



A Laddered Approach to Crane Operator Certification in BC

Alternative Career Options Realized

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1.0 Background

The crane operator certification process in British Columbia is administered by the BC Association of Crane Safety (BCACS). Obtaining a crane operator certification is a WorkSafeBC requirement and requires registration and assessment. Assessment is both theory assessment (written exam) and a third party practical test (assessment).

Newcomers to BC in the crane industry are employable once they are certified according to BCACS requirements. There are a range of crane operator certifications an individual may choose to qualify for. Matching prospective crane operators' skills and experience to the appropriate crane classification will enable them to choose certification on a smaller crane type while working toward certification on a larger crane type.

An individual already in BC and certified in one crane classification can also easily move up the ladder and obtain certification in a larger crane classification.

2.0 Process

1. The BCACS online process can be accessed pre-arrival by individuals with a crane operator certification to assist in understanding what level of certification they will be eligible for.
2. The online process can also be accessed pre-arrival by individuals with crane operating experience and no certification from their home jurisdiction, to determine how to obtain the relevant BC crane operator certification.
3. Crane operators currently certified in British Columbia can migrate to another crane classification taking into account the competency as evidenced by the current crane operator credential held, and experience demonstrated through use of the SkillRecord logbook app.

3.0 Language requirement

3.1 – Identify level of English required to qualify

The Canadian Language Benchmarks (CLB) are a nationally recognized set of English language standards that provide a descriptive scale of language ability. There are 12 benchmarks reflecting knowledge and skills ranging from basic to advanced.

The required level of English proficiency to operate a crane in BC is CLB 7 for speaking and listening and CLB 5 for reading and writing. See Appendix 1.0 Canadian Language Benchmark for more details on each skill.

3.2 – Identify pre-arrival testing options for English proficiency

Pre-arrival testing options for a required level of English proficiency are contained in Appendix 2.0 Government of Canada Backgrounder – Information for Applicants to the New Federal Skilled Worker Program. The International English Language Testing System (IELTS) administers one of the language tests approved by Citizenship and Immigration Canada (CIC) for federal skilled workers. See Appendix 3.0 International English Language Testing System (IELTS) and Appendix 4.0 Canadian English Language Proficiency Index Program (CELPIP) for more information. The three third-party language proficiency tests accepted by Citizenship and Immigration Canada are [Canadian English Language Proficiency Index Program](#) (CELPIP), [International English Language Testing System](#) (IELTS), and [Test d'évaluation de français](#) (TEF).

3.3 – Specific language parameters related to BC crane trades

- If the individual as a foreign skilled worker has been through the regular federal immigration application process, has a Canadian Language Benchmark (CLB) score of 7 for speaking and listening and 5 for reading and writing, has been approved by Citizenship and Immigration Canada (CIC), and has documentation to live and work in Canada, then the alternative careers are an option, including certification in BC.
- If the individual as a foreign skilled worker has NOT yet been through the federal immigration application process but is applying to fill a position as a candidate in one of the approved trades, the alternative smaller crane type careers may not be an option as they do not qualify as skilled trades, as defined by the federal government.
- The province of British Columbia's Provincial Nominee Program includes information and processes for the Federal Express Entry immigration route. Appropriate links are provided in Appendix 5.0 BC Provincial Nominee Program Including Express Entry.

4.0 Prequalification

4.1 – Identify pre-arrival screening and experience verification methodology

Candidates will register with BCACS. As part of the registration process, candidates will be assigned a SkillRecord mobile logbook account. Candidates will be required to populate their SkillRecord logbook with the relevant experience required to support their application.

If candidates are applying to challenge an apprenticeable crane certification, then they will also be required to complete the appropriate challenge application form.

4.2 – Flowchart of projected applicant actions and information needs

See Appendix 6.0 Crane Operator Certification Pathways for an initial flow chart illustrating the crane operator certification flow for both foreign skilled workers currently in their home jurisdiction and for currently certified crane operators wishing to potentially migrate to another crane classification in BC.

4.3 – Gap analysis for possible credential migration

Identify a crane operator credential and a method to facilitate adding an additional crane operator certification level for already BC certified operators.

A preliminary analysis indicated that it would be possible to deploy crane theory exams that would allow an already BC certified crane trainee/registered apprentice and/or fully certified operator to test and become certified as a crane operator in another classification. See Appendix 7.0 BC Crane Operator Classification Hierarchy which shows the structure of the ladder BC crane operator classification hierarchy. If operators wish to obtain a crane credential for a higher classification, then they can be gap tested for that credential.

4.4 – Identify possible applicant process aids

Candidate Manuals for each crane classification along with an overall Getting Ready Guide are available on the BCACS website (www.bcacs.ca). Additional aids were identified and produced that would be useful to foreign skilled workers. Specifically, math primers dealing with imperial and metric conversions, basic calculations such as rounding numbers, converting fractions to decimals, using the Pythagorean Theorem, and calculating sling tension were identified, along with videos showing key elements of a practical exam, and profiles showing a day in the life of a crane operator. A basic calculator guide was created that was also determined to be a need.

5.0 Develop, deploy, test and evaluate the online candidate system

The objective was to develop and demonstrate protocols, processes and tools that would assist foreign skilled workers to match to the appropriate crane operator trade in BC and also to allow currently certified BC crane operators to migrate to and obtain a crane operator credential for a different BC crane classification.

5.1 – Develop applicant aids as appropriate

A candidate will obtain an appreciation of the expected crane working environment, knowledge, and skills of the trade through taking the orientation quiz, reading the appropriate getting ready guide, viewing the practical exam videos, and reading “A day in the life of a crane operator”.

5.2 – Program pre-arrival module for screening and experience verification stage

Pre-arrival screening and experience verification is an important step in recognizing foreign qualifications.¹ This is accomplished through a combination of SkillRecord and the BCACS challenge application process and providing an experience profile on SkillRecord. See Appendix 8.0 BC Equivalency Process for Crane Operators from Other Jurisdictions and Appendix 9.0 Challenge Process for Experienced Crane Operators for an illustration of the process, visual mapping, and explanatory text. See Appendix 10.0 Verification and Screening for more information.

5.3 – Link to national CertTracker (multi-jurisdictional viewer)

The CertTracker (multi-jurisdictional viewer) is a navigation tool for crane operators to determine where they can work in Canada with a given crane operator card. Appendix 11.0 CertTracker (Multi-Jurisdictional Viewer) shows the home page and sample search results.

5.4 – Pilot exam

The tower crane operator trade was identified as the crane operator credential that would be used to enable an already certified BC crane operator to obtain an additional crane operator certification. It was determined that the best method to deliver the exam would be through online deployment. An online provider was researched and selected to deploy a tower crane theory exam online. BCACS generated and uploaded the appropriate exam to the secure test server. The online service provider selected for the pilot was A. Willock Information Systems in Vernon, BC.

The test deployment capabilities of the system were tested and analyzed. The exam was deployed to and written by a BCACS industry subject matter expert (obtained 80%). This enabled an evaluation of both the mechanics of the online test and the accuracy of the exam form, marking, and a demonstration of the online item analysis capability. The conclusion was that with some minor modifications, this type of online delivery system would be appropriate and the results sustainable over time. See Appendix 12.0 Online Exam Home Page and Scoring Reports for an illustration of the online test deployment system as utilized.

¹ What is Foreign Qualification Recognition?

Foreign qualification recognition (FQR) is the process of verifying that the knowledge, skills, work experience and education obtained in another country is comparable to the standards established for Canadian professionals and tradespersons. (A Pan-Canadian Framework for the Assessment and Recognition of Foreign Qualifications. An Action Plan for Better Foreign Qualifications Recognition. November 2014 – Forum of Labour Market Ministers)

6.0 Observations and suggestions

1. Observation: Multiple choice exams are a barrier for candidates from various overseas jurisdictions
Suggestion: Develop a short online video on “How to prepare for and take a multiple choice exam”.
2. Observation: Driver’s licences from a wide variety of jurisdictions are not accepted as equivalent in BC.
Suggestion: Provide the appropriate links for how to obtain a driver’s licence.
3. Observation: It could be advantageous for candidates to receive training in their home or appropriate jurisdiction before arriving in Canada. For example, safety training, rigging training, and language training.
Suggestion: Research what online training would be advantageous and possible. Compile a list of the specific training that could be of benefit and provide on website.
4. Observation: Before an individual has arrived, it may be advantageous for them to link with an appropriate immigrant assistance resource in the community.
Suggestion: Research and identify the appropriate immigrant assistance resource in the community and provide links. One organization performing this function in British Columbia is the Immigrant Services Society of BC (ISSofBC). See Appendix 13.0 Sample Immigrant Settlement Organization and Service Profile.
5. Observation: An individual may decide to not pursue a career in the crane trade.
Suggestion: Have alternatives to explore available such as links to other relevant sites such as BC Jobs (<https://www.bcjobs.ca/>) and WorkBC (<https://www.workbc.ca/>).
6. Observation: Cultural workplace challenges may exist
Suggestion: Research and identify the common cultural workplace challenges that exist in the crane and perhaps the construction industry. Design an online module for employers and the workplace.
7. Observation: Workplace language may differ enormously from language from the community.
Suggestion: Research and compile simplified workplace language as used in the crane industry.

8. Observation: Working as a crane operator in British Columbia could be substantially different than working as a crane operator in their home jurisdiction. Challenges for a new immigrant could arise as a result.
Suggestion: Establish a settlement mentor list for the crane trade in British Columbia.
9. Observation: Prequalification reduces qualification verification timeline and assists the out-of-jurisdiction candidate with determining the steps required to obtain full qualification. This in turn helps with the choice to proceed or not with this particular trade.
Suggestion: Continue to evolve the BCACS model to be able to deliver prequalification information and options prior to arrival in BC.
10. Observation: The methodology to offer theory exams to candidates in their home jurisdiction would provide certainty to the candidate and save costs.
Suggestion: Implement crane theory exam(s) on a pilot basis in out of BC jurisdictions as part of an overall evaluation of online theory exam delivery options.

7.0 Conclusion

The targeted project outcomes encompassing an online pathway and process, illustrating primary and alternative careers for prospective immigrating and resident crane operator candidates was accomplished. However, this is just a starting point. The effort and process of evolving the system to meet the current and future needs of a given occupation is an ongoing process and activity.

APPENDIX 1.0 Canadian Language Benchmark

Canadian Language Benchmark

Excerpt from *Canadian Language Benchmarks: English as a Second Language for Adults*
 (<http://www.language.ca/>)

The following table illustrates how the CLB are organized.

Stage I - Basic Language Ability

Benchmark and Ability Level	Listening	Speaking	Reading	Writing
CLB 1: Initial CLB 2: Developing CLB 3: Adequate CLB 4: Fluent	Interpreting simple spoken communication in routine, non-demanding contexts of language use within the four Competency Areas.	Creating simple spoken communication in routine, non-demanding contexts of language use within the four Competency Areas.	Interpreting simple written communication in routine, non-demanding contexts of language use within the four Competency Areas.	Creating simple written communication in routine, non-demanding contexts of language use within the four Competency Areas.

Stage II - Intermediate Language Ability

Benchmark and Ability Level	Listening	Speaking	Reading	Writing
CLB 5: Initial CLB 6: Developing CLB 7: Adequate CLB 8: Fluent	Interpreting moderately complex spoken communication in moderately demanding contexts of language use within the four Competency Areas.	Creating moderately complex spoken communication in moderately demanding contexts of language use within the four Competency Areas.	Interpreting moderately complex written communication in moderately demanding contexts of language use within the four Competency Areas.	Creating moderately complex written communication in moderately demanding contexts of language use within the four Competency Areas.

Stage III - Advanced Language Ability

Benchmark and Ability Level	Listening	Speaking	Reading	Writing
CLB 9: Initial CLB 10: Developing CLB 11: Adequate CLB 12: Fluent	Interpreting complex spoken communication in demanding contexts of language use within the four Competency Areas.	Creating complex spoken communication in demanding contexts of language use within the four Competency Areas.	Interpreting complex written communication in demanding contexts of language use within the four Competency Areas.	Creating complex written communication in demanding contexts of language use within the four Competency Areas.



STAGE II

Speaking – Benchmark 7

Profile of Ability

The speaker can:

Communicate with some confidence in many daily routine social, educational, and work situations, and present concrete and some abstract information on an expanding range of familiar topics.

When the communication is:

- Face-to-face, on the phone, or via digital media
- Informal to formal
- In somewhat familiar groups
- In moderately demanding contexts

Demonstrating these strengths and limitations:

- Clear evidence of connected discourse
- Reasonably fluent for moderately demanding contexts; speech rate is slow to normal with few hesitations
- An expanding range of concrete and idiomatic language, which may include some common cultural references
- Increasing variety of grammatical structures, with developing control of complex structures
- Grammar, vocabulary and pronunciation difficulties may occasionally impede communication
- Adequate use of appropriate non-verbal cues and signals
- Adapts speech style and register to different audiences and situations

I. Interacting with Others

- Participate in less routine social conversations for many everyday purposes (such as expressing and responding to appreciation, complaints, satisfaction, dissatisfaction and hope).

[Limited support from interlocutors.]

- Opens and maintains a short formal conversation, closing with 3 customary steps (pre-closing, closing, leave-taking).
- Introduces a person formally to a group in a way that is appropriate to the situation and audience.
- Asks follow-up questions to keep the conversation going.
- Shows developing ability to hold the floor and to resume after an interruption.
- Changes the topic appropriately.
- Confirms own comprehension by repeating or paraphrasing.

- Participate in routine phone calls.

[Communicating on the phone is about familiar routine matters; clarifying unknown details may cause communication problems.]

- Answers the phone, greets a caller, and closes a conversation using appropriate conventions and expressions.
- Provides information or leaves accurate messages in some detail.
- Clarifies and confirms information.
- Demonstrates strengths and limitations typical of Speaking Benchmark 7, as listed in the Profile of Ability.

Sample Tasks

Express appreciation to a child's teacher for his/her efforts during the year.

Speak to a supervisor about dissatisfaction with a work schedule.

Introduce a guest at a small community meeting.

Leave a telephone message for a friend with details about an upcoming community event and directions to the location.

II. Giving Instructions

- Give instructions and directions for technical and non-technical tasks, procedures and processes.
 - Uses correct sequence of steps.
 - Uses clear references and provides necessary details.
 - Uses sequencing intonation so that listener can follow.
 - Checks to confirm understanding.
- Demonstrates strengths and limitations typical of Speaking Benchmark 7, as listed in the Profile of Ability.

Sample Tasks

Give instructions to a family member on how to assemble a piece of furniture.

Give instructions on how to use specific functions on a computer (such as creating a table with merged cells or using formatting features).

Give instructions to a new colleague on what to do if there is a minor chemical spill.

Give instructions to a classmate on how to research information on the Internet for a class presentation.

STAGE II



Speaking – Benchmark 7

III. Getting Things Done

- Give extended warnings, suggestions, recommendations or advice.
 - Uses appropriate persuasive arguments.
 - Uses modals with the appropriate level of politeness.
 - Demonstrates strengths and limitations typical of Speaking Benchmark 7, as listed in the Profile of Ability.

Sample Tasks

In a parent-teacher interview, express concerns about a child's performance.

Give feedback to a fellow student on a class assignment. Provide advice on how to improve the grade.

Give a detailed suggestion on how to solve a problem or make an improvement at work.

Use persuasive arguments to discourage someone from engaging in illegal or dangerous activities, such as drinking and driving or using drugs.

IV. Sharing Information

- Give detailed information; express and qualify opinions and feelings; express reservations, approval, disapproval, possibilities and probabilities one-on-one and in small group discussions or meetings.
 - Provides necessary information.
 - Asks and addresses relevant questions.
 - Summarizes information and ideas to clarify and confirm understanding.
 - Holds the floor, shares the floor, and thanks others for their contributions and information.
 - Gives a summary or report about the main points of a contribution by someone else.
 - Participates effectively in interactions with little support from others.
- Give presentations about moderately complex processes, to tell stories (including future scenarios), or to describe, compare and contrast in detail 2 events, jobs or procedures. [Presentations are up to about 10 minutes long; topics are familiar and concrete.]
 - Presents information using connected discourse.
 - Uses an introduction, development and conclusion.
 - Uses connective words and phrases appropriately.
 - Provides clear and detailed descriptions and comparisons.
 - Shows developing awareness of appropriate eye contact, body language, volume and rate.
 - Demonstrates strengths and limitations typical of Speaking Benchmark 7, as listed in the Profile of Ability.

Sample Tasks

Discuss a medical condition with a doctor or other medical practitioner, providing details about symptoms, frequency of occurrence and severity.

Participate in a small, informal meeting of a movie club and express opinions and feelings about the movie being discussed.

Participate in a union meeting to discuss workload, wages and working conditions.

Give an update at a staff meeting on expected changes to employee benefits.



STAGE II

Listening – Benchmark 7

Profile of Ability

The listener can:

Understand most moderately complex formal and informal communication, including some abstract concepts and ideas related to general knowledge and life experience.

When the communication is:

- Spoken clearly at a normal rate
- Face-to-face, on the phone or via digital media (one-on-one or in small groups)
- Related to relevant topics, general knowledge and life experience
- Moderate in length
- In moderately demanding contexts

Demonstrating these strengths and limitations:

- Understands overall meaning or intent
- Identifies main ideas, supporting details and implied meanings
- Understands language that is concrete or abstract and sometimes specialized, with an expanded range of vocabulary
- Recognizes meaning based on an understanding of an increasing range of complex sentences and structures
- May use contextual clues to enhance comprehension
- Recognizes an expanding range of registers and styles
- Understands an expanding range of common idiomatic language
- Can follow most moderately complex phone interactions
- Has difficulty following faster conversations

I. Interacting with Others

- Understand moderately complex social exchanges (such as expressions of and responses to gratitude, hopes, appreciation, complaints, disappointment, satisfaction, dissatisfaction, approval and disapproval).
 - Identifies implied meanings and stated and unspecified details.
 - Identifies language functions.
 - Identifies formal and casual style and register.
 - Understands the intent of the expressions and the responses.
 - Identifies emotional state, mood and attitude from tone and intonation.
 - Interprets feelings such as gratitude, hope and appreciation.
 - Identifies situation and relationship between speakers.
 - Demonstrates strengths and limitations typical of Listening Benchmark 7, as listed in the Profile of Ability.

Sample Tasks

Listen and respond to a complaint from a friend, colleague or classmate and determine the nature of the complaint and the speaker's mood and attitude.

Listen and respond to a neighbour expressing appreciation for a favour.

Listen to a discussion among co-workers to determine the root of a problem or conflict on a team.

II. Comprehending Instructions

- Understand moderately complex directions and instructions for technical or non-technical tasks. [Instructions are about 10 to 12 steps, with up to 15 details (fewer on the phone).]
 - Follows sequence markers, cohesive devices (connecting words, reference, parallel structure, substitution) or other linguistic clues to infer order of steps.
 - Seeks clarification and confirmation if required.
 - Responds with actions to directions and instructions.
 - Demonstrates strengths and limitations typical of Listening Benchmark 7, as listed in the Profile of Ability.

Sample Tasks

Follow detailed shipping instructions from a customer on the phone.

Follow detailed directions on how to get to a job interview.

Follow detailed instructions on how to complete a class project.

Listen to a safety expert describe procedures for handling dangerous materials in the workplace to determine appropriate action.

Listening – Benchmark 7

STAGE II



III. Getting Things Done

- Understand moderately complex communication intended to influence or persuade (such as requests, reminders, orders and pleas) in situations related to personal or general experiences.
 - Identifies the purpose, main ideas, factual details.
 - Identifies implied meanings.
 - Identifies the functions of utterances (such as requests and reminders).
 - Follows discourse indicators signalling cause and effect, condition and result.
 - Interprets requests, reminders, orders and pleas.
 - Predicts consequences and outcomes.
 - Demonstrates strengths and limitations typical of Listening Benchmark 7, as listed in the Profile of Ability.

Sample Tasks

Listen to orders from law enforcement officials (such as a police officer, judge, parking enforcement officer, customs official).

Listen to a detailed reminder to complete a specific series of workplace tasks before a deadline.

IV. Comprehending Information

- Understand short group interactions, discussions and meetings on generally familiar topics.
- Understand extended descriptive or narrative monologues or presentations about personal experiences, general knowledge or familiar work-related topics, even when some information is presented out of sequence.

[Presentations are informal, with the use of visuals and up to about 15 minutes.]

 - Identifies factual details, main ideas and supporting details.
 - Makes inferences.
 - Identifies rhetorical discourse markers and patterns of chronological order and sequence, comparison and contrast, and cause and effect.
 - Identifies facts and opinions.
 - Interprets factual information, explanations and opinions.
 - Demonstrates strengths and limitations typical of Listening Benchmark 7, as listed in the Profile of Ability.

Sample Tasks

Listen to 2 or 3 short movie reviews to decide which one to see.

Listen to information about services in the community (such as transit, library or entertainment schedules) to relay the information to someone else.

Listen to information about Canada and make inferences about the characteristics of Canadian culture in comparison to other cultures.

Listen to an informal talk on a general interest or occupation-specific topic to learn new ideas and information.



STAGE II

Reading – Benchmark 5

Profile of Ability

The reader can:

Understand simple and some moderately complex texts in predictable, practical and relevant social, educational and work-related situations.

When the text is:

- Mostly concrete, factual and descriptive
- With mostly common and some abstract or specialized vocabulary and occasional high-frequency idioms
- Sometimes supported by visuals
- Relatively short
- In moderately demanding contexts

Demonstrating these strengths and limitations:

- Identifies purpose, main ideas, important details and links between paragraphs
- Finds some information to make comparisons
- Occasionally guesses the meaning of unknown terms, phrases and idioms from the context without a dictionary
- Often rereads and needs clarification
- Comprehension is based on knowledge of basic grammar and some developing understanding of complex sentences and structures
- Identifies some different styles and registers
- Uses a bilingual dictionary regularly; begins to use a concise unilingual ESL dictionary

I. Interacting with Others

- Understand simple to moderately complex personal and public social messages (such as those conveying compliments, invitations, likes, dislikes and preferences) related to a familiar context.
 - Identifies specific factual details and implied meanings.
 - Identifies purpose of the message.
 - Identifies reader/writer relationship.
 - Identifies mood and attitude of the writer.
 - Identifies context, register and style.
 - Demonstrates strengths and limitations typical of Reading Benchmark 5, as listed in the Profile of Ability.

Sample Tasks

Read an email message or letter from a friend containing a discussion of interests. Identify the likes, dislikes and preferences expressed.

Read letters to an advice columnist in the newspaper to decide whether you agree with the advice given.

Read a workplace email message about a company fundraising event to decide whether to participate.

II. Comprehending Instructions

- Understand simple to moderately complex, step-by-step instructions and instructional texts for multistep procedures related to everyday situations.

[Instructions are about 7 to 10 steps, presented in point form or in a text of about 2 or 3 paragraphs with some visual clues to support comprehension.]

 - Interprets sequence and location signals (such as *first*, *next* and *before*).
 - Follows instructions and directions by responding with actions as required to complete task.
 - Demonstrates strengths and limitations typical of Reading Benchmark 5, as listed in the Profile of Ability.

Sample Tasks

Follow instructions on how to unclog a drain using a commercial product.

Read an instructional text on the prevention and treatment of burns at home or in a work setting.

Follow directions on how to navigate an alternative route during a road closure.

STAGE II

Reading – Benchmark 5



III. Getting Things Done

- Locate and use 1 or 2 pieces of information from moderately complex formatted texts (such as standard maps, charts, forms, tables, schedules, directories or website navigation menus).
 - Identifies layout and organization of text to find the information needed.
 - Finds and uses 1 or 2 pieces of information.
- Get information from simple to moderately complex business or service texts (such as public announcements, brochures, notices, business letters and flyers).
 - Gets the gist.
 - Identifies key information and finds specific details.
 - Demonstrates strengths and limitations typical of Reading Benchmark 5, as listed in the Profile of Ability.

Sample Tasks

Use 2 bus or train schedules to plan a trip that involves a stopover or transfer. Locate departure and arrival times to coordinate the travel.

Read a brochure about a training program to determine its suitability for one's own needs.

Read a memo posted in a workplace or institution giving information about a new policy.

IV. Comprehending Information

- Understand simple to moderately complex descriptive or narrative texts on familiar topics.
 - Identifies organization of text and links between paragraphs.
- Interpret information contained in formatted texts (such as diagrams, tables, graphs or website navigation menus).
- Access and locate basic information from reference sources.
 - Scans to locate relevant terms to access the information needed.
 - Accesses relevant information through a navigational source (Internet search engine, website, table of contents, index, glossary).
 - Locates 2 relevant pieces of information in reference sources.
 - Demonstrates strengths and limitations typical of Reading Benchmark 5, as listed in the Profile of Ability.

Sample Tasks

Read a plain-language text about legislation relevant to own situation, such as employment standards, landlord or tenant law, or driving regulations.

Interpret a simple chart to explain a familiar government process (such as how a law is passed).

Read 2 or 3 movie reviews online to make a decision about which movie to see.

Use an online resource (such as an occupational database) to find key information about own occupation or target occupation in Canada.



STAGE II

Writing – Benchmark 5

Profile of Ability

The writer can:

Write short, simple to moderately complex descriptions, narrations and communications about familiar, concrete topics related to daily life and experience.

When the communication is:

- On a familiar and personally relevant topic
- Intended for a familiar audience
- Relatively short
- In moderately demanding contexts

Demonstrating these strengths and limitations:

- Adequate paragraph structure with a main idea and some supporting details
- Adequate use of connective words and phrases
- Adequate range of vocabulary for most simple everyday texts
- Good control of simple structures
- Difficulty with complex structures
- Adequate control of spelling, punctuation and format
- Some awkward-sounding phrases and word combinations
- Able to communicate some moderately complex messages

I. Interacting with Others

- Convey personal messages in short, formal and informal correspondence for a range of everyday social purposes (such as expressing or responding to invitations and feelings, or providing quick updates).

[Message is about 1 paragraph related to everyday experience.]

- Conveys the intended meaning.
- Uses language and content appropriate and relevant to the situation.
- Expresses main ideas and supports them in some detail.
- Demonstrates strengths and limitations typical of Writing Benchmark 5, as listed in the Profile of Ability.

Sample Tasks

Write a formal invitation for a group function (such as a company picnic, BBQ or potluck).

Write a letter or email to a friend to describe feelings about a new home town, English class or job.

Write a short personal journal to share with a teacher or class.

II. Reproducing Information

- Reduce short, factual, oral discourse (such as live or recorded phone messages or pre-recorded public information lines) to notes or messages.

[Oral discourse is short, with about 5 to 7 details.]

- Reduce a page of information to a list of important details.

[Information is personally relevant; clear layout.]

- Includes important points with accurate details.
- Conveys a clear message.
- Records details (such as names, addresses, numbers, dates, times and directions) legibly, with correct spelling and other standard conventions of capitalization and punctuation.
- Demonstrates strengths and limitations typical of Writing Benchmark 5, as listed in the Profile of Ability.

Sample Tasks

Take notes from a pre-recorded telephone message (such as a company message about job openings, a message about a store's location and hours of operation, or a message detailing a bus or train schedule). Include details for personal use.

Take notes from an advertising flyer on products, features, prices and retail locations to inform shopping decisions.

Writing – Benchmark 5

STAGE II



III. Getting Things Done

- Write short business or service correspondence for routine personal needs.
[Writing is about 1 paragraph.]
 - Conveys a sense of audience in language and format.
 - Conveys the message clearly.
- Complete forms requiring detailed personal information.
[Forms have about 20 to 30 items.]
 - Identifies purpose of the form and completes it with all the required information.
 - Spells and uses punctuation, capitalization, dates and numbers (and their abbreviations) correctly.
 - Demonstrates strengths and limitations typical of Writing Benchmark 5, as listed in the Profile of Ability.

Sample Tasks

Write a note to an insurance company to cancel or change a policy and to request a refund.

Fill out an application form for a car rental or driver's license.

Fill out an accident report form at work.

IV. Sharing Information

- Write a paragraph to relate a familiar sequence of events, description of a person, object or routine.
 - Addresses the purpose of the task.
 - Expresses a main idea and supports it with details.
 - Provides introduction, development, and conclusion in an adequate paragraph structure.
 - Provides accurate descriptions or accounts of events.
 - Provides adequate explanations where necessary.
 - Uses appropriate connective words.
 - Demonstrates strengths and limitations typical of Writing Benchmark 5, as listed in the Profile of Ability.

Sample Tasks

Write a paragraph to report a factual event or incident, such as an accident, a workplace incident or a burglary.

Write a paragraph for a class newsletter to inform readers about a new or useful service in the community (such as a new language class, community centre, childcare centre or food bank).

APPENDIX 2.0 Government of Canada Backgrounder – Information for Applicants to the New Federal Skilled Worker Program

Minimum Language Threshold

All prospective applicants to the FSWP should first determine whether they meet the new minimum language threshold: Canadian Language Benchmark (CLB) 7 or Niveaux de compétence linguistique canadiens (NCLC) 7 in all four skills (listening, speaking, reading, and writing). To prove language proficiency, a prospective applicant must take a [third-party language test](#) from an organization designated by the Minister and submit their test report along with their application to CIC.

Language test results will be accepted by CIC for two years from the date that they were issued by the designated organization.

Are any Federal Skilled Worker immigration applicants exempt from the mandatory language test?

No, there are no exceptions to this rule. Each of the programs under Express Entry requires the submission of third-party language results. You will include the results of your test(s) in your Express Entry profile. Canada wants to assess all applicants against the same standards, no matter their language of origin, nationality or ethnicity.

Even someone from an English-speaking country, who speaks English as a first language, would need to take the test. Similarly, someone from a French-speaking country, who speaks French as a first language, needs to take a test.

Note: Completing an Express Entry profile is the first step to immigrate to Canada permanently as a skilled worker. Completing an Express Entry profile does not guarantee that you will receive an Invitation to Apply for permanent residence. An Invitation to Apply for permanent residence will be based on your score and rank in the Express Entry pool using the Comprehensive Ranking System.

[source: <http://www.cic.gc.ca/english/helpcentre/answer.asp?q=122&t=6>]

CIC-designated language testing organizations include: [Canadian English Language Proficiency Index Program](#) (CELPIP), [International English Language Testing System](#) (IELTS), and [Test d'évaluation de français](#) (TEF).

Third-party language tests are scored differently by each of the three organizations. Here are the scores on each of the tests that correspond to Canadian Language Benchmark (CLB) 7 or Niveaux de compétence linguistique canadiens (NCLC) 7 or higher:

English

[Canadian English Language Proficiency Index Program](#) (CELPIP)

An FSWP applicant must score at least 4L on the CELPIP-General test in each of the four skills to meet the minimum language threshold.

A score of 4L on the CELPIP-General test corresponds to CLB 7. A score of 4H corresponds to CLB 8, and a score of 5 or higher corresponds to CLB 9 or higher.*

(Note: the above information could not be correlated on the respective score charts and requires further clarification directly from the organizations involved.)

[International English Language Testing System](#) (IELTS)

An FSWP applicant must score at least 6.0 on the IELTS General Training test in each of the four skills to meet the minimum language threshold of CLB 7.*

*Source: <http://www.cic.gc.ca/english/department/media/backgrounders/2013/2013-04-18.asp>

APPENDIX 3.0 International English Language Testing System (IELTS)

International English Language Testing System (IELTS)

IELTS, the International English Language Testing System, is an internationally recognized language test that is a secure, valid and reliable indicator of true-to-life ability to communicate in English for education, immigration, and professional accreditation.

IELTS assesses all English skills—reading, writing, listening and speaking, and is designed to reflect how individuals will use English at study or at work. The IELTS test is accepted by over 9,000 organizations worldwide, including schools, universities, employers, immigration authorities and professional bodies.

IELTS is jointly owned by British Council, IDP: IELTS Australia and Cambridge English Language Assessment.

IELTS provides two different reading and writing tests: “General Training” and “Academic”. Foreign skilled workers must take the “General Training” option.

Registration and payment

Applicants can complete an online application form or a paper application form and submit it to the nearest test centre. Payments must either be enclosed or made online.

Test fees vary from country to country. The IELTS worldwide search tool shows fees in the candidate’s local currency, as well as additional information on terms and conditions of payment and cancellations.

Test centres

The worldwide search tool allows candidates to search for their nearest test centre by country and city. IELTS has more than 1,000 test centres and locations in over 140 countries. Test centres may be universities, colleges, or language centres.

Test format

There are four parts to the IELTS test: listening (30 minutes), reading (60 minutes), writing (60 minutes), and speaking (11-14 minutes). The total test time is 2 hours and 45 minutes. The listening, reading, and writing tests are done in one sitting. The speaking test may be on the same day or up to seven days before or after the other tests.

Test results

Results will be issued by test centres 13 days after the test. Results will also be disclosed to the recognizing organizations specified on the application form or test report form.

Scoring

The following charts show IELTS scores and the equivalent CLB level.



[Source: http://www.ieltsessentials.com/results/ielts_for_canada.aspx]

To find out more information about the registration or testing process, visit www.ielts.org or www.ieltscanada.ca.

APPENDIX 4.0 Canadian English Language Proficiency Index Program (CELP)

Canadian English Language Proficiency Index Program (CELPIP)

The CELPIP test assesses general levels of functional competency of the English language. The test is completely computer-delivered and consists of following components:

- Listening
- Reading
- Writing
- Speaking

The CELPIP-General Test uses the English variety spoken in Canada. Individuals wishing to immigrate to and adapt to life in Canada relate more to understanding and using Canadian English than other varieties of English used in other comparable testing systems.

Registration and payment

Individuals can register online, by mail, or in person at the CELPIP office in Vancouver, BC. Accepted forms of payment include credit cards and money orders.

Test centres

There are 26 test centres across Canada. Locations are listed by province.

Test format

There are four parts to the CELPIP-General Test: listening (40 minutes), reading (60 minutes), writing (60 minutes), and speaking (20 minutes). The total test time is 3 hours.

Test results

Online scores are available in 8 business days, and hardcopy scores are sent approximately 4 to 10 business days after scores are available online.

With express scoring (\$100 + tax), online scores are available in 3 business days, and hardcopy scores are sent approximately 3 to 4 business days after scores are available online.

Scoring

The following chart shows CELPIP scores and the equivalent CLB level.

CELPiP Level	CELPiP Descriptor	CLB Level
12	Advanced proficiency in workplace and community contexts	12
11	Advanced proficiency in workplace and community contexts	11
10	Highly effective proficiency in workplace and community contexts	10
9	Effective proficiency in workplace and community contexts	9
8	Good proficiency in workplace and community contexts	8
7	Adequate proficiency in workplace and community contexts	7
6	Developing proficiency in workplace and community contexts	6
5	Acquiring proficiency in workplace and community contexts	5
4	Adequate proficiency for daily life activities	4
3	Some proficiency in limited contexts	3
M	Minimal proficiency or insufficient information to assess	0, 1, 2

[Source: <http://www.celiptest.ca/about-celcip-g/test-format-and-scoring/>]

To find out more information about the registration or testing process, visit www.celiptest.ca.

APPENDIX 5.0 BC Provincial Nominee Program Including Express Entry

BC Provincial Nominee Program Including Express Entry

Express Entry

<http://www.cic.gc.ca/english/immigrate/express/express-entry.asp>

How Express Entry works

<http://www.cic.gc.ca/english/express-entry/index.asp>

Express Entry – What Employers Need to Know

<http://www.cic.gc.ca/english/pdf/pub/ee-factsheet-employers-en.pdf>

Business Immigration

<http://www.welcomebc.ca/Immigrate/About-the-BC-PNP/Investing-in-B-C.aspx>

Business Immigration Guide

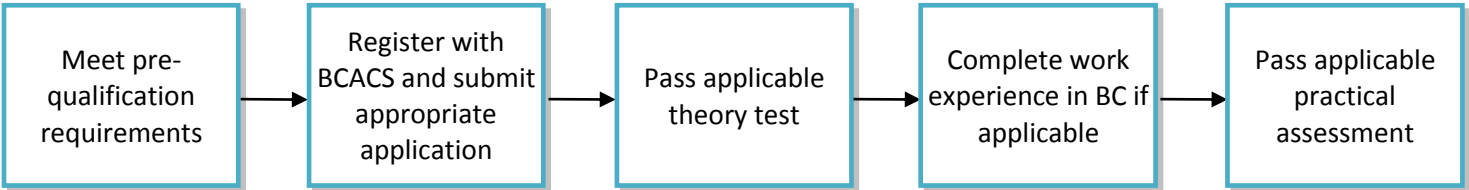
http://www.welcomebc.ca/welcome_bc/media/Media-Gallery/docs/pnp/Business-Immigration-Guide_English_FINAL_for-Web.pdf

Canada-BC Job Fund

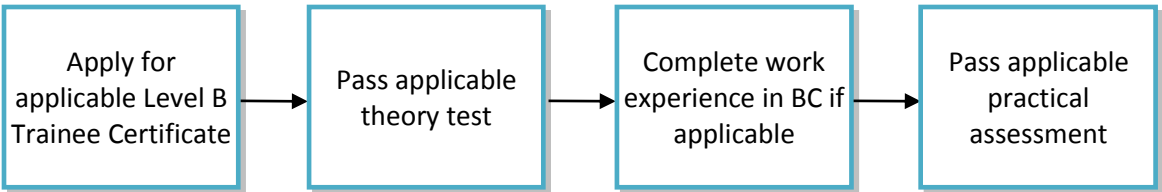
<http://www.jtst.gov.bc.ca/cifagreement/>

APPENDIX 6.0 Crane Operator Certification Pathways

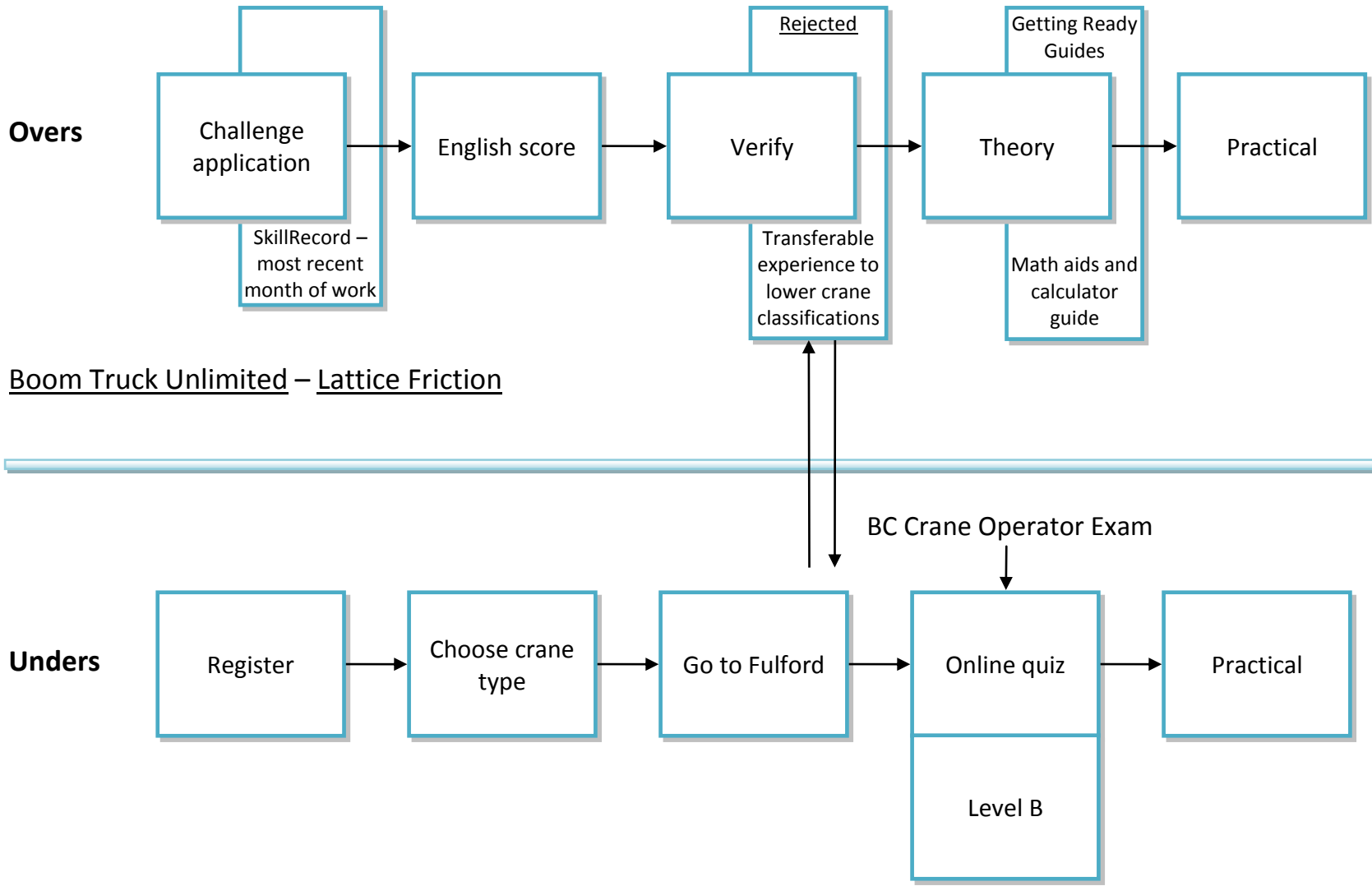
Foreign Skilled Worker applying from out of country



Trainee/registered apprentice and/or certified mobile crane operator and/or other candidate applying for tower crane operator certification

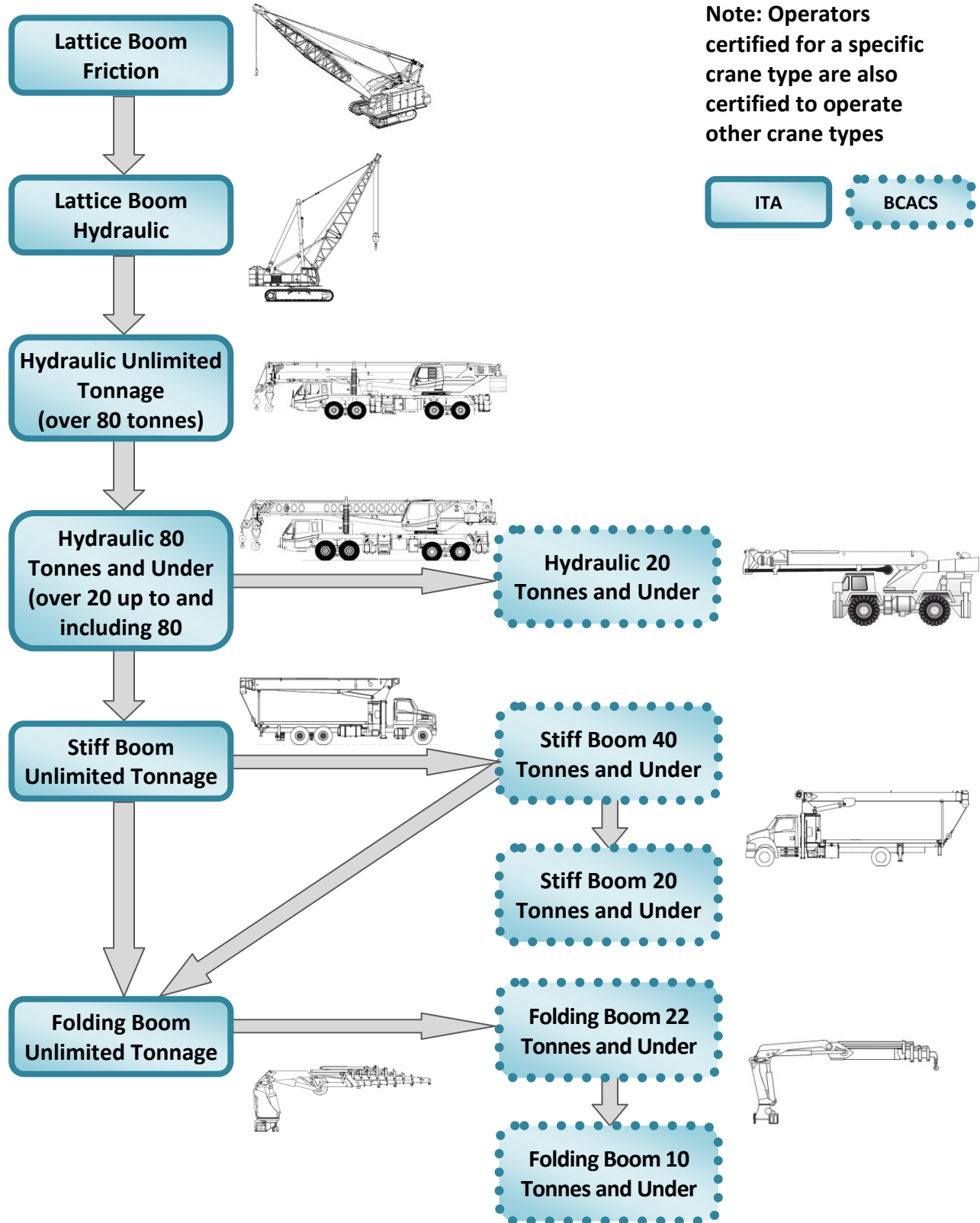


Alternative careers pathway

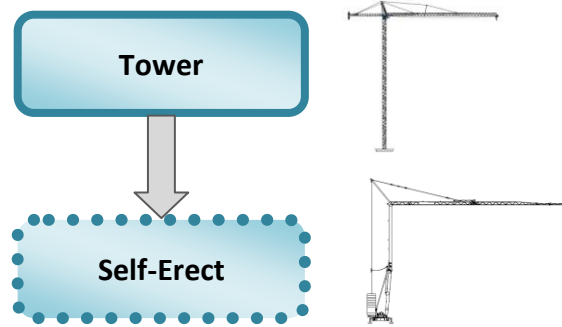


APPENDIX 7.0 BC Crane Operator Classification Hierarchy

BC Crane Operator Classification Hierarchy

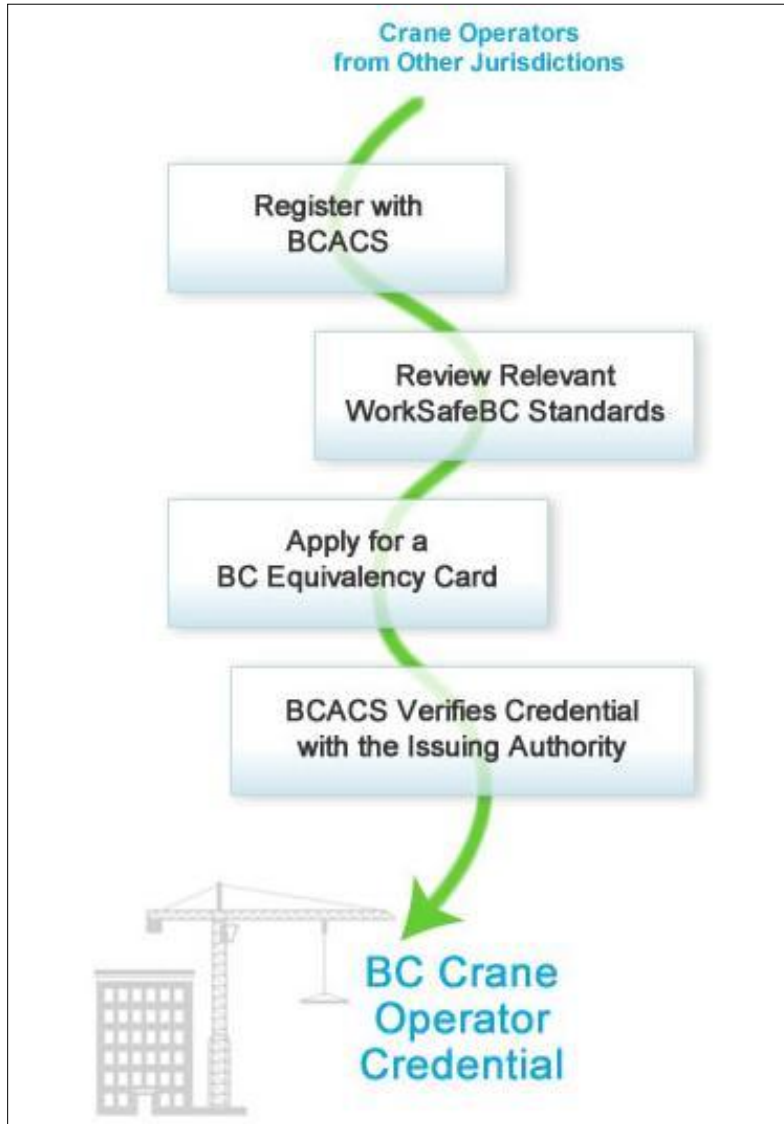


BC Crane Operator Classification Hierarchy (Cont'd)



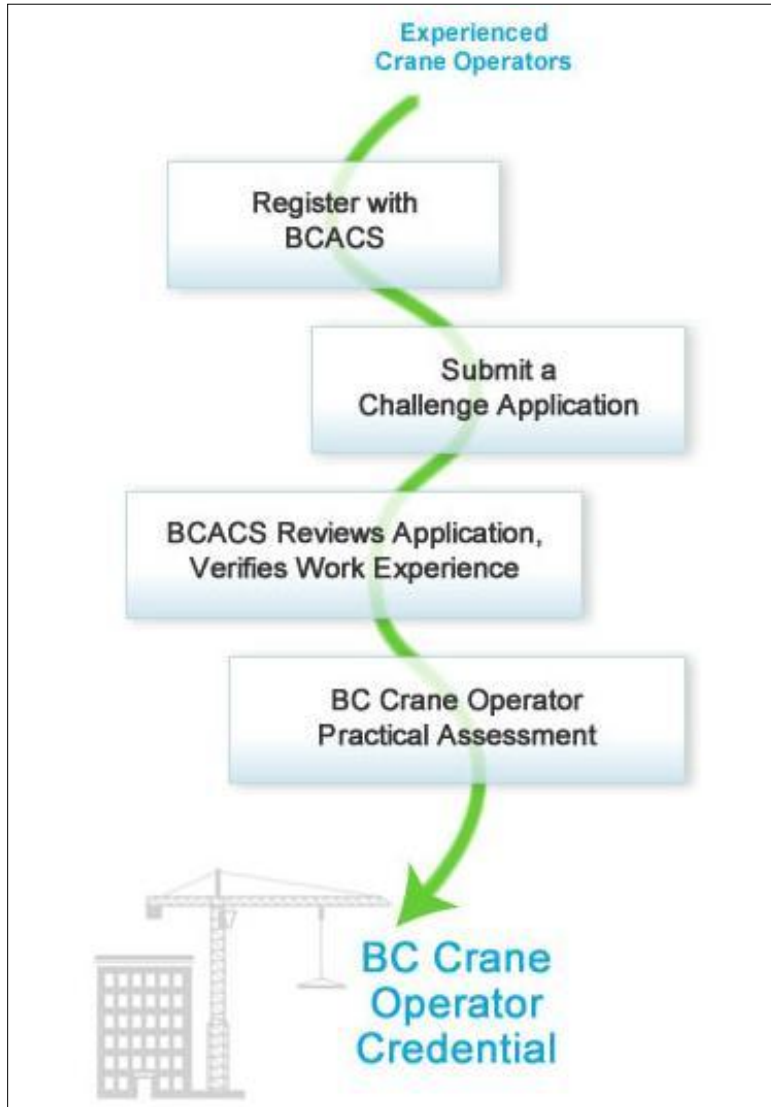
APPENDIX 8.0 BC Equivalency Process for Crane Operators from Other Jurisdictions

BC Equivalency Process for Crane Operators from Other Jurisdictions



APPENDIX 9.0 Challenge Process for Experienced Crane Operators

Challenge Process for Experienced Crane Operators



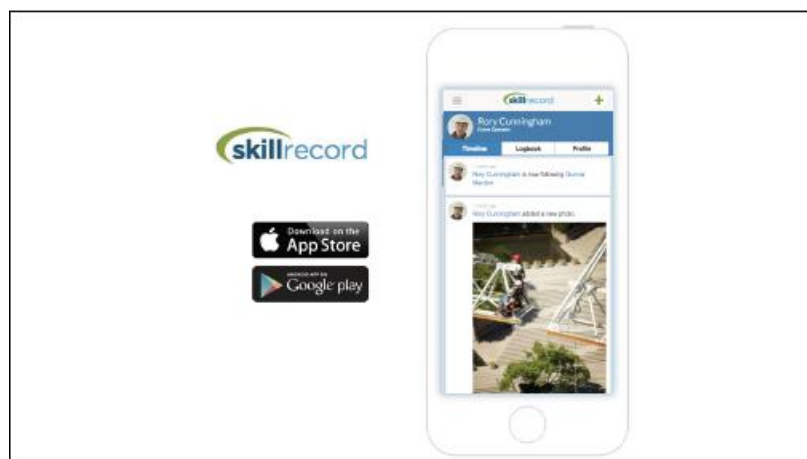
APPENDIX 10.0 Verification and Screening

Verification and Screening

BCACS has used the SkillRecord system since 2010 to assist operators in accurately logging work experience online and in delivering administrative services, including the verification of out of jurisdiction work experience of candidates from jurisdictions whose certification system is not recognized by BCACS.

SkillRecord is a mobile logbook application designed and used by various organisations including trades and skilled workers. It runs on both iPhone and Android mobile devices as well as from a web browser.

Candidates fill in the previous three months of operating and work experience. Verification by the employer for that time period is also requested. BCACS uses the resulting record as one of the components in the cross checking process to establish whether the candidate has the requisite experience required to move onto writing the BC Crane Operator Exam.




APPENDIX 11.0 CertTracker (Multi-Jurisdictional Viewer)

CertTracker (Multi-Jurisdictional Viewer)

Certifications Transfer Tool

Crane Operator Mobility Within Canada



To Work in a Different Canadian Province

What crane certification do you have?
Choose where your certificate was issued
-
Choose the certifier you have
-

Where do you want to work?
Choose the province where you want to work
-

Search

British Columbia

- Boom Truck - Boom Truck Operator Folding Boom 10 Tonnes and Under
- Boom Truck - Boom Truck Operator Folding Boom 22 Tonnes and Under
- Boom Truck - Boom Truck Operator Folding Boom Unlimited Tonnage
- Boom Truck - Boom Truck Operator Stiff Boom 20 Tonnes and Under
- Boom Truck - Boom Truck Operator Stiff Boom 40 Tonnes and Under
- Boom Truck - Boom Truck Operator Stiff Boom Unlimited Tonnage
- Mobile Crane - Mobile Crane Operator Hydraulic 20 Tonnes and Under
- Mobile Crane - Mobile Crane Operator Hydraulic 80 Tonnes and Under
- Mobile Crane - Mobile Crane Operator Hydraulic Unlimited Tonnage
- Mobile Crane - Mobile Crane Operator Lattice Boom Friction
- Mobile Crane - Mobile Crane Operator Lattice Boom Hydraulic
- Tower Crane - Tower Crane Operator

Windows taskbar: ENG 2:45 PM US 2015-03-25

Certifications Transfer Tool

Results

A **Tower Crane - Crane and Hoisting Equipment Operator - Tower Crane** in the certifier of **Alberta** can be transferred to the following certifiers and certifications:

British Columbia


Show Certifier Information

Tower Crane - Tower Crane Operator - [Click here for more info](#)


Search Again

APPENDIX 12.0 Online Exam Home Page and Scoring Reports

Online Exam Home Page





BC Crane Operator
Certification Program




BC ASSOCIATION FOR
Crane Safety

Online Exams Home	Secure	Setup, Troubleshooting & User Manuals
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Online Exams Home

-  [Secure Online Exams Login](#)
-  [Setup, Troubleshooting & User Manuals](#)

Training Provider Technical Support
Please contact
A. Willock Information Systems Inc.
Toll Free: 1-866-558-5339
Email: support@awinfosys.com



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Scoring Reports

Exam Item Analysis
Printed on March 25, 2015 16:18:55

Item Analysis For Tower Crane Operator Exam Form

Evt#	Training Provider	Start	End
1077	()	March 16, 2015 0:00:00	March 16, 2016 3:00:00

Question	# Writes	Option A	Option B	Option C	Option D	Pass Rate	Item-Total Corr.
A1 TOWER CRANE PPE 002	4	0.25	0.00	1.00	0.00	1.00	0.605
A2 REGS & STANDARDS 005	4	0.75	0.00	0.00	0.00	0.75	0.979
A2 REGS & STANDARDS 006	4	0.00	0.00	0.00	0.75	0.75	0.979
A2 REGS & STANDARDS 007	4	0.00	0.75	0.00	0.00	0.75	0.979
A2 REGS & STANDARDS 008	4	0.25	0.00	0.00	0.75	0.75	0.979
A3 POWER LINE HAZARD 019	4	0.25	0.50	0.25	0.00	0.50	0.723
A3 POWER LINE HAZARD 017	4	0.00	0.00	0.75	0.00	0.75	0.979
A3 POWER LINE HAZARD 022	4	0.75	0.00	0.00	0.00	0.75	0.979
A3 POWER LINE HAZARD 025	4	0.00	0.75	0.00	0.00	0.75	0.979
B4 HAND SIGNALS 002	4	0.00	0.75	0.00	0.00	0.75	0.979
B4 HAND SIGNALS 004	4	0.00	0.00	0.00	0.75	0.75	0.979
B4 HAND SIGNALS 007	4	0.50	0.00	0.25	0.00	0.50	0.723
B5 RADIO PROTOCOLS 011	4	0.00	0.00	0.25	0.50	0.50	0.723
B5 RADIO PROTOCOLS 012	4	0.00	0.00	0.00	0.75	0.75	0.979
B5 RADIO PROTOCOLS 017	4	0.00	0.25	0.00	0.50	0.50	0.723
C6 APPLICATIONS 083	4	0.00	0.00	0.00	0.75	0.75	0.979
C6 APPLICATIONS 085	4	0.00	0.75	0.00	0.00	0.75	0.979
C6 APPLICATIONS 088	4	0.00	0.00	0.00	0.75	0.75	0.979
C6 APPLICATIONS 092	4	0.00	0.00	0.00	0.75	0.75	0.979
C6 APPLICATIONS 093	4	0.00	0.75	0.00	0.00	0.75	0.979
C7 TYPES & CONFIG. 002	4	0.00	0.00	0.75	0.00	0.75	0.979
C7 TYPES & CONFIG. 003	4	0.25	0.50	0.00	0.00	0.50	0.723
C7 TYPES & CONFIG. 004	4	0.00	0.00	0.75	0.00	0.75	0.979
C7 TYPES & CONFIG. 005	4	0.00	0.00	0.00	0.75	0.75	0.979
C7 TYPES & CONFIG. 014	4	0.00	0.00	0.00	0.75	0.75	0.979
C8 CRANE ERECTION 017	4	0.75	0.00	0.00	0.00	0.75	0.979
C8 CRANE ERECTION 019	4	0.00	0.00	0.75	0.00	0.75	0.979
C8 CRANE ERECTION 022	4	0.75	0.00	0.00	0.00	0.75	0.979
C9 COMPONENTS 026	4	0.00	0.00	0.00	0.75	0.75	0.979
C9 COMPONENTS 029	4	0.00	0.75	0.00	0.00	0.75	0.979
C9 COMPONENTS 031	4	0.00	0.00	0.00	0.75	0.75	0.979
C9 COMPONENTS 033	4	0.00	0.00	0.00	0.75	0.75	0.979
C9 COMPONENTS 037	4	0.50	0.00	0.25	0.00	0.50	0.723
C9 COMPONENTS 042	4	0.75	0.00	0.00	0.00	0.75	0.979
C9 COMPONENTS 043	4	0.75	0.00	0.00	0.00	0.75	0.979
C9 COMPONENTS 045	4	0.75	0.00	0.00	0.00	0.75	0.979
C9 COMPONENTS 046	4	0.75	0.00	0.00	0.00	0.75	0.979

Overall Test Results						
Total number of writes (N)	4					
Proportion of Passing Respondents	75%					
Mean Item Pass Rate	70%					
Standard Deviation	10%					
Internal Consistency Reliability	1.00					
Standard Error of Measurement	2.06%					

Taxonomy Level Results		
Taxonomy Level	# of Items	Pass Rate
1	69	0.71
2	9	0.67
3	22	0.68

GAC Level Results						
Scale	# of Items	N	Mean Difficulty	Std. Deviation	Passing Rates (over 70%)	Cronbach's Alpha
GAC_A	9	4	0.75	0.13	75%	0.9679
GAC_B	6	3	0.63	0.14	67%	0.5000
GAC_C	32	3	0.73	0.06	100%	-5.2903
GAC_I	8	3	0.72	0.09	100%	-6.0000
GAC_M	45	3	0.68	0.11	100%	0.7988

Exam Marks Report

Printed on March 25, 2015 16:27:18

#	Student Name	Started	Completed	#MC Attempted	Mark	%
Marks for Tower Crane Operator Exam Form Session						
Running From March 16, 2015 0:00:00 To March 16, 2016 3:00:00						
10	Exam , Sample	February 25, 2015 14:15:52	February 25, 2015 15:30:03	100	100/100	100
27	Exam , Sample	February 20, 2015 10:16:47	February 20, 2015 14:15:59	100	100/100	100
65	Exam, Sample		March 3, 2015 11:05:51	1	1/100	1
66	Exam, Sample		March 3, 2015 11:05:48	1	0/100	0
67	Exam, Sample	March 14, 2015 11:52:33	March 14, 2015 13:49:49	100	80/100	80
68	Exam , Sample	March 16, 2015 10:43:00		2	0/100	0
Total Records on Report: 6						

Exam Marks Report (Interactive)

Printed on March 25, 2015 18:06:24

Section	Correct#	Max#	%
Full Report	281	304	92
GAC: A	27	31	87
Title: SAFETY	27	31	87
Competency: POWER LINE HAZARD	11	13	84
Question 6	2	4	50
Question 7	3	3	100
Question 8	3	3	100
Question 9	3	3	100
Competency: REGS & STANDARDS	12	13	92
Question 2	3	3	100
Question 3	3	3	100
Question 4	3	3	100
Question 5	3	4	75
Competency: TOWER CRANE PPE	4	5	80
Question 1	4	5	80
GAC: B	15	18	83
Title: COMMUNICATIONS	15	18	83
Competency: HAND SIGNALS	8	9	88
Question 10	3	3	100
Question 11	3	3	100
Question 12	2	3	66
Competency: RADIO PROTOCOLS	7	9	77
Question 13	2	3	66
Question 14	3	3	100
Question 15	2	3	66
GAC: C	94	96	97
Title: CRANES	94	96	97
Competency: APPLICATIONS	15	15	100
Question 16	3	3	100
Question 17	3	3	100
Question 18	3	3	100
Question 19	3	3	100
Question 20	3	3	100
Competency: CLIMBING	15	15	100
Question 38	3	3	100
Question 39	3	3	100
Question 40	3	3	100
Question 41	3	3	100
Question 42	3	3	100
Competency: COMPONENTS	26	27	96
Question 29	3	3	100
Question 30	3	3	100
Question 31	3	3	100
Question 32	3	3	100
Question 33	2	3	66
Question 34	3	3	100
Question 35	3	3	100
Question 36	3	3	100
Question 37	3	3	100
Competency: CRANE ERECTION	9	9	100
Competency: SAFETY DEVICES	15	15	100
Competency: TYPES & CONFIG.	14	15	93
GAC: I	23	24	95
GAC: M	122	135	90
Total Records on Report: 1000			

APPENDIX 13.0 Sample Immigrant Settlement Organization and Service Profile

Sample Immigrant Settlement Organization and Service Profile

Organization: Immigrant Services Society of BC

(the following information is excerpted from www.issbc.org)

Background

Since 1972, we've been providing a variety of support services for immigrants and refugees to help them get settled, find careers and learn all they need to know about starting their new lives in Canada. Through our dedicated staff, volunteers and community partners, we provide settlement, education and employment services for over 25,000 clients every year.

ISSofBC is the largest agency of its kind in Western Canada, with targeted programs for refugees, women, children and youth, plus support services in over 45 languages. Our programs and services are available throughout Metro Vancouver, Squamish and the Okanagan.

Settlement program – employment

The Settlement Program-Employment provides immigrant, live-in caregivers and refugee newcomers with information about BC's job market, guidance and support on employment issues and connection to the broader community.

- Help building a realistic career plan and identifying potential barriers
- Referrals to employment resources, programs and training
- Information on community events, workshops and career fairs
- Help with researching labour market and your employment options
- Support with creating targeted resumes and cover letters
- Coaching on interview techniques and job search strategies
- Help understanding hiring practices and BC employment customs

Career mentoring

- Workplace culture, practices and standards in your industry
- Professional development and licensing procedures
- Networking and job search tips
- How to make career related decisions
- How to prepare for targeted jobs
- How to communicate effectively in the Canadian workplace
- How to build confidence and advance your career

Language instruction for newcomers for employment (LFE)

LINC for Employment (LFE) also readies clients for competency based assessments necessary for Foreign Qualification Recognition.

LFE is offered in two separate programs at ISSofBC.

LFE 5/6 (offered at CLB 5/6) – LFE 5/6 will teach you workplace English, an understanding of Canadian workplace culture and the skills to build an online ePortfolio to represent yourself to an employer. Guest speakers will also help you learn more about the Canadian work environment and employment standards.

LFE 7/8 (offered at CLB 7/8) – LFE 7/8 follows a more challenging curriculum designed for internationally educated professionals and skilled workers. If you're interested in pursuing a professional career in Canada, this program will teach you appropriate job search methods and help you create an online ePortfolio to represent your skills to employers. LFE 7/8 also teaches you workplace English and soft skills for a Canadian work environment. You will have the opportunity to conduct research and information interviews in your field of interest.



BC Association for Crane Safety
595 Burrard St
PO Box 48883 Bentall
Vancouver, BC V7X 1A8
Tel: 604-336-4699
Fax: 604-336-4510
Web: www.bcacs.ca
Email: info@bcacs.ca