

New

Ministry

Describe: Basic Job Details**Position**

Position ID

Position Name (200 character maximum)

Requested Class

Job Focus

Supervisory Level

Agency (ministry) code

Cost Centre

Program Code: (enter if required)

Employee

Employee Name (or Vacant)

Organizational Structure

Division, Branch/Unit

 Current organizational chart attached?

Supervisor's Position ID

Supervisor's Position Name (30 characters)

Supervisor's Current Class

Design: Identify Job Duties and Value**Job Purpose and Organizational Context**

Why the job exists:

The functions of this position include system coordination reviews of new programs and changes to existing ministry approved programs at publicly-funded post-secondary institutions (PSIs) across Alberta, as well as working with the Campus Alberta Quality Council (CAQC) as a member of the Council's Secretariat, to assure, audit, and monitor the quality of new degree programs and changes to them. CAQC is integral to Advanced Education's program approval and accountability processes by contributing considerably to the ministry's principles of quality and accessibility.

CAQC is an agency that provides advice and recommendations to the Minister on applications from resident and non-resident PSIs seeking to offer degree programs in the province under the Post-secondary Learning Act and the Programs of Study Regulation. CAQC provides a significant role in the program approval and accountability processes of the Ministry by contributing considerably to the ministry's principles of quality and accessibility. To help Council fulfill its mandate to ensure standards of quality in degree programming, the Minister provides the professional and administrative services of a Secretariat, housed within the PDSI branch. The Minister determines which program proposals CAQC reviews and CAQC sets the program and organizational assessment standards and review processes, and appoints teams of experts to assist it in its reviews. Once approved, it uses various

mechanisms (e.g., monitoring reporting, cyclical program reviews, audits) to monitor degree programs to ensure continuing compliance with standards and conditions.

Reporting to the **Manager, Program Oversight/CAQC Secretariat**, this position, in the context of a substantial range of relevant legislation and policy including the Post-secondary Learning Act and Programs of Study Regulation, performs a variable mix of tasks that facilitate post-secondary system coordination and quality through program proposal review, recommendation and approval. Reviews of new programs and changes to existing approved programs are undertaken within established timeline standards through interaction with PSIs, regulatory authorities, and other key stakeholders.

Recommendations are based on alignment with government priorities, student and labour market demand analyses, emerging trends associated with innovation and diversification, and socio-economic needs within the community and among learners (particularly underrepresented learners, including disabled and Indigenous students). The role includes the preparation of correspondence, briefing notes and other documents on a wide range of issues related to postsecondary education, on behalf of the Minister, senior ministry officials and the Council. In addition, the position participates in or serves as a resource for a substantial range of ministry, inter-ministry, inter-provincial stakeholder working groups, committees and task teams to provide advice and leadership in the development and implementation of short and long-term strategies to address priority areas and meet Alberta's current and ongoing workforce needs. The position also must be adept at utilizing a number of data-based information systems in carrying out the functions of the job including the Action Request Tracking System (ARTS), the Provider and Program Registry System (PAPRS), the Learner Enrolment Reporting System (LERS) and the Applicant Submission Initiative (ASI) system.

As part of Secretariat to CAQC, this position provides expertise and advise in the following areas:

- Identifying, monitoring and addressing trends and issues impacting the current activities of Council, and providing input to support its strategic directions.
- Facilitating the review of degree proposals submitted by PSIs, acting as a key liaison with PSIs, providing consultation and assistance to Council, and acting as Council's representative on program and organizational site visits.
- Acting as the key resource and liaison in dealing with degrees offered by non-resident institutions, including degree monitoring and financial security issues.

Responsibilities

Job outcomes (4-6 core results), and for each outcome, 4-6 corresponding activities:

1. Provide relevant, well-supported and timely briefings on post-secondary issues and recommendations concerning new program and program change proposals are provided to the Minister and senior ministry officials, by
 - Thoroughly researching and analyzing issues/topics using available historical documents, online sources, and by leveraging established communication and working relationships with key partners, clients, and stakeholders.
 - Working with institutions and stakeholders in the review of proposals for new and revised non-degree and in the system coordination review of proposals for new and revised degree programs.
 - Researching comparable programs, student and employer demand, and policy priorities as needed to support review of proposals.
 - Reviewing proposals in light of ministry/government priorities, learner and employer needs, etc.
2. Provide strategic support to the Supervisor, CAQC co-chairs and members, and ministry officials, by
 - Liaising with PSIs to answer questions of clarification on degree program proposals
 - Ensuring that policies, procedures, and standards are followed with respect to consideration of applications for new degree programs and monitoring of approved degrees once implemented.
 - Preparing desk review summaries, backgrounders and other documents as required to assist Council and its subcommittees with its reviews.
 - Participating as an advisory member and the Director's delegate on CAQC subcommittees and external evaluation teams, as needed, and supporting Council's work through its standing and ad hoc committees.
 - Providing analyses, advice, briefings, reports and decision-making support reflective of current trends and issues,
 - Overseeing environmental scanning activities including information from other jurisdictions, department and government directions/policies, and PSIs.
 - Researching issues, assessing impacts and policy options, and making recommendations for changes to CAQC

standards and policies to meet changing requirements.

3. Monitor approved degree programs to ensure that CAQC's and Pan-Canadian standards of degree quality assurance continue to be met, by:

- Providing consultation and assistance to institutions in preparation of their annual reports and other reports
- Reviewing and assessing annual reports, comprehensive evaluations, subsequent evaluations and periodic reporting, and identifying any significant issues needing to be brought to CAQC's attention
- Developing and maintaining tracking systems and processes to ensure that monitoring expectations are up-to-date and being met for all approved degree programs.
- Participating on any relevant committees relating to quality assurance, as required by the Supervisor.
- Drafting and reviewing research reports on topics related to degree quality assurance.
- Communicating ongoing and sharing best practices with other Canadian and international quality assurance agencies and contacts.

4. Ensure PSIs and other areas within the ministry receive timely, accurate and consistent information, by

- Responding to questions raised concerning the preparation and/or review of new program and program change proposals, or about PAPRS technical and process issues.
- Working with other units and ministries as needed to gather information and ensure that responses are consistently aligned with ministry and Alberta government priorities and messaging.

5. Provide knowledge and perspective to Ministry, cross-ministry and other post-secondary stakeholder decision making, by:

- Attending (including occasionally as proxy for senior ministry officials) and contributing relevant information and perspective to meetings on initiatives such Alberta 2030 or changes to apprenticeship legislation/transfer credit, and emerging areas of workforce development and economic diversification (i.e. micro-credentialing).
- Participating in a range of meetings, committees or working groups (as relevant to post-secondary programming) with PSIs, provincial associations, regulators, other post-secondary stakeholders
- Participating in activities relevant to specific program areas (e.g., health, justice, education, social work, etc.).
- Contributing to legislative consultations as requested.
- Contributing to and/or reviewing and commenting on draft ministry policy documents.

Problem Solving

Typical problems solved:

- Issues and proposals dealt with are typically complex. Review of program proposals requires reasoned and balanced application of multiple criteria to support the ultimate recommendation. Particularly for innovative program initiatives, robust information about student and employer demand, further education opportunities, program costs and other relevant factors may be lacking.
- A key aspect of this position is that it entails a dual role as resource to Council on one hand and as public servant responsible to the Minister on the other. This position is required to ensure alignment of CAQC's direction with that of the Ministry, the latter necessitating balancing competing interests in a responsive and agile manner.
- Determining the relevance of emerging issues and deciding which information and issues need to be advanced to Council and senior Ministry decision-makers, requires a solid understanding of the post-secondary system, of government as well as a good sense of timing.

Types of guidance available for problem solving:

- There is an established, standardized process for program review, but the actual collection and evaluation of information and its integration to support a particular recommendation draws upon individual creativity, judgment and knowledge of the program field.
- Careful diligence founded on experience and sound knowledge of the policy environment of both the Ministry and Council is often required to distinguish what information can be shared and what cannot. Interaction with CAQC necessitates cooperation, collaboration, team work and understanding.

Direct or indirect impacts of decisions:

The work of the position can have widespread effects on the post-secondary system and its stakeholders. For instance, program review and approval can impact student access to post-secondary programming in specific regions. By making program proposal recommendations that balance the needs of learners and employers and that takes into consideration institutional goals and strategic positioning as well as the capacity and evolution of the post-secondary system overall, the position can indirectly impact the overall economic and social well-being of Albertans. Accordingly, to ensure system coordination, the position requires regular and ongoing contact with a wide range of post-secondary stakeholders.

Impact on particular stakeholder groups are potentially large: for learners, access to high quality programs of their choice; for employers, a supply of qualified graduates; for institutional faculty, employment opportunities; for regulators and professional associations, maintenance of training standards commensurate with professional standing and the public interest; and for taxpayers, effective and efficient use of public resources.

Key Relationships

Major stakeholders and purpose of interactions:

Internal Stakeholders:

- Branch Director, **Manager of System Quality and CAQC Secretariat and PDSI staff.**
- Divisional Managers, Directors and Support Staff
- Senior Department Officials (Executive Directors, ADMs, DM and Minister)
- Other ministry officials

Relationships result in higher quality of information, services and documentation to students, PSIs and others; facilitate discussion and completion of work assignments, projects, etc.; allow for the collaborative and cordial resolution of issues in an efficient manner; and provide for mentoring and knowledge transfer.

External Stakeholders:

- Senior PSI staff (Presidents, VPAs, Provosts, Registrars, Program Heads, Deans)
- Chair of Council (primary), and other Council members
- Private Institutions/Non Resident Institutions
- Provincial Regulators, Professional Associations and Accreditation Organizations
- Interest Groups - provincial, federal and community-based (e.g. Learning Disabilities Association of Alberta)
- Staff in other provincial government departments
- Quality assurance colleagues in other jurisdictions

Relationships allow for consultation and advice on specific issues/inquiries, including draft program proposals, policies and procedures, etc., and provide for the exchange of information. They facilitate the work of Council.

Relationships assure currency and access to important information such as regulated competency requirements for various occupations. They provide for increased awareness and understanding of provincial priorities, for the integration of feedback for strategic planning purposes, and for the researching and implementing of best practices.

Collaborative working relationships are established and maintained. Labour and Immigration, Education, Community and Social Services, Alberta Health and Children's Services are regularly consulted.

Required Education, Experience and Technical Competencies

Education Level

Bachelor's Degree (4 year)

Focus/Major

2nd Major/Minor if applicable

Designation

If other, specify:

A minimum of five years progressive employment experience in a government or post-secondary institution

Job-specific experience, technical competencies, certification and/or training:

- Extensive knowledge of the post-secondary education system in Alberta, including an understanding of public and private, profit and non-profit institutions (governance, mandates, policies, operations, admission and transfer policies, faculty issues, program requirements).
- Thorough knowledge of relevant legislation, regulations and key policy initiatives, including but not limited to the Post-secondary Learning Act, Programs of Study Regulation, Apprenticeship and Industry Training Act, Tuition Fees Regulation, Public Agencies Governance Framework and Alberta Public Agencies Governance Act, Institutional Management Agreements, etc.
- Thorough knowledge of institutional and ministry program review and approval processes.
- In-depth knowledge of the programs, content, and environmental context of assigned disciplines/fields (e.g., Health, Business, Human Services, Arts and Sciences, Agriculture, Education, Engineering, Fine Arts, Apprenticeship, etc.).
- Knowledge of the Canadian post-secondary degree-granting landscape, including the regulatory regime within which other Canadian institutions operate.
- Comprehensive knowledge of CAQC operations including policies and procedures in order to assess information, provide advice, respond to inquiries and effectively represent CAQC interests, including knowledge of board

governance best practices to maximize the efficiency of CAQC's operations.

- Strong consultation and negotiation skills, including the ability to represent the Branch/Department and project influence in a variety of settings and at a senior level.
- A strong network of relevant contacts in institutions and among stakeholder groups.
- Ability to function under pressure and use tact, diplomacy and good judgment.
- Highly developed critical thinking, analytical, research and policy development skills to assess issues, evaluate diverse and complex information and prepare policy options.
- Highly developed written and verbal communication skills to clearly articulate often complex and diverse information suitable to the target audience.
- Knowledge of research methodologies and performance measurement to develop and refine tools and procedures for CAQC's organizational, program and comprehensive evaluations.
- Competence in the use of relevant software packages and ministry database applications, including but not limited to MS-Word, MS-Excel, MS PowerPoint, MS Teams, ARTs, PAPRS, LERS, etc.
- Knowledge of ministry financial systems and processes, including contract generation and management, budgeting and business planning.

Behavioral Competencies

Pick 4-5 representative behavioral competencies and their level.

Competency	Level					Level Definition	Examples of how this level best represents the job
	A	B	C	D	E		
Agility	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<p>Works in a changing environment and takes initiative to change:</p> <ul style="list-style-type: none"> • Takes opportunities to improve work processes • Anticipates and adjusts behaviour to change • Remains optimistic, calm and composed in stressful situations • Seeks advice and support to change appropriately • Works creatively within guidelines 	The position draws heavily on interpersonal skills including the capacity to work collaborative with several and varied individuals/and entities in assessing the need for new degrees and other programs.
Develop Networks	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<p>Leverages relationships to build input and perspective:</p> <ul style="list-style-type: none"> • Looks broadly to engage stakeholders • Open to perspectives towards long-term goals • Actively seeks input into change initiatives • Maintains stakeholder relationships 	The position may be called upon to organize working groups and meetings; to assist in the design of funding initiatives/ competitions; to negotiate and structure agreements with institutions and other governments and postsecondary entities; to design and contract or conduct research projects; and to participate on or act as an expert resource to boards, program advisory committees and other authorities

