

Working Title Apprenticeship Training and Certification Standards Lead	Name Multiple
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Position ID Multiple	Reports to Position No., Class & Position Title Senior Manager, Apprenticeship Delivery and Industry Support Services	Division, Branch/Unit Skilled Trades and Professions, Apprenticeship Delivery and Support Services, Apprenticeship Delivery & Industry Support Services	Ministry Advanced Education
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Present Class PS4	Requested Class	Supervisory? – Yes/No No
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Agency (Ministry) Code CA36	Cost Centre 100000006000 62	Program Code (if applicable) 6507
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**CHANGES SINCE LAST CLASSIFICATION REVIEW:** Identify significant changes, that have impacted the responsibilities assigned to your position since the last review

The Position provides input to inform unit and branch planning and reporting and may provide direction to other staff assigned to specific projects and junior or temporary unit staff as needed.

As a result of new legislation, this position is now a delegated Deputy Registrar for the education component of AEPs and ITPs and a Deputy Administrator for the certification standards, scope of profession to support stewardship of the department's designated skilled trades regulated professions.

The Position is responsible for the infusion of multiple perspectives, cultural content, inclusive programs that support diverse learners, equity deserving communities, degrees of experience and other dynamics of learning and competencies across all AEP and ITP products, policies, and communications.

New ministry priorities now require the position to monitor skilled trade certification recognition for national and international certification regarding Journeyperson mobility; monitor education credential recognition for national and international training in regard to learner transferability, and jurisdictional and cross-jurisdictional mobility; and determine levels of equivalency between foreign programs and specific components of the AEPs and ITPs in consideration of awarding partial or full advanced standing in an AEP or ITP (e.g., recognize education credentials from other countries).

The position has added responsibility to work towards increasing access to, and the public's perception of, a career in a skilled trade profession.

The decisions, recommendations, and actions of the Position directly affect industry, post-secondary institutes, K-12 secondary system, and the learner/apprentice through the development of AEP and ITP standards that must be delivered to and demonstrated by learners prior to receiving an academic credential in a profession and/or journeyperson certification. The education and trade certification system has a major impact both provincially and nationally towards a strong economy, a well-educated and highly skilled work force, and on labour mobility. These impacts stem from the position responsibilities related to the new STAEA legislation change.

Expert knowledge is applied to the interpretation and application of related legislation (e.g., *Skilled Trades and Apprenticeship Education Act*), regulations, board orders, policies, and bylaws and the Position's legislated and delegated responsibilities.

**Education and Experience**

<b>CHANGES SINCE LAST CLASSIFICATION REVIEW:</b> Identify significant changes, that have impacted the responsibilities assigned to your position since the last review
<ul style="list-style-type: none"> <li>• Journeyperson certification and minimum 6 years industry experience post certification required</li> <li>• Red Seal endorsement is desired</li> <li>• Applied degree in Education, or related discipline, an asset</li> <li>• Apprenticeship Education Instructional experience an asset</li> <li>• Apprenticeship Delivery Support Services experience an asset</li> </ul> <p>Responsibilities Removed (where did they go?)</p> <p>Expert knowledge in the interpretation and application of the <i>Apprenticeship and Industry Training Act</i>, regulations, board orders, policies, and bylaws. (STAEA replaced the AIT Act in 2022)</p>

<b>Job Purpose and Organizational Context (Why the Job Exists in 2 to 3 sentences)</b>
<p>The Position is responsible for development and maintenance of a portfolio of provincial post-secondary apprenticeship education programs (AEP) that result in the issuance of a post-secondary education credential and a Journeyperson certification in a designated trade. For each AEP in the portfolio, the Position coordinates and leads projects to develop and maintain certification and education standards, curriculum and educational resources, and theory and practical assessments. Once implemented, the Position audits education delivery and develops interpretive and technical documentation to ensure the validity and reliability of theory exams and practical assessments.</p> <p>The Position is also responsible for development, maintenance, assessment, and monitoring of Industry Training Programs (ITP), which are developed and delivered through industry and the Registrar. ITPs result in the issuance of a Journeyperson certification in a designated trade.</p> <p>Under existing legislation, this position is a delegated Deputy Registrar for the education component of AEPs and ITPs and a Deputy Administrator for the certification standards, scope of profession to support stewardship of the department's designated skilled trades regulated professions.</p> <p>The Position also has a key role in the development, maintenance, and modification of national Red Seal Occupational Standards (RSOS), and Red Seal Inter-Provincial (IP) assessments.</p> <p>Advice, program expertise and recommendations are provided to the Alberta Board of Skilled Trades (the Board) regarding legislated certification standards (e.g., scope of profession, restricted activities and certification requirements and pathways) for each of the current 96 designated skilled trades (including designated skilled trade branches) and proposed amendments to related legislation for these regulated professions.</p> <p>The Position provides program expertise, consultation, and advice to multiple external stakeholders including departmental staff, other Alberta departments, other Canadian jurisdictional authorities, and the federal government. This includes in-depth analysis, planning, and strategy development to determine the most efficient and effective means to implement industry requirements to ensure the department's AEPs and ITPs remain relevant. The Position works with external industry groups/associations/unions, subject matter experts (SMEs), post-secondary institutions (PSIs), other departments, inter-provincial/territorial government groups, federal government groups, and international authorities, to ensure that services to secondary students, apprentices, industry program learners, sponsors, employers, and training providers are meeting AEP and ITP standards, and certification standards.</p> <p>The Position provides input to inform unit and branch planning and reporting and may provide direction to other staff assigned to specific projects and junior or temporary unit staff as needed.</p>

<b>Responsibilities (4-6 core results and 4-6 corresponding activities)</b>
<p><b>Development, implementation, and maintenance of provincial AEP and ITP education standards and related products for all AEPs and ITPs in assigned portfolio.</b></p> <p><b>Activities:</b></p>

#### **Responsibilities (4-6 core results and 4-6 corresponding activities)**

- establish the classroom and on-the-job instruction requirements for AEPs (e.g., curriculum guide, record book, assessments, on-the-job instruction, the hours, the total duration and number of periods/levels of the program, a timeline for suitable progression by the apprentice/post-secondary student, and a minimum term of education)
- establish the training requirements for ITPs (e.g., competence profile, hours for training, total duration of the ITP, assessments for training, and any other training requirements as determined by the Registrar)
- develop and maintain the education products and necessary support materials (e.g., competency maps - core competencies, curriculum guides, record books for assessment of on-the-job mentorship, assessments following classroom instruction, prior learning assessments and assessments for the qualification pathway to certification)
- conduct and monitor processes and procedures for construction of theory exams or practical assessments including specific test item writing, scoring, and reporting
- review performance of examinations and other assessments by conducting psychometric analysis of assessments as a whole and specific assessment results (i.e., through Biserial Correlation) to sustain reliability and validity of all assessments
- audit PSI/training provider delivery of AEPs and ITPs and address concerns with all internal and external stakeholders as required
- engage external industry SMEs and PSI/training provider SMEs in the development, implementation, maintenance, review and revision of all related education products and standards as required to ensure AEPs and ITPs meet the needs of industry and their profession, and to ensure that training providers are delivering to the departments current curriculum requirements

#### **Provision of multiple supports to stakeholders to implement AEPs and ITPs to achieve intended standards in alignment with the *Skilled Trades and Apprenticeship Education Act* (STAEA) and Apprenticeship Education Model (AEM) priorities.**

##### **Activities:**

- support sponsors to deliver on-the-job instruction provided to apprentices, assessment of apprentices' progress, learning and competencies
- support the PSIs, and other training providers in multiple areas related to apprentices progressing through any one of the department's unique AEPs plus branched related AEPs (e.g., the classroom instruction provided to apprentices, the assessment of apprentices' progress, learning and competencies)
- support industry training providers in multiple areas related to trainees progressing through any one of the current unique ITPs plus branched related ITPs (e.g., training they provide to trainees, their assessment of trainees' progress, learning and competencies)

#### **Coordination of the development, maintenance, and modification of national Red Seal Occupational Standards (RSOS), National Occupational Analyses (NOA), and Red Seal Inter-Provincial (IP) assessments, with inter-jurisdictional stakeholders.**

##### **Activities:**

- organize and lead RSOS workshops for the other jurisdictions, where Alberta is or is not the host inter-jurisdictional authority for an assigned suite of programs carrying the Red Seal endorsement
- organize and lead IP assessment workshops for the other jurisdictions, where Alberta is or is not the host inter-jurisdictional authority for an assigned suite of programs carrying the Red Seal endorsement; review performance of IP assessments by conducting psychometric analysis of IP assessment result data, item performance through Biserial Correlation and the IP assessment as a whole
- recruit, interview, recommend and evaluate performance of participants (instructional staff and industry SMEs) for assigned RSOS and IP assessment workshops
- facilitate the solicitation of SMEs for RSOS workshops, and IP assessment workshops, where Alberta is not the host inter-jurisdictional authority
- manage and analyze processes related to the Inter-provincial Computerized Examination Management System (ICEMS) under which Red Seal assessment products are developed and maintained

#### **Stewardship of the department's designated skilled trades professions.**

##### **Activities:**

- provide advice on multiple matters for consideration by the Minister related to current designated skilled trades professions, the designation of new skilled trades.

**Responsibilities (4-6 core results and 4-6 corresponding activities)**

- engage with external industry SMEs (industry network) to develop, implement, maintain, review and revise as required the certification standards for each of the designated skilled trades professions through the related legislation (e.g. scope of profession, restricted activities and certification pathways all captured in legislation)
- Provide recommendations to the Board on topics such as scope of profession and restricted activities for a designated trade, certification standards, and recognition of foreign credentials for journey person certification.
- promote industry engagement by recommending industry SMEs to apply to join the My Skilled Trades Network
- orient and educate industry SMEs for their role within the industry network and manage meeting logistics (e.g., meeting schedules, notices, agendas, statistical data, minutes, and reports)
- prepare reports, briefings and recommendations for the Board and the department (e.g., survey results, strategic plans, correspondence development, manage follow-up activities, and direct work required of the Board and its committees)
- monitor skilled trade certification recognition for national and international certification in regard to Journey person mobility
- prepare recommendations for the Board's approval and implementation, or for recommendations to the Minister
- work towards increasing access to, and the public's perception of, a career in a skilled trade profession

**Development and maintenance of a recognition policy that establishes equivalencies to components of the apprenticeship education programs, industry training programs, and certification standards.****Activities:**

- establish the criteria that must be met by an individual to be accepted for registration in an AEP or ITP and requirements that an individual must meet to successfully complete an AEP or ITP
- contribute to and develop program policy, regulation, administrative procedures in collaboration with other department branches or units
- engage with applicants from the public post-secondary institutes, private career colleges, employers and other industry associations and unions who wish to deliver alternate forms of education and training that may be deemed equivalent to components of the education programs that fall under the department's Registrar
- support and consult with the K-12 secondary system for the administration of Alberta's Registered Apprenticeship Program (RAP) and Career and Technology Studies (CTS) Apprenticeship Pathways for high school students to receive advanced standing in respect of work integrated learning or classroom instruction components of an AEP delivered through Alberta Education's secondary system
- monitor education credential recognition for national and international training regarding learner transferability, and jurisdictional and cross-jurisdictional mobility
- determine levels of equivalency between foreign programs and specific components of the AEPs and ITPs in consideration of awarding partial or full advanced standing in an AEP or ITP (e.g., recognize education credentials from other countries)

**Provision of guidance and advice to internal and external stakeholders to foster movement toward government goals and priorities.****Activities:**

- lead, influence and or participate in various projects to address specific education and certification topics and issues to align with government goals and priorities
- provide issues management expertise and guidance to the branch leaders by researching and analyzing information, reviewing draft communications and products, and providing potential resolutions as required
- develop briefings, key messages, communication plans and/or other resources to convey information and inform internal and/or external stakeholders concerning decisions (political or not) that may impact AEPs and/or ITPs and/or certification standard(s), or a profession and engage with the affected group(s)
- advise department leaders and the Minister on a range of topics (e.g., expansion of new AEPs or ITPs) as requested

**PROBLEM SOLVING:** Describe difficult or challenging situations the position is typically expected to solve; the degree of originality of the solutions; and the assistance available – thinking environment and thinking challenge

**Typical problems solved:**

- The Position is challenged to seek and implement solutions including situations where stakeholders have diverse and potentially conflicting perspectives; there is the potential for unintended consequences of legislation; competition between two segments of industry creates conflict over scope of profession or restricted activities; and/or, individuals stand strong on competencies no longer required in a profession due to obsolescence or system limitations. The Position must be sensitive to clients' and colleagues' perspectives and priorities and use persuasion to influence others to secure cooperation. Well-developed analytical skills and the ability to seek win-win outcomes in all collaborative environments are essential.
- The Position requires unique negotiation and mediation skills to develop trust and maintain productive working relationships on a diverse range of teams tasked with the completion of collaborative provincial and national initiatives and projects.
- The Position is responsible for the infusion of multiple perspectives, cultural content, inclusive programs that support diverse learners, equity deserving communities, degrees of experience and other dynamics of learning and competencies across all AEP and ITP products, policies, and communications.
- The Position leads processes and activities required to develop program and evaluation instruments for multiple designated skilled trades. This requires integrating multiple viewpoints and perspectives to develop standards that are current and relevant to industry, post-secondary institutes, and the AEM. Harmonization of program requirements across jurisdictions adds another layer of complexity to this work; the Position must consider how standards in Alberta align and connect to respective requirements in other provinces and territories.

**Types of guidance available for problem solving:**

Resources available for guidance include the Government and Ministry strategic business plans and mandates; applicable legislation and Board orders; trade agreements; Canadian Council of Directors of Apprenticeship (CCDA) and mobility protocols and legislation, policies and procedures, and secondary and post-secondary principles of learning. The Position is expected to research, refer to precedents, seek out guidance and information from peers as well as other management within the organization. The Position has considerable latitude to determine areas of focus, priorities, and methods for achieving results. If a precedent is not applicable the Position will be required to apply strategic and critical thinking skills to develop an alternative approach and resolution to the problem.

In many cases the Position works independent of immediate and direct supervision and must apply critical thinking and facilitation skills to manage the consultation process and produce results that support AEP or ITP learners and ensure the needs of industry and the skilled trade are met. Judgment is required to determine which issues should be raised to senior management and which issues can be resolved independently. The Position must balance or adjust competing interests with external stakeholders that may affect the way in which work is conducted.

Effective problem-solving draws on a strong awareness of the broad objectives and priorities set by the ministry's goals to ensure issues are addressed in a coordinated and consistent manner; the Position applies sound judgment and tact while being innovative in developing approaches for dealing with alternative viewpoints and in developing solutions.

**Direct or Indirect Impacts of Decisions**

- The decisions, recommendations, and actions of the Position directly affect industry, post-secondary institutes, K-12 secondary system, and the learner/apprentice through the development of AEP and ITP standards that must be delivered to and demonstrated by learners prior to receiving an academic credential in a profession and/or journeyman certification. The education and trade certification system has a major impact both provincially and nationally towards a strong economy, a well-educated and highly skilled work force, and on labour mobility.
- The Board and senior management are impacted by the recommendations and contributions made in relation to developing and revising policies, legislation, education products and trade certification standards.
- The national Red Seal program is impacted by the Position's work on Red Seal Occupational Standards and Red Seal Inter-Provincial (IP) assessments.
- Recommendations, and actions of the Position regarding the designation or de-designation of a program can impact industry economically, including employees (learners), employers, related industry groups and associations on a provincial and inter-provincial level.

**PROBLEM SOLVING:** Describe difficult or challenging situations the position is typically expected to solve; the degree of originality of the solutions; and the assistance available – thinking environment and thinking challenge

- The work of the Position advances the department's goal of ensuring Alberta is a destination of choice for professionals and is a leader in the AEM for both secondary and post-secondary systems for skilled trades professions. This Position impacts Alberta's nationally and inter-nationally recognized AEM and certification standards in the designated skilled trades professions.
- Division staff are impacted by recommendations, decisions, and actions of the Position, for example staff must implement and administer legislation and amendments to existing regulations.
- As a member of the unit team, the Position helps achieve unit outcomes and contributes to the achievement of Ministry and Government goals.

#### Key Relationships - Major stakeholders and purpose of interactions

##### Internal

- Senior Manager - confirm direction, receive advice and mentorship in relation to operations of the unit
- Director, Executive Director, and ADM - establish priorities, present plans and strategies and provide advice and recommendations
- Peers / fellow Positions – collaborate and share information across portfolios; provide back-up and support as needed; supervise and support temporary staff and junior staff
- Other unit, branch and division staff and staff from other departments – engage on a regular basis to foster consistency in the development and application of education products, processes and strategies related to the AEPs and ITPs; provide program subject-matter expertise and related advice; strategy development to determine how to implement industry requirements to ensure the department's AEPs and ITPs remain relevant
- Process and research analysts - collaborate daily with on specific projects to support the industry network and Board and other stakeholders through the supply of information

##### External

- Industry groups/associations/unions, subject matter experts (SMEs), and representatives of the PSI's (public and private academic and department chairs, and deans) – collaborate to confirm the AEPs and ITPs reflect the intent of the industry regarding educational standards for the respective designated skilled trades professions; lead reviews and update of trade certification standards; foster consistency in the development and application of education products, processes and strategies; ensure that services to secondary students, apprentices, industry program learners, sponsors, employers, and training providers are meeting AEP and ITP standards, and certification standards
- Other federal/provincial/municipal governments – consult to evaluate impacts of external revised/newly developed products, programs and/or legislation (e.g., building codes, safety codes, Red Seal programs, other legislation that may conflict with the departments legislation, and any other matters) that link to AEPs and ITPs and designated skilled trades legislation; ensure changes are addressed and any potential conflicts are resolved in a mutually constructive manner

#### Required Education, Experience, and Technical Competencies, certification and/or training

##### Education and Experience

- Journey person certification with minimum 6 years industry experience post certification required
- Red Seal endorsement is desired
- Applied degree in Education, or related discipline, an asset
- Apprenticeship Education Instructional experience an asset
- Apprenticeship Delivery Support Services experience an asset

##### Technical Competencies, certification and/or training

**Required Education, Experience, and Technical Competencies, certification and/or training**

- Comprehensive knowledge of the priorities and intent of the AEM in relation to the post-secondary system in Alberta
- Expert knowledge in the interpretation and application of related legislation (e.g., *Skilled Trades and Apprenticeship Education Act*), regulations, board orders, policies, and bylaws and the Position's legislated and delegated responsibilities
- Extensive knowledge of other related government legislation that may be impacted by AEP or ITP development or change (e.g., *Safety Codes Act* and related regulations, national, jurisdictional, and municipal building codes, electrical codes, plumbing codes)
- Both broad and specialized knowledge in adult pedagogical theory, curriculum guide design, and assessment development and psychometric analysis in the AEM
- In-depth knowledge of multiple external stakeholder perspectives and industry practices related to the assigned portfolio
- Psychometric and information management expertise in assessment design, development, administration, scoring, reporting, and auditing PSIs performance
- Proficient in working with multiple software applications and, department specific software in the development of presentations, briefings, summaries, spreadsheets, and examinations etc.
- Project management skills
- Strong planning, coordination, and leadership skills to facilitate discussions and decision-making processes
- Well-developed communication and facilitation skills
- Well-developed relationship building and interpersonal skills to establish and maintain good relationships with the Alberta Board of Skilled Trades, industry network, division staff, diverse representatives from industry and post-secondary institutes
- Negotiation and conflict resolution/mediation skills

**BEHAVIORAL COMPETENCIES (3-5) / APS Competencies – how they are demonstrated**

Systems Thinking Level C: The Position represents the department both on education programing and skilled trade certification standards and requirements on the department, cross-government, and external stakeholders and work teams. The Position is expected to provide leadership, influence outcomes consistent with branch and department objectives, and to facilitate collaboration and positive relationships with and between the Board, industry representatives, post-secondary institutes, other departments within government and other external stakeholders related to the organization, including other provincial, territorial, and federal governments and other related provincial, national, and international working groups.

Creative Problem-Solving Level C: The Position works with multiple teams to develop, implement, maintain, and revise AEP and ITP programs. When situations present new problems in the administration of programs the Position must formulate solutions to rectify the situation to allow the program to proceed (e.g., delivery and assessment of shop/lab competencies when classroom instruction was suspended due to world pandemic; solutions were created and implemented in a matter of weeks). The Position is responsible for the development of new innovative education delivery and assessment products; the Position must work through a process to achieve a positive result to be implemented and adapted to all AEPs and ITPs.

Drive for Results Level C: The Position balances multiple and diverse responsibilities that must be carried out to achieve the specific and expected outcomes. A portfolio of AEPs and ITPs will be assigned to the Position, plus other specific assigned projects. This workload requires excellent organizational and time management skills, in addition to exercising sound judgment when determining priorities and managing workload to successfully achieve results.

**BENCHMARKS/COMPARABLE POSITIONS:** List 1-2 comparable GOA benchmarks

[Alberta Public Service benchmark listings](#) | [Alberta.ca](#)