

**Job Class Profile: Programme Development Officer****Pay Level:** CG-39      **Point Band:** 882-915

Factor	Knowledge	Interpersonal Skills	Physical Effort	Concentration	Complexity	Accountability & Decision Making	Impact	Development and Leadership	Environmental Working Conditions	Total Points
Rating	6	6	2	5	6	6	6	1	3	
Points	280	100	13	24	180	130	124	21	32	904

**JOB SUMMARY**

The Programme Development Officer performs professional and administrative work in developing, revising and evaluating vocational programs (i.e. Power Engineering, Accreditation, Apprenticeship, Private Training). Responsible for the development and revision of trade and technical vocational programs and include planning, organizing and participating in developing and evaluating program standards.

**Key and Periodic Activities**

- Develops, coordinates, conducts, evaluates and monitors vocational programs.
- Initiates and conducts surveys of trade and professional areas to identify areas where program revision and/or development are necessary.
- Provides expert advice to stakeholders regarding accreditation, examination policies, procedures and standards.
- Organizes, develops and maintains standards of programs in the various trades.
- Supports the delivery of approved curriculum for vocational programs by facilitating the validation of programs, examinations and student supports.
- Develops a final report on program assessments and facilitate on-site visits to provide advice and guidance to institutions, instructors and staff.
- Researches best practices.
- Provides comprehensive reviews of student performance and outcome indicators.
- Fosters and promotes vocational programs by establishing and maintaining open working relationships with staff, instructors and the general public to promote programs. Creates and distributes promotional materials related to program area.
- Organizes and coordinates advisory committees for program review.
- Facilitates advisory committee meeting to provide industry and academic assessments of training programs.
- Participates in a variety of committees.

**SKILL****Knowledge**

**General and Specific Knowledge:**

- Adult education principles and practices
- Learner needs
- Trades programs
- Legislation applicable to the specific program area (i.e. Private Training Institution's Act and Regulations).

**Formal Education and/or Certification(s):**

- Minimum: Undergraduate degree in Vocational Education.

**Years of Experience:**

- Minimum: 4 – 5 years

**Competencies:**

- Presentation skills
- Problem solving skills
- Analytical skills
- Computer skills
- Critical thinking skills
- Multi-tasking ability

**Interpersonal Skills**

- A range of interpersonal skills are utilized including listening to information from industry and academic experts as it relates to program curriculum assessments; asking questions to gather information regarding strengths and weaknesses of each training program being reviewed; providing routine and complex information and direction to industry and academic experts during the program review process; promoting various vocational programs; delivers presentations to students and educational institutions regarding training programs offered; gaining the cooperation of others including employers, union representatives, students, graduates and providing expert advice to educational institutions.
- Communications occur with employees within the immediate work area and department and educational institutions including supervisors, managers, instructors, professional advisors and customers/clients.
- The most significant contacts include industry and academic experts, representatives from educational institutions/agencies; supervisors and managers; students and co-workers.

**EFFORT****Physical Effort**

- Work demands do not typically result in fatigue, requiring periods of rest.
- Lifting and moving multimedia equipment for presentations and course portfolios occurs occasionally.
- Work involves sitting to operate a computer; standing to conduct presentations and driving to meet with stakeholders.
- Fine finger or precision work is required as the majority of work tasks involve the use of a computer.

## Concentration

- **Visual concentration** is required to interpret and analyze content from text documents; to enter client and employer information and to arrange training sessions.
- **Auditory concentration** is required since the work performed is client based and meetings are held with employers and educational institutions which require alertness and good listening skills.
- **Repetition requiring alertness** is evident when documenting and data entry of client and employer information and providing information to clients (i.e. general information, status/progression letters, grant information, etc).
- **Higher than normal levels of attentiveness or alertness for the health and safety of others** is required during site visits to ensure the health and safety of students, faculty and staff (i.e. location of first aid kits, eye wash stations, fire regulations, etc).
- **Time pressures and deadlines** exist as each training program is supposed to be reviewed three years after its approval date. If qualified industry and academic experts are not available to assess the training program then the schedule of program review is delayed; Accreditation site visits must be conducted in a reasonable time frame so the previous accreditation does not expire; procedural deadlines exist to have reports written and disseminated. Time pressures/deadlines generally exist with most work responsibilities.
- **Lack of control over work pace** occurs since management approval is required before the program review process can be implemented; the schedules and availability of external evaluators are not controlled; many programs may be going through the accreditation process at any given time as well as varying number of clients who may avail of the service provided.
- **Eye hand coordination** is required to operate a computer.
- **Exact results and precision** is required to ensure that all facts are accurately documented in site visit reports; information provided to the Provincial Apprenticeship and Certification Board must be accurate; to document and interpret information provided by advisory committees regarding curriculum assessment; documenting and data entry of client and employer information and providing information to clients (i.e. general information, status/progression letters, grant information, etc).

## Complexity

- Typical issues vary depending upon program areas but may include accreditation compliance issues for which available resources are utilized (as well as research) to resolve the issue and communicate the best course of action; to find qualified external advisors regarding training program reviews; processing times for documentation/applications and determining if certificates of competency from other jurisdictions meet provincial requirements to allow for certificate exchange.
- References available to address typical issues vary according to program areas but may include Accreditation resource manual, national occupation analysis, plans of training, best practices, internal policies and procedures, legislation and standards regarding specific program areas (i.e. Private Training Act) as well as co-workers, supervisors and managers.

## RESPONSIBILITY

### Accountability and Decision-Making

- Work tasks and activities are moderately prescribed or controlled as there are resources available to guide the work performed including policies and procedures however autonomy is exercised in how best to approach work tasks.
- Independent decisions can be made regarding approval of Phase I and II accreditation documentation and approval of annual maintenance reports and general procedural changes to how accreditation is scheduled and conducted; interpretation of related Acts and regulations and the organizing of apprenticeship training, cancellation of apprentice or trade qualifier files, daily scheduling including travel and documentation verification.
- Supervisory approval is required to hold advisory/examination committee meetings; for changes to policies and procedures, journey authorization, purchase orders and to represent the department at a variety of functions. Provincial Apprenticeship and Certification Board makes decisions based on recommendations made for approval, denial or deferral of accreditation status and de-accreditation of programs.
- Discretion and judgment are utilized with respect to verification of client information and to make decisions regarding client problems/scenarios based on existing policy; to interpret accreditation resource manual, rate educational agencies compliance to accreditation standards and request further evidence from educational agencies and to access private candidate files and national examinations.
- High degree of independent discretion and judgment is exercised when working with educational agencies and team members to conduct site visits, rate elements and resolve issues. Generally, a high degree of independent discretion and judgment is exercised in the performance of daily duties.

### Impact

- Results of job tasks and activities are directly felt within the immediate work area, department and organization, outside the organization and on clients. Changes to training program curriculum impacts the students attending the particular training program as well as the educational agency offering the program as new resources/equipment may have to be purchased and instructors may have to change lesson plans. Industry and funding agencies may also be impacted.
- Results of job tasks and activities usually impact information, human resources, processes and systems, facilities, material resources and corporate image.
- Consequences of mistakes or errors are directly felt by educational institutions/agencies as information is provided regarding accreditation and program reviews which can impact the validity of training programs (and students who may not have the necessary skills to work competently in their field). Mistakes can impact the credibility of the accreditation process and the department's image as misinformation can result in a sub-standard program being accredited or an acceptable program being denied accreditation.
- Mistakes or errors vary as does the typical time frame to address and resolve, however any mistakes or errors are corrected as soon as possible.

### Development and Leadership of Others

- Not responsible for the supervision of staff.
- Development and leadership responsibilities exist including providing advice, guidance and feedback regarding policies and procedures, program reviews, files and scenarios. May act as a

technical advisor or subject matter expert within specific program areas.

## WORKING CONDITIONS

### Environmental Working Conditions

- Special precautions or safety equipment may be required depending on the program area as site visits (i.e. Bull Arm fabrication site, Come By Chance oil refinery) may require personal protective equipment to be worn including hard hat, reflective vest, ear plugs, safety boots and goggles and protective clothing.
- Limited likelihood of minor cuts, bruises, abrasions or minor illnesses.
- Fractures, injuries or occupational illness resulting in partial or total disability typically does not apply.
- Occasional exposure to unusual or distracting noise, fumes, dirt/dust, limited ventilation, etc. when visiting job/industrial sites.