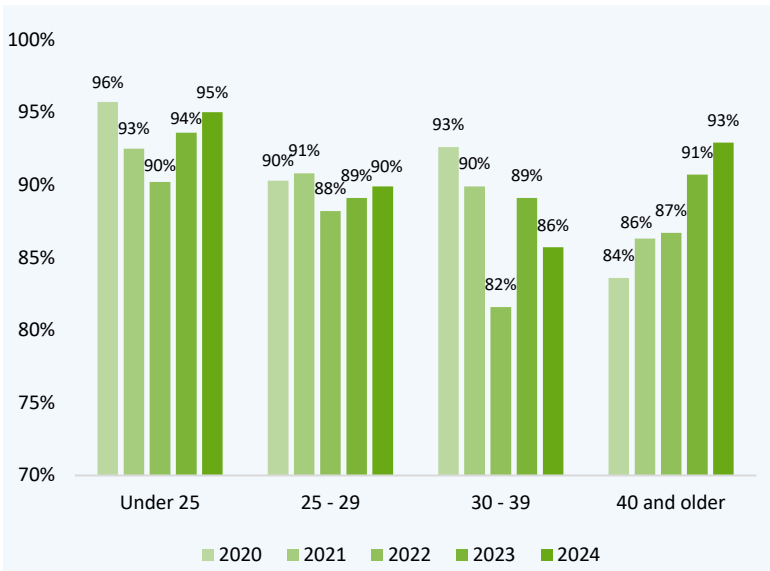
Note: Percentages are of respondents who said their program was “Very helpful” or “Helpful” in developing the selected skills, based on those who gave a rating on a four-point scale from “Very helpful” (4) to “Not at all helpful” (1), excluding those who said not applicable.

Respondents' ratings of the quality of tools and equipment and textbooks and learning materials being very good or good decreased steadily from 2022 to 2024, while ratings of the amount of practical experience increased since 2022.



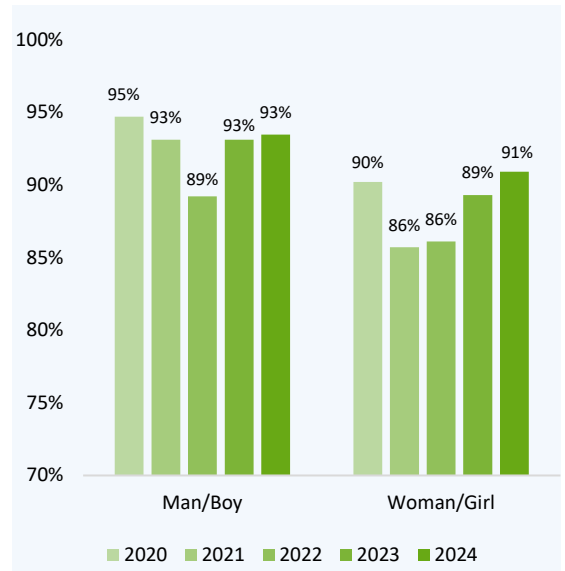
Note: Percentages are of respondents who said the selected aspect of their program was "Very Good" or "Good", based on those who gave a rating on a five-point scale from "Very Good" (5) to "Very Poor" (1), excluding those who said not applicable.

There has been an increase in education satisfaction among respondents aged under 25 since 2022.



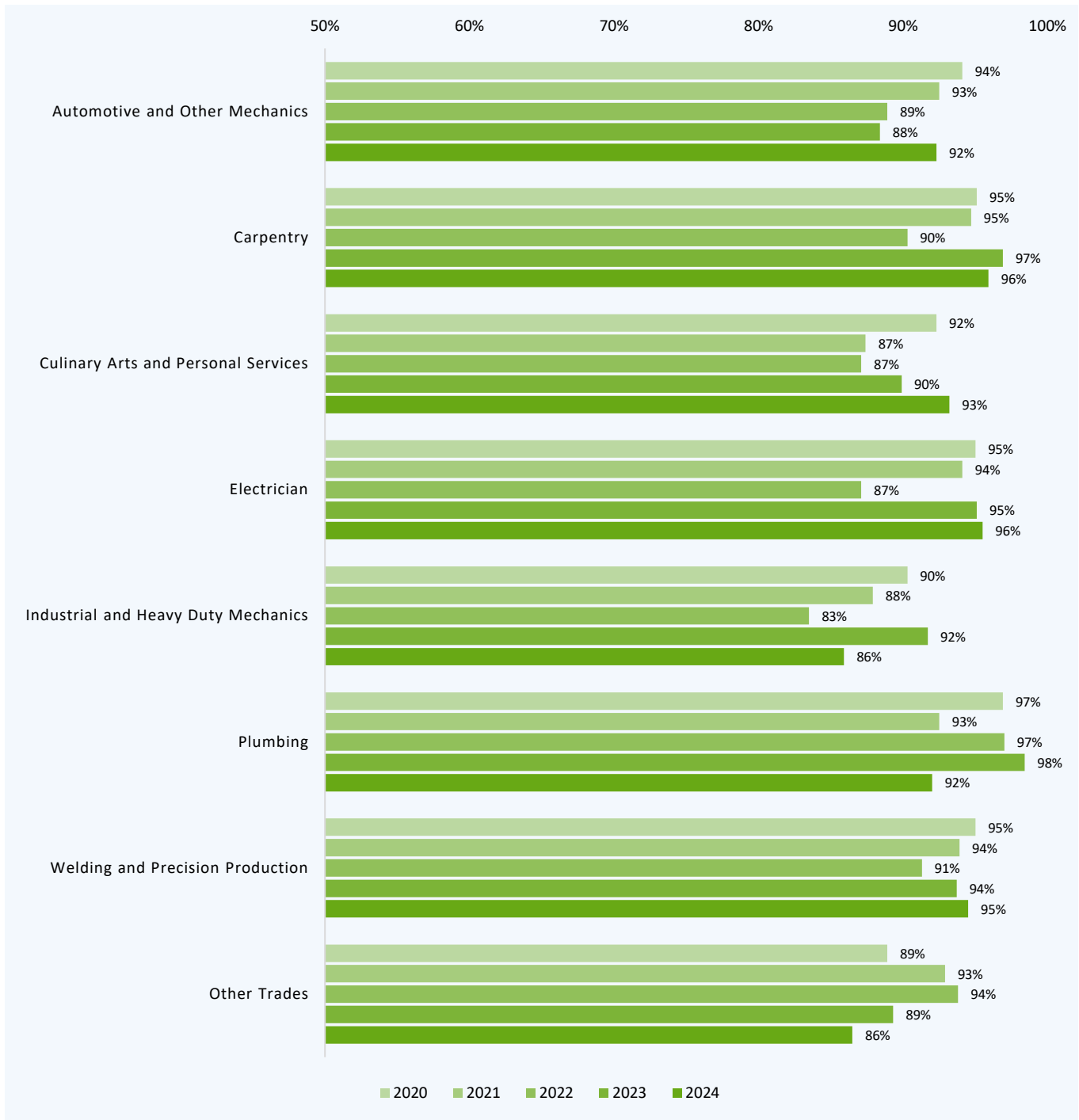
Note: Age groups are derived from institution-reported data at the time of survey. Also see note in the chart below.

Education satisfaction among Man/Boy respondents has increased since 2022.



Note: Non-binary is omitted due to less than 1% response. Also see note in the chart below.

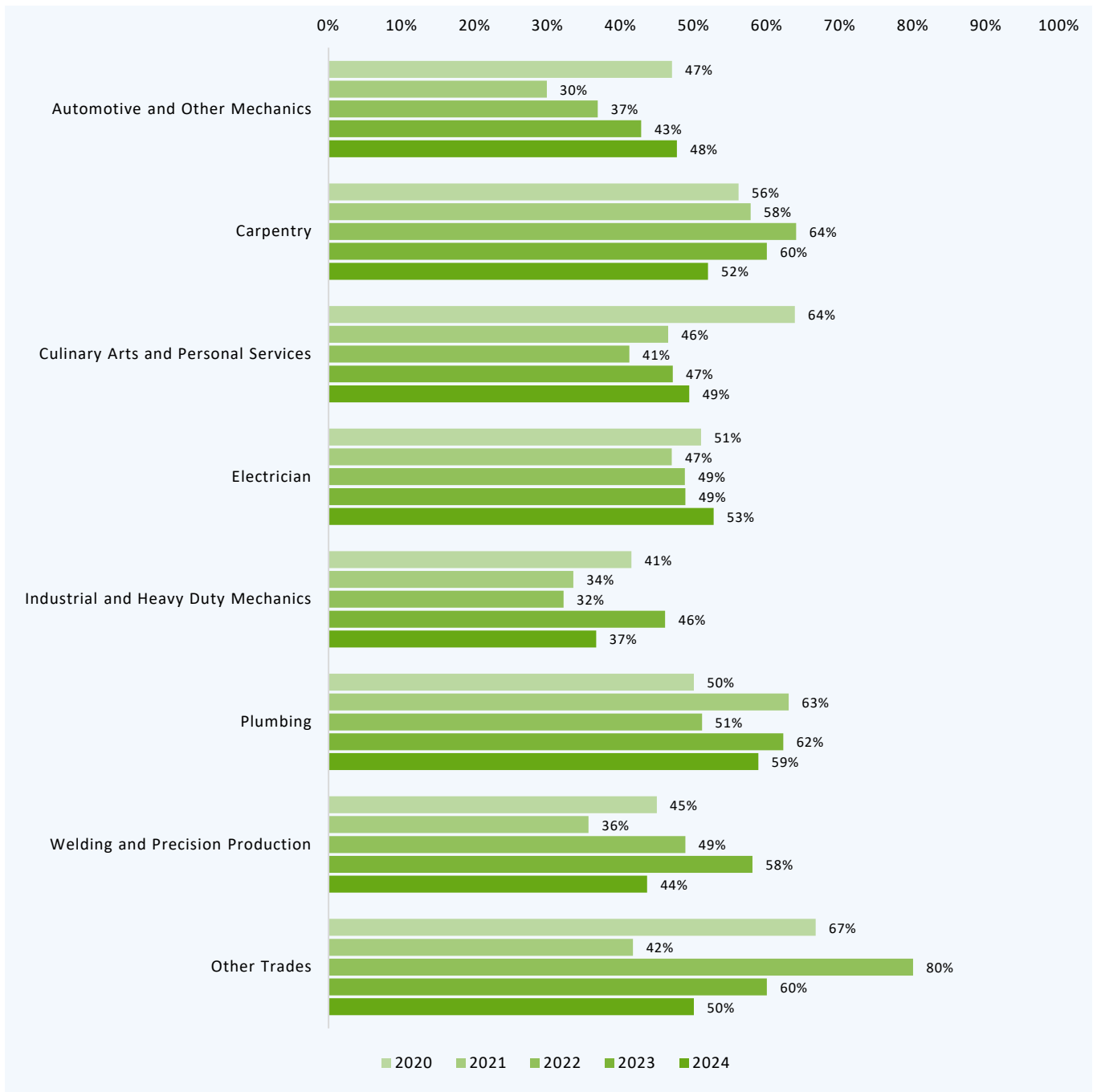
Electrician programs have seen an increase in the number of respondents who were very satisfied or satisfied with their education since 2022.



Note: Percentages are of respondents who rated their education as "Very satisfied" or "Satisfied", based on those who gave a rating on a four-point scale from "Very satisfied" (4) to "Very dissatisfied" (1).

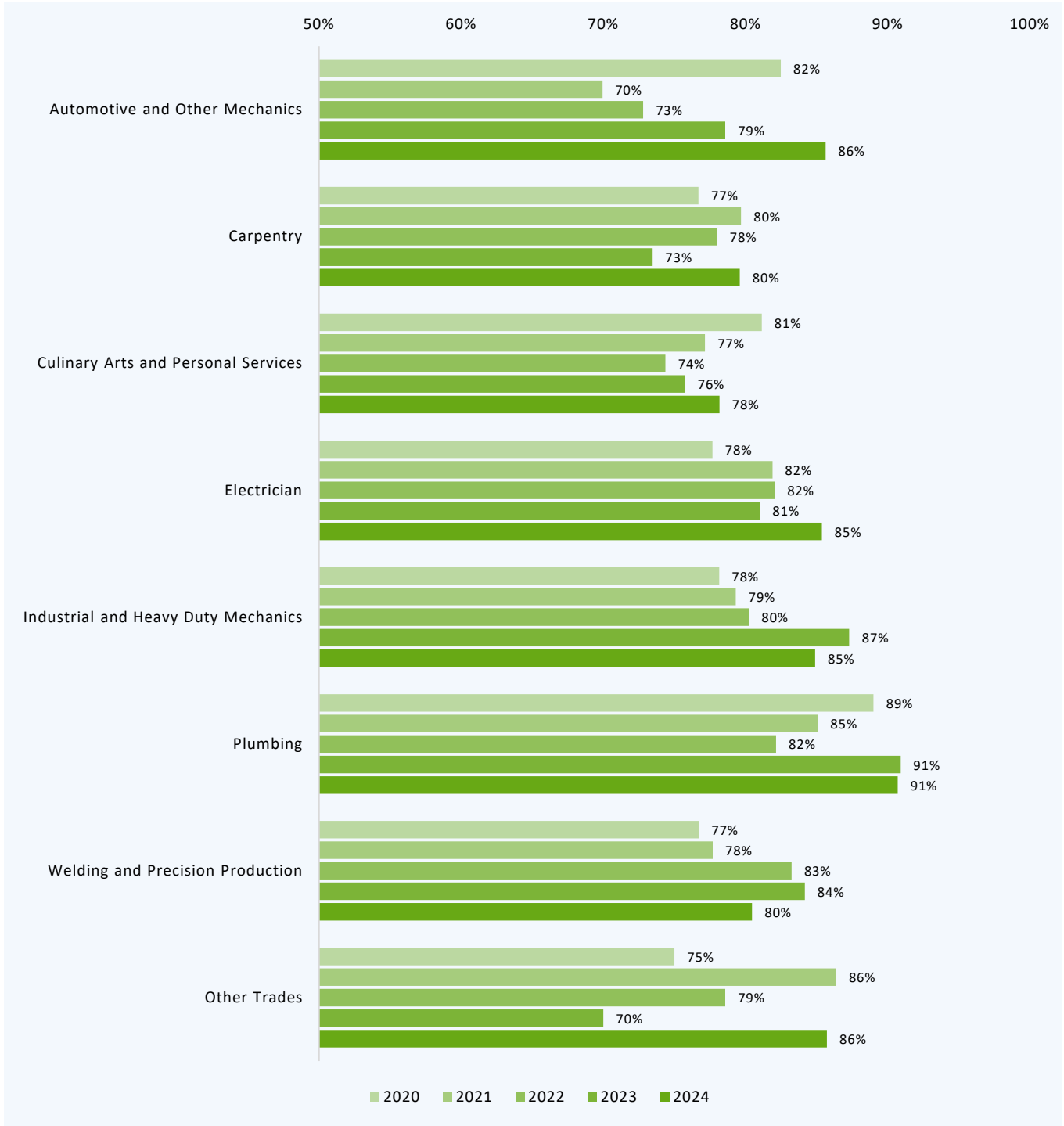
Changes in Employment Outcomes

The **Automotive and Other Mechanics** program group saw a steady increase in the number of respondents who spent less than one month looking for a job since 2021.



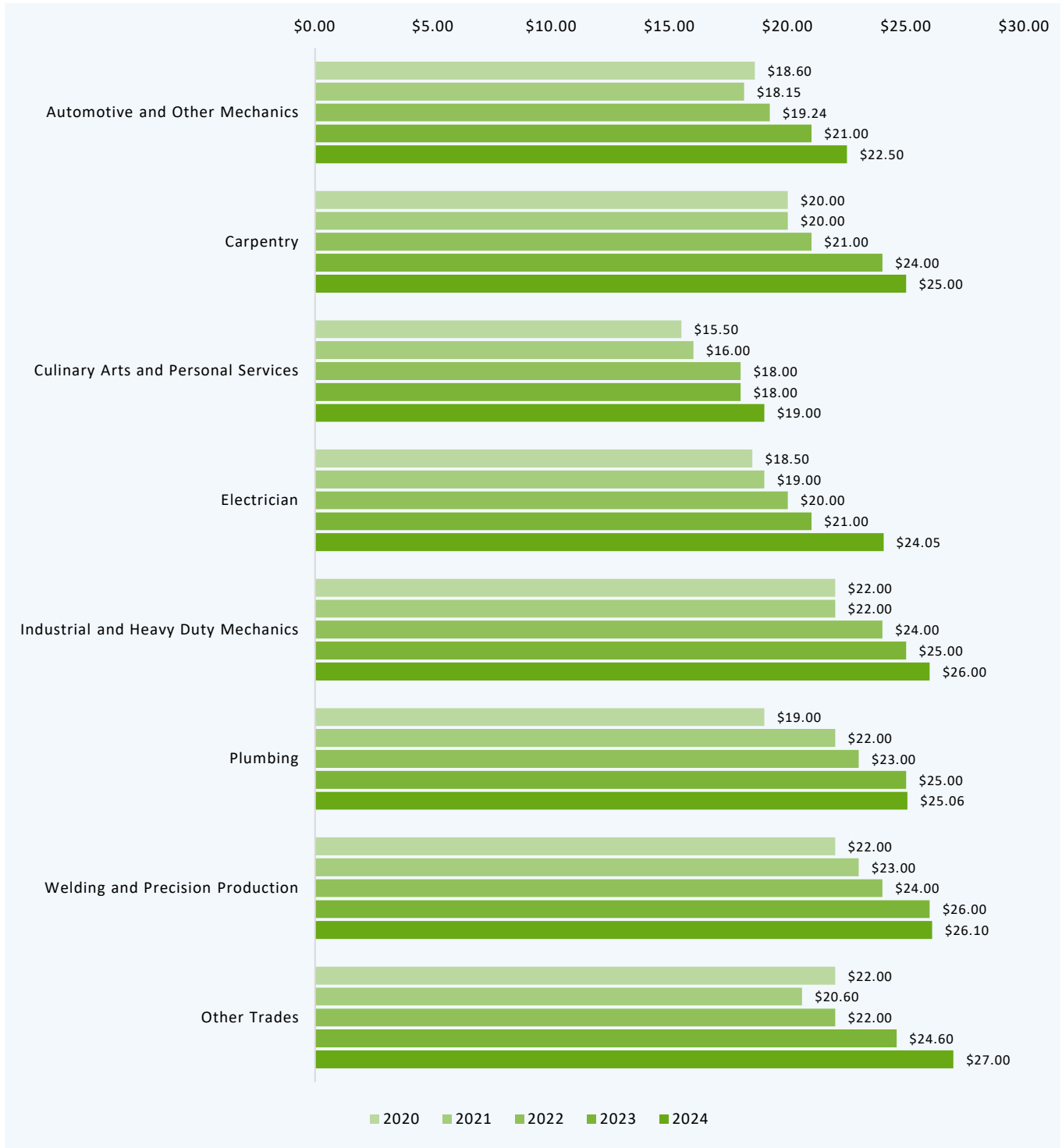
Note: Percentages are based on employed respondents who said they spent less than one month actively looking for a job.

The number of respondents in **Automotive and Other Mechanics** programs who worked in a program-related job has increased since 2021.



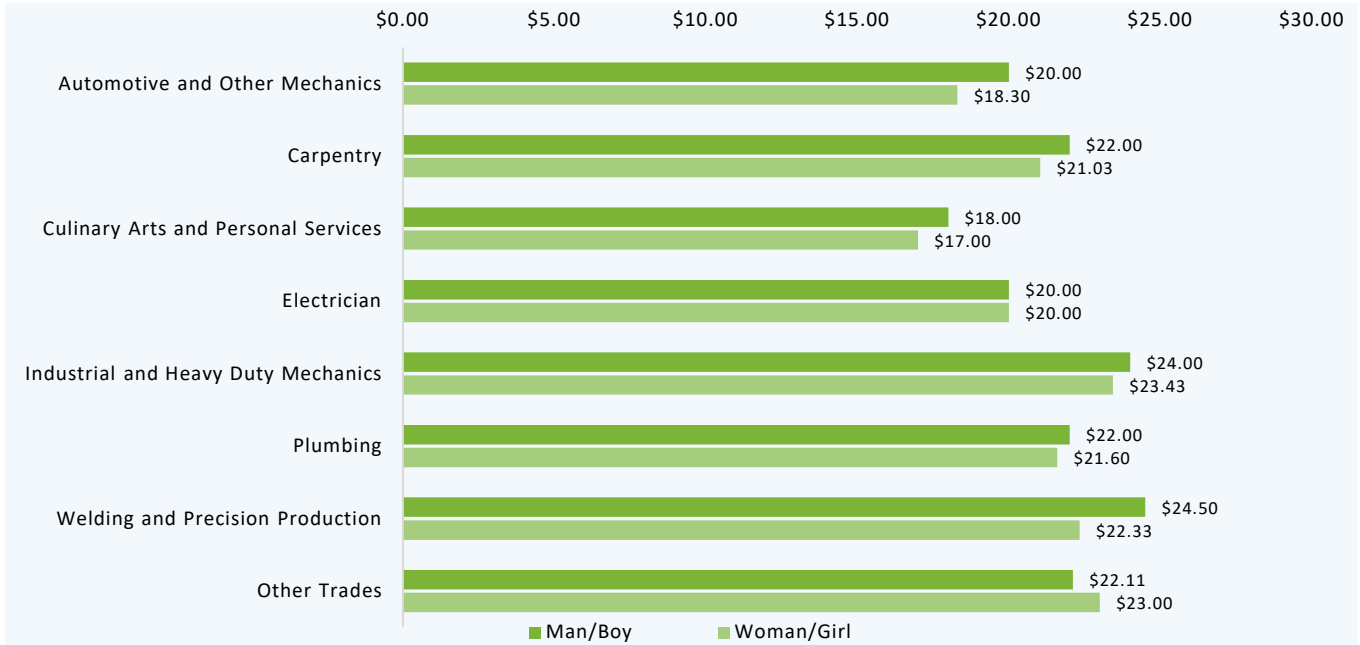
Note: Percentages are of employed respondents who rated their main job to their program as "Very related" or "Somewhat related", based on those who gave a rating on a four-point scale from "Very related" (4) to "Not at all related" (1).

Overall, the median hourly wage has been trending upward and reached its highest in 2024 for respondents in all program groups.



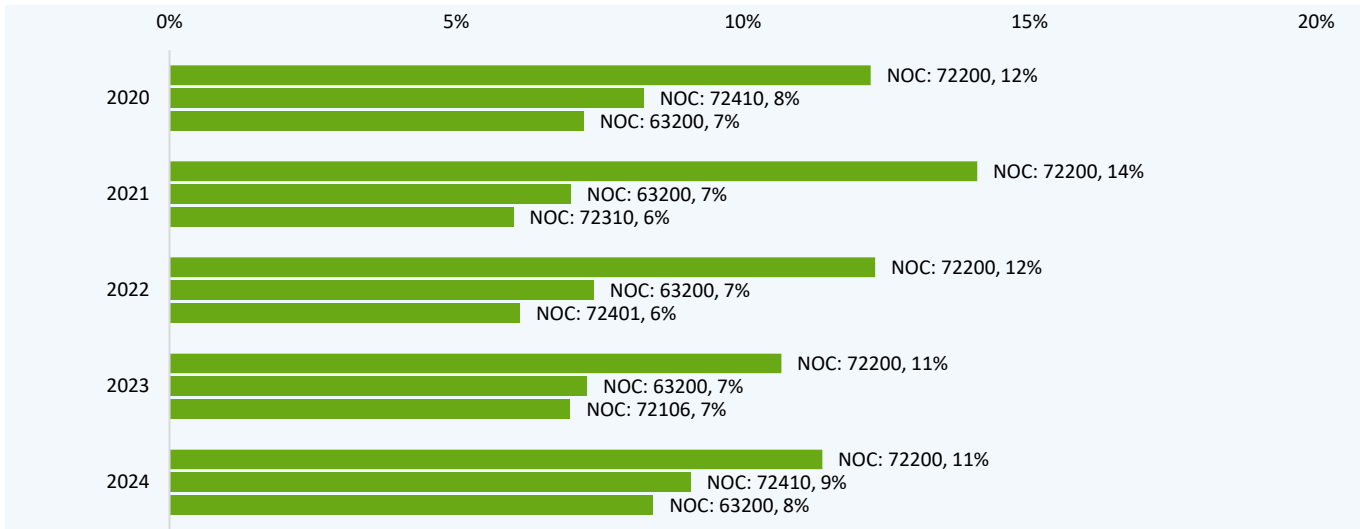
Note: Hourly wage amounts are medians, based on employed respondents who reported a valid amount at their main job (full-time and part-time).

Respondents in **Welding and Precision Production** programs had the biggest wage gap among genders based on median hourly wage from 2020 to 2024 combined, while **Electrician** programs had no wage gap.



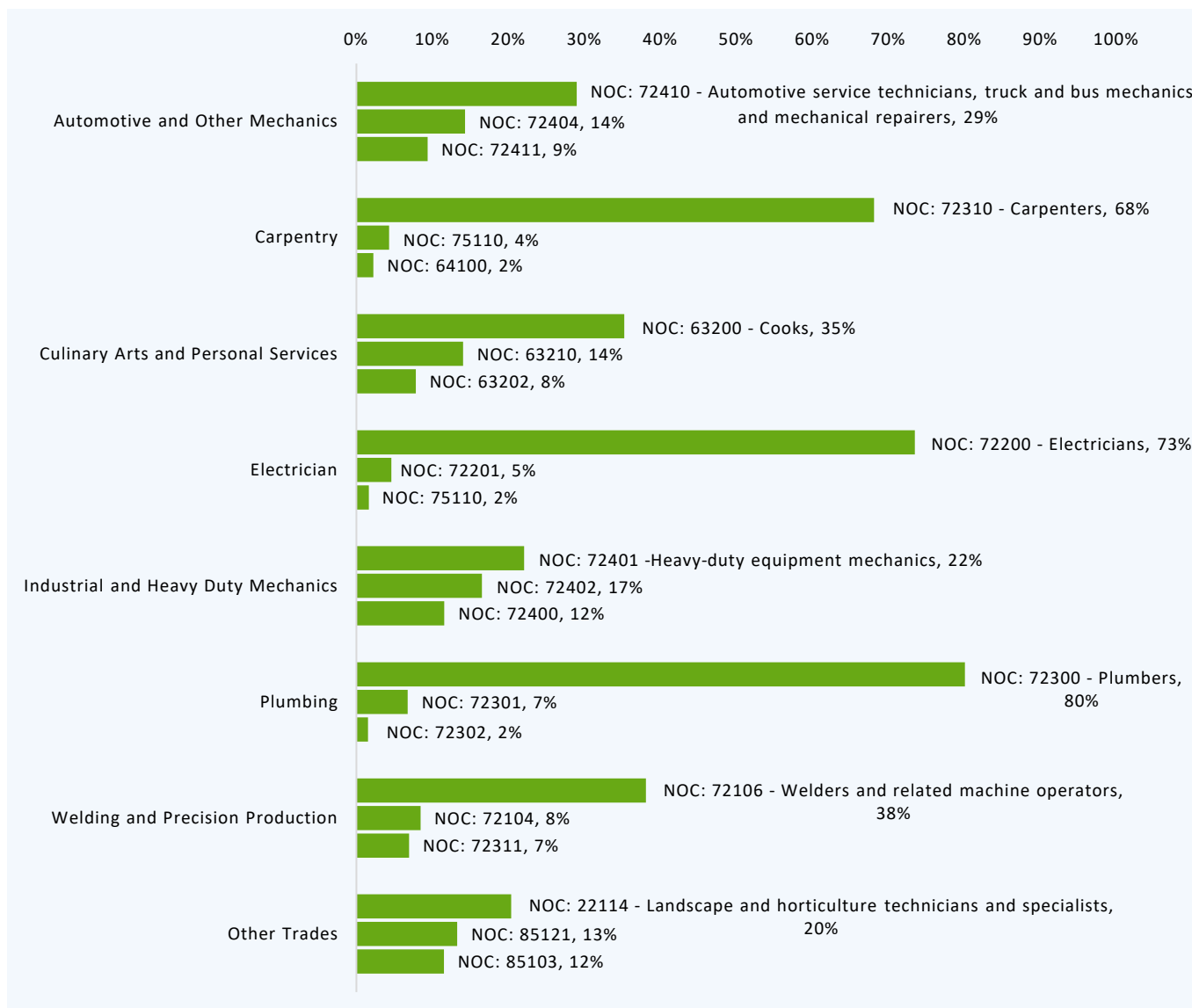
Note: Hourly wage amounts are medians, based on employed respondents who reported a valid amount at their main job (full-time and part-time). Figures in the chart were calculated based on combined 2020 to 2024 data. Non-binary is omitted in comparison due to less than 1% response.

Overall, the top National Occupational Classification (NOC) in each year from 2020 to 2024 was Electricians (72200). Cooks (63200) was also one of the top three occupations each year.



Note: Percentages are based on employed respondents only. Occupations are based on the 5-digit National Occupational Classification (NOC) codes, excluding unclassified occupations. According to National Occupational Classification 2021, other top NOC occupations in the chart are: 72410 - Automotive service technicians, truck and bus mechanics and mechanical repairers, 72310 - Carpenters, 72401 - Heavy-duty equipment mechanics, 72106 - Welders and related machine operators.

There was a strong relationship between the programs former Trades Foundation students took and their occupations at the time of the survey. For example, 8 in 10 of those from **Plumbing** programs were employed as **Plumbers**, and over 7 in 10 respondents from **Electrician** programs were employed as **Electricians**.



Note: Percentages are based on employed respondents only. Occupations are based on the 5-digit National Occupational Classification (NOC) codes, excluding unclassified occupations. Figures in the chart were calculated based on the five-year data of each program group and only the top three NOC occupation categories of each program group were listed in the chart. According to National Occupational Classification 2021, other top NOC occupations in the chart are: 72404 - Aircraft mechanics and aircraft inspectors, 72411 - Auto body collision, refinishing and glass technicians and damage repair estimators, 75110 - Construction trades helpers and labourers, 64100 - Retail salespersons and visual merchandisers, 63210 - Hairstylists and barbers, 63202 - Bakers, 72201 - Industrial electricians, 72402 - Heating, refrigeration and air conditioning mechanics, 72400 - Construction millwrights and industrial mechanics, 72301 - Steamfitters, pipefitters and sprinkler system installers, 72302 - Gas fitters, 72104 - Structural metal and platework fabricators and fitters, 72311 - Cabinetmakers, 85121 - Landscaping and grounds maintenance labourers, 85103 - Nursery and greenhouse labourers.

2020 to 2024 Trades-Related Vocational graduates: Were they different?

Trend Summary

This section offers a descriptive trend analysis of the 2020 to 2024 Trades-Related Vocational Survey data (Cohort n=1,767, Respondents n=968).

Year	Cohort	Respondents	Response Rate	Yearly Difference in	
				Response Rate	Response Rate
2020	437	252	58%	-	-
2021	352	206	59%	1%	1%
2022	380	221	58%	0%	0%
2023	321	153	48%	-10%	-10%
2024	277	136	49%	1%	1%
Grand Total	1,767	968	55%		-

The analysis examines significant changes and patterns seen in Demographic Profile, Education Evaluation and Satisfaction, and Employment Outcomes where applicable. Due to low numbers of respondents, only overall results are included in this analysis. Note: In March of 2020, the COVID-19 pandemic led to the physical closure of colleges, institutes, and universities in B.C. and across Canada resulting in a rapid shift to online learning. Subsequent years' survey data and trends may be affected by this shift to online learning as well as other effects from the pandemic.

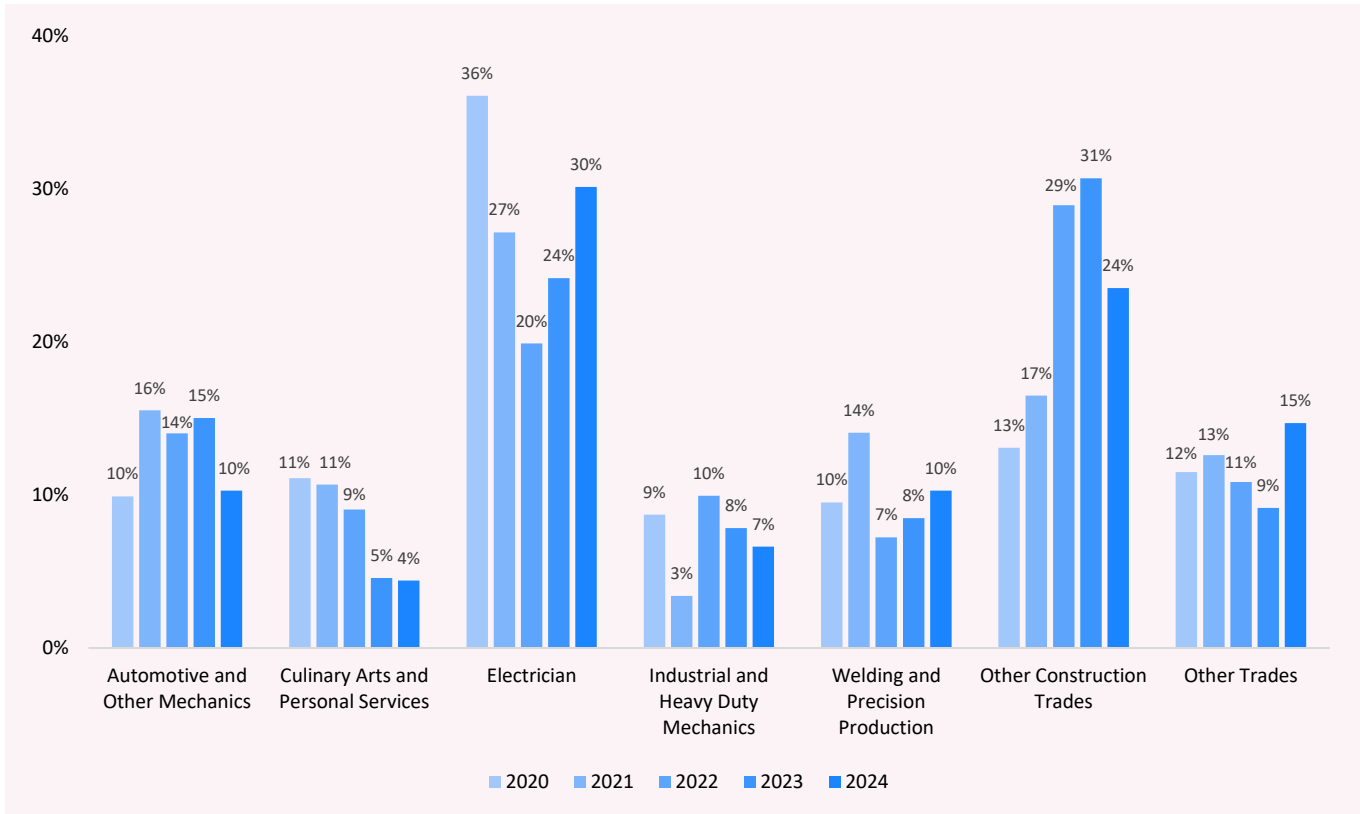
The following table lists the program groups, the number of respondents, and response rates.

Trades-Related Vocational Program Groups	Respondents (Response Rate %)				
	2020	2021	2022	2023	2024
Automotive and Other Mechanics	25 (56%)	32 (68%)	31 (57%)	23 (64%)	14 (42%)
Culinary Arts and Personal Services	28 (65%)	22 (59%)	20 (69%)	7 (39%)	6 (50%)
Electrician	91 (57%)	56 (50%)	44 (52%)	37 (51%)	41 (57%)
Industrial and Heavy Duty Mechanics and Other Repair Trades	22 (56%)	7 (54%)	22 (69%)	12 (63%)	9 (47%)
Welding and Precision Production	24 (52%)	29 (62%)	16 (73%)	13 (36%)	14 (42%)
Other Construction Trades	33 (57%)	34 (56%)	64 (53%)	47 (44%)	32 (52%)
Other Trades	29 (62%)	26 (72%)	24 (63%)	14 (42%)	20 (43%)

Note: Programs are grouped using the BC CIP Cluster, a roll-up based on the Classification of Instructional Programs (CIP).

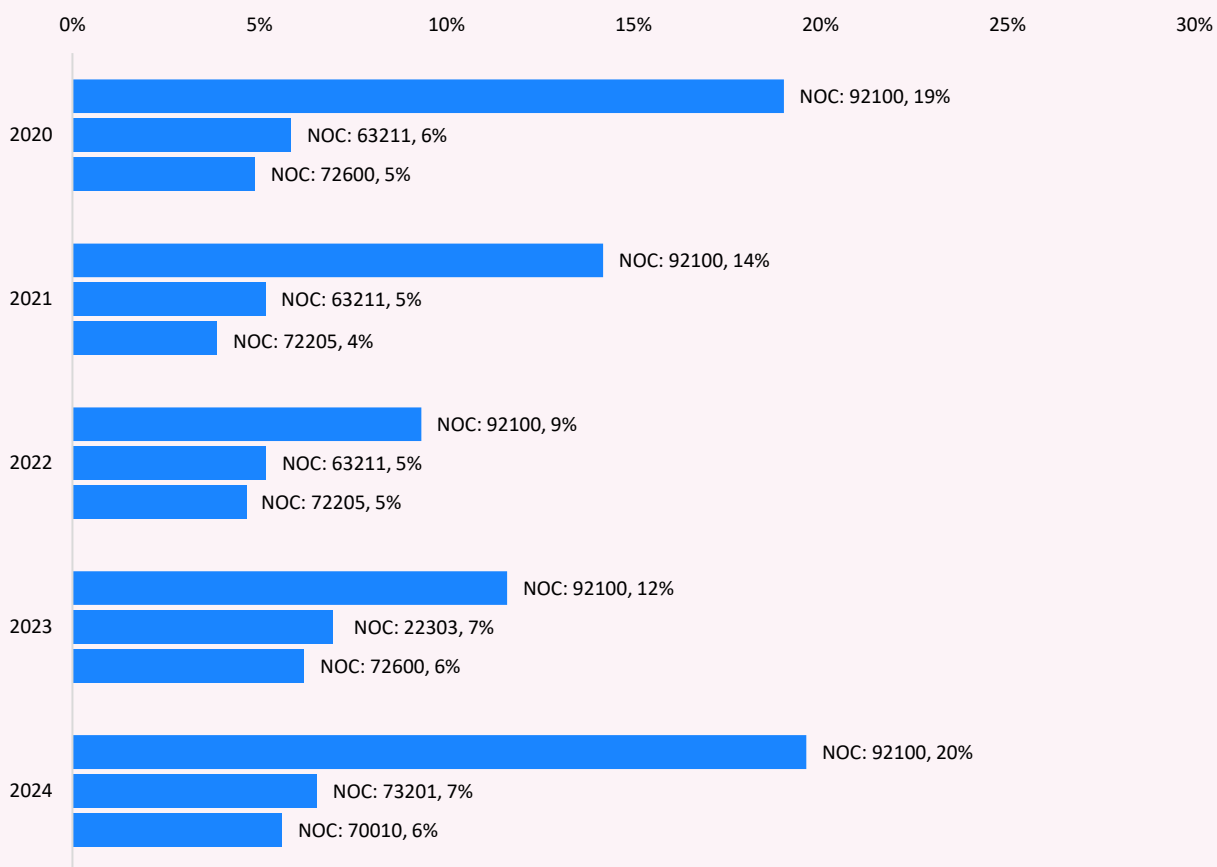
Changes in Demographic Profile

The proportion of respondents from **Other Construction Trades** programs increased in 2022 and 2023, while **Electrician** programs saw a decrease in 2022 from 2020.



Changes in Employment Outcomes

The top NOC occupation from 2020 to 2024 was Power engineers and power systems operators (92100). General building maintenance workers and building superintendents (73201) and Construction managers (70010) were among the top three occupation categories in 2024.



Note: Percentages are based on employed respondents only. Occupations are based on the 5-digit National Occupational Classification (NOC) codes, excluding unclassified occupations. Figures in the chart were calculated based on the five-year data of each program group and only the top three NOC occupation categories of each program group were listed in the chart. According to National Occupational Classification 2021, other top NOC occupations in the chart are: 63211 - Estheticians, electrologists and related occupations, 72600 - Air pilots, flight engineers and flying instructors, 72205 - Telecommunications equipment installation and cable television service technicians, 22303 - Construction estimators.

2020 to 2024 Apprenticeship graduates: Were they different?

Trend Summary

This section offers a descriptive trend analysis of the 2020 to 2024 Apprenticeship Survey data (Cohort n=24,027, Respondents n=11,127).

Year	Cohort	Respondents	Response Rate	Yearly Difference in	
				Response Rate	Response Rate
2020	5,276	2,770	53%		-
2021	4,982	2,591	52%		0%
2022	5,128	2,405	47%		-5%
2023	4,187	1,765	42%		-5%
2024	4,454	1,596	36%		-6%
Grand Total	24,027	11,127	46%		-

The analysis examines significant changes and patterns seen in Demographic Profile, Education Evaluation and Satisfaction, and Employment Outcomes where applicable. Note: In March of 2020, the COVID-19 pandemic led to the physical closure of colleges, institutes, and universities in B.C. and across Canada resulting in a rapid shift to online learning. Subsequent years' survey data and trends may be affected by this shift to online learning as well as other effects from the pandemic.

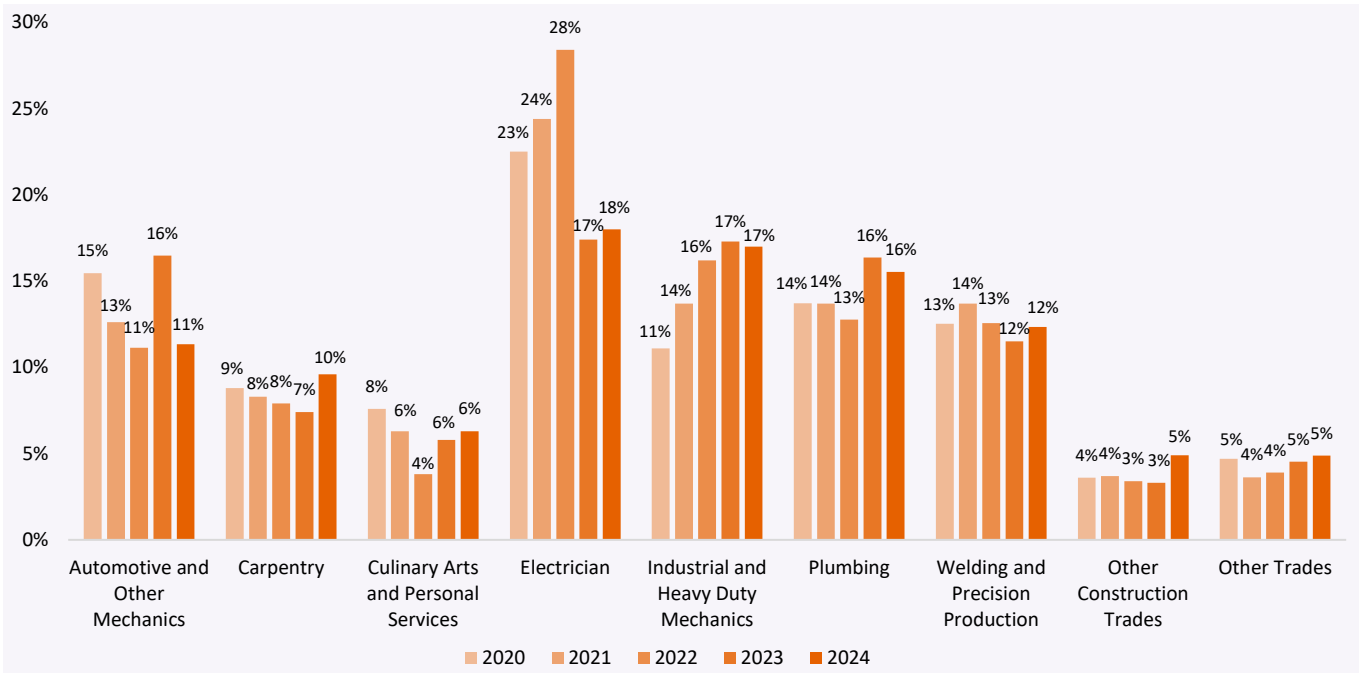
Results were organized into program groups based on Classification of Instructional Programs (CIP) codes. The following table lists the program groups, the number of respondents, and response rates.

Apprenticeship Program Groups	Respondents (Response Rate %)				
	2020	2021	2022	2023	2024
Automotive and Other Mechanics	428 (53%)	327 (49%)	268 (43%)	291 (40%)	181 (29%)
Carpentry	244 (56%)	214 (48%)	189 (53%)	130 (42%)	154 (36%)
Culinary Arts and Personal Services	210 (58%)	163 (62%)	91 (53%)	102 (46%)	101 (47%)
Electrician	624 (50%)	631 (50%)	683 (44%)	307 (35%)	287 (31%)
Industrial and Heavy Duty Mechanics and Other Repair Trades	308 (52%)	356 (55%)	390 (48%)	305 (48%)	272 (38%)
Plumbing	380 (55%)	355 (52%)	307 (47%)	289 (43%)	248 (39%)
Welding and Precision Production	347 (48%)	355 (52%)	302 (47%)	203 (44%)	197 (33%)
Other Construction Trades	99 (52%)	96 (53%)	81 (60%)	58 (43%)	78 (51%)
Other Trades	130 (61%)	94 (64%)	94 (57%)	80 (58%)	78 (53%)

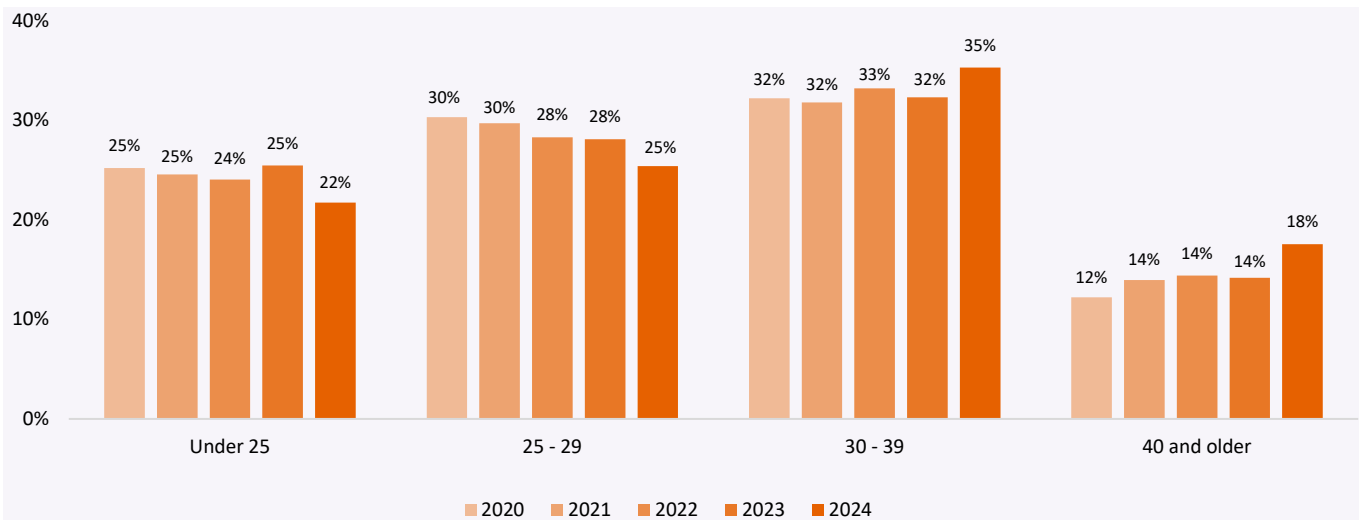
Note: Programs are grouped using the BC CIP Cluster, a roll-up based on the Classification of Instructional Programs (CIP).

Changes in Demographic Profile

Numbers of respondents from **Industrial and Heavy Duty Mechanics** programs steadily increased from 2020 to 2023 and remained stable in 2024, while **Electrician** programs decreased in numbers in 2023 and remained low in 2024.

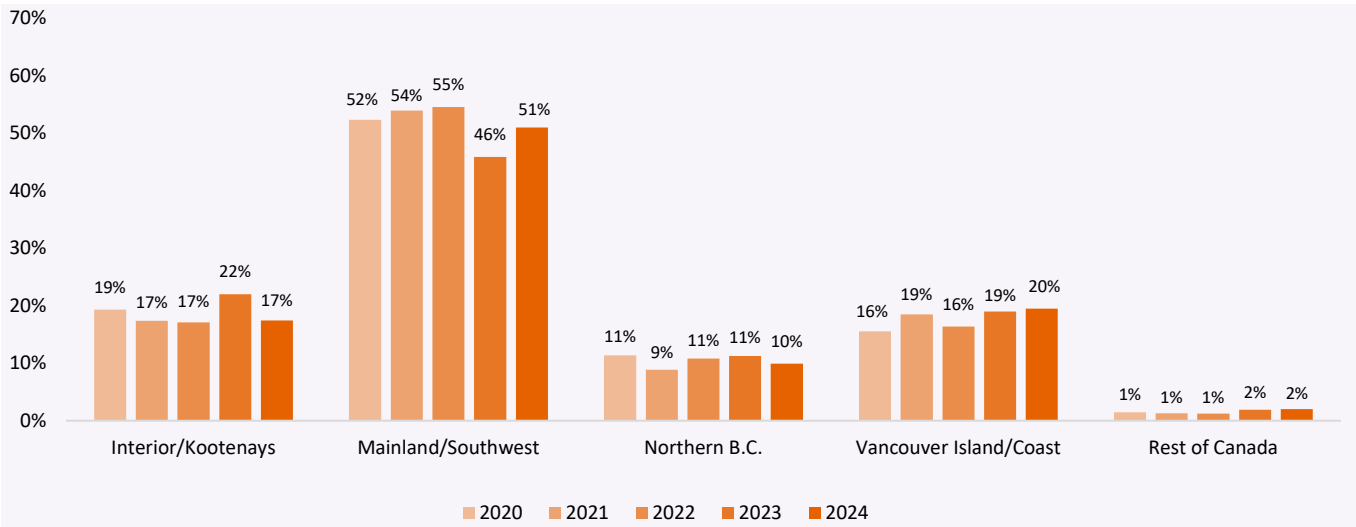


There was an increase in the number of respondents aged 40 and older over the last five years, while the number of respondents aged 25 to 29 decreased.



Note: Age groups are derived from institution-reported data at the time of survey.

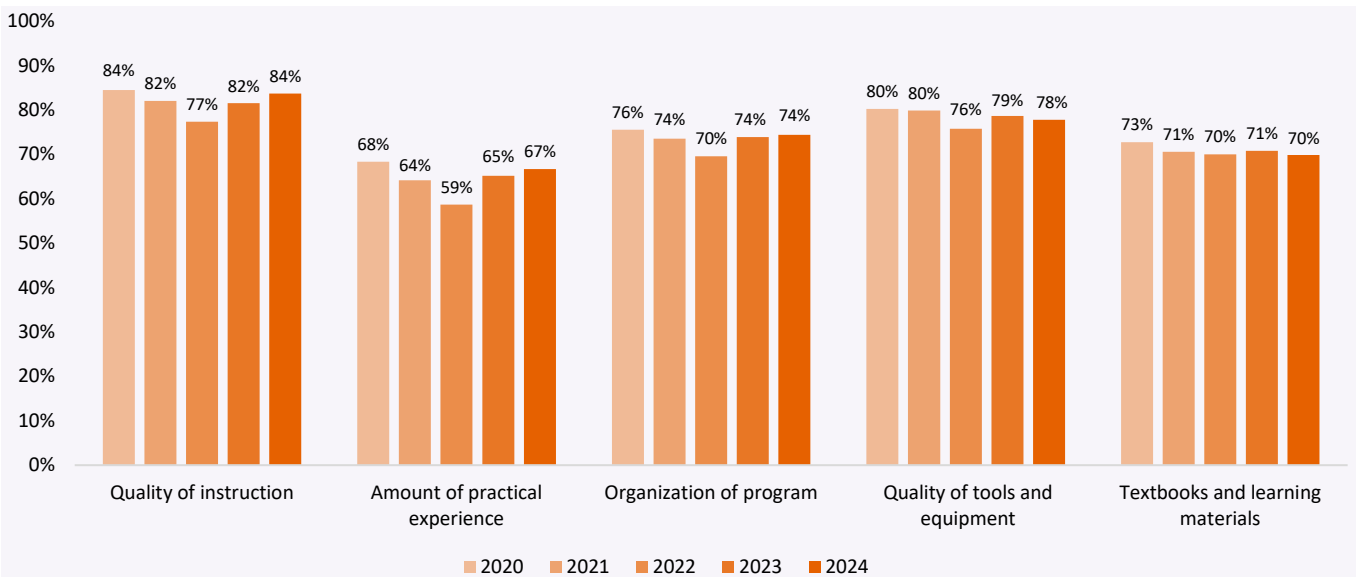
The proportion of respondents residing in the Vancouver Island/Coast region at the time of the survey has increased from 2020 to 2024, despite a decrease in 2022.



Note: U.S.A is omitted due to less than 1% response.

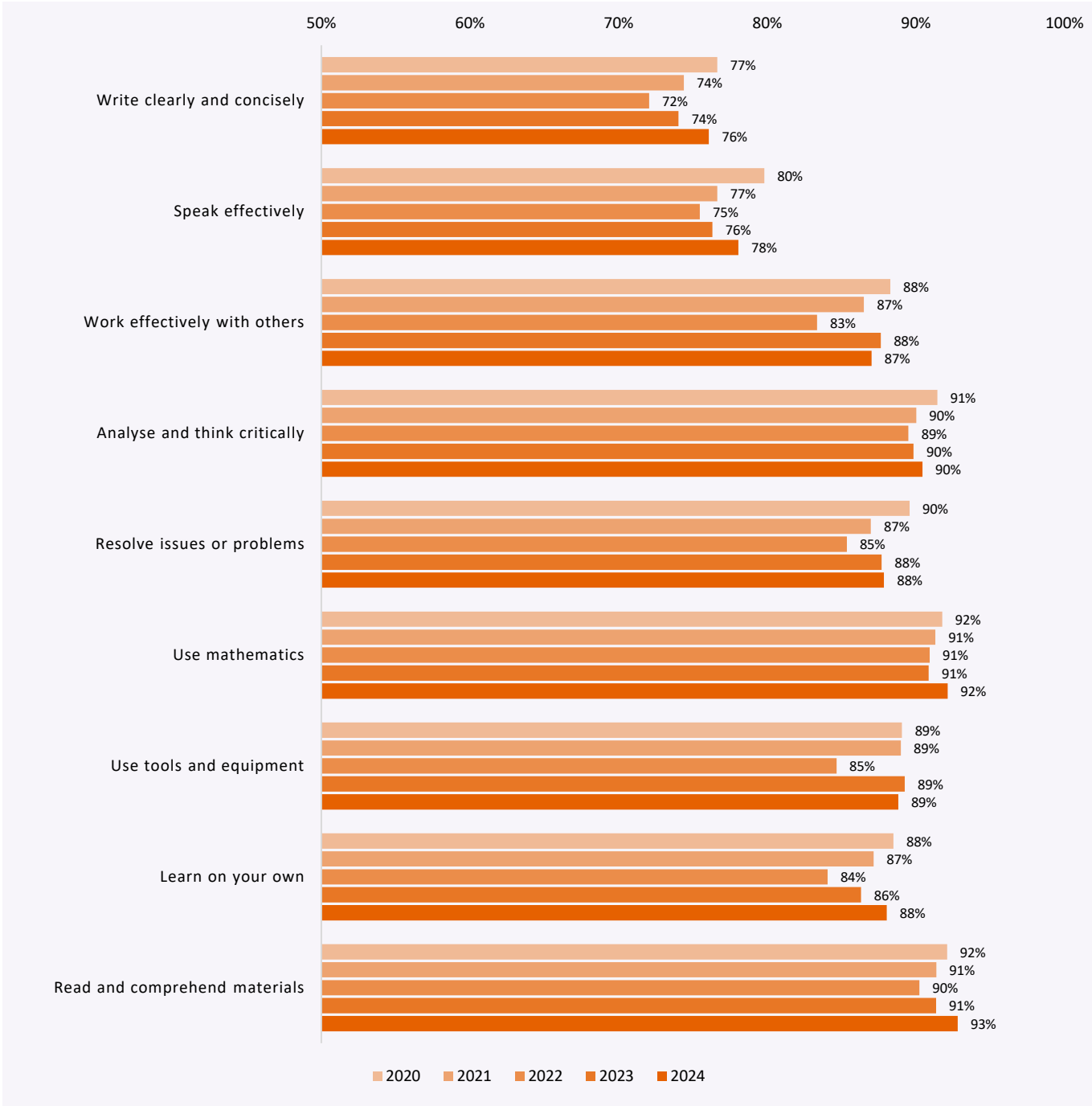
Changes in Education Evaluation and Satisfaction

Overall, respondents in 2022 gave the lowest ratings on all aspects of their programs compared to other years. Respondents' rating on quality of instruction, amount of practical experience, and organization of program has increased since 2022.



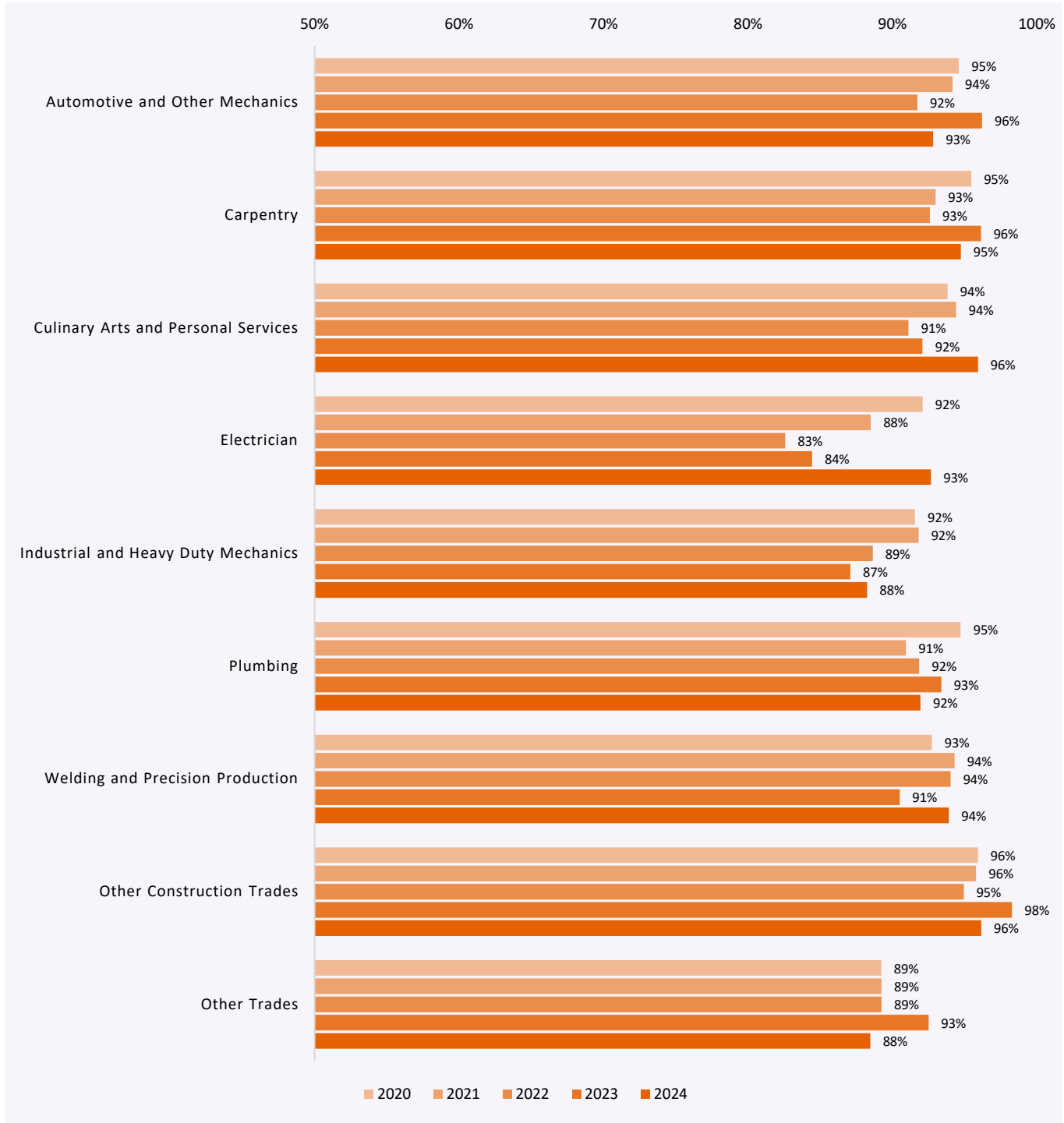
Note: Percentages are of respondents who said the selected aspect of their program was "Very Good" or "Good", based on those who gave a rating on a five-point scale from "Very Good" (5) to "Very Poor" (1), excluding those who said not applicable.

Overall, respondents in 2022 gave the lowest ratings on all aspects of skill development compared to other years. Numbers of respondents finding their programs very helpful or helpful in terms of working effectively with others, using tools and equipment, and learning on their own have increased since 2022.



Note: Percentages are of respondents who said their program was “Very helpful” or “Helpful” in developing the selected skills, based on those who gave a rating on a four-point scale from “Very helpful” (4) to “Not at all helpful” (1), excluding those who said not applicable.

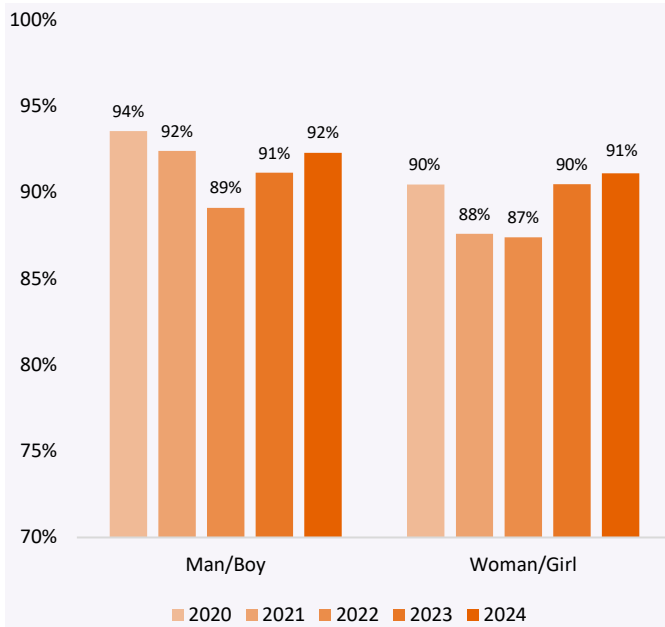
Education satisfaction among respondents in **Electrician** programs increased since 2022.



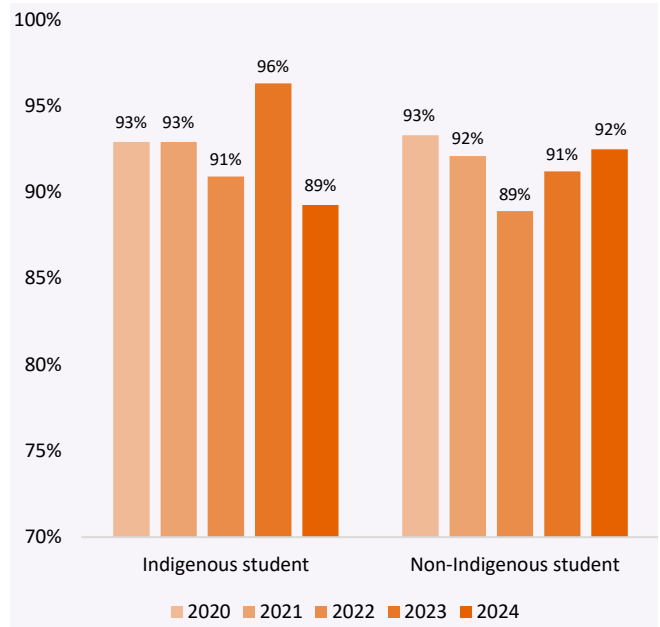
Note: Percentages are of respondents who rated their education as "Very satisfied" or "Satisfied", based on those who gave a rating on a four-point scale from "Very satisfied" (4) to "Very dissatisfied" (1).



Education satisfaction among Man/Boy respondents increased since 2022.

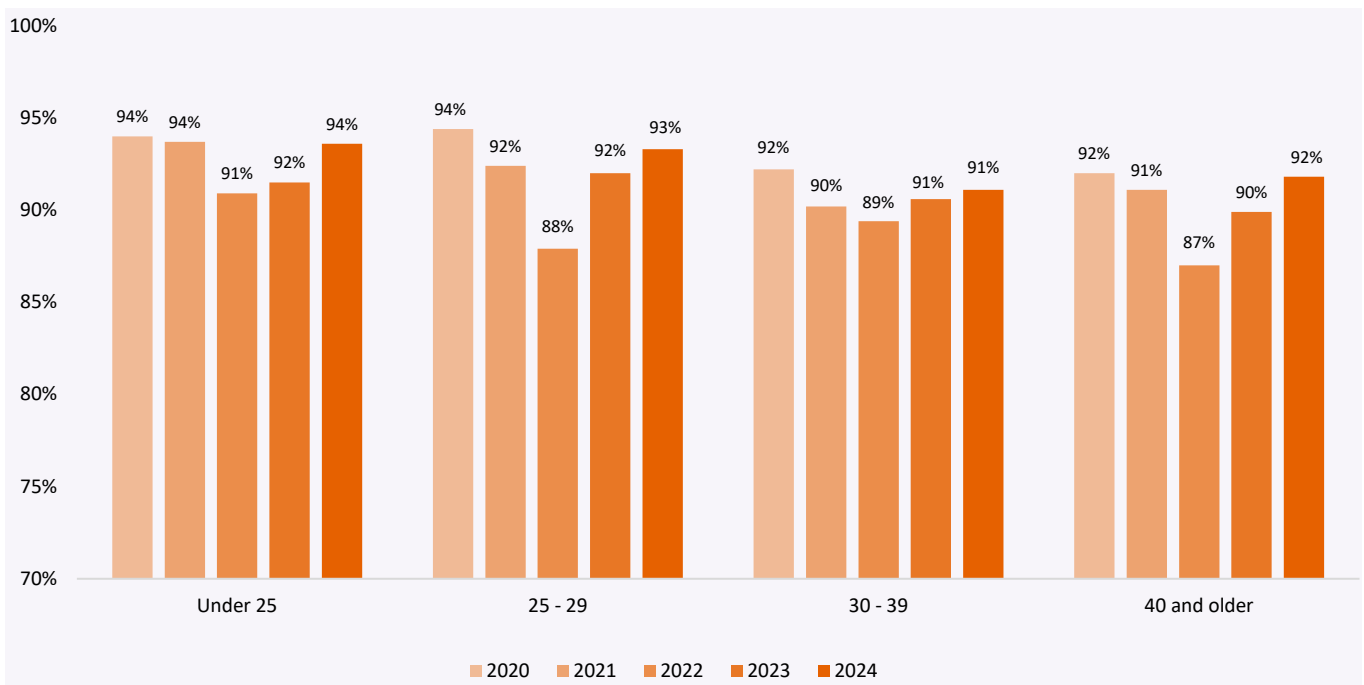


Education satisfaction among Non-Indigenous respondents increased since 2022.



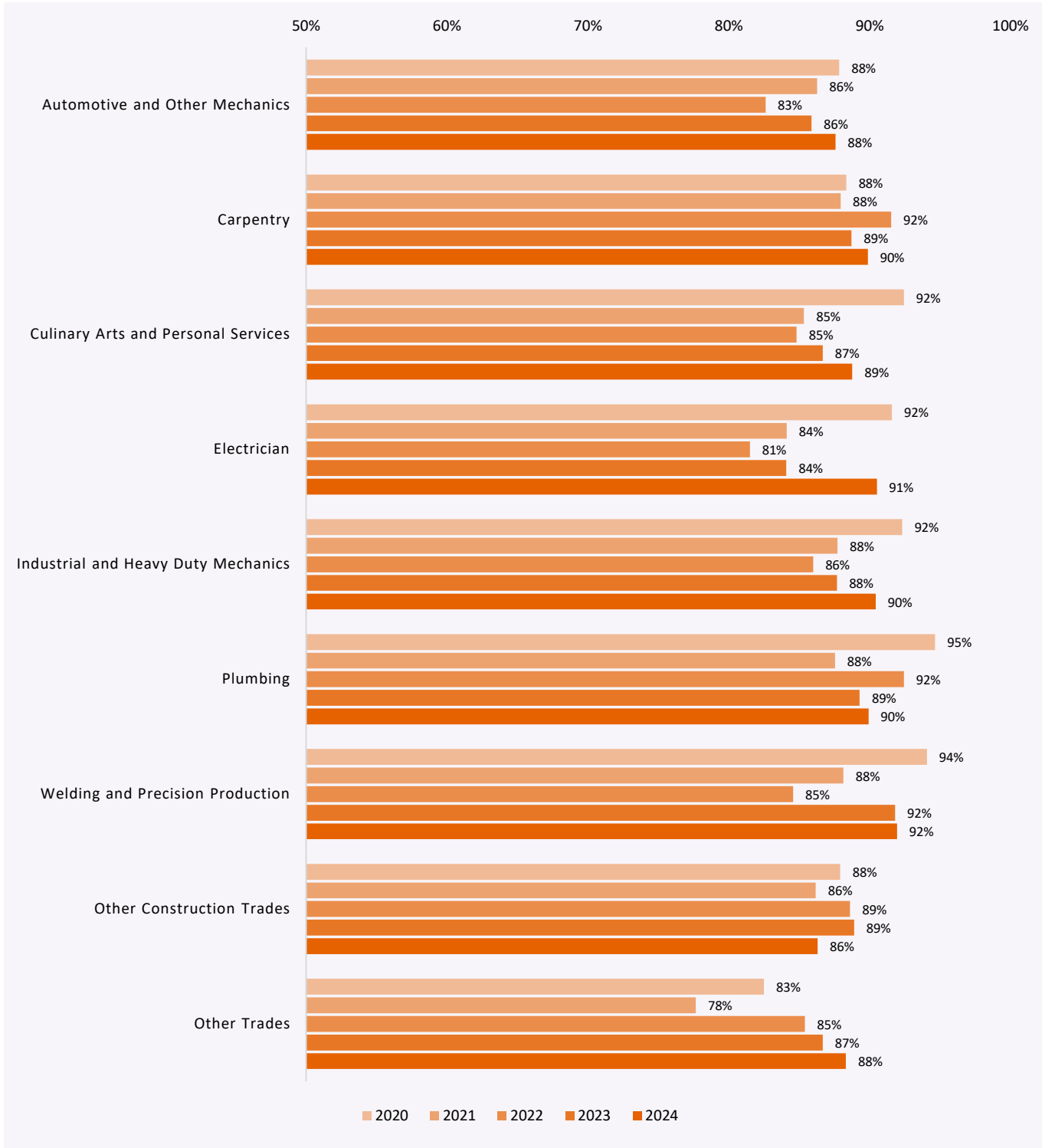
Note: Non-binary is omitted due to less than 1% response.

Education satisfaction among respondents aged 25 to 29 has increased since 2022.



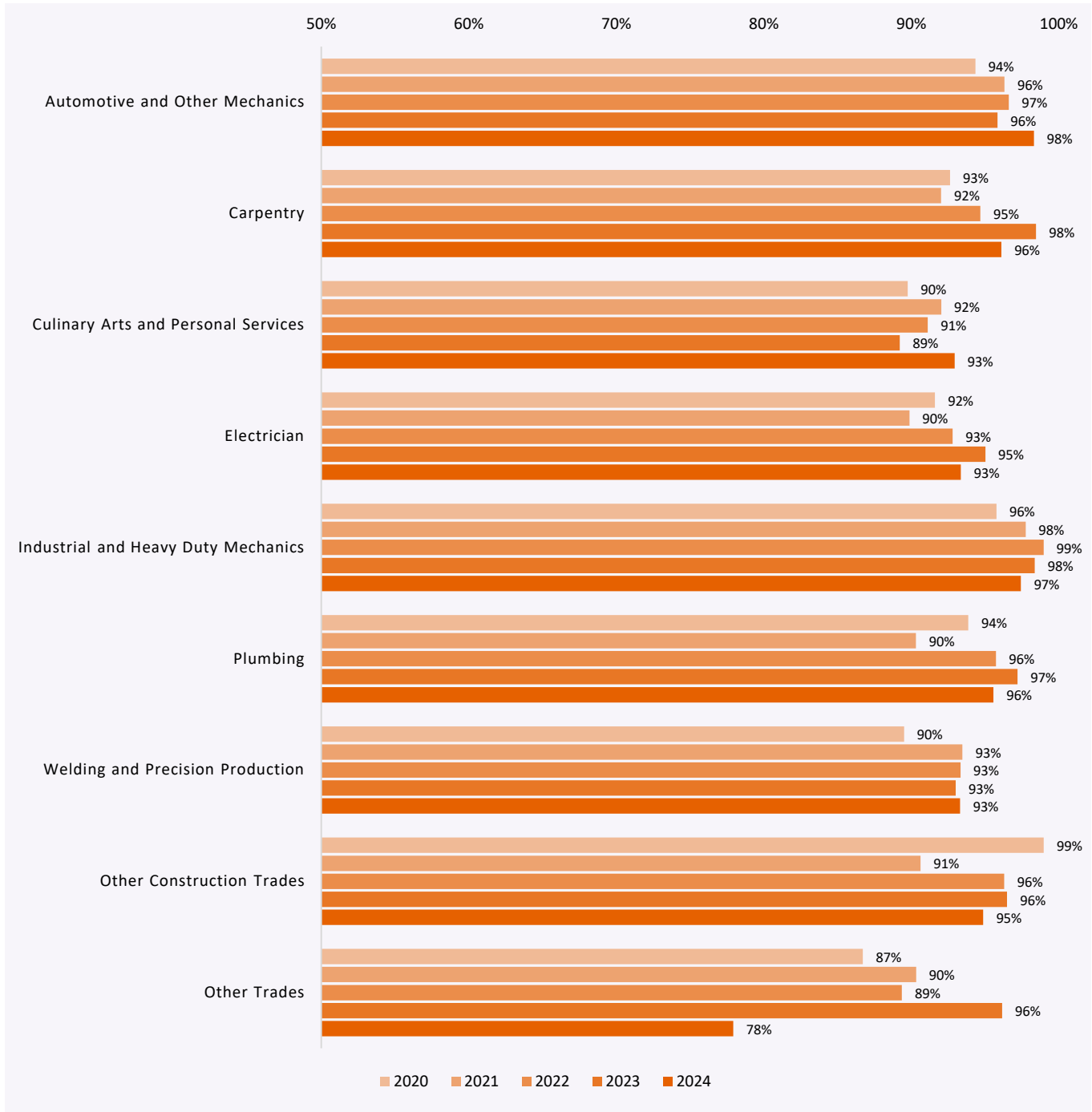
Note: Age groups are derived from institution-reported data at the time of survey.

Electrician programs have seen an increase in the number of respondents who obtained their Certificate of Qualification from 2022 to 2024.



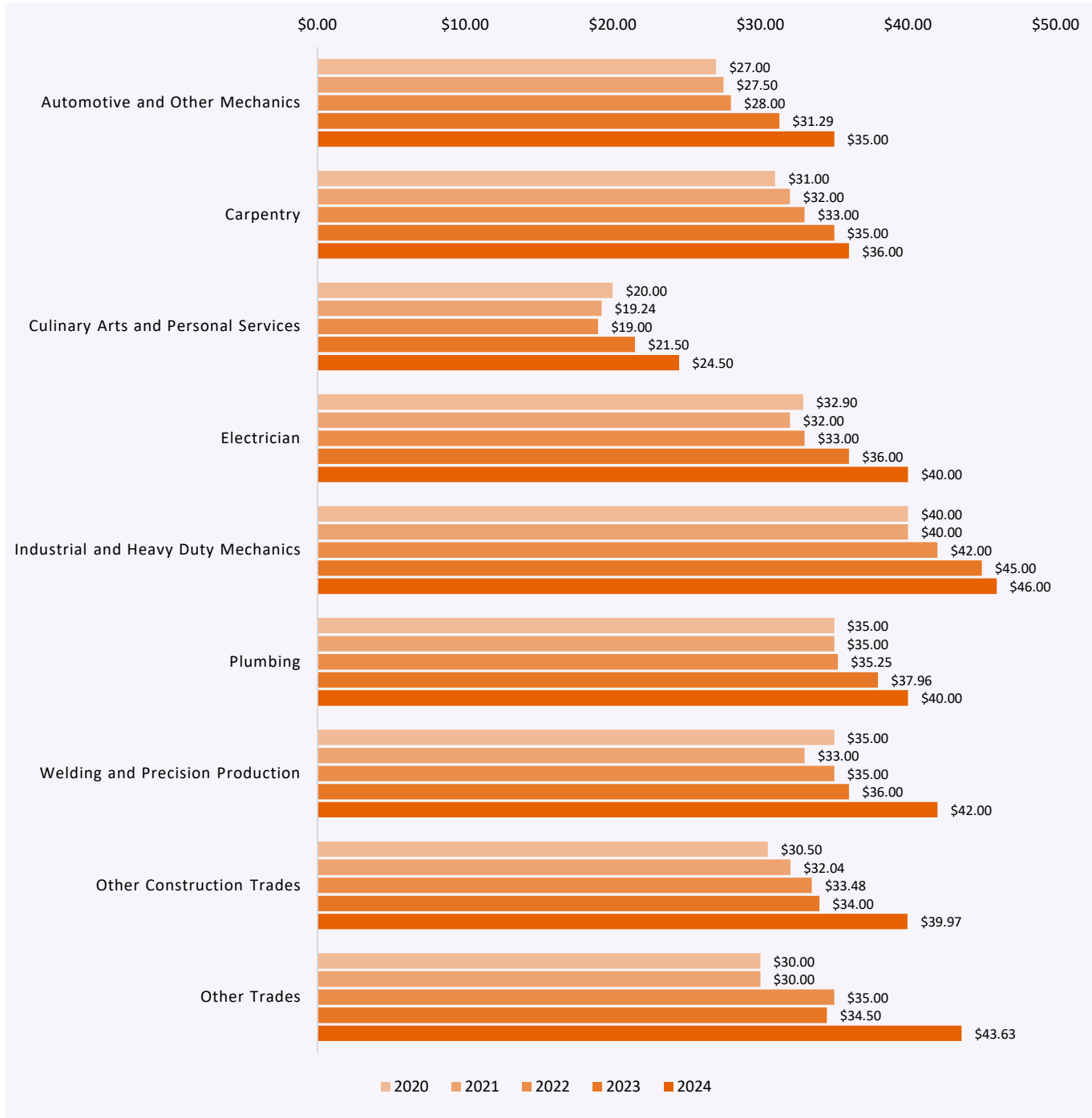
Changes in Employment Outcomes

The employment rate of respondents from **Other Trades** programs decreased in 2024.



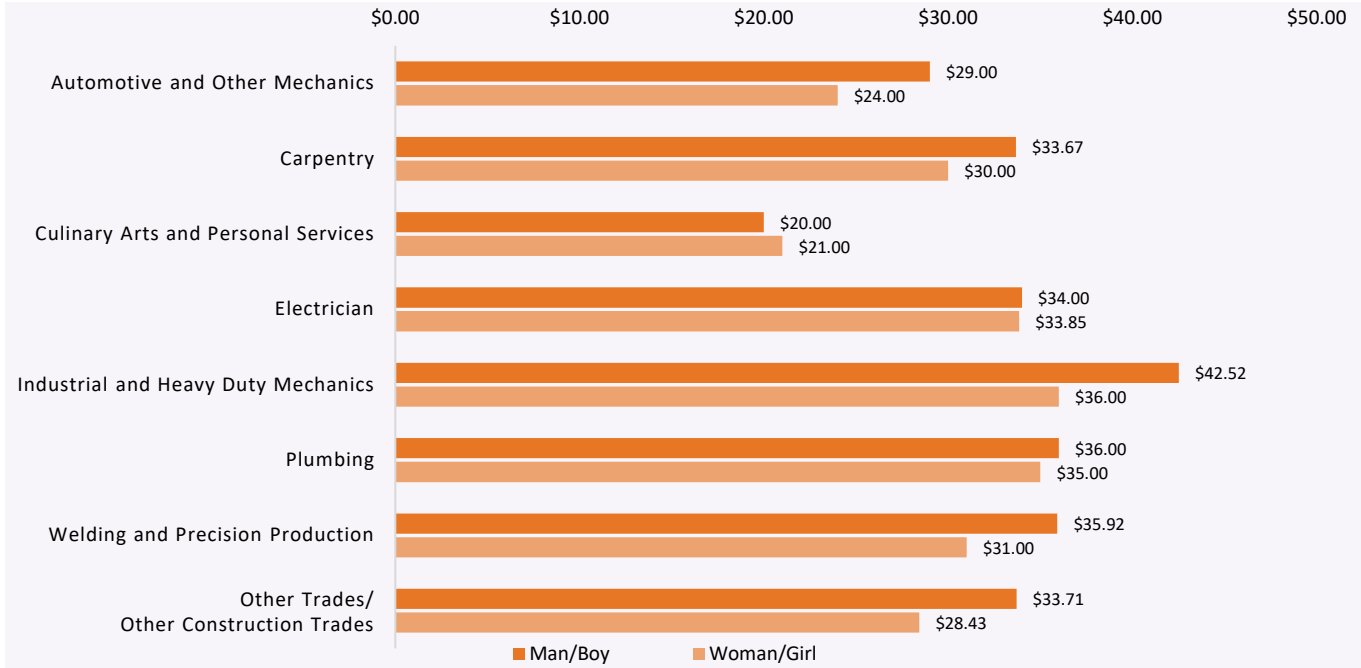
Note: The employment rate is the number of those employed as a percentage of all respondents.

Overall, the median hourly wage has been trending upward and reached its highest in 2024 for respondents in all program groups. Respondents in **Industrial and Heavy Duty Mechanics** programs had the highest median hourly wage over the last five years.



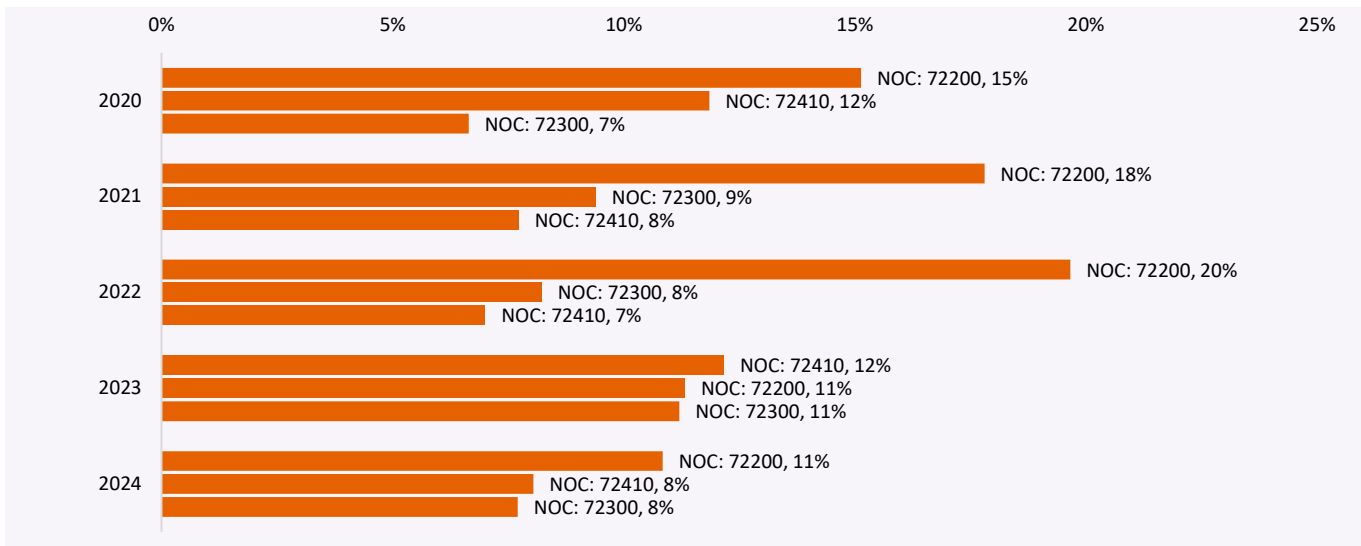
Note: Hourly wage amounts are medians, based on employed respondents who reported a valid amount at their main job (full-time and part-time).

Respondents in **Industrial and Heavy Duty Mechanics** programs had the biggest wage gap among genders based on median hourly wage from 2020 to 2024 combined, while **Electrician** programs had the smallest.



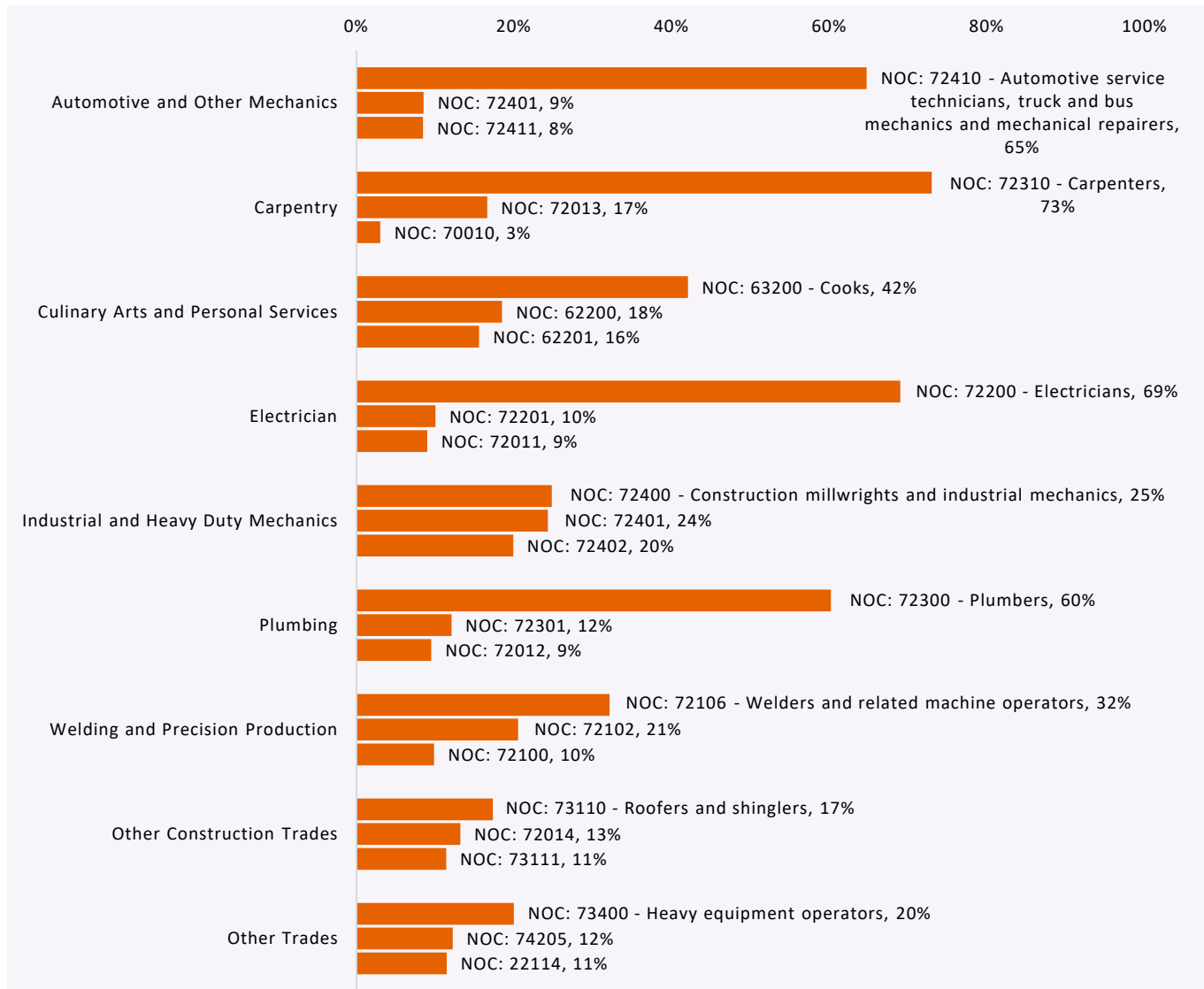
Note: Hourly wage amounts are medians, based on employed respondents who reported a valid amount at their main job (full-time and part-time). Figures in the chart were calculated based on 2020 to 2024 data. The Apprenticeship program groups of "Other Construction Trades" and "Other Trades" are grouped together in this chart due to low respondent numbers. Non-binary is omitted in comparison due to less than 1% response.

Electricians (72200), Automotive service technicians, truck and bus mechanics and mechanical repairers (72410), and Plumbers (72300) were among the top three NOC occupations of respondents in all five program groups.



Note: Percentages are based on employed respondents only. Occupations are based on the 5-digit National Occupational Classification (NOC) codes, excluding unclassified occupations.

There was a strong relationship between the programs former Apprenticeship students took and their occupations at the time of the survey. For example, over 7 in 10 of those who completed apprenticeships in **Carpentry** programs were employed as **Carpenters**, and about 7 in 10 respondents from **Electrician** programs were employed as **Electricians**.



Note: Percentages are based on employed respondents only. Occupations are based on the 5-digit National Occupational Classification (NOC) codes, excluding unclassified occupations. Figures in the chart were calculated based on the five-year data of each program group and only the top three NOC occupation categories of each program group were listed in the chart. According to National Occupational Classification 2021, other top NOC occupations in the chart are: 72401 - Heavy-duty equipment mechanics, 72411 - Auto body collision, refinishing and glass technicians and damage repair estimators, 72013 - Contractors and supervisors, carpentry trades, 70010 - Construction managers, 62200 - Chefs, 62201 - Funeral directors and embalmers, 72201 - electricians, 72011 - Contractors and supervisors, electrical trades and telecommunications occupations, 72402 - Heating, refrigeration and air conditioning mechanics, 72301 - Steamfitters, pipefitters and sprinkler system installers, 72012 - Contractors and supervisors, pipefitting trades, 72102 - Sheet metal workers, 72100 - Machinists and machining and tooling inspectors, 72014 - Contractors and supervisors, other construction trades, installers, repairers and servicers, 73111 - Glaziers, 74205 - Public works maintenance equipment operators and related workers, 22114 - Landscape and horticulture technicians and specialists.