

Update

Ministry

Advanced Education

Describe: Basic Job Details

Position

Position ID

Position Name (30 characters)

Sr. Appren. Education Advisor

Current Class

Supervisory Level

Job Focus

Agency (ministry) code

Cost Centre

Program Code: (enter if required)

Employee

Employee Name (or Vacant)

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

Changes Since Last Reviewed

Date yyyy-mm-dd

Responsibilities Added:

none

Responsibilities Removed:

none

Job Purpose and Organizational Context

Why the job exists:

This position leads a variety of research, analysis, and operational supports to enhance Apprenticeship and Industry Training's (AIT) delivery of apprenticeship education programming. The Senior Apprenticeship Education Advisor produces and presents recommendations that inform and shape the development and implementation of new approaches for the leadership of apprenticeship education such as an overarching Quality Assurance Framework (QA Framework),

analyzing data to support evidence based decision-making, and forecasting apprenticeship education enrollment demand and funding requirements across all apprenticeship programs in Alberta. This position works collaboratively with apprenticeship education institutions using a partnership approach to monitor, review and advance apprenticeship education in relation to goals and measures identified in the QA Framework, policy and other accountability documents.

The Senior Advisor also plays a key role in ongoing issues management, working with the Manager and with education institutions to ensure there is optimal capacity in the education system to meet Alberta's labour market needs. The incumbent interprets policy and agreements, and provides proactive advice to support compliance to existing requirements and shifts to new approaches. Emergent issues are identified and researched by the Senior Advisor to provide recommendations to inform senior and executive level decision-making. The Senior Advisor drafts briefings, correspondence and responses to Action Requests.

As the Senior Advisor, the incumbent coaches and guides the work of the professional staff in the branch. Integrated updates provided by the incumbent shape the identification of future branch priorities. Decisions related to regulations, policy and strategy are informed by the incumbent's in-depth knowledge of issues related to apprenticeship education institutions.

Under the general guidance of the Manager, Apprenticeship Education and Partnerships, the position works within existing ministry and Government of Alberta (GOA) policies and processes as well as the Skilled Trades and Apprenticeship Education Act and Regulations, taking guidance from branch/division/department business plans and priorities.

Responsibilities

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

1. Lead the development and maintenance of a Quality Assurance (QA) Framework for apprenticeship education to develop and sustain the delivery of the best possible education for apprentices where needed across the province.
 - Develop recommendations and plans for the creation of a QA Framework and associated elements (e.g., quality training standards and measures) through consultations with internal and external clients and research (e.g., stakeholder needs summary, best practices in other jurisdiction, recommendations for design)
 - Coordinate the production of and development of materials/information products to support the framework implementation, such as briefings, narratives, presentations, tools, reporting templates, and visuals.
 - As the operational lead for the implementation of the QA Framework, work collaboratively with apprenticeship education institutions to enhance clarity and adoption of the framework (e.g., on specific institution issues or more broad framework issues)
 - Develop and maintain operational policy and process related to the QA Framework (e.g., on grants between AIT and apprenticeship education institutions in alignment with ministry and GOA financial and contract/grant policies)
 - Develop support tools for training institutions to facilitate change and transition to new approaches for grant agreements, forecasting, funding requests etc. (e.g., policy and process handbook; reference manual for providers to build consistency etc.)
 - Lead regular evaluations of the QA Framework so that it remains relevant and reflects AIT education priorities.
2. Work collaboratively with apprenticeship education institutions and training providers to sustain high quality apprenticeship education across the province, including implementation of the QA Framework.
 - Establish and lead/participate in committees with institution staff to identify to respond to ad hoc issues (e.g., What are current issues related to delivering quality education? What are appropriate standards for finalization? How to best address specific deficiencies in comparison to QA framework standards?)
 - Liaise with and engage other divisions, units and ministries on the identification and management of training quality topics, developing proposed solutions including completion of risk analysis and mitigation development.
 - Research and recommend measures to achieve cost savings in the delivery of apprenticeship education in Alberta, collaborating with other units, divisions and ministries.
 - Research and recommend opportunities for alternative delivery models that strengthen learning opportunities for apprentices.
 - Provide advice on apprenticeship education issues to division and units based on in-depth knowledge of issues and perspectives

- Contribute to the development of policy, regulations, or strategies, and assess the impact of specific directions on apprenticeship education (e.g., scenario models, trend analysis)
- Collect information related to the measurement of quality training for each institution and prepare individual and consolidated reports
- Prepare and present annual updates on progress toward unit, division and ministry goals, such as the QA Framework.

3. Forecast, analyze and validate apprenticeship education demand and trends associated for all apprenticeship programs across the province to ensure smooth operations, effective pathways, and optimal capacity for educating apprentices.

- Continually monitor and analyze apprenticeship education demand and capacity and develop related recommendations (e.g. What does demand look like now and where is it expected to head in the short, medium and long-term? What trends appear and what do they mean for apprenticeship education delivery?)
- Collaborate with colleagues, within and outside the ministry, who are responsible for gathering, maintaining and analyzing other data sources to assess the variety of data that exists to support demand and capacity analysis, identify where data gaps exist, and develop recommendations to address gaps.
- Estimate apprenticeship education seat requirements using existing methods, and developing and implementing new approaches; layering in a variety of internal and external elements such as economic and social drivers.
- Engage in detailed data analysis to better understand trends, results, and apprentice actions in order to continuously improve apprenticeship education in Alberta.
- Conduct primary and secondary research, engagement, and analysis on the pathways leading into, through, and beyond apprenticeship education and provide recommendations based on findings to inform program enhancements, policies and processes, and funding decisions.
- Research and recommend options to address capacity issues across programs and training providers.
- Conduct quality assurance activities on class entries made by apprenticeship education institutions; assisting with preparations for the annual class registration process.
- Analyze and develop recommendations related to requests for additional apprenticeship education seats; supporting the development of grants and contracts.
- Research and identify the impact of specific scenarios on seat forecasts and data analysis so that these functions are as accurate as possible.
- Evaluate forecasting and data analysis processes and approaches regularly, and recommend adjustments as needed, so that forecasting and analysis remains accurate to the evolution of the AIT system.

4. Support the Manager to achieve unit goals in alignment with broader division and ministry priorities.

- Lead reviews of apprenticeship education delivery methods and pathways as needed.
- Develop procurement documents to offer apprenticeship education at alternative training providers; managing the subsequent contracts and grants as required.
- Provide ongoing advice and recommendations to sustain proactive management of apprenticeship education based on identification and analysis of trends and lessons learned through research and interactions with institutions and other stakeholders.
- Develop responses to Action Requests, briefings etc.
- Participate in evaluation of branch functions so they adapt to the evolution of the AIT system in Alberta
- Support budget management by providing analysis, data and recommendations
- Provide guidance and coaching as needed to team staff members in alignment with branch priorities
- Plan and manage specific unit projects as assigned

Problem Solving

Typical problems solved:

- The forecasting and data analysis work completed by the Senior Advisor is directly related to funding and training budget planning by identifying how many seats will likely be required per apprenticeship program in institutions across the province. Forecasts are impacted by multiple factors (e.g., economic realities, changing needs to programs in areas across the province, inter-provincial mobility agreements). Research and analysis completed by the Senior Advisor and associated recommendations impact the decisions made by senior and executive ministry leaders in relation to apprenticeship education.
- The complexity of this position is demonstrated through research, analysis, and recommendations into new

approaches for overarching management of apprenticeship education. Current manual paper-based processes are being shifted to leverage technology; as such the focus of this position will also shift to more monitoring and proactive issue identification and resolution. As new approaches are developed this position will play a role in guiding the change through development of supports and communications with apprenticeship education institutions etc.; there is a high need for sustaining strong working relationships and partnerships with institutions. The incumbent will draw on their advanced problem solving and critical thinking skills to leverage existing precedent to new solutions and processes. Systems and strategic thinking are essential so that recommendations consider and balance both provincial-level and specific institution needs. Creativity is applied to determine how best to approach specific situations with institutions, how to present research results, and how to design research to obtain the outcomes expected. The Senior Advisor applies continuous improvement and quality assurance principles to seek enhancements that will ultimately contribute to maintaining the highest quality and value apprenticeship education.

Types of guidance available for problem solving:

The Senior Advisor works independently within the general direction provided by the Manager. The Manager is engaged and made aware of issues with significant impact. Within the framework, the incumbent has authority make decisions when working with institutions on education quality and operational issues; judgment is routinely applied to determine when to engage the Manager on more complex issues.

Direct or indirect impacts of decisions:

- The work of this position has a direct impact on the apprenticeship education provided to approximately 60,000 - 80,000 apprentices, in approximately 50 apprenticeship education programs undertaking apprenticeship education every year at 11 public post-secondary, two private educational institutions, and numerous union training centres. The Senior Advisor is the operational focal point for liaising and working with apprenticeship education institutions (e.g., Registrar's Office, Instructors, Program Heads) to manage day-to-day issues and implement the QA Framework. The scope of responsibilities includes providing advice and interpretation, leading committees to collaboratively address QA issues and solutions, and providing support tools as needed. This work impacts the strength of relationships between the department and apprenticeship education providers and the assurance of high level of quality education across Alberta.

Key Relationships

Major stakeholders and purpose of interactions:

- Manager, Apprenticeship Education and Partnerships - receive direction; provide results, recommendations and analysis; represent the Director as needed
- Unit staff - collaborate on common initiatives; serve as senior staff role, providing training and coaching as needed
- Staff across branches across the division - share information; collaborate on common initiatives to integrate engagement with apprenticeship education institutions; collaborate on QA initiatives to enhance consistency in approaches across the division
- Staff in other divisions and ministries - provide advice and share information related to apprenticeship education to inform broader topics in the advanced learning system.
- Staff in apprenticeship education institutions (e.g., Deans of Trades, Program Chairs, Registrar's Office; Instructors, Owners or other leaders of private institutions providing apprenticeship education) - Identification and collaborative management of issues and problems (e.g., specific seat capacity issues; QA implementation); contract and grant management; seat forecasting and support for funding; provide supports on the QA Framework and new approaches

Other jurisdictions - research leading practices; share information; participate on committees or working groups

Required Education, Experience and Technical Competencies

Education Level	Focus/Major	2nd Major/Minor if applicable	Designation
Bachelor's Degree (4 year)	Business	Economics	

If other, specify:

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

Knowledge

- Sound knowledge of theories, approaches and methods related to forecasting, data analysis and quality assurance.
- Knowledge and experience with leveraging information technology to strengthen and enhance processes such as forecasting seat needs in current and long-term time frames.
- Knowledge of the apprenticeship and industry training system in Alberta, including related policies, programs, and processes and the *Skilled Trades and Apprenticeship Education Act* and Regulations.
- Knowledge of ministry priorities for the AIT system and how they impact apprenticeship education.
- Knowledge of the needs of and issues affecting industry, apprentices, sponsors and employers
- Awareness of key trends impacting the Alberta labour market, particularly in relation to skilled trades and industry, and the economic environment in which the apprenticeship and industry training system exists.
- Knowledge of diverse approaches to research and experience leading/completing research projects
- Knowledge of continuous improvement principles and approaches.

Skills and Abilities

- Systems thinking and strategic thinking abilities to identify issues and opportunities and assess impacts, risks and feasibility.
- Ability to utilize technology to engage in data analysis.
- Advanced ability to pay attention to details to ensure effective and efficient program operations, forecasting and data analysis
- Strong written and verbal communication skills to effectively articulate information, ideas, and issues.
- Leadership skills to serve as the operational focal point for apprenticeship education (e.g., provide related advice to other units, inform policy discussions, lead strategies, identify opportunities for improvement)
- Critical thinking skills and strong analytical and evaluation skills to assess what data means
- Ability to balance short-and long-term thinking when identifying impacts on one or all institutions across Alberta
- Strong, relationship building and interpersonal skills to work with all institutions and colleagues
- Ability to build and sustain effective networks that can be leveraged to resolve systemic apprenticeship education issues
- Well-developed consultation, negotiation and facilitation skills to work with in partnership with institutions
- Project planning and management knowledge and experience
- Strong coaching skills to guide branch staff

Education and Experience

- University degree with at least four years' experience in a related field, or equivalent mix of education and experience

Behavioral Competencies

Pick 4-5 representative behavioral competencies and their level.

Competency	Level A B C D E	Level Definition	Examples of how this level best represents the job
Build Collaborative Environments	<input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<p>Facilitates open communication and leverages team skill:</p> <ul style="list-style-type: none">• Leverages skills and knowledge of others• Genuinely values and learns from others• Facilitates open and respectful conflict resolution• Recognizes and	<p>Able to work with a variety of internal and external stakeholders, including institutions, other units, and the broader ministry.</p> <p>The Senior Apprenticeship Education</p>

		appreciates others	Advisor must be able to build effective partnerships, facilitate discussions and decision making, and work collaboratively to achieve shared goals.
Systems Thinking	<input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Considers inter-relationships and emerging trends to attain goals: <ul style="list-style-type: none"> • Seeks insight on implications of different options • Analyzes long-term outcomes, focus on goals and values • Identifies unintended consequences 	<ul style="list-style-type: none"> • Be able to develop and implement new approaches to enhance the coordination and management of apprenticeship education.
Creative Problem Solving	<input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Focuses on continuous improvement and increasing breadth of insight: <ul style="list-style-type: none"> • Asks questions to understand a problem • Looks for new ways to improve results and activities • Explores different work methods and what made projects successful; shares learning • Collects breadth of data and perspectives to make choices 	<ul style="list-style-type: none"> • Analyze complex problems, generate creative ideas and solutions, and develop and implement strategies to improve the AIT apprenticeship education system.
Agility	<input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Works in a changing environment and takes initiative to change: <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 	<ul style="list-style-type: none"> • Responding quickly to emergent issues and providing recommendations to inform decision-making • Adapting to changes in policy and regulations, and providing proactive advice to support compliance with existing requirements and shifts to new approaches.