

MINISTRY OF ADVANCED EDUCATION DECISION NOTE

PREPARED FOR: Honourable Amrik Virk, Minister of Advanced Education

ISSUE: Seeking direction on two items at the upcoming Council of Ministers of Education, Canada (CMEC) meeting that require Ministerial decisions.

BACKGROUND:

The Council of Ministers of Education, Canada (CMEC) is meeting July 4 - 5, 2013. While British Columbia will not have a Minister attending, Ministry officials can convey the Minister's direction on decision items. There are two post-secondary related items on the agenda that require decisions from Ministers:

- Approve the position Canada should take if the Paris Declaration on Open Educational Resources is presented for endorsement at the United Nations Educational, Scientific and Cultural Organization (UNESCO).
- Decide when to hold the 3rd High Level Consultation on Education Collaboration with China.

Note: There is one other decision item that is K-12 focused and will be addressed by Ministry of Education officials. The remaining agenda items are for discussion only.

DISCUSSION:

Open Educational Resources

At last year's meeting, British Columbia's then Minister of Advanced Education made a presentation on the Paris Declaration on Open Educational Resources (see Attachment 1). Although generally supportive of open education resources, Ministers were not ready to endorse the Declaration and directed their Deputy Ministers to research the issue and prepare a report with recommendations for consideration at the next CMEC meeting in July 2013. The report and recommendations have been completed.

Ministers are now being asked to decide on how Canada should position itself when the Declaration is presented to UNESCO for endorsement by member countries. The report recommends that: Canada support the endorsement; approve an Interpretative Statement (see Attachment 2) which outlines the country's qualifications regarding implementation; and have the Interpretive Statement included in a speech the Canadian representative would make to UNESCO.

UNESCO has not yet decided whether the endorsement will be on the agenda for its fall meeting. For this reason, Ministers are being asked to make a preliminary decision at the July meeting, and with a final decision in the fall once the UNESCO process has been finalized.

British Columbia (Ministry of Advanced Education) has taken the lead role on this issue for CMEC, and will be presenting the report at the CMEC meeting. A collaborative process was undertaken to develop the report – one that involved all but two jurisdictions (Nunavut and North West Territories). All Deputy Ministers have had the opportunity to review the report.

3rd High Level Consultation on Education Collaboration with China

The Chinese Ministry of Education has developed a country-to-country relationship with the ministries of education across Canada with the objective of improving international education between the two countries.

The first high level meeting was held in Winnipeg in 2010 and a second meeting was held in Beijing in 2011 (the British Columbia Minister of Advanced Education was part of the official CMEC delegation). Chinese officials have asked for a third meeting to be held in Canada. Ministers are being asked to decide on timing for the 3rd High Level Consultation meeting.

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International education is a key priority for British Columbia, and China is one of British Columbia's primary target markets.

The Minister is being asked to provide direction on these two decision items so that Ministry officials can convey this direction at the upcoming CMEC meeting.

OPTIONS:

Open Educational Resources

Option 1: Approve the recommendations in the report:

- **Support endorsement of the Paris Declaration by UNESCO with qualifications.**
- **Approve the proposed Interpretative Statement.**
- **Approve having the CMEC representative or Canadian Ambassador read the interpretative statement as part of a speech to the UNESCO General Conference**

Implications:

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Option 2: Do not approve the report's recommendations

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3rd High Level Consultation on Education Collaboration with China

Option 1: Hold the meeting in fall 2013.

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Option 2: Hold the meeting in early 2014.

s.13, s.16

Open Educational Resources

Option 1: Approve the recommendations in the report:

- Support endorsement of the Paris Declaration by UNESCO with qualifications.
- Approve the proposed Interpretative Statement.
- Approve having the CMEC representative or Canadian Ambassador read the interpretative statement as part of a speech to the UNESCO General Conference

3rd High Level Consultation on Education Collaboration with China

Option 2: Hold the meeting in early 2014

Approved / Not Approved

Honourable Amrik Virk

Date: June 26/2013

Attachments:

- 1. Paris Declaration on Open Educational Resources.
- 2. Proposed Interpretative Statement.

Prepared by: Martin Young, Senior Advisor
Strategic Policy and Planning

387 7-2347

Reviewed by:

Director	KC
Executive Director	SB
Assistant Deputy Minister	SB for IR
Deputy Minister	JG

Page 4 redacted for the following reason:

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**2012 WORLD OPEN EDUCATIONAL RESOURCES (OER) CONGRESS
UNESCO, PARIS, JUNE 20-22, 2012**

2012 PARIS OER DECLARATION

Preamble

The World OER Congress held at UNESCO, Paris on 20-22 June 2012,

Mindful of relevant international statements including:

The Universal Declaration of Human Rights (Article 26.1), which states that: "Everyone has the right to education";

The International Covenant on Economic, Social and Cultural Rights (Article 13.1), which recognizes "the right of everyone to education";

The 1971 Berne Convention for the Protection of Literary and Artistic Works and the 1996 WIPO Copyright Treaty;

The Millennium Declaration and the 2000 Dakar Framework for Action, which made global commitments to provide quality basic education for all children, youth and adults;

The 2003 World Summit on the Information Society, Declaration of Principles, committing "to build a people-centred, inclusive and development-oriented Information Society where everyone can create, access, utilize and share information and knowledge";

The 2003 UNESCO Recommendation concerning the Promotion and Use of Multilingualism and Universal Access to Cyberspace;

The 2005 UNESCO Convention on the Protection and Promotion of the Diversity of Cultural Expression, which states that: "Equitable access to a rich and diversified range of cultural expressions from all over the world and access of cultures to the means of expressions and dissemination constitute important elements for enhancing cultural diversity and encouraging mutual understanding";

The 2006 Convention on the Rights of People with Disabilities (Article 24), which recognises the rights of persons with disabilities to education;

The declarations of the six International Conference on Adult Education (CONFINTEA) Conferences emphasising the fundamental role of Adult Learning and Education.

Emphasizing that the term Open Educational Resources (OER) was coined at UNESCO's 2002 Forum on Open Courseware and designates "teaching, learning and research materials in any medium, digital or otherwise, that reside in the public domain or have been released under an open license that permits no-cost access, use, adaptation and redistribution by others with no or limited restrictions. Open licensing is built within the existing framework of intellectual property rights as defined by relevant international conventions and respects the authorship of the work";

Recalling existing Declarations and Guidelines on Open Educational Resources such as the 2007 Cape Town Open Education Declaration, the 2009 Dakar Declaration on Open Educational Resources and the 2011 Commonwealth of Learning and UNESCO Guidelines on Open Educational Resources in Higher Education;

Noting that Open Educational Resources (OER) promote the aims of the international statements quoted above;

Recommends that States, within their capacities and authority:

a. *Foster awareness and use of OER.*

Promote and use OER to widen access to education at all levels, both formal and non-formal, in a perspective of lifelong learning, thus contributing to social inclusion, gender equity and special needs education. Improve both cost-efficiency and quality of teaching and learning outcomes through greater use of OER.

b. *Facilitate enabling environments for use of Information and Communications Technologies (ICT).*

Bridge the digital divide by developing adequate infrastructure, in particular, affordable broadband connectivity,

widespread mobile technology and reliable electrical power supply. Improve media and information literacy and encourage the development and use of OER in open standard digital formats.

- c. *Reinforce the development of strategies and policies on OER.*
Promote the development of specific policies for the production and use of OER within wider strategies for advancing education.
- d. *Promote the understanding and use of open licensing frameworks.*
Facilitate the re-use, revision, remixing and redistribution of educational materials across the world through open licensing, which refers to a range of frameworks that allow different kinds of uses, while respecting the rights of any copyright holder.
- e. *Support capacity building for the sustainable development of quality learning materials.*
Support institutions, train and motivate teachers and other personnel to produce and share high-quality, accessible educational resources, taking into account local needs and the full diversity of learners. Promote quality assurance and peer review of OER. Encourage the development of mechanisms for the assessment and certification of learning outcomes achieved through OER.
- f. *Foster strategic alliances for OER.*
Take advantage of evolving technology to create opportunities for sharing materials which have been released under an open license in diverse media and ensure sustainability through new strategic partnerships within and among the education, industry, library, media and telecommunications sectors.
- g. *Encourage the development and adaptation of OER in a variety of languages and cultural contexts.*
Favour the production and use of OER in local languages and diverse cultural contexts to ensure their relevance and accessibility. Intergovernmental organisations should encourage the sharing of OER across languages and cultures, respecting indigenous knowledge and rights.
- h. *Encourage research on OER.*
Foster research on the development, use, evaluation and re-contextualisation of OER as well as on the opportunities and challenges they present, and their impact on the quality and cost-efficiency of teaching and learning in order to strengthen the evidence base for public investment in OER.
- i. *Facilitate finding, retrieving and sharing of OER.*
Encourage the development of user-friendly tools to locate and retrieve OER that are specific and relevant to particular needs. Adopt appropriate open standards to ensure interoperability and to facilitate the use of OER in diverse media.
- j. *Encourage the open licensing of educational materials produced with public funds.*
Governments/competent authorities can create substantial benefits for their citizens by ensuring that educational materials developed with public funds be made available under open licenses (with any restrictions they deem necessary) in order to maximize the impact of the investment.

2012-06-22

**MINISTRY OF ADVANCED EDUCATION
MEETING NOTE**

Date:	October 25, 2013
Cliff#	95241
File#	60110-30/FPSE
	280-20/BN 2013
Version #	1

PREPARED FOR: Sandra Carroll, Deputy Minister, Ministry of Advanced Education

DATE AND TIME OF MEETING: October 31, 2013 (3:30 – 4:30 pm)

ATTENDEES: Ms. Cindy Oliver, President, Federation of Post-Secondary Educators (FPSE)
Dr. George Davison, Secretary-Treasurer, FPSE
Mr. Phillip Legg, Communications and Policy, FPSE Staff Representative

ISSUE(S): Introductory meeting to discuss Ministry priorities and FPSE issues of concern.

BACKGROUND:

FPSE is a federation of faculty associations representing over 10,000 faculty and staff at British Columbia colleges, teaching universities, and institutes, and some private sector institutions. FPSE's main functions are to assist members with collective bargaining and grievance handling, lobby government and work to further the interests of post-secondary educators. It includes the colleges, the institutes (except for the Justice Institute of British Columbia which has no affiliation) and almost all of the teaching-intensive universities (except for Royal Roads University whose faculty association is a member of the Confederation of University Faculty Associations).

Biography information for Ms. Oliver and Dr. Davison is included as Attachment 1.

DISCUSSION:

FPSE has requested an introductory meeting with the Deputy Minister to discuss Ministry priorities and FPSE concerns, indicating the following topics for discussion:

1. Increase in Administrators;
2. International Education (Quality of International Education and Displacement);
3. Funding formula and its impact on rural post-secondary institutions;
4. Industry Training Authority; and,
5. Funding.

In addition to these topics, FPSE may raise the status of core review, and also the issue of English language training programs, with regard to the cancellation of the Canada-BC Immigration Agreement (ending March 31, 2014), and the impact this change may have on instructors.

Background information and suggested responses for the above noted items is provided as Attachment 2.

FPSE's 2013-14 Action Plan and policy document *Charting a New Course 2.0, Renewing Post-Secondary Education in British Columbia* (May 2013) set out what FPSE feels are some of the major issues and challenges facing post-secondary education in British Columbia. The policy document makes recommendations FPSE believes could improve access and affordability for students and ensure institutions continue to provide a high-quality learning environment.

International education and the funding of post-secondary institutions are topics included in the policy document. Specifically, FPSE recommends funding be provided to public post-secondary

institutions for additional student support services in anticipation of increased numbers of international students, and recommends setting four-year budget targets that increases per-student operating grants. A complete list of the recommendations made in the policy document is included as Attachment 3.

A recent news items on FPSE's website highlights Local Member participation in the Legislature's Standing Committee on Finance and Government Services' public hearings, and notes work done to highlight the gap between the priority given to public post-secondary institutions and funding realities. FPSE raises the importance of funding for the skills and innovation necessary for economic growth and social prosperity.

On May 13, 2013, FPSE held its Annual General meeting to develop policy and procedures for upcoming collective bargaining and to elect member delegates for the coming year. The focus of FPSE's planning session included the discussion and adoption of the "2013-2014 Action Plan". A summary of items included in the Action Plan is provided as Attachment 4.

FPSE's objectives for upcoming bargaining include making changes in collective agreements to promote research and scholarly activity, and professional development; and, advancing academic freedoms for faculty to conduct research.

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SUGGESTED RESPONSE:



While primarily an introductory meeting, suggested responses on the topics that may be raised by FPSE are provided in Attachment 2.

In addition, senior Ministry officials met with FPSE representatives in fall 2012 for an update and policy discussion on a wide range of issues (unrelated to bargaining). FPSE may wish to engage in that manner on a regular basis, and the Deputy Minister may wish to signal support for such exchanges, as a constructive way of sharing views.

- Attachments:**
- 1 – Biography Information
 - 2 – Background Information and Suggested Responses
 - 3 – Excerpt of Recommendations from *Charting a New Course 2.0*
 - 4 – Summary of FPSE's 2013/14 Action Plan

Prepared by:	Lisanne Watt	Reviewed by:	
	Fraser Valley/Interior Region Branch	Director	SB
Phone #:	250-356-6355	Executive Director	DS
		Assistant Deputy Minister	

Attachment 1 – Biographical Information

	<p>FPSE President</p> <p>Ms. Cindy Oliver is President of the Federation of Post-Secondary Educators of BC. Prior to being elected President in 2002, Cindy served three years as FPSE's Secretary-Treasurer. Previously, she was an instructor of Adult Basic Education and an Educational Advisor at the College of the Rockies. Cindy is an officer of the BC Federation of Labour, and represents FPSE at many external organizations and agencies, including the Canadian Association of University Teachers. Cindy was appointed to the board of the Canadian Apprenticeship Forum in 2004.</p>
	<p>FPSE Secretary-Treasurer</p> <p>Dr. George Davison is Secretary-Treasurer of the Federation of Post-Secondary Educators of BC. Prior to being elected Secretary-Treasurer in 2009, George had served for six years as an FPSE Vice-President and co-chair of the Provincial Negotiating Committee for two rounds of bargaining. He has been active in his local union, the Faculty Association of the College of New Caledonia, for 17 years and is an instructor of history at CNC in Prince George.</p>

Note: Mr. Phillip Legg is a Staff Representative at FPSE, responsible for Communications and Policy. As he is not an elected member of FPSE's President's Council, biography information for Mr. Legg is not provided on FPSE's website.

Attachment 2 – Background and Suggested Response

Increase in Administrators

FPSE staff termed this topic “administrative bloat”. FPSE may flag the issue of institutions hiring more administrators as opposed to resources being directed to instructors and the classroom. Recent commentary on Capilano University’s budget has specifically raised concerns with savings, found through program reconfiguration, being redirected to administration.

Suggested Response:

- The Ministry entrusts the Boards of institutions with the responsibility of allocating resources across programs and services. Administration, support staff and instructors all have an important role to play in achieving the mandate of an institution.

International Education

Under the BC Jobs Plan, the Government of British Columbia has set a goal of increasing the number of international students choosing British Columbia as their study destination by 50 percent over four years. The International Education Strategy (announced in May 2012) was developed to position the province and its residents to benefit even more from the social, cultural and economic opportunities that flow from international education and promoting the two-way global flow of students, educators and ideas between countries.

FPSE’s policy document notes international students have language challenges and diverse cultural backgrounds that involve more intensive teaching assignments for educators. The document calls for “additional funding mechanisms to ensure that our public post-secondary institutions have the capacity to provide additional student support services” to the increased number of international students proposed by the BC Jobs Plan.

FPSE may raise the issue of international students displacing domestic students. The Ministry has established a set of guidelines for international students at public post-secondary institutions which indicate that international students should not displace a Canadian citizen or permanent resident from British Columbia or other parts of Canada from a space funded through institutional block grants at the undergraduate level.

Suggested Response:

- International education is a key priority, and the presence of international students has a positive impact on institutions and the experience of British Columbia students.
- British Columbia’s International Education Strategy includes a detailed list of actions that will ensure both international and domestic students have the best quality education experience possible.
- International students pay tuition fees to cover both the direct and overhead costs of their studies. Post-secondary institutions are responsible for setting tuition rates and admission requirements, including language proficiency, for international students.
- The presence of international students positively impacts British Columbia’s institutions and the experience of domestic students.

- International students can also address some of the capacity concerns that institutions are facing. Additional revenues from international students have enabled many institutions to create capacity for domestic students, yielded job creation, and enabling the hiring of additional faculty.

Industry Training Authority

The Ministry of Jobs, Tourism and Skills Training has official responsibility for the Industry Training Authority (ITA). ITA provides the funding for trades seats at public and private training institutions in British Columbia, while the Ministry of Advanced Education funds facilities, equipment and administrative and overhead expenses in support of these programs. Additionally, in recent years the Ministry has provided funding for foundation seats in support of skills development in priority areas, and directed a portion of Skills Development Employment Benefit funding towards priorities aligned with the BC Jobs Plan, including trades-related training.

On August 21, 2013, government announced a formal review of ITA would begin in the fall to ensure ITA is meeting its mandate and reaching necessary targets and outcomes. The review is being led by Jessica McDonald. The opportunity for individuals to submit feedback in writing closed on October 18, 2013.

It is unknown if FPSE submitted feedback to be considered under the review. Information provided on FPSE's website indicates support of the review, and that FPSE planned to meet with Ms. MacDonald to provide input. FPSE's policy document recommends the following: "Reforming the Industry Training Authority (ITA) to ensure that all stakeholders, not just employers, are given an equal voice in the running of BC's trades training system. As well, re-align ITA's reporting mandate back to the Ministry of Advanced Education."

Suggested Response:

- Official responsibility for ITA falls under the Ministry of Jobs, Tourism and Skills Training.
- The Ministry of Advanced Education supports post-secondary institutions' delivery of trades programs by funding facilities, equipment and administrative and overhead expenses.
- Helping to ensure the current public trades training system is aligned with labour market opportunities for skilled trades and technical workers remains a priority for the Ministry.
- As you know, a review of ITA is currently underway.

Funding

FPSE as indicated the view that post-secondary funding should be a key priority for government, and that this is not reflected in the most recent budget. FPSE has also indicated concerns about the funding formula and its impact on rural institutions.

Post-secondary institutions are funded on a modified block funding model. This approach provides a balance between targeted program funding for key government priorities and institutional autonomy to address the educational needs of specific communities and regions. Current operating funding includes a block operating grant component which was established in 2002/03, and any additional funding that has subsequently been added.

For rural and small institutions, funding that was provided prior to 2002/03, which recognized lower economies of scale with respect to administration and dispersed delivery with respect to delivery of programs, was included within the originally established block funding amounts. The 2013/14 average funding for rural colleges¹ is \$10,132 per FTE compared to \$7,737 per FTE for teaching universities/other colleges.

FPSE's policy document does not specifically discuss funding of rural post-secondary institutions, but raises concerns of general funding pressures. The document recommends "setting a four-year budget target that leads to increases in real per-student operating grants to post-secondary institutions".

Suggested Response:

- When block funding was established in 2002/03, it included funding previously provided to rural and small institutions in recognition of lower economies of scale, dispersed delivery of programs and issues related to having to operate and maintain multiple campuses.
- The June 2013 Budget Update reinforced the requirement for ministries to continue to carefully manage priorities while maintaining government services within existing budget allocations.
- The flexible nature of the Ministry's approach to funding assists rural and small institutions in addressing changing educational needs of communities. It also recognizes that programs and classes may not always be filled to capacity in smaller, rural communities.

Core Review and Post-Secondary Institutions

In the Minister of Advanced Education's Mandate letter, there is a specific accountability to "include the requirement for post-secondary boards to undertake institution-wide core review of their programming to ensure student seats are being filled".

The institutional core review is part of a much larger core review initiative that includes Government, and all agencies, boards and commissions including those in the SUCH sector. The core review is expected to encompass the full range of post-secondary programs – academic, technical, vocational/trades and developmental, as applicable to the institution and its mission/mandate. In carrying this out, it will be important to consider the institution as a whole to ensure maximum efficiency and effectiveness in leveraging available funding.

Terms of Reference are currently under development, and will be sent to Board Chairs by October 31, 2013. It is expected that core review processes will be complete by Spring 2014, with implementation of institutional action plans complete by December 31, 2014.

Suggested Response:

- The objectives for core review are to ensure that institutions are operating programs as efficiently and effectively as possible and that student seats are being filled.
- We know that institutions have taken steps to manage costs and that they regularly review programs and services.

¹ Includes College of New Caledonia, College of the Rockies, North Island College, Northern Lights College, and Northwest Community College.

- We want to recognize the work that has been done to date, and to identify what additional opportunities exist.
- Core review is not expected to replace the Administrative Service Delivery Transformation project, which is a separate and ongoing initiative.
- We will be working closely with institutions as the core review process moves forward.

Adult English as a Second Language: Cancellation of the Canada-BC Immigration Agreement

On April 12, 2012, Citizenship and Immigration Canada (CIC) announced the cancellation of the Settlement Annexes of its immigration agreements with British Columbia. As a result, beginning April 1, 2014, \$17 million will no longer be available to the Ministry for English language training, nor will a further \$5.4 million that was drawn from the Agreement to support tuition-free English as a Second Language (ESL) programming for federally eligible learners.

The federal government will continue to fund English language training for immigrants in British Columbia through contracts negotiated between service providers and CIC. It is the Ministry's understanding that 12 of the 17 public post-secondary institutions that currently deliver ESL submitted proposals for funding under CIC's open procurement process; and that they will learn whether they have been successful later this fall. CIC is evaluating 218 proposals for settlement services, including ESL. The majority of the proposals were submitted by not-for-profit groups.

The Ministry has been open with the institutions – with Presidents, Vice-Presidents and Deans – about the implications of CIC's decision to cancel the Agreement. The Ministry has confirmed that \$17 million will no longer be available to the Ministry for English language training, and that this may affect institutions' base operating grants. Ministry staff are still examining various options for implementing the reduction. Implications for the current ESL tuition-free policy are also being examined.

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Suggested Response:

- The Ministry has been open with post-secondary institutions and with sector organizations about the implications of CIC's decision to cancel the Canada-British Columbia Immigration Agreement.
- We have been clear that cancellation of the Agreement will have a direct impact on the Ministry's budget when CIC no longer transfers this funding to British Columbia after March 31, 2014.
- By extension, this will have an impact on the budgets of institutions. Ministry staff are examining all options to mitigate the impact on institutions and immigrant learners.

- The federal government will fund English language training for immigrants in British Columbia through service providers who submitted successful proposals to CIC under an open procurement process this past summer.
- We understand that a number of institutions (12) submitted proposals for funding to CIC, and that they will learn whether they have been successful later this fall.
- The Ministry will continue to work closely with CIC and post-secondary institutions to minimize any impact on ESL students.

Attachment 3

Excerpt of Recommendations from *FPSE's Charting a New Course 2.0*

FPSE believes there is an urgent need for significant revisions to the policies and funding choices made over the last decade. Post-secondary education must play a critical role in building the future of BC, but that role has been undermined by changes made to the public system over the last decade, changes that have impaired both access and affordability. Public policy changes are needed and there is an opportunity to broaden the public debate that should precede a government commitment to implement those changes. Post-secondary educators want to play a critical role in designing those changes and participating in that larger public debate. To that end, we are encouraging the public to consider the following recommendations as part of dedicated plan for change in our post-secondary education system:

1. Improve funding, affordability and access by:
 - Setting a four-year budget target that leads to increases in real per-student operating grants to post-secondary institutions.
2. Strengthen BC's commitment to developmental education by:
 - Creating policy and funding options that support adult learners returning to post-secondary education.
3. Expand opportunities for English Language Training as well as increased international student support services at public institutions by:
 - Ensuring that new ELT programs, services and funding target public post-secondary institutions.
 - Providing additional funding mechanisms to ensure that our public post-secondary institutions have the capacity to provide additional student support services to the anticipated increase in international students that the Premier has cited in her provincial jobs strategy.
4. Change BC's system of trades training and apprenticeships by:
 - Reforming the Industry Training Authority (ITA) to ensure that all stakeholders, not just employers, are given an equal voice in the running of BC's trades training system. As well, re-align ITA's reporting mandate back to the Ministry of Advanced Education.
5. Advance the role of Liberal Studies and University Transfer programs by:
 - Strengthening the support and funding of Liberal Arts and University Transfer programs at colleges and special purpose and research universities in BC.
6. Effectively regulate BC's private post-secondary institutions by:
 - Introducing requirements that all private post-secondary colleges, institutes and language schools register with a reformed PCITA and that the new regulator is governed by a Board that includes equal representation for teaching faculty on its Board.
7. Establish better policies for recruitment & retention by:
 - Guaranteeing free collective bargaining throughout BC's public sector.
 - Re-balancing BC's labour laws to support greater unionization.
 - Establishing a more sustainable system of faculty supports to ensure that BC achieves the highest possible learning environments in every post-secondary institution.

8. Make BC post-secondary institutions leaders in technology, research and scholarly activity by:
- Ensuring all post-secondary institutions have equal access to research funding and supports.
 - Improving the capital funding allocated to post-secondary institutions.
 - Providing greater support for faculty professional development.
9. Democratize and strengthen post-secondary governance by:
- Amending the offending sections of Bill 18, the *Advanced Education Statutes Amendment Act*, that bar faculty elected representatives from also serving on their local association executive.
 - Amending both the *University Act* and the *Colleges and Institutes Act* to prevent administrators from creating an imbalance in the faculty and administrative representation on Senates and Education Councils.
 - Ensuring that faculty representatives have an equal voice within every institution's governance structures as well as the province's degree granting process.

Copy of full document available on FPSE's website at:

<http://www.fpse.ca/files/attachments/Charting%20a%20New%20Course%20pt0%20130522.pdf>

Attachment 4 – Summary of FPSE’s 2013/14 Action Plan

- 1) Work with other labour groups to:
 - a. Lobby for increased funding.
 - b. Strengthen student grant programs.
 - c. Review the provincial funding formula.
 - d. Overhaul the trades training and apprenticeship system.
 - e. Improve policies and funding for developmental education.
 - f. Deliver a broad range of English Language Training programs.
 - g. Re-regulate private post-secondary institutions.
 - h. Revitalize university transfer programs.
- 2) Expand opportunities for research and scholarly activity by:
 - a. Ensure all institutions have equal access to provincial and federal funding.
 - b. Make professional development a key priority in the next round of bargaining.
 - c. Advance academic freedom to avoid censorship, limitations placed on faculty research, professional development or scholarly activity.
- 3) “Democratize” post-secondary governance structures by:
 - a. Press government to amend the Advanced Education Statutes Amendment Act.
 - b. Ensure faculty have a majority voice in institutions’ governance structures.
 - c. Promote awareness among faculty by providing workshops and materials about governance.

**MINISTRY OF ADVANCED EDUCATION
MEETING NOTE**

Date: July 5, 2013 Cliff# 95258 File# 60240-60/9313A/CAP 2013 Version # 1
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PREPARED FOR: Honourable Amrik Virk, Minister of Advanced Education

DATE AND TIME OF MEETING: Tuesday, July 9, 2013, 9:00 am – 9:45 am

ATTENDEES: Dawn Minty, Assistant Deputy Minister,
Post Secondary Regions and Programs Division

ISSUE(S): Recent issues at Capilano University

BACKGROUND:

Capilano University (Capilano) requested a short “meet and greet” meeting with the Minister, for the executive to introduce themselves and discuss current issues. A biography of Kris Bulcroft, the current President, is attached as Attachment 1.

DISCUSSION:

The following topics are likely to be raised at the meeting:

2013/14 Budget

Capilano University is challenged to continually deliver leading-edge programs and student services, while demonstrating financial stewardship and accountability.

The University has traditionally achieved surplus financial results (5-year average of \$3.5 million annually), however has ended 2012/13 in a modestly balanced position (\$0.1 million operating surplus). Key drivers of this change include significant capital investments over the last few years, a change in accounting standards in 2012/13 and a number of minor renovation projects.

However, on April 25, 2013, Capilano posted information on its website regarding implications of eliminating a projected \$1.3 million shortfall. The plan was widely criticized by staff and students who expressed public concern at the perceived lack of consultation from the administration on the proposed cuts.

At a May 14, 2013 meeting, the university’s board agreed to postpone any discussion on the fiscal sustainability plan and proposed budget until its meeting on June 11, 2013. Ministry Executive met with Capilano’s President to review financial and program concerns prior to the June 11th Board meeting.

At its June 11, 2013 meeting, Capilano University’s Board of Governors approved the revised annual operating budget and advised in a Media Release June 12, 2013 that:

“During the annual budget cycle for 2013-2014, a shortfall of \$3.5 million was originally indicated and was subsequently reduced to \$1.2 million through cuts to maintenance, no increase to services, staffing and equipment and the suspension of some capital projects. This was after a number of cost-saving measures were implemented in previous years, including not filling or eliminating a number of administrative positions.”

As a result of the Board's approval of the budget, the Ministry is aware that there will be service delivery impacts across a number of program areas, including but not limited to: fine and applied arts programming (studio art, foundations in illustration & design), business, computer science, health and developmental programs.

Specific to the Adult Special Education (Access to Work) program, the Ministry has received approximately 70 calls and e-mails related to the reduction/cancellation of the program. Parents, students, and families are concerned that individuals are being denied access to a successful program that provides excellent employment and transition outcomes.

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Student Housing

Capilano has indicated that the lack of affordable housing in North Vancouver is hindering their ability to attract national and international students. Capilano would like to build on-campus student housing.

This issue is not unique to Capilano and has been raised by a number of other institutions. When institutions borrow money for any purpose, this borrowing is included on the financial statements of the institution, which then roll up onto the financial statements of the Province. Government is trying to manage overall debt levels and ensure the Debt-to-Gross Domestic Product ratio does not increase, which helps keep the Province's borrowing costs down. Consequently, the Province has not approved any new borrowing requests made by institutions.

Other

- On April 18, 2013, Capilano submitted a full program proposal for a Bachelor of Design in Visual Communication degree. This proposal is currently undergoing Ministry review.
- On July 4, 2013, it was announced that Dr. Richard Gale would become the new Vice-President Academic and Provost. Dr. Gale's biography is attached as Attachment 2.

SUGGESTED RESPONSES:

2013/14 Budget

- I understand that you have and will continue to have an ongoing dialogue with staff from my Ministry regarding the university's financial pressures, financial sustainability and program impacts.
- I expect Capilano to make responsible budget decisions while ensuring a continued high standard of education for students.


Student Housing

- I appreciate the lack of affordable housing is affecting Capilano's ability to attract students. This issue has been raised by other institutions in the Lower Mainland.
- Government is trying to manage overall debt levels and within this context, the Ministry of Advanced Education is working with institutions to create a self-supporting model to finance student residences. This model has worked for other business organizations within institutions, and is being explored as an option for student residences.

Degree Proposal

- I understand that Ministry staff are currently reviewing the Bachelor of Design degree proposal.

Attachments: 1. President Bulcroft - biography
2. Dr. Richard Gale - biography

Prepared by:	Brian Train, Education Officer	Reviewed by:	
	Lower Mainland Region	Director	NH
Phone #:	250-387-3986	Executive Director	LM for AL
		Assistant Deputy Minister	DM
		Deputy Minister	

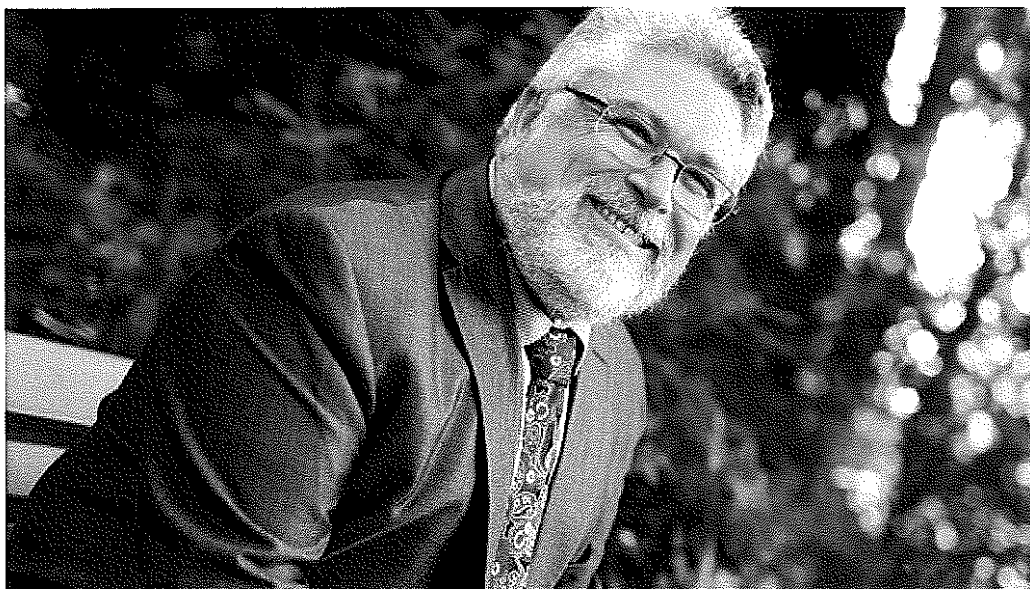
President's Biography
Dr. Kris Bulcroft
Capilano University

Dr. Bulcroft became the sixth president of Capilano and second vice-chancellor of Capilano University on August 1, 2010. She had a distinguished 20-year career at Western Washington University, serving as a professor of sociology as well as vice-provost for undergraduate education – a position she held until 2008 when she joined Franklin College as provost and vice-president for academic affairs.

She holds a BA from Pacific Lutheran University, an MA from Eastern Washington University and a PhD from the University of Minnesota. Her primary field of study is sociology, with emphasis on family life and aging. Kris has published widely on these issues and has worked as a research scientist at the Fred Hutchinson Cancer Research Center in Seattle. She is also a recipient of several Fulbright Awards for research and teaching in Canada and Slovakia, and has served as a reviewer for Fulbright proposals for Central Europe.

Source: <http://www2.capilanou.ca/about/president-office/photo-album.html>





Dr. Richard Gale holds a PhD in Theatre History from the University of Minnesota, a Master of Fine Arts in Playwriting from the University of California, San Diego and a Master of Arts in Drama from San Jose State University.

Gale comes to Capilano from Calgary's Mount Royal University, where he has worked for the last five years: first as visiting scholar, and then as the founding director of Mount Royal's Institute for Scholarship of Teaching and Learning and tenured full professor in the Department of General Education.

Previously he served in British Columbia as a visiting scholar at Royal Roads University in Victoria and New Westminster's Douglas College.

From 2002 to 2007, he served as senior scholar at The Carnegie Foundation for the Advancement of Teaching, where he was director of the Carnegie Academy for the Scholarship of Teaching and Learning Higher Education Program and one of the principal architects of the Integrative Learning Project

Since 2000, Gale has focused his research activities on how faculty and administrators understand and improve student learning from a scholarly, evidence-based perspective. He has worked with colleges and universities across Canada and the United States, helping them see learning in a new way.

Over his career he has taught courses in theatre history and theory, playwriting and critical pedagogy, American history and general education.

He is a playwright, dramaturg, outdoor enthusiast, art aficionado and collector of first edition books thanks to an early career as a bookseller. Raised in San Francisco amongst a family of educators and activists, he has strong West Coast roots. He has a five-year-old son, and he and his fiancée will shortly be joined in British Columbia by one of her two sons who will be pursuing a degree in Capilano University's Liberal Studies program. ☺

**MINISTRY OF ADVANCED EDUCATION
MEETING NOTE**

Date: July 10, 2013 Cliff# 95293 File# 280-20 Version # 1
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PREPARED FOR: Honourable Amrik Virk, Minister of Advanced Education

DATE AND TIME OF MEETING: July 25, 2013 at 4:45 p.m.

ATTENDEES: Representatives of the Institute of Chartered Accountants of British Columbia, Certified Management Accountants Society of British Columbia and Certified General Accountants Association of British Columbia

ISSUE(S): The associations' agreement to pursue a merger and create a new professional accounting designation through new legislation.

BACKGROUND:

In British Columbia, as in other provinces, Chartered Accountants (CA), Certified Management Accountants (CMA) and Certified General Accountants (CGA) are each governed by professional associations operating under separate legislation. The legislation sets out the associations' powers in regulating their members, and reserves titles and designations for members. The Institute of Chartered Accountants of British Columbia (ICABC) operates under the *Accountants (Chartered) Act*, the Certified Management Accountants Society of British Columbia (CMABC) regulates its members under the *Accountants (Management) Act*, and the Certified General Accountants Association of British Columbia (CGA-BC) functions under the *Accountants (Certified General) Act*.

Since the regulation of accounting professions falls under provincial jurisdiction, there has been fragmentation and a complex system of regulatory frameworks in Canada, with 40 different accounting organizations responsible for regulating members, students and accounting firms. However, each association has ties to its respective sister organizations in other provinces and territories through strong national associations.

Since May 2011 the national CA and CMA associations have been engaged in discussions regarding unification of their national, provincial and regional organizations into a national body called CPA Canada, and the creation of a new professional designation called the "Chartered Professional Accountant" (CPA). The national associations launched a member consultation process. Following the national associations' announcements, the ICABC and CMABC commenced merger discussions.

On October 25, 2012 the ICABC and CMABC wrote to the then Minister of Advanced Education, Innovation and Technology submitting a report entitled "*Time to Secure Our Future*" (see Attachment A). In the report, the ICABC and CMABC requested that government enact legislation to formally unify them into the "Chartered Professional Accountants of British Columbia" (CPABC) as the provincial body regulating the CPA profession.

On January 1, 2013 the national CA and CMA boards (Canadian Institute of Chartered Accountants and CMA Canada) established CPA Canada as the national body to support the provincial associations that will unify under the CPA banner, and to develop the CPA certification program.

The CGA-BC's participation in provincial unification discussions has been sporadic. It initially declined to take part, then joined discussions in October 2011, but pulled out in May 2012 following a breakdown of unification talks in Ontario. In February 2013, the CGABC announced it would be re-joining merger discussions with the ICABC and CMABC. The announcement followed decisions by CGA associations in Alberta, Saskatchewan, Newfoundland and Labrador, and New Brunswick to resume merger discussions in their respective jurisdictions.

In May 2013 the ICABC, CMABC and CGA-BC wrote to the Ministry announcing that they had signed an agreement to pursue a merger (Attachment B). A similar letter was sent to the Premier later the same month. The Ministry has responded that it must undertake a careful review of the merits of the proposal to determine if legislation can be considered for a future legislative session, and has requested the three associations to provide detailed information on the requested content of new unification legislation in order to assist with the Ministry's review process (Attachment C).

In June 2013 the three associations invited the Minister to attend and speak at the first CPABC retreat in early July (Attachment D).

DISCUSSION:

If unification proceeds, the CPABC would regulate a significant number of accountants in British Columbia. The three associations established under the current legislation have membership numbers as follows:

- ICABC – approximately 11,000 members and 1,800 CA students;
- CMABC – approximately 4,000 members and 1,000 CMA students and candidates; and,
- CGA-BC – approximately 11,000 CGAs and 5,000 CGA students.

In materials provided by the associations, they argue that unification is necessary due to international and domestic factors such as increased need for inter-jurisdictional mobility (within Canada and internationally), the emergence of global standards, designations and strategic alliances, and the convergence of practice areas that were once more distinct. The rationale for unification is discussed in detail in the *"Time to Secure Our Future"* report, which also summarizes and explains the results of consultations.

The associations have also requested that the unification legislation provide the new CPABC governing body with an ability to regulate undesignated individuals – those who practice accounting but are not CAs, CGAs or CMAs – by enabling the new governing body to oversee them. This would be a new power, since the current legislation does not provide the ICABC, CMABC or CGA-BC with the ability to regulate the scope of practice of accounting.

Memberships of the three associations in British Columbia appear supportive of unification. CMABC members have been most supportive – in June 2012, 94% of members who voted on the issue were in favour of unifying the accounting designations, or felt the elected Board should decide. The CGA-BC surveyed its membership in March 2013 and, of those who responded, 91.7% members agreed with unification of the three associations and creation of a new CPA designation. A vote was held by the ICABC in May 2012, and of those members who voted 61% supported unification or allowing the ICABC council to make a decision.

Significant work must be done in the Ministry to analyze the proposal, determine if it is in the public interest, and identify any implications including the impact on other professions and organizations. For example, the Association of Chartered Certified Accountants (ACCA) has contacted the Ministry to express concerns regarding the merger. The ACCA is an international organization for professional accountants, offering qualifications and setting examinations that enable individuals to access the accountancy profession. While the ACCA does not play any role in regulating the practice of accounting in British Columbia, it is concerned that unification could affect Mutual Recognition Agreements it has in place with each CGA association in Canada.

Cabinet Operations has recently announced that ministries' legislative proposals for 2014 – 2016 must be submitted by July 31, 2013. If the Minister decides to include the accountants' unification legislation in the Ministry's three-year legislative proposal, and the proposal is approved by Cabinet, Ministry staff would prepare a Request for Legislation for a future legislative session (e.g., Spring 2014) subject to timing as directed by Cabinet.

To date, only Quebec has enacted legislation to create a single association for the new CPA designation. However, mergers have been approved by accounting organizations in most other Canadian jurisdictions, and a number of those jurisdictions expect to be developing merger legislation in the near future.

Until new CPA legislation comes into force in British Columbia, the three associations will continue to govern their members, and members will retain their current accounting designations.

SUGGESTED RESPONSE:

- Thank you for the information you have provided regarding the proposed merger and new CPA designation.
- Government must undertake a careful, independent evaluation of the merits and potential downsides to the merger, despite the associations and their members demonstrating majority support.
- In evaluating the proposal, government's most significant concern is whether the proposal would be in the public interest. There are several other considerations as well, such as how the proposal may impact other professions and occupations.
- If a decision is made to proceed with legislation, a significant amount of work would be required to enable the Ministry to amend or replace the existing legislation governing the three associations. The Ministry would be required to submit a Request for Legislation, which would need to be approved by Cabinet before drafting of new legislation could begin.
- The active participation of the three associations would be needed so that the Ministry could complete the necessary policy work leading toward preparation of the Request for Legislation.

If asked about potential timing:

- As announced by the Premier, the Summer 2013 session will focus on budget legislation.
- The Ministry will make best efforts to put forward merger legislation in a subsequent legislative session, although this would be subject to Cabinet's determination of legislative priorities.

Attachments:

- A - October 25, 2012 Report entitled "Time to Secure Our Future".
- B - May 9, 2013 letter from ICABC, CMABC and CGA-BC to Cheryl Wenezenki-Yolland, Deputy Minister.
- C - May 29, 2013 letter from Ian Rongve, Assistant Deputy Minister, to ICABC, CMABC and CGA-BC.
- D - June 13, 2013 letter from ICABC, CMABC and CGA-BC to Minister Virk.

Prepared by:	Kelly Dunsdon, Senior Legislative Analyst	Reviewed by:	
	Governance and Quality Assurance Branch	Director	KJW
Phone #:	(250) 387-9479	Executive Director	WMB
		Assistant Deputy Minister	90
		Deputy Minister	A



Recommendations by the:
Chartered Accountants of British Columbia
Certified Management Accountants of British Columbia

Submitted to: The Minister of Advanced Education
Hon. John Yap

The Deputy Minister of Advanced Education
Cheryl Wenezenki-Yolland, FCMA

Date: October 25, 2012

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Recommendations to Government

The Government of British Columbia is ultimately responsible for enacting laws that govern the practices of the accounting profession in the province. To this end, the profession has dialogued with the government, through the Ministry of Advanced Education, to engage them on the broader national issues regarding the merging of accounting organizations across the country. As part of this engagement with the province, this paper outlines the recommendations of two of BC's three accounting bodies, the ICABC and CMABC. It also discusses the rationale and process for unification following the release of the national Unification Framework (see Appendix 1) and Provincial Merger Proposal (see Appendix 2), and the consultation process undertaken by both organizations.

The leadership of BC's CAs and CMAs unanimously recommend to the BC Provincial Government that current provincial accounting regulations be modernized and streamlined. Specifically, we recommend that, as part of a broader, national initiative which will better protect the public interest and better serve British Columbia and Canada's economic interests both domestically and abroad, the government:

- Unify the two current existing accounting Acts (*Accountants [Chartered] Act and Accountants [Management] Act*) into one. The benefits of this change include:
 - *The creation of a robust, consistent, regulatory environment that will provide enhanced protection for consumers and other users of accounting services; and*
 - *The establishment of a governing body that would continue to provide the existing mandates of self-regulation, education, and advocacy for the majority of professional accountants in BC.*

We recommend that the new Act continue the current high standards of the accounting profession by empowering the new body to:

- Create and implement a new, common regulatory framework incorporating the best practices of the existing organizations. This regulation would be developed in concert with other Canadian jurisdictions.
 - *The benefit of this change would be a regulatory framework that is nationally consistent, which facilitates labour mobility and inter-jurisdictional business.*
- Create a new rigorous internationally recognized professional accounting certification program that meets the high standards of the existing programs (see Appendix 3). In addition, a separate certificate program will be offered for those who aspire to a career in accountancy but choose not to complete the full professional accounting program.
 - *The benefit of this change would be a harmonized training and certification program for the majority of professional accountants in BC.*
- Grant a new common designation, Chartered Professional Accountant (CPA). During the transition, existing members of each accounting body will be required to display their legacy designations (CA, CMA) in conjunction with the CPA designation for a period of 10 years, with optional use of the legacy designations with CPA thereafter.
 - *The benefit of this change would be the evolution to CPA, which would align BC and the rest of Canada with the globally dominant designation that is recognized by our largest trading partners.*

In addition, we recommend that the government give future consideration to increasing the protection of the public through regulation of undesignated individuals providing public accounting services in BC. This could be accomplished by enabling the new proposed body to oversee these individuals.

- *The benefit of this change, in addition to greater protection of the public interest, is it would align BC with many jurisdictions in North America where there are regulations in place regarding the practice of public accounting, including the new CPA legislation introduced in Quebec. Currently, there are national, harmonized proposals under development.*

In summary, with government's support, unification of two of the province's three accounting Acts, consistent with other provinces, could result in a common regulatory structure affecting approximately 16,000 CPAs in BC, as well as over 1,000 firms that practice public accounting—all of which would become CPA firms. These firms employ approximately 3,500 professional accountants and non-designated accounting and support staff.

Background

British Columbia's accounting profession is governed by three separate, but similar, pieces of legislation: the *Accountants (Chartered) Act*, *Accountants (Management) Act*, and *Accountants (Certified General) Act*. Each accounting designation is regulated by a provincial body:

- The Institute of Chartered Accountants of BC (ICABC) governs over 11,000 CAs and 1,800 students;
- The Certified Management Accountants Society of BC (CMABC) governs over 4,700 CMAs and 1,000 students; and
- The Certified General Accountants Association of BC (CGA-BC) governs over 10,300 CGAs and 4,600 students.

These three memberships account for over 26,000 professional accountants, roughly 15% of professional accountants in Canada. All three organizations share the same legislative objects, providing a dual mandate: the protection of the public through the education, training, and regulation of their members; and representing the interests of their members.

These three accounting designations have co-existed in the marketplace for decades, but in the last five years there have been several significant developments within the accounting profession that have shaken the status quo, including: the financial crisis and changes in the international regulatory environment; the adoption of international reporting and auditing standards by Canada; and significant regulatory inconsistencies within Canada regarding public accounting that have caused issues under the Agreement on Internal Trade (AIT).

In addition, in late 2010, the Office des professions du Québec invited the three accounting bodies to develop a plan to merge, and in May 2012, the legislation to establish the Chartered Professional Accountant (CPA) designation was enacted in Quebec, creating a fourth accounting designation in Canada. One out of five professional accountants in Canada is now a CPA. The merger in Quebec was a catalyst for the unification discussions that are now taking place within the accounting profession.

In May 2011, the national CA and CMA bodies announced they were discussing unification. With the support of the provincial CA and CMA bodies, a position paper outlining the proposed guiding principles for unification was released to members for consultation. By October 2011, the majority of provincial CGA bodies, as well as CGA Canada, had entered discussions. In January 2012, the three national bodies jointly released the Unification Framework, and in BC, the profession's leadership jointly released the BC Provincial Merger Proposal.

By May 2012, both of the national, and the majority of provincial CA and CMA bodies, and CGA Quebec and Alberta, had decided to move forward with unification as part of a national initiative. After extensive consultation, the ICABC and CMABC held votes to determine member support for the national initiative. From May 1 – 18, over 4,800 BC CAs voted on the unification initiative. This represented 43% of the membership—an excellent response rate and the largest in recent history. Of those who voted, 52% support the unification of the existing accounting *Acts* into one *Act*, and 9% believe that elected Council should decide. Given that Council has stated that it unanimously supports unification as part of a national initiative, this equates to 61% supporting unification. A further 39% of members who voted do not support unification.

From June 11 – 29, 3772 of BC CMAs took part in an advisory vote regarding unification. This represented 80% of the membership, and the results showed that 90% of those who voted support the unification in British Columbia of the CMA and CA organizations, and a further 3.5% indicated that the elected Board should decide. 5% of the respondents do not support the merger, and 1.5% preferred not to vote.

While the withdrawal of CGA-BC and the majority of CGA bodies across Canada in late May 2012 was disappointing, the leadership of both the ICABC and CMABC remain committed to unification as part of a national initiative, and believe it is the best way forward for the profession, the province, and Canada. Both organizations would welcome CGA-BC back to the table if they chose to re-enter the discussions. Regardless, the CA and CMA leadership recognizes that significant regulatory improvements and economic benefits could still be achieved, nationally and provincially, with two out of the three accounting bodies participating, representing approximately 65% of the country's professional accountants.

Other relevant provincial stakeholders were also consulted while all three bodies were taking part in discussions, and included: public accounting firms; the government-appointed public representatives on the ICABC Council; consumers; the BC Securities Commission; and academics. Nationally, research was done with key stakeholders representing business, Government, financial services, regulators, and firms (see Appendix 4); and a report was commissioned to assess the impact of unification on self-regulation of the profession (see Appendix 5). All of these stakeholders were overwhelmingly in support of unification, and felt that a merger of all three bodies was in the public and economic interest of the province, and Canada.

Regulatory and Economic Benefits of Unification

There are a number of regulatory and economic drivers behind this initiative.

- 1) Having an accounting profession and financial regulatory system that is internationally recognized as being robust, competitive, and consistent will support BC's economic objectives.
 - a. Professional accountants play an invaluable role in BC's economy—there isn't a major capital investment or financial transaction made here that doesn't involve a professional accountant.
- 2) Merging two of BC's three accounting bodies would create a modern and streamlined regulatory regime for the majority of BC's professional accountants. It would also create consistent and rigorous standards that are significantly harmonized across provincial jurisdictions.
 - a. Canada's accounting profession is currently fragmented. There are three designations in every province and territory, and each is set up under its own legislation. Until Quebec's unification, there were 40 separate pieces of legislation regulating Canada's professional accountants nationally.
 - b. Regulation of all individuals offering public accounting services, whether designated or not, will provide better protection for the public. The current structure only regulates CAs, CMAs, and CGAs, while non-designated accountants are able to provide public accounting services in BC without regulatory oversight of any kind.
- 3) Unification of the majority of Canada's accounting bodies would enhance labour mobility.
 - a. Nationally: The legislation regulating public accounting varies widely from province to province, creating difficulties for those working in multiple jurisdictions, and leading to challenges under the Agreement on Internal Trade (AIT).¹
 - b. Internationally: By having a common certification and entry point for the majority of accountants, there will be a clear and streamlined process for foreign designates looking to join the Canadian accounting profession.
- 4) Canada has adopted international standards for financial reporting and audit. Unification would allow the profession to speak more cohesively and enhance our ability to influence proposed changes to international standards, and ensure that these standards are appropriate for Canadian market needs.
 - a. Many national and regional accounting bodies in other countries are entering into alliance agreements to increase their individual and collective strength, relevance, and influence at the international standard-setting table.
 - b. The recent global financial crisis—which is still unfolding—brought the regulation of the accounting profession under close scrutiny. As a result, extensive regulatory changes are being proposed in Europe and the United States that would significantly impact financial regulations, and specifically the role of auditors. Canada will need to respond.

¹ Due to different public accounting standards, in November 2009, the Manitoba government initiated dispute resolution proceedings with the Ontario government under the AIT regarding the practice of public accounting. On February 13, 2012, the AIT Panel ruled in favour of Manitoba. Their report recommended that *"All Parties [being the provinces] take steps to reinvigorate consultations with the other Parties directly or through the appropriate regulatory authorities to develop a consistent standard for public accountants across the country."*

Framework for Uniting the Canadian Accounting Profession

The proposed national Unification Framework and BC Provincial Merger Proposal provide a blueprint for unification that is harmonized across Canada and in BC.

National Unification Framework

In May 2011, a position paper was released that laid out the proposed guiding principles for the unification of the accounting profession. By the end of the year, 38 of 40 accounting bodies were at the table discussing unification, including all three in British Columbia.²

On January 17, 2012, the national leadership of the three accounting organizations released the national Unification Framework, which was supported by the ICABC Council and CMABC and CGA-BC Boards. The national unification framework and principles were heavily influenced by the position paper put out in May, and provide a common framework for the development of provincial merger proposals.

The framework for unification is based on four fundamental objectives:

1. To be better positioned to protect the public by ensuring all professional accounting and assurance services meet a uniformly high and consistent level of ethical and practice standards.
2. To govern the accounting profession in an effective and efficient manner.
3. To contribute to the sustainability and prosperity of the Canadian accounting profession.
4. To protect and enhance the value of the designation in an increasingly competitive environment.

The framework also contains eight guiding principles to achieve these objectives:

1. Evolution to a single designation, Chartered Professional Accountant (CPA);
2. Continued use of existing designations in conjunction with CPA for 10 years;
3. Retention but no expansion of rights;
4. A rigorous certification program that draws on the strengths of all three programs;
5. A single designation with specialties, similar to other professions such as medicine or law;
6. Early in the transition, all branding efforts would focus on the CPA designation;
7. A common code of conduct, practice inspection, disciplinary processes, and a nationally consistent public accounting regime would be developed; and
8. Merged operations and governance for each province and territory and the national bodies.

BC Provincial Merger Proposal

Because the profession is provincially legislated, the leadership of all three of BC's professional accountants jointly developed a BC Provincial Merger Proposal, which was released to members on January 24, 2012. The BC proposal is consistent with the national framework, and includes details regarding governance, member dues, regulatory processes, transition and integration of operations, and the role of government in unification. It also outlined the decision making process undertaken by the three bodies. Although CGA-BC has withdrawn, the remaining two bodies continue to support a merger in the same manner as previously outlined, and would welcome CGA-BC back to the table if they chose to re-enter discussions.

The decision making process recognized the role of government in unification, and also involved engaging members and other key stakeholders regarding the Unification Framework and BC Merger Proposal in order to gauge their level of support. The ICABC and CMABC have collected and assessed the input received during the consultation, and have assessed the support for the merger in jurisdictions across Canada to date.

² In May 2012, CMA and CGA Ontario withdrew from discussions, and the majority of provincial CGA bodies soon followed (with the exception of CGA Alberta). However, all CA bodies (with the exception of Alberta) and all CMA bodies (with the exception of Ontario) are still participating in discussions and are committed to unification as part of a national initiative.

Consultation Process—Stakeholder Feedback

CA Members

Since May 2011, the ICABC has carried out an extensive and comprehensive consultation (see Appendix 6). The ICABC held 58 town hall meetings, with total attendance of close to 3,400 CA members. The top 4 concerns brought up by members were:

- Staying aligned with a national profession;
- Ensuring the new CPA certification program is as rigorous as the current CA program;
- Creating a uniform regulatory framework; and
- The importance of using legacy designations with CPA during the 10-year transition.

These findings were echoed in the members' survey managed by external research consultant, Vision Critical (chaired by industry leader, Angus Reid), which found that a majority of members want Council to consider support in other jurisdictions when drafting recommendations to Government. There was also general support for the eight guiding principles of the Unification Framework.

Over half of respondents are likely to endorse a recommendation to proceed with restructuring if it is supported by stakeholders. Overall sentiment towards the merger is split and became more positive after members completed the survey.

Between May 1 – 18, CA members were asked to vote on the recommendations in the draft report to Government, and the results were:

- 4,843 BC CAs voted, representing a 43% response rate

Of those who voted:

- 52% support the unification of the existing accounting *Acts* into one *Act*
- 9% believe that elected Council should decide
- 39% do not support unification
- 74% support the mandatory use of legacy designations for 10 years, with optional use of legacy designations with CPA thereafter
- 63% support a common regulatory framework that reflects current high standards
- 63% support a new rigorous internationally recognized professional certification program that meets the high standards of existing programs
- 59% support offering a separate intermediate certificate program
- 52% support granting a new common designation (Chartered Professional Accountant)

CMA Members

Since May 2011, CMABC held a consultation process regarding unification (see Appendix 7). In total, 474 CMAs attended 16 town hall meetings in key markets across BC. The general response was supportive, with members expressing concern that BC remain part of a national profession. The most frequently asked questions and comments were regarding:

- The status of merger discussion in other Canadian jurisdictions;
- Details on the proposed CPA certification program;
- Length of the tagging requirement;
- Effect of a merger on member dues; and
- The impact on honorary and life members.

A members' survey was out in the field in April, and when asked their level of support for the Board's proposal to merge the CMA, CA, and CGA organizations: 66% of respondents were strongly in favour; 25% were somewhat in favour; 2% were strongly against; 2% were somewhat against; and 5% were undecided. A total of 1,575 CMABC members participated in the survey, representing a 33% response rate.

Between June 11 – 29, CMA members were asked to vote on the unification in British Columbia of the CMA and CA organizations. Of the 3,772 of members who voted, representing an 80% response rate, the results were:

- 89.79% support the unification
- 5.14% do not support the unification
- 3.52% believe the elected Board should decide
- 1.53% preferred not to vote

CGA Members

While CGA-BC has chosen to withdraw from discussions, there is strong support within their membership for unification. CGA-BC conducted a member survey regarding unification, from March 9 to March 19. 2,799 CGAs responded, or 28% of members. The survey followed town hall sessions where members also had the opportunity to offer feedback and participate in open discussions.

When asked the question, "How likely are you to support a Board recommendation to proceed with a merger as presented in the proposal and based on feedback from other stakeholders and progress in other provinces?" 54% were very supportive; 30% were somewhat supportive; 11% were neutral; 3% were somewhat opposed; and only 2% were very opposed; 84% of BC CGAs support the merger as presented in the BC Merger proposal.³

CA Public Accounting Firms

The leadership of the seven national firms in BC, which train the majority of CA students, have all indicated strong support for the unification initiative. In addition, the big four (Deloitte, Ernst & Young, KPMG, and PwC) have also declared their support nationally.

CA Training Offices

Invitations to participate in a survey were sent to CA training offices (CATOs) in BC. Overall, CATOs support the unification initiative, with 73% of the respondents positive about unification. There is also general support for the new CPA certification program, with 72% indicating that the new program has the rigour and flexibility to meet their needs, and 72% agree that creating a separate certificate program for those aspiring to a career in accounting, but not a CPA designation, will meet market needs.

Public Representatives on ICABC Council

The BC Provincial Government appoints three public representatives to sit on the ICABC Council to represent the public interest. To solicit their feedback Vision Critical conducted in-depth interviews. They found that the public representatives are supportive of the unification initiative and believe that a merger of the three designations would be in the public interest.

Consumers

Consumers are those who either hire or use the services of accountants. Independent interviews were conducted with 69 businesses in BC, representing organizations of all sizes. Two of the strongest perceived benefits of a merger of the three designations are:

- Common code of conduct – 90% agree this would be beneficial to businesses.
- Single qualification process and designation – 78% believe this will reduce confusion over designations.

³ CGA-BC website: http://www.cga-bc.org/about_us.aspx?id=24339

Regulators – BC Securities Commission

The BC Securities Commission (BCSC) supports the principles of unification that will achieve the following (see Appendix 8):

- Appropriate oversight over licensing accountants who are signing audit reports;
- High quality code of conduct applicable to all audits;
- Effective stakeholder consultation and influence of the development of international standards by having a larger, more cohesive voice representing the Canadian accounting profession;
- Effective regulation of the practice of accounting and transparency of qualifications to help promote compliance with financial reporting requirements in securities legislation; and
- The use of the legacy designations in combination with the “Chartered Professional Accountant” during a transition period

Academics

Academics were also identified as a key stakeholder group of our profession, as they educate our students before entering the CA, CMA, and CGA programs. Vision Critical conducted a focus group of eight academics representing a good cross section of institutions, and included members of all three designations. Academics are very supportive of the unification process. Discussion at the focus group centered on the details of the proposed CPA certification program and the need for more clarity.

National Overview: Progress of Unification to Date⁴

The following provincial breakdown details the status of the initiative in each province and territory.

Canada—the CICA and CMA Canada will create CPA Canada, and jointly develop and implement the CPA Certification Program and a secondary certificate program. The new national body will be established as of January 1, 2013.

Ontario—CMA and CGA Ontario have withdrawn from discussions. However, the CA Ontario Council has confirmed it will join CPA Canada once it's established, will award the Chartered Professional Accountant (CPA) designation to its 36,000 members on November 1, 2012, and will regulate the future use of the CPA in Ontario.

Quebec—the government enacted legislation in May 2012, and established the CPA designation in that province. There are currently 35,000 CPAs in Quebec, and the *Ordre des comptables professionnels agréés du Québec* (CPA) will use the CPA program once it's available.

British Columbia—the ICABC and CMABC have signed an agreement to pursue a merger, and will approach the Provincial Government to ask for the merger of their two accounting bodies, and the creation of the *Accountants (Chartered Professional) Act*, thereby establishing the CPA designation. ICABC and CMABC have also committed to using the CPA Certification Program. Both organizations would welcome CGA-BC back to the table.

Alberta—the Alberta CA Institute withdrew from discussions, but may re-enter if it looks as though specific issues can be resolved nationally. The governing boards of CMA Alberta and CGA Alberta voted to move forward with unification of the two organizations and have committed to using the CPA Certification Program. The vote follows the results of the June 2012 member vote, where 75% of members of both organizations indicated their approval of unification.

Manitoba—the CA and CMA bodies held advisory votes with their members: almost 50% of CAs voted, and 59.5% are in favour of unification; approximately 50% of CMAs voted, and 93% of members support a merger. A comprehensive report recommending a merger has been submitted to the Provincial Government, and both organizations have committed to using the CPA Certification Program.

Saskatchewan—Members of ICAS and CMA Saskatchewan are participating in a vote designed to obtain a clear indication of their views regarding a merger between the Institute of Chartered Accountants of Saskatchewan and CMA Saskatchewan as well as the adoption of the CPA designation. Voting is taking place from October 15 to 28, 2012.

Newfoundland & Labrador—ICANL & CMANL developed and released a provincial merger proposal. ICANL held a member advisory vote: 61% of CA members voted and of those, 68% are in favour of the merger proposal (62% supportive, 6% elected Council should decide). CMANL will be holding a vote shortly.

New Brunswick—ICANB and CMA NB are currently in discussions regarding unification.

Nova Scotia—54% of CMA Nova Scotia, Bermuda and the Caribbean members took part in a vote, with 93% voting in support of the merger between ICANS and CMA Nova Scotia. Within the ICANS membership, 56.3% of the membership voted, and of those, 59.6% voted in support and 5.1% chose “elected Council to decide” on the question of merging with CMA Nova Scotia.

PEI—ICAPEI reports that 64% of members who cast a vote are in favour of unification, 8% elect to have council decide and 28% are against a merger; 38% of the membership participated in the vote. ICAPEI awaits the results of the vote underway by CMA PEI, following which the two bodies will determine the next steps to move forward.

Northwest Territories & Nunavut—CA and CMA bodies are currently in discussions regarding unification.

Yukon Territory—CA and CMA accounting bodies are currently in discussions regarding unification.

⁴ This page is current as of October 25, 2012. As discussions across the country continue to evolve, for the most up-to-date information please visit www.cpacanada.ca.



May 9, 2013

Cheryl Wenezenki-Yolland, FCMA
Deputy Minister
Ministry of Advanced Education, Innovation and Technology
PO Box 9884 Stn Prov Govt
Victoria BC V8W 9T6

Dear Ms. Wenezenki-Yolland:

We are pleased to announce that the Chairs of the Certified Management Accountants Society of BC (CMA BC) and the Certified General Accountants Association of BC (CGA-BC), and the President of the Institute of Chartered Accountants of BC (ICABC) have signed an agreement to pursue a merger. The three regulated accounting designations will work together to become the Chartered Professional Accountants of BC (CPABC) under the national CPA banner.

After extensive consultation, the agreement was reached following votes by the ICABC Council, CGA-BC Board and CMA BC Board in favour of unifying the three organizations. As the Ministry responsible for our respective *Acts*, we look forward to working with you over the coming months to establish the CPA profession in BC. With more than 34,000 members and students in BC, CPABC will foster the growth and evolution of the accounting profession, while also providing the expertise to help businesses in every sector of the economy.

Prior to the enactment of CPA legislation, our three bodies will jointly deliver the nationally-developed CPA Certification Program to BC students beginning in the fall of 2013. We will also continue to work with students currently enrolled in the CA, CGA, and CMA programs to complete their studies or transition into the CPA program.

Positive momentum continues to build throughout Canada. Many jurisdictions are working with their provincial government to draft and enact CPA legislation. With CPA already established in Quebec and Ontario, it is now the largest professional accounting designation in the country.

CGA-Canada, along with its international affiliates in Asia and the Caribbean and CGA bodies in the Northwest Territories/Nunavut, Yukon, Prince Edward Island and Nova Scotia, rejoined unification discussions on April 24, 2013. In Alberta, CGA, CMA and CA announced that they have signed a plan for the unification of the three regulated accounting designations under the national CPA banner.

Please do not hesitate to contact us should you require any further information.

Sincerely,

Gordon Ruth, FCGA
CEO
CGA-BC

Richard Rees, FCA
CEO
ICABC

Vinetta Peek, CMA (Hon.), CMA
President & CEO
CMA BC

May 29, 2013

Mr. Gordon Ruth, FCGA
Chief Executive Officer
Certified General Accountants Association of British Columbia
300 – 1867 W Broadway
Vancouver BC V6J 5L4

Mr. Richard Rees, FCA
Chief Executive Officer
Institute of Chartered Accountants of British Columbia
500 - One Bentall Centre
505 Burrard St, Box 22
Vancouver BC V7X 1M4

Ms. Vinetta Peek, CMA (Hon.), CMA
President and Chief Executive Officer
Certified Management Accountants Society of British Columbia
300 – 1867 W Broadway
Vancouver BC V6J 5L4

Dear Mr. Ruth, Mr. Rees and Ms. Peek:

Thank you for your letter of May 9, 2013, sent to Ms. Cheryl Wenezenki-Yolland, Deputy Minister, Ministry of Advanced Education, Innovation and Technology, advising that the Boards of the Certified Management Accountants Society of British Columbia (CMA BC) and the Certified General Accountants Association of British Columbia (CGA-BC), and the Council of the Institute of Chartered Accountants of British Columbia (ICABC), have voted in favour of unifying the three organizations. Your request has been forwarded to me for response on the Deputy Minister's behalf.

I understand that following the votes, the Chairs of the CMA BC and CGA-BC, as well as the President of the ICABC, signed an agreement to merge into one organization, the Chartered Professional Accountants of British Columbia. The merger is part of a larger initiative occurring in several Canadian provinces.

... /2

I also appreciate the information that you have provided regarding a fall 2013 start date for joint delivery of the nationally-developed Chartered Professional Accountants (CPA) Certification Program to British Columbia students.

I am pleased that the CMA BC, CGA-BC and ICABC will continue working with students to either complete their studies in current CA, CGA and CMA programs, or transition into the new CPA program.

You have advised that other jurisdictions in Canada are working to draft and enact CPA legislation. As you know, the Ministry of Advanced Education, Innovation and Technology must undertake a careful and independent review of the merits of the proposal in order to determine whether CPA legislation may be considered for introduction in a future session of the Legislative Assembly. Among the factors to be considered are whether the merger and creation of a new professional designation are in the public interest, and how other professions, occupations and organizations and occupations may be affected going forward.

One such professional organization, the Association of Chartered Certified Accountants (ACCA) of Canada, has contacted the Ministry to express concerns about the continuation of existing Mutual Recognition Agreements with the CGA association in each province upon a merger of CGA organizations with the other two professional associations. The Ministry would appreciate an explanation with reference to how the proposed merger in British Columbia may affect internationally-designated accounting professionals such as members of ACCA of Canada. I assure you that all interested parties' perspectives and priorities will be considered, and that Ministry staff will be pleased to consult with you, as they complete this review.

Sincerely,



Ian Rongve, Ph.D.
Assistant Deputy Minister

pc: Ms. Cheryl Wenezenki-Yolland Deputy Minister
Ministry of Advanced Education, Innovation and Technology and
Ministry Responsible for Multiculturalism



June 13, 2013

Honourable Amrik Virk
Minister of Advanced Education
PO BOX 9080, STN PROV GOVT
VICTORIA, BC V8W 9E2

Dear Minister,

Congratulations on your recent appointment. As you may be aware, the Certified Management Accountants Society of BC (CMABC), the Certified General Accountants Association of BC (CGA-BC), and the Institute of Chartered Accountants of BC (ICABC) have signed an agreement to pursue a merger. The three self-regulated accounting designations are working together to become the Chartered Professional Accountants of BC (CPABC), and we look forward to working with you and your Ministry to enact CPA legislation in the province.

Over the last two years, we have had discussions with former Ministers of Advanced Education Naomi Yamamoto, John Yap, and Ralph Sultan regarding the merger and our efforts were well received. We look forward to briefing you on the initiative and hope to do so as soon as is practicable.

With more than 34,000 members and students in BC, CPABC will foster the growth and evolution of the accounting profession, while also providing the expertise to help businesses in every sector of the economy. The new organization will be one of the largest professional organizations in western Canada. Our three bodies will jointly deliver the nationally-developed CPA Certification Program to BC students beginning in the fall of 2013, and should CPA legislation be enacted in a timely manner, this first group of candidates would be able to convocate as Chartered Professional Accountants.

Nationally, 38 of 40 professional accounting bodies are actively involved in merger discussions or have already merged under the CPA banner. We understand that most provincial accounting bodies are working with their provincial government to draft legislation, and Saskatchewan, Newfoundland and Labrador, and New Brunswick anticipate CPA legislation being introduced this fall. With CPA already established in Quebec and Ontario, it is now the largest professional accounting designation in the country. Unification under the CPA designation better protects the public interest and better serves British Columbia and Canada's economic interests both domestically and abroad, supporting the principles of the Agreement on Internal Trade by facilitating labour mobility and inter-jurisdictional business.

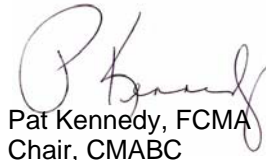
Given the momentum of CPA discussions across Canada, we would like to extend an invitation for you to attend and speak at the first CPABC Retreat in Kelowna, on July 4 or 5. We would be happy to schedule a time that works with your calendar. The CEO and BC Board members from CPA Canada will be in attendance, as will the Boards of ICABC, CMABC, and CGA-BC. This will be an excellent opportunity to fully brief you on recent developments and activities that are currently underway, as well as provide an opportunity for the Boards to hear about the upcoming priorities of your government.

If you are not available at this time, we look forward to meeting with you at your earliest opportunity. Please do not hesitate to contact us should you require any further information.

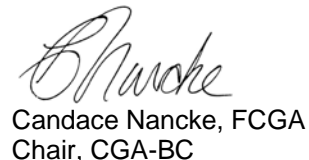
Sincerely,



Gordon Holloway, FCA
President, ICABC



Pat Kennedy, FCMA
Chair, CMABC



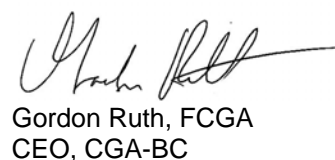
Candace Nancke, FCGA
Chair, CGA-BC



Richard Rees, FCA
CEO, ICABC



Vinetta Peek, CMA (Hon.), CMA
President & CEO, CMABC



Gordon Ruth, FCGA
CEO, CGA-BC

cc: James Gorman, Deputy Minister

**MINISTRY OF ADVANCED EDUCATION
DECISION NOTE**

Date:	July 15, 2013
Cliff#	95300
File#	60240-60/TRU 280-20/BN 2013
Version #	2

PREPARED FOR: Honourable Amrik Virk, Minister

ISSUE: Approval of one-time funding for Thompson Rivers University in support of short-term training

BACKGROUND:

In each of the last several years, under a Memorandum of Understanding between the Ministry of Advanced Education (AVED) and the Ministry of Social Development and Social Innovation, AVED has received Skills Development Employment Benefit (SDEB) funding to distribute.

s.16, s.17

The total amount of SDEB funding available annually has varied, with the number of institutions involved and their allocations changing from year to year. In 2013, \$7 million was spread across 19 post-secondary institutions. In 2012, a total of \$10 million was allocated among 16 post-secondary institutions.

SDEB is one example of a number of targeted government initiatives, beyond annual on-going operating funding, to support institutions' efforts to meet the educational and training needs of their communities and the province as a whole. Some other examples include targeted one-time Skills Development seats, short-term Health seats, funding to support Aboriginal students through Aboriginal Service Plans, as well as grants from the Aboriginal Community-Based Delivery Partnerships Program and the Community Adult Literacy Program.

For 2013, institutions are expected to use the SDEB allocations to offer programming aligned with BC Jobs Plan and Skills and Training Plan priorities. For some, this included programming that advances targeted initiatives such as regional and sector-based workforce tables' recommendations and the collaborative goals of the BC Centres of Training Excellence. Funding letters were sent in March 2013, with institutions asked to submit a plan of the planned programming to the Ministry. A further report is requested by March 31, 2014, outlining the programming offered.

DISCUSSION:

Thompson Rivers University (TRU) has received SDEB funding in previous years (\$925,337 in 2012 and \$343,646 in 2011), but it did not receive a funding allocation in 2013. The other institutions not receiving SDEB funding this year included the four research-intensive universities and Royal Roads University (none of which have received SDEB funding in previous years).

s.13, s.17

OPTIONS:

Option 1: Allocate a total of \$210,000 in one-time funding to TRU to support short-term programming aligned with BC Jobs Plan and Skills and Training Plan priorities.

Implications

s.13, s.17

Option 2: Do not allocate one-time funding to TRU.

Implications

s.13, s.17

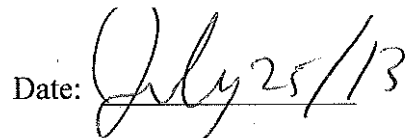
RECOMMENDATION:

s.13, s.17

Approved / Not Approved


Amrik Virk, Minister

Date:



Attachments: 1 – Proposed Funding Letter

Prepared by:	Susan Burns, Director Fraser Valley/Interior Region Branch	Reviewed by:	
Phone #:	250 356-6114	Executive Director	DS
		Assistant Deputy Minister	DM
		Deputy Minister	JG



JUL 25 2013

Our Ref: 95300

Dr. Alan Shaver
President and Vice-Chancellor
Thompson Rivers University
Clock Tower Building, Room CT 312
900 McGill Rd
Kamloops BC V2C 0C8

Dear Dr. Shaver:

I am pleased to advise that the Ministry of Advanced Education (the Ministry) is providing a one-time grant of \$210,000 to Thompson Rivers University (TRU). These funds will be forwarded to your institution with the next available electronic funds transfer.

The funding is to be applied to short-term training activities which support the priorities identified in the BC Jobs Plan and Skills and Training Plan.

The Ministry asks that TRU provide a plan of the short-term training anticipated to be delivered as a result of this one-time grant, on or before August 15, 2013. TRU is also asked to provide a summary report on the use of this one-time grant, outlining the training offered, the number of students served, as well as any other details you feel help describe the successes of the training provided, by March 31, 2014. Please send both documents to Mr. Darryl Soper, Executive Director, by email at Darryl.L.Soper@gov.bc.ca.

As labour market conditions and student demand can fluctuate, if your institution anticipates being unable to utilize funding for the anticipated training identified, please contact Mr. Soper to discuss potential reallocation of funding to meet other priorities.

I trust that this funding will further your institution's efforts to meet your region's labour market needs and support British Columbia's growing economy.

Sincerely,

Amrik Virk
Minister

pc: See Attached Distribution List

... /2

pc: Mr. Matt Milovick, Vice-President
Administration and Finance
Thompson Rivers University

Ms. Dawn Minty, Assistant Deputy Minister
Post-Secondary Regions and Programs

Mr. Joe Thompson, Acting Assistant Deputy Minister
Student Services and Sector Resource Management

Mr. Darryl Soper, Executive Director
Fraser Valley/Interior Region Branch

**MINISTRY OF ADVANCED EDUCATION
MEETING NOTE**

Date: July 15, 2013 Cliff# 95317 File# 60240-60/9313A/CAP 2013 Version # 1

PREPARED FOR: MLA Jane Thornthwaite, MLA Ralph Sultan, MLA Jordan Sturdy

DATE AND TIME OF MEETING: Friday, July 19, 2013

ATTENDEES: Capilano University Faculty Members;
Capilano University Students; and
Representatives from Federation of Post Secondary Educators

ISSUE(S): Recent issues at Capilano University

BACKGROUND:

MLAs Jane Thornthwaite, Ralph Sultan and Jordan Sturdy will be meeting with Capilano University faculty members, students and representatives from the Federation of Post-Secondary Educators (FPSE) to discuss current issues, including budget impacts on program delivery.

FPSE is a provincial organization which represents over 10,000 faculty and staff in British Columbia's post-secondary institutions.

DISCUSSION:

Capilano University is challenged to continually deliver leading-edge programs and student services, while demonstrating financial stewardship and accountability.

The University has traditionally achieved surplus financial results (5-year average of \$3.5 million annually); however, has ended 2012/13 in a modestly balanced position (\$0.1 million operating surplus). Key drivers of this change include significant capital investments over the last few years, a change in accounting standards in 2012/13 across the post-secondary sector to align with accounting practices used by the Province, and a number of minor renovation projects.

On April 25, 2013, Capilano posted information on its website regarding implications of eliminating a projected \$1.3 million shortfall. The plan was widely criticized by staff and students who expressed public concern at the perceived lack of consultation from the administration on the proposed cuts.

According to FPSE's website, FPSE asked the British Columbia Supreme Court on May 5, 2013 to issue an injunction that would force the Board of Capilano University to re-schedule its May 14, 2013 meeting. The injunction application indicated that the proposed budget cuts would adversely impact Capilano University students and that the University has the financial capacity to consider other options. According to media reports, FPSE's application was adjourned on May 14, 2013. (Note: Ministry staff have not been able to confirm this information.)

At its May 14, 2013 meeting, the University's Board of Governors agreed to postpone any discussion on the fiscal sustainability plan and proposed budget until its meeting on June 11, 2013.

At its June 11th meeting, Capilano University's Board of Governors approved the revised annual operating budget and advised in a media release that:

During the annual budget cycle for 2013-2014, a shortfall of \$3.5 million was originally indicated and was subsequently reduced to \$1.2 million through cuts to maintenance, no increase to services, staffing and equipment and the suspension of some capital projects. This was after a number of cost-saving measures were implemented in previous years, including not filling or eliminating a number of administrative positions."

While the Ministry of Advanced Education provides core funding for Capilano University, the institution operates under the *University Act*, which provides that the governing bodies of the institutions have jurisdiction over all matters relating to the management of their financial affairs and program priorities. Consequently, Government does not intervene in these matters.

As a result of the Board's approval of the budget, the Ministry is aware that there will be service delivery impacts across a number of program areas, including but not limited to: fine and applied arts programming (studio art, foundations in illustration & design), business, computer science, health and developmental programming.

Developmental programming, including Adult Basic Education, Adult Special Education (ASE) and English as a Second Language, is an important part of the total offerings at public post-secondary institutions. Within the public post-secondary system, the Ministry has maintained its expectations for the delivery of developmental programs, and continues to provide funding to post-secondary institutions to support these priority programs.

Specific to the Adult Special Education (Access to Work) program at Capilano, the Ministry has received approximately 70 calls and e-mails related to the reduction of the program. Parents, students, and families are concerned that individuals are being denied access to a successful program that provides excellent employment and transition outcomes.

The Ministry's commitment to the delivery of developmental programs is communicated to each institution on an annual basis through budget letters and the Government Letter of Expectation (www.aved.gov.bc.ca/budget/welcome.htm).

Government operating funding to Capilano University has increased 26.6 percent, from \$29.8 million in 2001/02, to approximately \$37.7 million this year. As well, the number of funded student spaces at Capilano University has increased by 205, or 3.9 percent, since 2003/04.

Government expects Capilano University, and all public post-secondary institutions, to make responsible budget decisions while ensuring a continued high standard of education for students.

Prepared by:	Nell Hodges, Director Lower Mainland Region	Reviewed by:	Executive Director
Phone #:	387-6182	Assistant Deputy Minister	IR
		Deputy Minister	JG

**MINISTRY OF ADVANCED EDUCATION
DECISION NOTE**

Date:	July 24, 2013
Cliff#	95387, X-Ref 94906
File#	60100-30/1213PCUWHS0001
Version #	1

PREPARED FOR: Honourable Amrik Virk
Minister of Advanced Education

ISSUE: Pacific Coast University for Workplace Health Sciences application for a Bachelor of Disability Management degree.

BACKGROUND:

The *Degree Authorization Act* (DAA) requires private and out-of-province public institutions to undergo a quality assessment process and meet the established criteria before the institution can receive consent from the Minister to offer, advertise or grant degrees in British Columbia.

The Pacific Coast University for Workplace Health Sciences (PCU-WHS) is a private, not-for-profit institution established under a private Act and based in Port Alberni. PCU-WHS has proposed to offer a four-year, 120-credit Bachelor of Disability Management degree program.

In April 2013, the Degree Quality Assessment Board (the Board) found that the PCU-WHS proposed Bachelor of Disability Management met the established organizational and degree program criteria and recommended the Minister grant consent for the program subject to PCU-WHS following through on all of the commitments made in its responses to the Board (see Attachment 1 for Synopsis of the review process).

For institutions under the DAA, applicants must agree to terms and conditions of consent prior to receiving ministerial consent. The DAA also stipulates the Minister must not give consent unless satisfied the institution has given financial security to protect the interests of students and has adequate arrangements for student access to transcripts.

On July 3, 2013, the Minister of Advanced Education advised PCU-WHS that its application met the quality assurance criteria established under the DAA, subject to the institution's agreement to the *Standard Terms and Conditions of Consent*, which apply to all institutions with consent under the DAA, and the *Special Term and Conditions of Consent*, which are not uncommon for some institutions under the DAA and its submission of Minister's Requirements for financial security and transcript protection (see Attachment 2 for Decision Note, Cliff# 94906) and (Attachment 3 for Minister's letter).

DISCUSSION:

The following outlines the Minister's Requirements regarding financial security and access to transcripts:

Financial Security

The Minister must be satisfied that an institution has given security to protect the interests of students in the event that the institution cannot complete the delivery of the degree program. Private institutions must post financial security in accordance with the Degree Authorization Regulations and the Bonding Act. The amount of financial security cannot be less than \$100,000 per institution. Institutions must maintain valid security continuously while they are operating, and if they should close, two years beyond the date of closure.

Access to Transcripts

Before Minister's consent can be granted, institutions under the DAA must ensure that adequate arrangements are in place to provide students with access to their transcripts. The institution must submit a Transcript Maintenance Plan and Transcript Maintenance Agreement to ensure an on-going process for

storing student transcript information. The Transcript Maintenance Plan ensures the integrity, safekeeping and accessibility of student transcripts while the Transcript Maintenance Agreement outlines the process that will take place should the institution become unable to maintain student transcripts.

Ministry staff have confirmed that PCU-WHS has signed the *Standard and Special Terms and Conditions of Consent* and met all the Minister's Requirements for the degree program.

Once the Minister's Requirements are met, the proposal moves forward to the Minister for a decision regarding consent under the DAA. Therefore, the PCU-WHS proposal for a Bachelor of Disability Management degree is coming forward to the Minister for decision.

OPTIONS:

Option 1: Grant consent for PCU-WHS to offer a Bachelor of Disability Management degree program.

Implications:

- PCU-WHS has met the established degree program criteria under the DAA as assessed by the Board; and
- The institution has submitted signed terms and conditions of consent and has met Ministerial Requirements as required under the DAA.

Option 2: Do not grant consent for PCU-WHS to offer a Bachelor of Disability Management degree program and refer the application back to the Board.

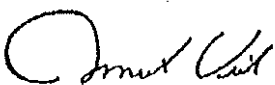
Implications:

- As the institution has met the established degree program criteria and Ministerial Requirements and no new information has been received, a supportable rationale for referring the application back to the Board cannot be identified.

RECOMMENDATION:

Option 1: Grant consent for PCU-WHS to offer a Bachelor of Disability Management degree program. If the Minister agrees, a letter is attached for signature.

☒ Approved / ☐ Not Approved


Honourable Amrik Virk

Date: August 7, 2013

Attachments: 1. Synopsis of degree review process
2. Decision Note, Cliff# 94906
3. Minister's Letter of July 3, 2013
4. Minister's Letter for signature

Prepared by: Rosalyn Kilpatrick/Education Officer
Governance and Quality Assurance
Phone #: (250) 387-6176

Reviewed by:	DR
Director	VB
Executive Director	JS for IR
Assistant Deputy Minister	DM
A/Deputy Minister	



DEGREE QUALITY ASSESSMENT BOARD

DQAB Synopsis of Recommendation to the Minister

Pacific Coast University for Workplace Health Sciences: Application for a Bachelor of Disability Management degree program

The *Degree Authorization Act* requires private and out-of-province public institutions to undergo a quality assessment process and meet the established criteria before the institution can receive consent from the Minister to offer, advertise or grant degrees in British Columbia.

The Pacific Coast University for Workplace Health Sciences (PCU-WHS) proposal for a Bachelor of Disability Management degree was posted on the Ministry's Degree Authorization website for public comment for 30 days. The proposal received no comments.

At its meeting on September 24, 2012, the Board determined that PCU-WHS's organizational self-study and degree application would undergo two separate, three-person expert panel reviews.

At its meeting on March 18, 2013, the Board reviewed the PCU-WHS application, the two expert panel reports and the institution's responses to the reports. The Board tabled the application pending further information and clarification from PCU-WHS.

On April 22, 2013, the Board accepted the additional information provided by PCU-WHS and the organization review and determined that the degree proposal met the established criteria subject to specific terms and conditions of consent. The Board accepted the proposed new name for the program as a Bachelor of Disability Management.

The Board recommended the Minister grant consent for the PCU-WHS Bachelor of Disability Management for a five-year period with both the *Standard Terms and Conditions of Ministerial Consent* and the additional *Special Terms and Conditions of Ministerial Consent*.



Our Ref. 95387
File # 60100-30/PCUWHS/1213PCUWHS0001

AUG 07 2013

Mr. Wolfgang Zimmermann, President
Pacific Coast University for Workplace Health Sciences
4755 Cherry Creek Rd
Port Alberni BC V9Y 0A7

Dear Mr. Zimmermann:

The degree proposal submitted by Pacific Coast University for Workplace Health Sciences (PCU-WHS) for a Bachelor of Disability Management degree program has now completed all stages in the degree quality assessment process established under the *Degree Authorization Act* (DAA).

The Degree Quality Assessment Board reviewed the proposal at its meeting on April 22, 2013, and found that the proposed program met the established degree program criteria.

As a result, I am pleased to advise that I give consent to PCU-WHS to provide, advertise and grant a Bachelor of Disability Management under section 3(1) of the DAA for a term of five years with the attached *Standard Terms and Conditions of Ministerial Consent* which apply to all institutions receiving consent along with the *Special Terms and Conditions of Ministerial Consent* specific to this degree program.

I wish you every success in implementing this new degree program.

Sincerely,

A handwritten signature in black ink, appearing to read "Amrik Virk".

Amrik Virk
Minister

Attachments

pc: Distribution List Follows

... /2

pc: Degree Quality Assessment Board

Dr. Peter Jones, Vice President Academic and Dean
Pacific Coast University for Workplace Health Sciences

bpc: Ms. Dawn Minty, Assistant Deputy Minister
Post-Secondary Regions and Programs Division
Ministry of Advanced Education

Ms. Nicola Lemmer, Executive Director
Vancouver Island/Coast Region
Ministry of Advanced Education

**MINISTRY OF ADVANCED EDUCATION
DECISION NOTE**

Date:	June 11, 2013
Cliff#	94906
File#	60100-30/1213PCUWHS0001
Version #	6

PREPARED FOR: Honourable Amrik Virk
Minister of Advanced Education

ISSUE: The Pacific Coast University for Workplace Health Sciences has applied to offer a Bachelor of Disability Management

BACKGROUND:

The *Degree Authorization Act* (DAA) requires private and out-of-province public institutions to undergo a quality assessment process and meet the established criteria before the institution can receive consent from the Minister to offer, advertise or grant degrees in British Columbia.

Pacific Coast University for Workplace Health Sciences (PCU-WHS) is a private, not-for-profit university based in Port Alberni whose purposes include providing education and research in occupational health and safety, disability management, rehabilitation and related subjects. PCU-WHS was established in 2007 under the *Pacific Coast University for Workplace Health Sciences Act*, a private Act proposed by the National Institute of Disability Management and Research (NIDMAR).

Although PCU-WHS is established as a university under a private Act, it does not have authority to offer or grant degree programs in British Columbia until it applies and successfully undergoes a quality assessment process and receives ministerial consent under the *Degree Authorization Act* (DAA).

PCU-WHS proposes to offer a four-year, 120-credit interdisciplinary Bachelor of Disability Management degree with an applied focus in disability management. The institution indicates the program will be the first undergraduate degree of its kind in Canada and is targeted to those already working in the field who wish to gain new skills or enhance their education to increase their professional qualifications and training. The program has a unique structure as students will complete 78 credits of specialized courses through PCU-WHS, mostly online, and the remaining 42 elective credits at other institutions as transfer credits.

Citing the social and economic costs of worker disabilities nationally and the "ever-increasing need to reintegrate disabled persons into the workforce," PCU-WHS states that the program will provide students with the knowledge and skills to facilitate return to work for injured workers and help organizations increase their capacity for worker reintegration and retention. Graduates will be prepared to work as disability management practitioners for employers, unions, governments and agencies such as workers' compensation boards, private service providers and insurance companies. PCU-WHS notes it will apply to have the program accepted by the Canadian Society of Professionals in Disability Management as meeting the baccalaureate education criteria for graduates to apply for certification as Certified Return to Work Coordinators and/or Certified Disability Management Professionals.

DISCUSSION:

The proposal was posted on the Ministry's website for the required 30 days for peer/public review but received no comments. At its meeting on September 24, 2012, the Degree Quality Assessment Board (the Board) determined that PCU-WHS' organizational self-study and degree application would undergo two separate, three-person expert panel reviews. All first-time applicants by private post-secondary institutions are required to go through an Organization Review to assess the institution's policies and

practices against the established criteria to demonstrate that the institution has the capacity to deliver degree programs. PCU-WHS did not undergo a review to use the word "university" because it is established as a university under a private Act.

At its meeting on March 18, 2013, the Board reviewed the PCU-WHS application, the Organization Review and Degree Program Review expert panel reports, and the institution's responses to the reports (see Attachment 1 for a summary of expert panels' recommendations). The Board expressed concern that although PCU-WHS had satisfied some of the expert panels' concerns in its responses, there were matters that still needed further clarification in both the financial and academic areas, particularly regarding the financial viability of the institution. The Board tabled the application pending further information and clarification from PCU-WHS (see Attachment 2 for Board letter of April 8, 2013).

At its meeting on April 22, 2013, the Board expressed satisfaction with the additional information submitted by PCU-WHS. The Board accepted the organization review and determined that the degree proposal met the established criteria subject to PCU-WHS following through with all of the commitments made in its February 27, 2013 and April 12, 2013 responses to the Board.

The Board recommended the Minister grant consent for the PCU-WHS Bachelor of Disability Management for a five-year period with the *Standard Terms and Conditions of Consent* that apply to all institutions with consent under the DAA and the additional *Special Terms and Conditions of Consent* which are not uncommon for some institutions under the DAA. Under section 4(3) of the DAA, the Minister may attach the terms and conditions the Minister considers appropriate, in addition to the *Standard Terms and Conditions of Ministerial Consent*. For institutions under the DAA, applicants must understand and agree to terms and conditions of consent prior to receiving ministerial consent.

The DAA also stipulates the Minister must not give consent unless satisfied the institution has given financial security to protect the interests of students and has adequate arrangements for student access to transcripts.

Under the DAA, the Minister must establish and publish criteria that will apply for the purposes of giving or refusing consent, and only grant consent if satisfied that the applicant has undergone a quality assessment process and been found to meet the established criteria. This legislation is more prescriptive than the legislation governing British Columbia's public institutions. The current published criteria established by the Minister do not include any of the factors considered in the ministry system coordination review for new degree proposals from public institutions (i.e. government priorities, labour market demand, etc.).

However, Ministry staff have conducted a system coordination review for information on system alignment that addresses the following aspects of the Bachelor of Disability Management proposal (see Attachment 3):

Government Priorities

The proposed program, which will be delivered primarily online, is expected to attract international students and would align with British Columbia's International Education Strategy. As well, the private Act that established PCU-WHS received unanimous support in the Legislature and PCU-WHS and its sponsoring organization, NIDMAR, have received some financial support in the form of grants from the Province (see items 1 and 2 in Attachment 3).

Labour Market Demand

The institution noted it has strong support from employers, government and the health field for the proposed program and provided letters of support from large industry employers and labour organizations.

PCU-WHS also cited an anticipated increased demand for disability management professionals due to the recent *United Nations Convention on the Rights of Persons with Disabilities* that requires all workplaces to have dedicated return to work/disability management programs. However, PCU-WHS did not clearly establish the labour market demand for the proposed program.

Labour market research conducted by Ministry staff was inconclusive due to the large size of the occupational classification for jobs in the disability management field (Community and Social Service Workers) although *WorkBC* indicates positive but limited employment prospects for this classification (see items 3 and 4 in Attachment 3).

System Coordination/Duplication

The proposed Bachelor of Disability Management will be unique in British Columbia and Canada. The University of Northern British Columbia (UNBC) currently offers a Master of Arts in Disability Management and PCU-WHS notes it will consult with UNBC regarding transfer possibilities for graduates should the proposed program receive consent.

PCU-WHS consulted with Canadian and international experts in disability management during program development but has not consulted with other British Columbia institutions that offer related certificate and diploma programs. The institution has signed Memoranda of Understanding / Agreement with Vancouver Island University and North Island College and has begun discussions with Thompson Rivers University regarding access to breadth courses for PCU-WHS students.

PCU-WHS notes it will apply to have the program accepted by the Canadian Society of Professionals in Disability Management (of which NIDMAR is a member), as meeting the baccalaureate education criteria for graduates to apply for certification (see items 5, 6 and 7 in Attachment 3).

Student Demand / Value for Students

PCU-WHS notes that disability management is an emerging field and the proposed degree is targeted to those already working in the field who wish to gain new skills or enhance their education to increase their professional qualifications and training. However, the institution did not provide a supportable case for adequate student demand (see item 9 in Attachment 3).

Institutional Fit/Mandate/Capacity

As PCU-WHS is a de novo institution, there are no statistics available for past performance in related areas. However, NIDMAR, the sponsoring organization for PCU-WHS, has a strong record of successfully delivering online education in the disability management field on which PCU-WHS could draw. PCU-WHS has the institutional fit and mandate to deliver the proposed program and the purposes of the institution as stated in its private Act include offering degree programs in disability management (see items 9, 10, and 11 in Attachment 3).

The Ministry recently adopted a new process whereby applicants are notified of the Board's recommendation only after Minister's decision. Under the new two-step process, applicants under the DAA receiving a positive Board recommendation are notified that the Minister has reviewed the Board's recommendation and is satisfied that the applicant has undergone a quality assessment process and met the quality assurance criteria established under the DAA; however, that ministerial consent can not be granted until the applicant's submission of the Minister's requirements prescribed under the DAA (signed terms and conditions of consent and evidence of financial and transcript security). Once the Minister's Requirements are met, the proposal will move forward to the Minister for decision.

OPTIONS:

Option 1: Inform PCU-WHS that the Bachelor of Disability Management meets the quality assurance criteria established under the DAA and that PCU-WHS must submit the Minister's requirements.

Implications:

- The program has undergone the Board's quality assessment process, including review by two external panels and was found to meet the established organizational and degree program criteria;
- Supports Government priorities concerning international education and assists in fulfilling the Ministry's objective of increasing access and choice for students; and
- The institution will be required to submit signed terms and conditions of consent and evidence of financial and transcript security to the Ministry prior to the Minister's decision on whether consent will be granted.

Option 2: Grant consent to the Bachelor of Disability Management degree without requiring the submission of Minister's requirements.

Implications:

- Will not meet legislative requirements under DAA and as statutory powers can only be exercised in accordance with the statute, consent given outside the terms of the DAA would be *ultra vires* (beyond the scope of the Act).

RECOMMENDATION:

Option 1: Inform PCU-WHS that the Bachelor of Disability Management meets the quality assurance criteria established under the DAA and that PCU-WHS must submit the Minister's requirements. If the Minister agrees, a letter is attached for signature.

Approved / Not Approved


Honourable Amrik Virk

Date:

July 3/2013

- Attachments:**
1. Summary of Expert Panels' Recommendations
 2. Board letter dated April 8, 2013
 3. System Coordination Analysis
 4. Letter to Pacific Coast University for Workplace Health Sciences

Prepared by: Rosalyn Kilpatrick/Education Officer
Governance and Quality Assurance
Phone #: (250) 387-6176

Reviewed by:
Director
Executive Director
Assistant Deputy Minister
Deputy Minister

VS
VB





Our Ref. 94906

File # 60100-30/PCUWHS/1213PCUWHS0001

JUL 03 2013

Mr. Wolfgang Zimmermann, President
Pacific Coast University for Workplace Health Sciences
4755 Cherry Creek Rd
Port Alberni BC V9Y 0A7

Dear Mr. Zimmermann:

The application for a Bachelor of Disability Management degree submitted by Pacific Coast University for Workplace Health Sciences (PCU-WHS) has now completed all stages in the quality assessment process established under the *Degree Authorization Act* (DAA).

The Degree Quality Assessment Board (the Board) reviewed the application at its meeting on April 22, 2013, and found that the institution and degree program met the established organizational and degree program criteria with the condition that PCU-WHS follow through with its commitments made in its responses to the Board.

As a result, I am pleased to advise that under section 4(1) of the DAA, I am satisfied that PCU-WHS has undergone the quality assessment process and has been found to meet the established criteria under subsection 4(2) subject to the *Standard and Special Terms and Conditions of Consent* (attached for signature).

Prior to consent being granted, subsection 4(4) of the DAA requires an institution to understand and agree to terms and conditions of consent; provide security to protect the interests of students; and, provide evidence that adequate arrangements are in place for student access to transcripts.

Further information on the policies regarding the Minister's requirements can be found at: www.aved.gov.bc.ca/degree-authorization/private/ministers-requirements.htm. The Board Secretariat will be in contact with you in regards to securing these requirements.

... /2

Once the Board Secretariat is satisfied that all requirements have been met, the PCU-WHS application will be forwarded to the Minister for decision regarding consent under the DAA.

Thank you for your application. If you have any questions regarding this letter, please contact the Board Secretariat at: DQABSecretariat@gov.bc.ca.

Sincerely,

A handwritten signature in black ink, appearing to read 'Amrik Virk', written over a horizontal line.

Amrik Virk
Minister

Attachments

pc: Degree Quality Assessment Board

Dr. Peter Jones, Vice President Academic and Dean
Pacific Coast University for Workplace Health Sciences

bpc: Ms. Dawn Minty, Assistant Deputy Minister
Post-Secondary Regions and Programs Division
Ministry of Advanced Education

Ms. Nicola Lemmer, Executive Director
Vancouver Island/Coast Region
Ministry of Advanced Education

Pages 60 through 64 redacted for the following reasons:

s.13



DEGREE QUALITY ASSESSMENT BOARD

File: 60100-30/1213PCUWHS0001

April 8, 2013

Mr. Wolfgang Zimmermann, President
Pacific Coast University for Workplace Health Sciences
4755 Cherry Creek Rd
Port Alberni BC V9Y 0A7

Dear Mr. Zimmermann:

My purpose in writing is to share with you the outcome of the Degree Quality Assessment Board (the Board) meeting held on March 18, 2013 regarding the Pacific Coast University for Workplace Health Sciences (PCU-WHS) proposal for a Bachelor of Workplace Health Sciences (Disability Management) degree.

At its meeting, the Board considered the organization review self-study, degree program proposal, expert review panel reports and the PCU-WHS responses to the reports. The Board noted the expert review panels had both made a number of significant recommendations for consideration and that the numerous recommendations contained in the reports were due, in part, to a lack of adequate information provided by PCU-WHS during the reviews. The Board discussed the PCU-WHS responses with both expert review panel chairs.

The Board noted that although the response from PCU-WHS was positive and satisfied some of the expert panels' concerns, there were matters that still need further clarification in both the financial and academic areas,

s.13, s.17

s.13, s.17

... /2

Degree Quality Assessment Board
PO Box 9177 Stn Prov Govt
Victoria BC V8W 9H8

Telephone: (250) 356-5406
Facsimile: (250) 387-3750

Although PCU-WHS satisfied a majority of the degree program review recommendations, the institution's response did not satisfactorily address the Board's concerns with regard to the overall structure of the degree including the nature of electives, specific admission requirements, and the costs of qualified sessional faculty. As well, given the program's reliance on external elective courses, the Board remains concerned about plans for adequate student support in the selection of electives and the nature of PCU-WHS' relationships with potential partner institutions.

The Board has therefore tabled consideration of the application pending the submission of the following requested additional information and clarification from PCU-WHS:

s.13, s.17

If PCU-WHS submits the updated information requested by April 15, 2013, the Board will review the materials at its meeting on April 22, 2013. The Board also reserves the right to have another review panel(s) assess the institution and the program if necessary prior to making a recommendation to the Minister. Should the Board determine it is necessary to have another review conducted by a panel of external experts; the institution will be responsible for any costs associated with the review(s).

... /3

If you have questions regarding this letter or the degree quality assessment process, please do not hesitate to contact the Secretariat at DQABsecretariat@gov.bc.ca.

Sincerely,



Dr. Nicholas Rubidge
Chair

pc: Dr. Peter Jones
Vice President Academic and Dean

Ms. Valarie Bakowski, Executive Director
Governance and Quality Assurance Branch
Ministry of Advanced Education, Innovation and Technology

bpc: Ms. Dawn Minty, Assistant Deputy Minister
Post-Secondary Regions, Programs and Multiculturalism Division
Ministry of Advanced Education, Innovation and Technology

Ms. Nicola Lemmer, Executive Director
Vancouver Island/Coast Region
Ministry of Advanced Education, Innovation and Technology

INSTITUTION: Pacific Coast University for Workplace Health Sciences			CLIFF: 94906
PROPOSED DEGREE: Bachelor of Disability Management			
CRITERIA:			EVALUATION: Recommended
1	Does the degree align with the 2012/13 Government Letter of Expectations (GLE)?	N/A	<ul style="list-style-type: none"> As a private post-secondary institution, Pacific Coast University for Workplace Health Sciences (PCU-WHS) is not subject to a Government Letter of Expectations.
2	Does the degree align with Ministry and Government priorities?	Yes	<ul style="list-style-type: none"> PCU-WHS expects the program, which will be delivered primarily online, to attract students from around the world. As such the degree would align with the Province's International Education Strategy to increase international student enrolment. In addition: <ul style="list-style-type: none"> In 2005, the Ministry of Advanced Education signed an MOU with NIDMAR and the International Disability Management Standards Council to assist in the creation of PCU-WHS as a private degree-granting institution. No financial commitment was made in the MOU. In 2008, the Ministry of Employment and Income Assistance awarded a one-time grant of \$1 Million to NIDMAR for return-to-work and disability management programs as part of the Province's Disability Strategy. On the opening of PCU-WHS in September 2011, a letter from the Premier confirmed the Province's commitment to worker health and safety and a \$250,000 contribution from WorkSafeBC was announced by the Minister of Labour, Citizens Services and Open Government for the establishment of a PCU-WHS Research Chair in Workplace Health Sciences.
3	Is there labour market support for the proposed degree?	No	<ul style="list-style-type: none"> While the institution notes that the program "...has been compiled at the express request of employers in industry, government and health fields..." and letters of support from employers and labour organizations were provided (also indicating financial support to PCU-WHS), the level of labour market need has not been clearly established. Occupations in the disability management field most closely fit the profile for Community and Social Service Workers (NOC 4212), a large group that includes a wide range of occupations. <i>WorkBC</i> anticipates that "due to the large size of this group, a significant number of openings are still anticipated in upcoming years" and there is an "increasing demand for workers with good credentials and higher skill levels" in these occupations.¹

¹ <https://www.workbc.ca/Careers/Career-Profiles/Pages/Community-and-Social-Service-Workers-4212-page4.aspx>

			<ul style="list-style-type: none"> PCU-WHS also notes that "...the recently adopted United Nations Convention on the Rights of Persons with Disabilities (ratified by the Canadian Parliament in 2010), which requires all workplaces to have dedicated return to work / disability management programs, will lead to a significantly increased demand for practitioners and professionals in this field."
4	Is there evidence of support from prospective employers?	Yes	<ul style="list-style-type: none"> The institution provided letters of support from industry and labour organizations and has indicated it has representation from these sectors on its governing board and academic council.
5	Is the proposed degree unduplicated in the Province?	Yes	<ul style="list-style-type: none"> The institution indicates the program will be the first undergraduate degree of its kind in Canada and is targeted to those already employed in the field of disability management. The University of Northern British Columbia (UNBC) offers a Master of Arts in Disability Management. PCU-WHS notes that should the proposed program receive consent, it will consult with UNBC regarding transfer possibilities for graduates.
	<i>If not, is there credible justification for duplication? (e.g., distance between programs, employer demand exceeds graduate supply, need to retain trained workers in the region)</i>	N/A	
6	Is there evidence the institution consulted with other BC institutions offering programs with similar objectives and content?	No	<ul style="list-style-type: none"> Although the institution consulted with Canadian and international experts in disability management during development of the program, it did not consult with other BC institutions offering certificate or diploma programs in disability management or with UNBC which currently offers a graduate degree in the field. PCU-WHS recently signed Memoranda of Understanding / Agreement with Vancouver Island University and North Island College and has begun discussions with Thompson Rivers University regarding access to breadth courses for students. PCU-WHS also provided evidence of a Letter of Understanding from 1995 between NIDMAR and the University of British Columbia regarding collaboration on disability management projects which may include such things as curriculum development and course delivery.

7	Did the institution provide results of consultation with relevant regulatory, professional or licensing bodies?	No	<ul style="list-style-type: none"> PCU-WHS notes it will apply to have the program accepted by the Canadian Society of Professionals in Disability Management (CSPDM), which is the Canadian Chapter of the International Disability Management Standards Council (IDMSC), as meeting the baccalaureate education criteria for graduates to apply for certification as Certified Return to Work Coordinators and/or Certified Disability Management Professionals.* <p>NIDMAR is the Canadian representative on IDMSC's board and is one of the international organizations administering the certification exams. Wolfgang Zimmermann represents NIDMAR as an ex-officio board member of CSPDM and the address of the CSPDM Secretariat is listed on the CSPDM website as c/o PCU-WHS.</p> <p><i>*Note: CSPDM eligibility is based on educational level and related employment experience. Individuals can qualify to write the certification exams without a degree although a degree reduces the number of related employment hours required.</i></p>
8	Has the institution demonstrated successful past performance in related areas over the past three years?	N/A	<ul style="list-style-type: none"> As PCU-WHS is a de novo institution, there are no statistics available for past performance in related areas. However, NIDMAR has a strong record of successfully delivering online education in the disability management field.
	• Graduate satisfaction	N/A	•
	• Graduate employability	N/A	•
	• Graduate earnings	N/A	•

9	Is there a supportable case for adequate student demand?	No	<ul style="list-style-type: none"> • The University notes that disability management is an emerging field and the proposed degree is targeted to those already working in the field who wish to gain new skills or enhance their education to increase their professional qualifications and training. Students will take the majority of the program online while continuing to work. • To support the case for student demand, PCU-WHS points to a Human Resources and Skills Development Canada-funded study conducted in 2003 showing that approximately 110,000 Canadians were employed in jobs that involved return to work and disability management responsibilities. • During the review, the institution referenced a 2006 survey of students and employers that indicated demand for the program but did not provide any details.
10	Is there a compelling reason why the degree should be offered by this institution and not another?	Yes	<ul style="list-style-type: none"> • PCU-WHS was established under a private Act with the purpose of offering specialized programs in health and safety, disability management and rehabilitation and will also draw on the expertise of NIDMAR in delivering online education in this field.
11	Is the degree consistent with the institution's mandate and areas of expertise?	Yes	<ul style="list-style-type: none"> • The purposes of PCU-WHS as stated in the <i>Pacific Coast University for Workplace Health Sciences Act</i> include offering university education and degree programs in occupational health and safety, disability management and rehabilitation, and related subjects. • NIDMAR, the sponsoring organization for the establishment of PCU-WHS, has expertise in delivering education in the disability management field. Mr. Wolfgang Zimmermann is both the President of PCU-WHS and the Executive Director of NIDMAR.



JUL 03 2013

Our Ref. 94906
File # 60100-30/PCUWHS/1213PCUWHS0001

Mr. Wolfgang Zimmermann, President
Pacific Coast University for Workplace Health Sciences
4755 Cherry Creek Rd
Port Alberni BC V9Y 0A7

Dear Mr. Zimmermann:

The application for a Bachelor of Disability Management degree submitted by Pacific Coast University for Workplace Health Sciences (PCU-WHS) has now completed all stages in the quality assessment process established under the *Degree Authorization Act* (DAA).

The Degree Quality Assessment Board (the Board) reviewed the application at its meeting on April 22, 2013, and found that the institution and degree program met the established organizational and degree program criteria with the condition that PCU-WHS follow through with its commitments made in its responses to the Board.

As a result, I am pleased to advise that under section 4(1) of the DAA, I am satisfied that PCU-WHS has undergone the quality assessment process and has been found to meet the established criteria under subsection 4(2) subject to the *Standard and Special Terms and Conditions of Consent* (attached for signature).

Prior to consent being granted, subsection 4(4) of the DAA requires an institution to understand and agree to terms and conditions of consent; provide security to protect the interests of students; and, provide evidence that adequate arrangements are in place for student access to transcripts.

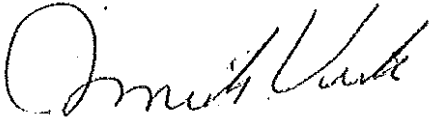
Further information on the policies regarding the Minister's requirements can be found at: www.aved.gov.bc.ca/degree-authorization/private/ministers-requirements.htm. The Board Secretariat will be in contact with you in regards to securing these requirements.

.../2

Once the Board Secretariat is satisfied that all requirements have been met, the PCU-WHS application will be forwarded to the Minister for decision regarding consent under the DAA.

Thank you for your application. If you have any questions regarding this letter, please contact the Board Secretariat at: DQABSecretariat@gov.bc.ca.

Sincerely,

A handwritten signature in black ink, appearing to read "Amrik Virk". The signature is fluid and cursive, with the first letter of the first name being a large capital 'A'.

Amrik Virk
Minister

Attachments

pc: Degree Quality Assessment Board

Dr. Peter Jones, Vice President Academic and Dean
Pacific Coast University for Workplace Health Sciences

TERMS AND CONDITIONS OF MINISTERIAL CONSENT

Name of Institution: Pacific Coast University for Workplace Health Sciences

Consent for: Bachelor of Disability Management

The following standard terms and conditions are attached to the consent from the Minister of Advanced Education under section 4(3) of the *Degree Authorization Act*.

- 1) **Consent period:** The consent period will normally be five years.
- 2) **Scope of consent:** Consent will be specific to the activity, program (major and minor, if specified) and site described in the submitted application.

The consent holder must inform the minister before implementation of any material change in circumstance (i.e., ownership change, location change, material change in learning outcomes, the minimum qualifications of faculty), or of substantive changes (i.e., termination or suspension of programs that have consent), which may change the scope of consent.

- 3) **Consent not transferable:** A consent is not transferable.
- 4) **Notice for students and public:** The following must appear in the consent holder's current calendar, and in the student's enrolment contract:

This program is offered under the written consent of the Minister of Advanced Education effective (consent date) having undergone a quality assessment process and been found to meet the criteria established by the minister. Nevertheless, prospective students are responsible for satisfying themselves that the program and the degree will be appropriate to their needs (for example, acceptable to potential employers, professional licensing bodies, or other educational institutions).

- 5) **Advertising:** A consent holder must not use any term or phrase in advertising that refers to approval of the minister or the Government of British Columbia other than that the program is offered under the written consent of the minister.
- 6) **Program Implementation:** The consent holder must enroll students in the degree program within three years from the date of consent. If the degree program is not offered within the three-year time period, consent is automatically revoked.
- 7) **Reporting:** A consent holder must provide the following information to the minister when requested:
 - if accredited in another jurisdiction, proof of continuing legal and accreditation status, and any variation in status;
 - A report on the current academic standards for each degree program for which consent has been granted, including but not limited to:
 - number and percentage of teaching staff/faculty by level of education, professional designations and experience;

TERMS AND CONDITIONS OF MINISTERIAL CONSENT

- number of full time equivalent (FTE) degree students per full time equivalent (FTE) teaching staff/faculty;
 - the institution's annual report (including audited financial statement);
 - the institution's most recent calendar;
 - tuition and related fees for the degree programs for which consent has been granted;
 - student full time equivalent (FTE) enrolment in programs by year, for which consent has been granted;
 - number of degrees granted in the previous year for programs for which consent has been granted;
 - student attrition and retention rates;
 - job placement rates (both direct and indirect);
 - employer satisfaction;
 - student satisfaction;
 - number and nature of transfer agreements entered into the previous year regarding programs for which consent has been granted; and
 - other performance measures requested by the minister.
- 8) **Entitlement of consent holder to government funding:** Ministerial consent does not entitle the consent holder to funding from the government of British Columbia.
- 9) **Revocation and suspension of consent:**
A consent holder's failure to comply with any terms and conditions or any legislative obligation may lead the minister to amend, suspend or revoke consent. The Degree Quality Assessment Board may also recommend that the minister amend, suspend or revoke consent as a result of a comprehensive review which determined that the quality of the degree program had not been maintained.
- 10) **Financial security:** The consent holder must meet conditions established regarding the security of tuition fees. These are outlined in the Degree Authorization Regulations established pursuant to Section 9(1) of the *Degree Authorization Act*.
- 11) **Access to and security of student transcripts:** The consent holder must meet the requirements regarding the access to and security of student transcripts established under Section 4(4) of the *Degree Authorization Act*.
- 12) **Student contracts:** A consent holder must have an enrolment contract for students enrolling in degree programs. The student's obligation under the contract must not exceed a period of 12 consecutive months. The contract must include the following:
- the title of the program and name of degree;
 - the start date and end date;
 - policies on student withdrawal and refund of fees and charges; and
 - the statement required under term and condition #4.

TERMS AND CONDITIONS OF MINISTERIAL CONSENT

13) **Awareness of policies affecting students:** A consent holder must have a calendar or other comparable publication available to students and the public setting forth the following:

- admissions requirements and procedures;
- programs and courses with indication of when they are offered;
- rules and regulations for student, faculty and employee conduct;
- degree completion requirements;
- method of course delivery;
- tuition and other fees;
- transfer arrangements currently in place. If the consent holder has no credit transfer arrangements in place, the consent holder must indicate that no such arrangements exist.

14) **Misrepresentation or malfeasance:** The minister may deny, suspend, or revoke consent, where the following has taken place, or was taking place, at any time during or after the consent process until such time as the minister is satisfied that the situation has been remedied:

- information provided for reviews was not truthful and complete; and/or,
- misrepresentations, falsehood, fraud, abuse, or charges pending against the institution or its staff members for violations of law had occurred, or was occurring.

I acknowledge that I understand the terms and conditions attached to consent, that all information provided in the application is true, and that I agree to comply with all representations made during the course of the application, and with the terms and conditions of consent.

Name of authorized representative

Position at the Institution

Signature

Date

SPECIAL TERMS AND CONDITIONS OF MINISTERIAL CONSENT

Name of Institution: Pacific Coast University for Workplace Health Sciences

Consent for: Bachelor of Disability Management

The following special terms and conditions are attached to the consent from the Minister of Advanced Education under section 4(3) of the *Degree Authorization Act*.

- 1) **Consent period:** The consent period will normally be five years.
- 2) **Degree Nomenclature:** That the proposed degree be renamed a Bachelor of Disability Management.
- 3) **Electives:** PCU-WHS will fulfill its commitments made in its response of February 27, 2013 to the Degree Program Review regarding constraints on the selection of elective credits.
- 4) **Previous Commitments:** PCU-WHS will fulfill all other commitments regarding its Organization Review and Degree Program Review as specified in its responses to the Degree Quality Assessment Board of February 27, 2013 and April 12, 2013 with the exception of the reference to Electives in the PCU-WHS response of April 12, 2013.
- 5) **Misrepresentation or malfeasance:** The minister may deny, suspend, or revoke consent, where the following has taken place, or was taking place, at any time during or after the consent process until such time as the minister is satisfied that the situation has been remedied:
 - information provided for reviews was not truthful and complete; and/or,
 - misrepresentations, falsehood, fraud, abuse, or charges pending against the institution or its staff members for violations of law had occurred, or was occurring.

I acknowledge that I understand the terms and conditions attached to consent, that all information provided in the application is true, and that I agree to comply with all representations made during the course of the application, and with the terms and conditions of consent.

Name of authorized representative

Position at the Institution

Signature

Date

**MINISTRY OF ADVANCED EDUCATION
MEETING NOTE**

Date:	July 31, 2013
Cliff#	95422
File#	

PREPARED FOR: Honourable Amrik Virk
Minister of Advanced Education

DATE AND TIME OF MEETING: August 8, 2013, 12:30 – 1:15 p.m.

ATTENDEES: Mr. John R. Winter, President and CEO
British Columbia Chamber of Commerce

ISSUE(S): British Columbia Chamber of Commerce recommendations for training for technologists and engineers.

BACKGROUND:

The British Columbia Chamber of Commerce adopts annual policy and position statements and presents them in the form of recommendations to the federal and provincial governments. The Chamber's 2013/14 statements include two recommendations for advanced education. The same 2 recommendations were issued in 2012/13. Both urge government to fund training programs and facilities for technologists and engineers, particularly in northern British Columbia. The recommendations along with the Chamber's supporting narrative are provided in attachment 1.

In 2012/13, the Ministry of Jobs, Tourism and Innovation responded to the Chamber on behalf of a number of ministries, including Advanced Education, Innovation and Technology. Below in the discussion and suggestion response sections of this note are updated elements of the 2012/13 response along with additional, more recent information.

Mr. Winter has been with the Chamber since 1997 and in recent years has met and corresponded with numerous British Columbia government officials about the Chamber's policy and position statements.

DISCUSSION:

The terms "technologist" and "engineer" cover a wide range of occupations with different education and training requirements. The BC Labour Market Outlook 2010-2020 forecasts variable demand within this broad range of occupations, but generally speaking the Chamber is correct that many technologist and engineering professions will be among the occupations in high demand in the years ahead.

The Ministry of Advanced Education provides block operating grants to public post-secondary institutions to fund program delivery. The academic governing bodies at public post-secondary institutions determine which programs institutions will offer. For capital costs to expand or develop facilities, institutions identify their priority capital projects by submitting 5-year capital plans to the ministry. These plans, along with all other capital requests, are reviewed and considered in the context of available funding as well as current government priorities, objectives, program requirements and labour market demand.

Although the ministry has a limited direct role in determining the specific programming offered in the post-secondary system, the ministry and government have and continue to support a range of policies and initiatives that are consistent with the Chamber's recommendations. Examples are provided below:

- The ministry recently announced support for 2 new graduate engineering programs that will be offered by the University of Northern British Columbia and delivered at the Wood Innovation and Design Centre in Prince George. The ministry is providing up to \$466,000 to fund start-up costs for the programs that will commence in September 2015.
- Under the *BC Jobs Plan*, government supported the creation of regional workforce tables as a forum for educators, employers, industry representatives and local Chambers of commerce to plan how to align training program with regional needs.
- Under the BC Skills and Training Plan, government committed to ensuring northern post-secondary institutions increase alignment of their training programs with local labour demand.
- The Northern Post-Secondary Council, which consists of the presidents of the 4 northern public post-secondary institutions along with the ministry's Assistant Deputy Minister, Post-Secondary Regions and Programs Division, exists to provide regional leadership and promote collaboration on northern post-secondary education and government priorities.
- In 2012/13, the ministry provided \$17 million to upgrade equipment for skills training equipment across the province. Of this investment, \$5 million was provided to northern institutions.
- In September 2010, government proclaimed the 2010/11 school year as the Year of Science. This was a \$10 million initiative to inspire young people to consider future careers science, technology, engineering and math-related occupations.
- More than \$2.3 billion has been invested in capital and infrastructure projects at British Columbia's public post-secondary institutions since 2001, including over 1,200 capital projects on campuses province-wide.

SUGGESTED RESPONSE:

- I appreciate this opportunity to meet with you and to discuss the Chamber's recommendations.
- I have recently announced support for two new graduate engineering programs that will be offered by the University of Northern British Columbia and delivered at the Wood Innovation and Design Centre in Prince George.
- As you know, British Columbia is expected to see significant economic growth and job creation. My ministry is committed to ensuring that the post-secondary system provides students with the skills and training needed to fill jobs. To that end, my ministry and the Ministry of Education will work closely with the Ministry of Jobs, Tourism and Skills Development on a seamless 10-year skills training plan for students from high school through entry into the workforce.
- At the same time, my ministry along with all of government is committed to controlling spending and meeting our budget targets.

Attachments:

1. British Columbia Chamber of Commerce 2013/14 Policy and Positions Manual, excerpt on advanced education

Prepared by:	Randall Gerlach, A/Director	Reviewed by:	
	Northern / Central Region Branch	Executive Director	MS
Phone #:	(250) 387-6269	Assistant Deputy Minister	
		Deputy Minister	OM

ADVANCED EDUCATION

ADDRESSING B.C.'S TECHNOLOGICAL AND ENGINEERING SKILLS SHORTAGE (2012)

Technologists and engineers are needed to accommodate the economic growth the province of B.C. is experiencing. Based on results from the detailed and comprehensive Applied Technical Education & Engineering Consortium (ATEEC) survey of labor market supply and needs¹, the current supply is inadequate to the emerging needs. Although many of these jobs and the projects associated with them are located in the northern part of B.C., in the end, this is not a northern problem but something that affects all of B.C. and its economy. Prosperity in the north contributes to prosperity in all of B.C.

Development of the Central and Northern portions of B.C. requires technologists and engineers trained in the north. Statistics show that graduates from a university or college find employment afterwards with a very high probability within a 200 km radius of the education institute; subsequently, they are not available in Northern B.C. as required. Recruitment from the south is ineffective because if they come as an Engineer In Training (BIT), they leave once they have their required experience and their professional Engineer (P. Eng.) designation. If they come as a P. Eng. they often leave when major projects are completed. Professionals are more likely to stay where they are trained: "In the North, for the North".

Research undertaken clearly shows that the number of students in the North eligible for enrolment in science and engineering related faculties is very low. This will exacerbate the shortage of technologists and engineers in the future. Students are often not aware that they foreclose many exciting and interesting professions by not enrolling in mathematics and physics during the last year in school. Professionals, school councillors, and parents should keep math and science courses in mind when they advise students about possible professions and the associated course options, as well as post-secondary education opportunities.

THE CHAMBER RECOMMENDS

That the Provincial Government:

1. provide funding for technology and engineering programs and their implementation at Colleges and Universities in all regions of B.C. where the need and demand of the respective programs has been documented; and
2. provide funds to cover capital and operating costs for the extension and development of facilities in regions throughout B.C. that are experiencing dire need in the provision and delivery of much needed technology and engineering programs.

¹ Building a New North: Labour Market Projections for Professional and Technical Occupations in the Natural and Applied Sciences; Executive Summary: Table 4. Summary of Labor Demand & Supply for Selected Occupations for Northern B.C., 2007-2015.

ADVANCED EDUCATION

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**MINISTRY OF ADVANCED EDUCATION
BRIEFING NOTE**

Date:	Sept 11, 2013
Cliff#	95689
File#	280-20/BN 2013

PREPARED FOR: Honourable Amrik Virk
Minister of Advanced Education

ISSUE: Update on Regional Workforce Tables

BACKGROUND:

The *BC Jobs Plan* committed to the creation of regional workforce tables to bring together regional leaders¹ to collaborate, identify opportunities and make recommendations to align existing skills training and labour market programs to meet regional employment opportunities.

The Northeast and the Northwest were chosen as the first two pilot regions as they are forecasted to see significant economic growth and labour market demand. The Kootenay region was identified for a third and final pilot.

Government lead on the initiative is the Ministry of Jobs, Tourism and Skills Training (JTST). Staff members from JTST and the Ministry of Advanced Education (AVED) were ex-officio members of the three regional workforce tables.

Funding to support regional workforce tables was provided through the Labour Market Partnership Program (LMP), coordinated by JTST and funded by the Canada-British Columbia Labour Market Development Agreement (Northeast - \$143,000; Northwest - \$170,000; Kootenay - \$174,000).

The main deliverable for each workforce table was to develop a regional skills training plan with specific goals and actions to align regional training with labour market demand, developed "by the region and for the region." Please see Attachment 1 for an overview of the goals identified by the three regional workforce tables in the regional skills training plans.

DISCUSSION:

Northwest Regional Workforce Table

- Established in June 2012; led by a task force of approximately 16 individuals representing a range of key stakeholders and co-chaired by representatives from Shell Canada, the Misty Isles Economic Development Society and the District of Kitimat.
- Northwest Community College provided secretariat support and was the LMP agreement-holder.
- Contracted with Ingenia Consulting to assist with research and with development of the training plan.
- Training plan completed in late 2012, and released in January 2013 (Attachment 2).

¹ Regional leaders include industry, labour, employers, First Nations, educators, training service providers, economic development organizations and others.

Current Status:

In early 2013, the task force merged with the Northwest Labour Market Partnerships Committee, which is an LMP-funded project led by BC Hydro that has developed a human resources strategy for the Northwest Transmission Line. The committee is currently working on implementation of the human resource strategy and elements of the Northwest Skills Training Plan.

Northeast Regional Workforce Table

- Established in June 2012; led by a task force of approximately 20 individuals representing a range of key stakeholders and chaired by Encana and co-chaired by Shell Canada.
- Northern Lights College provided secretariat support and was the LMP agreement-holder.
- Contracted with Ethix Consulting and Ingenia Consulting to assist with research and with development of the training plan.
- Training plan was completed in late 2012, and released in January 2013 (Attachment 3).

Current Status:

The task force remains in place and continues to meet, supported in part by \$20,000 from the South Peace Economic Commission. The task force is currently developing LMP applications to support implementation of actions in the training plan.

Kootenay Regional Workforce Table

- Established in November 2012; led by a task force of approximately 18 individuals representing a range of key stakeholders and chaired by Mr. David Ridge of Fairmont Ridge Construction.
- College of the Rockies provided secretariat support and was the LMP agreement-holder, with support from Selkirk College.
- Contracted with Ingenia Consulting to assist with research and with development of the training plan.
- Training plan was completed in spring 2013, and released in August 2013 (Attachment 4).

Current Status:

Members of the task force are discussing approaches to implementation of the plan. Initial efforts are focused on structure and resourcing. An LMP application is likely to be developed. While Selkirk College (with support from College of the Rockies) is taking an initial lead in implementation planning, both colleges wish to secure industry engagement/involvement.

NEXT STEPS:

The colleges involved in the respective workforce tables are working with partners to implement the recommendations outlined in each of the reports. JTST and AVED staff remain involved in an ex-officio basis, continuing to monitor implementation efforts and support the tables as required.

With three regional workforce tables successfully piloted across the province, government has met this *BC Jobs Plan* commitment. Should other regions of the province wish to create a workforce table they can adopt the model that was developed during the initial pilots.

Attachments:

1. Overview of Regional Workforce Table Goals
2. Northwest Regional Skills Training Plan 2013 – 2018
3. Northeast Regional Skills Training Plan – December 2012
4. Kootenay Regional Skills Training Plan 2013 – 2020

Prepared by:	Randal Gerlach, Director Northern / Central Region Branch (N/C)	Reviewed by:	
Phone #:	(250) 387-6269	Executive Director, N/C	DH
	Susan Burns, Director	Executive Director FV/I	DS
	Fraser Valley / Interior Region Branch (FV/I)	Assistant Deputy Minister	SC
Phone #:	(250) 356-6114	Deputy Minister	

Attachment 1

Overview of Regional Workforce Table Goals

Northwest Regional Workforce Table

1. Provide students with a vision of a bright economic future in the region.
2. Help lower skilled workers upgrade to gain access to construction and operational jobs the major projects will create.
3. Increase Aboriginal people's participation in high demand occupations.
4. Encourage collaboration among industry and regionally-based training providers.
5. Keep people informed and encourage collaboration to achieve Training Plan goals.

Northeast Regional Workforce Table

1. Increase the pool of potential workers for high-demand occupations.
2. Increase capacity in the region to develop and deliver "agile" training.
3. Enhance skill development for new and growing businesses in Northeast BC.
4. Address any training gaps for high demand occupations.

Kootenay Regional Workforce Table

1. Enhance and build regional industry/education/community collaboration.
2. Enhance training related to small and medium sized enterprises.
3. Help lower skilled people upgrade and upskill.
4. Continue to ensure that local training is aligned to workforce needs.

Attachment A

British Columbia Council for International Education

Board Members

Mr. Jim Hamilton (Board Chair) President, Okanagan College	Second term start: January 2012
Ms. Claire Avison, Assistant Deputy Minister, Ministry of Education	First term start: January 2012
Ms. Robin Ciceri, President, The Research Universities' Council of British Columbia	First term start: January 2012
Dr. Peter Froese, Executive Director, Federation of Independent School Associations	Second term start: January 2013
Dr. Kris Bulcroft, President and Vice-Chancellor, Capilano University	First term start: April 2012
Dr. Steve Cardwell, Superintendent of Schools and CEO, Vancouver School District	First term start: December 2012
Ms. Dawn Minty, Assistant Deputy Minister, Ministry of Advanced Education	First term start: January 2012
Ms. Karin Kirkpatrick, Registrar and CEO, Private Career Training Institutions Agency	Second term start: January 2013

Senior Management Team

Dr. Randall Martin	Executive Director
Ms. Tanya Grand	Director, Operations and Programs
Mr. Colin Doerr	Director, Communications and Programs

**MINISTRY OF ADVANCED EDUCATION
MEETING NOTE**

PREPARED FOR: Amrik Virk
Minister of Advanced Education

DATE AND TIME OF MEETING: September 26, 10:30 – 11:30 a.m.

ATTENDEES:

Ms. Sandra Carroll, Deputy Minister of Advanced Education

Board Members (attendance to be confirmed):

Mr. Jim Hamilton, President, Okanagan College (Board Chair)

Ms. Claire Avison, Assistant Deputy Minister, Ministry of Education

Ms. Robin Ciceri, President, The Research Universities' Council of British Columbia

Dr. Peter Froese, Executive Director, Federation of Independent School Associations

Dr. Kris Bulcroft, President and Vice-Chancellor, Capilano University

Dr. Steve Cardwell, Superintendent of Schools and CEO, Vancouver School District

Ms. Dawn Minty, Assistant Deputy Minister, Ministry of Advanced Education

Ms. Karin Kirkpatrick, Registrar and CEO, Private Career Training Institutions Agency

BCCIE Staff:

Dr. Randall Martin, Executive Director

ISSUE: British Columbia Council for International Education (BCCIE) Board Meeting

BACKGROUND:

BCCIE was established in 1991, incorporated under the *Society Act*, with a focus on the internationalization of post-secondary education and post-secondary membership. Since 2009, it has operated as a membership-free not-for-profit society supporting public and private post-secondary institutions, language schools, and the public and independent K-12 sector.

BCCIE is governed by a Board of eight members that includes Assistant Deputy Ministers from the Ministries of Advanced Education (AVED) and Education, and representatives from the public post-secondary, private career training, and public and independent K-12 systems (see Attachment A). Board composition is established by BCCIE bylaws and Board meetings are held quarterly. The Board has a Finance Committee and a recently re-established a Governance Committee. The organization has a current staff of ten, for which operational leadership is provided by the Executive Director, Dr. Randall Martin.

AVED provides \$1.5 million annually to BCCIE to support the implementation of initiatives and activities outlined in the International Education Strategy (IES) and to administer the Education Quality Assurance (EQA) application process and monitor the use of the EQA mark in accordance with the Ministry's policies and the Administrative Agreement with the Ministry.

Since its inclusion in the Government Reporting Entity in March 2012, BCCIE and the Ministry have been working closely to clarify roles and responsibilities with respect to BCCIE's new mandate and status as a Crown Corporation, as well as priorities regarding implementation of the Province's IES. BCCIE's 2012/13 Annual Report highlights a number of the organization's recent accomplishments (See Attachment B).

DISCUSSION:

The Minister and Deputy Minister are scheduled to participate in a portion of the Board meeting, from 10:30 to 11:30 a.m. (see Attachment C). BCCIE has requested that the Minister address the following two topics during his visit:

1. The Minister's vision for the international education sector in British Columbia, in particular how it pertains to the non-recruitment goals of the IES; and,
2. How AVED, the Ministry of Education, Ministry of Jobs, Tourism and Skills Training, Ministry of International Trade, and BCCIE can best work together to be most effective in advancing IES goals and targets in British Columbia.

Vision for International Education

The IES, released in May 2012, confirmed the BC Jobs Plan target to grow our international student presence by 50 percent over the next four years. However, the Strategy also affirmed that international education is about the two-way global flow of students. It positions the Province and its residents, including British Columbia students, to benefit even more from the social, cultural and economic opportunities that flow from international education activities.

Through this Strategy, the Province aims to achieve three goals:

Goal 1: Create a globally oriented education system in British Columbia;

Goal 2: Ensure that all students receive quality learning and life experiences; and,

Goal 3: Maximize the benefits of international education - social, cultural and economic - for all British Columbia communities, families and businesses.

Collaboration

Since its release, AVED has worked closely with partner ministries and BCCIE in support of the goals and actions under the Strategy. An example of this collaboration was the development and implementation of the 2011/12 international education marketing strategy, which promoted British Columbia as a study destination in key markets. Key partners in this initiative included AVED, Government Communications and Public Engagement, and the Ministries of Education, Jobs Tourism and Skills Training, and International Trade. BCCIE was also consulted throughout the development process.

AVED has also led several meetings with an Interagency Working Group within the Government of British Columbia, to discuss ways in which the Government can work together to accomplish the goals and actions under the Strategy. BCCIE has not been involved with this working group to date. However, discussions are underway to include them in future.

AVED will continue to work collaboratively with BCCIE, partner ministries, as well as the education sector, to implement the Strategy.

SUGGESTED RESPONSE:

Vision for international education sector (non-recruitment goals of IES):

- See Attachment D – Speaking Notes

Collaboration of Partner Ministries and BCCIE to advance IES goals:

- We will continue to work with our partner Ministries and schools and institutions to advance and support actions under the Strategy to facilitate achieving the target and to identify and mitigate potential barriers to this growth.
- I am interested in learning more about BCCIE's views on particular areas where collaboration could be created or increased.
- I would be pleased to take these points back for further discussion with my colleagues.

Attachments:

Attachment A – BCCIE Board Members

Attachment B – BCCIE 2012/13 Annual Report

Attachment C – September 26, 2013 Draft Board Meeting Agenda

Attachment D – Speaking Notes

Prepared by:	Laurie Brucker/Senior Policy Advisor, International Education Fraser Valley/Interior Region	Reviewed by:	
		Manager	
Phone #:	250-356-5432	Director	
		Executive Director	DS
		Assistant Deputy Minister	DM
		Deputy Minister	SC

BCCIE Board Meeting Draft Agenda

<i>Meeting Date:</i> Thursday, September 26, 2013	<i>Meeting Time:</i> 9:00 AM – 12:00 PM
<i>Meeting Location:</i> Conference Room 200 SFU Harbour Centre, 515 West Hastings Street, Vancouver, BC	

	Discussion Item	Led By
1.	Call to Order: 9:00 AM	J. Hamilton
2.	Introductions	J. Hamilton
3.	Approvals <ul style="list-style-type: none"> September 26th Meeting Agenda June 22nd Board Annual General Meeting Minutes June 22nd Board Meeting Minutes 	J. Hamilton
4.	Draft 2014/15 Government's Letter of Expectations	J. Hamilton
5.	Governance Discussion and Board Terms	J. Hamilton
6.	Finance and Human Resources Update	T. Grand
7.	Q1 Budget Update	T. Grand
8.	Contingency Discussion	T. Grand
9.	Board Manual Update	R. Martin
10.	Board Meeting Times and Next Meeting <ul style="list-style-type: none"> Thursday, December 5, 2013 in 1500 Xerox Conference Room, SFU Harbour Centre (please note room change) 	J. Hamilton
11.	Update from Advanced Education Minister Amrik Virk	Minister Virk
12.	Updates <ul style="list-style-type: none"> Chair AVED MEd BCCIE 	J. Hamilton D. Minty C. Avison R. Martin
13.	Update on International Education Report by Dr. Roslyn Kunin	R. Martin
14.	Strategic and Operational Planning Update	R. Martin / T. Grand
15.	Q2 Progress Report	R. Martin
16.	Any Other Business	J. Hamilton
17.	Adjournment	J. Hamilton

**Speaking Notes for Minister
British Columbia Council for International Education Board Meeting
September 26, 2013**

- Thank you for providing this opportunity to participate in a Board Meeting of the British Columbia Council for International Education (BCCIE).
- Advanced Education Deputy Minister Sandra Carroll and I are pleased to be here to learn first-hand about BCCIE.
- As you are well aware, international education is a priority for Government, and for my Ministry.
- BCCIE has a long history of working towards internationalization of the education sector in the Province and this organization is a key partner in advancing the international education priorities of Government.

- In particular, the organization has been working closely with the Ministry over the past year to support the implementation of our International Education Strategy.
- BCCIE's dedication to promoting the success of international education in B.C., with institutions and international partners, and for B.C. students abroad, is demonstrated through a number of significant achievements.
- Many of them are outlined in BCCIE's 2012/13 Annual Report.

(PAUSE)

- These achievements include coordinating B.C.'s presence at major international education events such as NAFSA: Association of International Educators Conference (May 2013).
- And more recently at the European Association for International Education Conference (September 2013).
- BCCIE also played host to international education delegations in B.C., and coordinated the B.C. orientation of the overseas Education Marketing Managers earlier this year.
- And you delivered professional development events for international education professionals

in support of our International Education Strategy priorities.

- I understand that BCCIE's 2013 Summer Seminar in Whistler was a resounding success.
- It was attended by more than 250 participants.
- Sessions included everything from intercultural and global learning outcomes for B.C. students, to updates from our own Education Marketing Managers.
- I also know that BCCIE has been collaborating with the Ministry to bring about BCCIE's transition to Crown Corporation status during the past year.

- Those efforts included producing BCCIE's first Service Plan and Annual Report. I note that the forthcoming 2014/15 Government's Letter of Expectations was an item on the agenda for the meeting today.
- It is clear that international education activities, initiatives and successes are not accomplished through the efforts of a single institution or government ministry or agency.
- Collaboration is key - collaboration between and with students, institutions, ministries, international education agencies and overseas partners.

- I am pleased to discuss with you further how we can continue to work together towards the success of international education in British Columbia.
- Today you have asked me to address specifically my vision for the non-recruitment goals of the Strategy.
- It is clear that the *BC Jobs Plan* outlines an ambitious target for increasing the number of international students in British Columbia.
- However, our Strategy is about much more than that.

- Through its three main goals, the Strategy highlights that international education is about the two-way flow of students, faculty and ideas.
- The Strategy also focuses on the social, cultural and economic opportunities that flow from international education activities.
- For example, under Goal One of the Strategy, “Creating a Globally-Oriented Education System”, we aim to increase international education opportunities for B.C. students, faculty and staff.
- Since the Strategy was announced just over one year ago, we’ve made real progress in this area, including investing \$5 million in scholarships and research internships for students.

(PAUSE)

- I know that BCCIE is working to enhance the presence of the BC Study Abroad Consortium to increase access to information on the opportunities and benefits of studying abroad.
- Also under Goal One of the Strategy, we aim to promote the use of international education 'best practices' across B.C.
- In this regard, I want to congratulate BCCIE on the official launch of the Internationalization Mentorship program at the 2013 Summer Seminar event.
- I understand this program will support the development of mentorships between

generations and cultures of international education professionals in B.C.

- I look forward to hearing more about the Mentorship Program as the program develops.
- Another area of focus in the coming months will be our connection with communities throughout B.C.
- Many communities have embraced international education and have seen significant benefits – socially, culturally and economically.
- But I believe that further work can be done to encourage communities, schools and institutions to work together to create a welcoming environment for international students.

- We have accomplished so much together already, but we have a lot of work to do yet.

CONCLUSION

- I look forward to our continued collaboration and to future dialogue with BCCIE on these and other initiatives that will enhance our Province's position as a leader in international education.
- Thank you.

**MINISTRY OF ADVANCED EDUCATION
MEETING NOTE**

Date: September 23, 2013 Cliff# 95762 File# Version #
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PREPARED FOR: Honourable Amrik Virk, Minister

DATE AND TIME OF MEETING: September 25, 2013

ATTENDEES: Bryan Tisdall, President and Chief Executive Officer of Science World

ISSUE: Science World's outreach program

BACKGROUND:

Science World is a not-for-profit organization that focuses on K-12 programming and plays an important role in the science education continuum. The majority of its annual budget is funded by its customers. Science World also receives additional support from leaders in the technology sector, including: TELUS, Goldcorp, EnCana, Westport Innovations and Sierra Wireless; as well as support from community donors and foundations, such as BC Hydro and the Vancouver Foundation.

Bryan Tisdall is the current President and Chief Executive Officer of Science World. (see Attachment 1 for a biography.)

In 2005, the Ministry of Education invested \$5,000,000 (over 5 years) to initiate Science World's BC Program for the Awareness and Learning of Science (BC PALS) to support the science and math curriculum in elementary schools. Funding for BC PALS was extended by \$500,000 during the province's Year of Science in 2010/11 and then again in 2011/12 when the Year of Science wrapped up with a \$1,000,000 legacy funding contribution.

Since 2011, Science World has submitted additional requests for funding to government, including a proposal to the Ministry of Education for \$1.0M in future funding for BC PALS, and a request in 2012 to the Ministry of Jobs, Tourism and Innovation for funding of \$1.5 million for additional science literacy programs (refer to Attachment 2).

In October 2012, Science World hosted a symposium to develop a draft Science Promotion Charter for British Columbia and to identify possible champions for the initiative. At a follow up meeting in November 2012 a decision was made to proceed as quickly as possible with the aim of presenting the Science Promotion Charter to government and caucuses early in 2013.

DISCUSSION:

Previous requests for funding by Science World to the Ministry of Education and the Ministry of Jobs, Tourism and Innovation since 2011 have been unsuccessful, primarily due to the current fiscal environment and lack of available government funds. This message was likely conveyed to Mr. Tisdall again at his meeting with former Minister of Advanced Education, John Yap in December 2012.

The position of Science World is that it is aligned with the BC Technology Strategy as it provides science literacy programs that encourage youth to pursue science, keeping them engaged in science and technology as teens, which may lead to students selecting degrees in science-related post-secondary programs. The draft Science Promotion Charter for BC adopted in 2012 proposes developing a coordinated Science and Technology Strategy for BC.

It should be noted that former Minister of Social Development, Moira Stilwell, was present at the meeting where the Charter was adopted and has been identified as a key player in science promotion in BC given her role in the Year of Science.

The BC government currently has the British Columbia Technology Strategy which lays out a coordinated sector strategy for the province. However, the proposed Science Promotion Charter includes a significant science promotion component aimed at K-12 and younger people to encourage the adoption of careers in the sciences. This promotional component is not currently a priority of government and falls outside of the mandate of the Ministry of Advanced Education.

Note that in 2012, the Canada Foundation for Innovation approved \$27,704 for University of British Columbia's project "Living Laboratory for Research on Cognitive Development" housed at Science World. The Ministry of Advanced Education, through the BC Knowledge Development Fund, is providing matching funds for this project to help cover the costs of the research equipment.

SUGGESTED RESPONSE:

Thank you for the opportunity to meet and discuss the initiatives of Science World. You may also wish to discuss these with my colleague the Minister of Education given the focus on the K-12 audience.

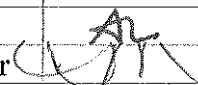

While government appreciates the value of Science World programming, given the current economic climate, there is no source of funds for this initiative at this time.

Attachments:

Attachment 1: Bryan Tisdall Biography

Attachment 2:

s.17, s.21

Prepared by:		Reviewed by:	
		Director	
Phone #:		Executive Director	
		Assistant Deputy Minister	
		Deputy Minister	

Attachment 1: Bryan Tisdall

Previously, Bryan held the position of General Manager of Exhibition Place and General Manager of Canadian National Exhibition in Toronto (1989–1997), Director, Finance & Administration for the Metropolitan Toronto Police (1983–1989) and prior to that, Director of Corporate Relations and Director of Planning and Production Services with TVOntario (1976–1983).

Currently, Bryan is Vice-Chair of the Association of Science Museum Directors, serves on the Membership Committee of the Association of Science and Technology Centres and is active on both the Technology Education Careers Council in British Columbia and the Canadian Association of Science Centres nationally, as well as the Advisory Board for KCTS9, the PBS television station in Seattle. Bryan is also a member of the Board of the Science Fair Foundation of British Columbia.

Bryan holds a Bachelor of Arts Degree from the University of Toronto, a Master of Science Degree in Extension Education from the University of Guelph and, a Masters of Business Administration Degree from the Schulich School of Business at York University.

Pages 106 through 109 redacted for the following reasons:

s.17, s.21

MINISTRY OF ADVANCED EDUCATION MEETING NOTE

PREPARED FOR: Honourable Amrik Virk
Minister of Advanced Education

DATE AND TIME OF MEETING: September 17, 2013

ATTENDEES: BC College Board Chairs and Presidents (see Attachment 1)
Jim Reed, President, BC Colleges
Sandra Carroll, Deputy Minister

ISSUE(S): BC Colleges has provided the following agenda items:

- Minister's priorities for the post-secondary system
- Aligning college system with government's priorities
- Resourcing college system education and training capacity to meet the Province's needs for a skilled workforce
- Budget impact from changes in federally funded programs
- Resourcing boards with qualified people

BACKGROUND:

BC Colleges (BCC) is a consortium funded by member institutions representing British Columbia's 11 public community colleges (Camosun College, College of New Caledonia, College of the Rockies, Douglas College, Langara College, North Island College, Northern Lights College, Northwest Community College, Okanagan College, Selkirk College, and Vancouver Community College).

Angus Graeme, President of Selkirk College, is the current Chair of BCC, Jim Reed is the President of BCC. BCC's member institutions offer a broad range of post-secondary education programs including developmental, trades and technical training, certificates and diplomas, as well as applied baccalaureate degrees.

DISCUSSION:

1) Minister's Priorities for the Post-Secondary System

BCC will be particularly interested in hearing the Minister's priorities.
(See Attachment 2 for Minister's Accountability Letter).

2) BCC Alignment with Government Agenda

BCC members will likely want to emphasize their role in ensuring British Columbia's labour market needs are met and will indicate a willingness to support government priorities.

BCC members have been highly engaged in supporting initiatives under the *BC Jobs Plan* as well as the *Skills and Training Plan*.

3) Resourcing the College System to Meet the Province's Needs for a Skilled Workforce

BCC members have highlighted the financial pressures they are facing as a result of a number of factors including cooperative gains and inflationary pressures. Colleges may indicate that while they are highly supportive of government priorities, these priorities may be difficult to achieve within the current fiscal climate.

BCC made a submission to the 2012 Select Standing Committee on Finance and Government Services proposing investment in three key areas:

- Skilled and educated workforce - sustained funding building to \$47 million annually to produce 2,000 additional graduates in the areas immediately required to the British Columbia economy;
- Help build strong and vibrant communities in British Columbia – support regional prosperity through up to \$19.0 million in targeted annual funding to increase accessibility and affordability in the college system; and
- Enhance British Columbia's competitive advantage in knowledge and skills – initiatives including building to \$10.5 million in annual, ongoing funding to upgrade equipment, and launching an Equipment Matching Program.

BCC will likely make a similar submission this fall.

4) Budget Impact from Changes in Federally Funded Programs

Post-secondary institutions, and colleges in particular, receive a significant level of funding to support program delivery through provincial agreements with the federal government such as the Canada-BC Immigration Agreement and the Canada-BC Labour Market Agreement. These agreements expire on March 31, 2014.

Cancellation of the Canada-BC Immigration Agreement

On April 12, 2012, Citizenship and Immigration Canada (CIC) announced the cancellation of the Settlement Annexes of its immigration agreements with British Columbia. As a result, as of April 1, 2014, \$17 million will no longer be available to the Ministry of Advanced Education (AVED) for English language training, nor will a further \$5.4 million that was drawn from the Agreement to support tuition-free English as a Second Language (ESL) programming for eligible learners.

Instead, the federal government will directly fund settlement services for immigrants in British Columbia – including English language training – through an open procurement process resulting in contracts directly negotiated between CIC and service providers.

CIC issued an open call for proposals in early June 2013. AVED strongly encouraged all 17 institutions to apply for funding and provided support to institutions for the process. AVED has communicated to institutions its inability to mitigate the financial impact resulting from the federal decision to cancel the Agreement.

Key options are currently under review regarding how the impacts will be administered across institutions and the future of the current ESL tuition-free policy.

Last year, about 9,000 adult learners received ESL training at 17 public post-secondary institutions around the province.

5) Resourcing the Board with Qualified People

Concerns may be raised regarding the board appointment process including timing and selection of candidates. The Board Resourcing Development Office (BRDO) has responsibility for this process. Natalya Brodie, Senior Analyst, BRDO, will be in attendance.

Note that a priority identified in the Aboriginal Post-Secondary Education and Training Framework and Action Plan is to increase the number of appointments of Aboriginal people to public post-secondary institution. Progress is being made towards achieving this. The Boards' identification of qualified Aboriginal candidates from the community is appreciated.

Some Board Chairs may also raise concerns regarding board member remuneration. The *College and Institute Act* permits the Lieutenant Governor in Council to set the remuneration rate that an institution pays to members of its board.

In 2011, there was some confusion among institutions regarding the level of remuneration following the release of Treasury Board Directive (TBD 3/11) which establishes maximum remuneration levels for each classification of government boards. The Ministry subsequently informed all board chairs that levels specified in Order in Council 180/1995, which are lower than the maximum levels identified in TBD 3/11, remain applicable. This is also reflected in the Government Letter of Expectations for each institution.

6) Additional Issues

Additional issues which may be raised are identified in Attachment 3.

SUGGESTED RESPONSE:

1. Minister's Priorities for the Post-Secondary System

(See Attachment 2 for updates on specific priorities for AVED)

- *Government's focus is on growing the economy and creating high-paying jobs for British Columbians.*
- *High-quality, affordable and accessible post-secondary education continues to be a priority for this government.*
- *We have a responsibility to ensure that the programs our public post-secondary institutions offer will provide a good return on investment.*
- *I believe that we can do this by following our mandate and keeping focused on government's Jobs Plan and Skills and Training Plan.*

- *British Columbia's colleges have played an essential role in the success of these Plans and in ensuring we have the trades and technical workforce we need to respond to provincial and regional labour market needs and to capitalize on the economic opportunities that exist.*
- *We know that further focused work is needed to ensure a seamless delivery of education and skills training from high school right through entry in the workforce and transition to the labour market.*
- *I will be working closely with my colleagues at Jobs, Tourism and Skills Training, Education and Aboriginal Relations and Reconciliation, including developing a 10-year skills training plan.*
- *We will continue to work in collaboration with post-secondary institutions to set targets for graduates so that we match the skills we need to the skills we are graduating.*
- *Post-secondary boards will also be required to undertake a core review of programming to ensure seats are being filled.*
- *Other goals include:*
 - *Reviewing the student loan program;*
 - *Increasing the number of international students; and*
 - *Establishing a School of Traditional Chinese Medicine at a public post-secondary institution.*

2. BCC Alignment with Government Agenda

- *I recognize the colleges play a critical role in achieving the initiatives specific for the Ministry of Advanced Education.*
- *I also recognize that colleges support many parts of the economy and are important partners in achieving government objectives across the spectrum, including in areas such as LNG.*
- *I appreciate the important role colleges have played in implementing BC Jobs Plan and the Skills and Training Plan. I look forward to ongoing focused collaboration.*

3. Resourcing the College System to Meet the Province's Needs for a Skilled Workforce

- *We will need to work together to support changes that align training with job opportunities.*
- *As you know, British Columbia needs workers of all kinds – from labourers to skilled trades people, to project managers and engineers. 78 percent of the million projected job openings to 2020 will require some post-secondary education and 43 percent will need trades or technical training.*
- *In these tight fiscal times, we also need to look at doing things differently. An example is government's plan to offer free open textbooks online.*

4. Budget Impact from Changes in Federally Funded Programs

Cancellation of the Canada-BC Immigration Agreement

- *Our government's priority is to ensure that British Columbians can continue to access the English language training that they need to succeed and find jobs.*
- *The Ministry of Advanced Education has been and will continue to work closely with Citizenship and Immigration Canada and post-secondary institutions to minimize any impact on students.*

5. Resourcing the Board with Qualified People

- *The Board Resourcing Development Office has responsibility for the board appointment process.*
- *[Should remuneration be raised] As you are aware, the Government Letter of Expectations states that board remuneration rates must comply with existing directives. Should you have any further questions, please contact Ministry officials directly.*

Attachments: Attachment 1 – College President and Board Chair Attendees
Attachment 2 – Accountability Letter Suggested Responses
Attachment 3 – Additional Issues

Prepared by:	Nell Hodges, Director	Reviewed by:	
	Lower Mainland Region	Executive Director	AL
Phone #:	250-387-6182	Assistant Deputy Minister	DM
		Deputy Minister	SC

Attachment 1

BC Colleges Presidents and Board Chairs

College	President	Board Chair
BC Colleges	Mr. Jim Reed, President	Mr. Angus Graeme
Camosun College	Ms. Kathryn Laurin, President	Ms. Marilyn Pattison
College of New Caledonia	Dr. Bryn Kulmatycki, Interim President	Mr. Robert Murray
College of the Rockies	David Walls, President & CEO	TBD
Douglas College	Dr. Scott McAlpine, President	Ms. Shelley Williams
Langara College	Mr. Roy Daykin, Interim President & CEO	Ms. Anne Lippert
North Island College	Mr. John Bowman, President	Mr. Bruce Calder
Northern Lights College	Ms. Laurie Rancourt, President & CEO	Ms. Karen Simpson
Northwest Community College	Ms. Denise Henning, Interim President	Mr. John Kurjata (Vice-Chair)
Okanagan College	Mr. Jim Hamilton, President	Mr. Tom Styffe
Selkirk College	Mr. Angus Graeme, President & CEO	Mr. Bruce Morrison
Vancouver Community College	Ms. Kathy Kinloch, President	Ms. Cathy Young

Minister of Advanced Education – Accountability Letter

The following provides information on each of the initiatives identified in the Minister's Accountability Letter:

1. Balance your ministerial budget in order to control spending and ensure an overall balanced budget for the province of British Columbia.
 - The Ministry of Advanced Education, like all ministries across government, is taking every step to ensure that funding is used to its fullest and to achieve an overall balanced budget for the Province of British Columbia.
2. Ensure the institutions within your portfolio are meeting their budget targets and using their resources as efficiently as possible.
 - We recognize that institutions have worked very hard in a difficult fiscal environment to balance budgets to date.
 - We understand that this will continue to be challenging going forward and will work closely with you to achieve this and ensure an overall balanced budget for the province.
3. In concert with the Boards of B.C.'s colleges and universities, set targets for post-secondary graduates that will enable our province to match the skills we need with the skills we are graduating.
 - We will be looking to ensure that British Columbians have the skills needed to take advantage of the one million job openings predicted by 2020.
 - As you know, 78% of the expected job openings will require some form of post-secondary education and training. Ensuring that British Columbians are first in line for those jobs is a key priority for this government. That will require ensuring that British Columbians are able to obtain the post-secondary education and training they need in order to qualify for those jobs. We will need your help to do that.
 - Staff will be in touch with you soon to begin discussions about how best to set targets for post-secondary graduates that will enable our province to match the skills we need with the skills we are graduating.
4. Continue to minimize overheads within our publicly funded universities and, where possible, consolidate functions across different post-secondary institutions.
 - I understand you have been engaged in the Administrative Service Delivery Transformation initiative, and we appreciate your involvement.
 - This summer eight projects have been identified as the first set of projects. These projects include:
 - 1). Lower Textbook Freight Costs
 - 2). Higher Vending Commissions
 - 3). Shared Print Shop Services
 - 4). Credit Card Merchant Fee Reduction for tuition and non-tuition revenue
 - 5). Transition to a single Managed Print Services contract for the sector
 - 6). IT Opportunities

7). Joint Procurement

8). Collaborative Employee Recruitment Portal Site

- All institutions have been invited to participate on project teams.
- This fall, the project teams will be working on project proposals. All institutions will have the opportunity to provide input on the project proposals.
- The shared services initiative continues to be a priority for government and we look forward to your ongoing engagement.

5. Review the student loan program and make recommendations for improvement to ensure the loan program is meeting the needs of today's students.

- Government is committed to affordable, accessible post-secondary education.
- Student financial assistance continues to play a key role in supporting students to pursue post-secondary education.
- My Ministry has undertaken a review of current student financial assistance policy and programs to ensure they continue to meet the needs of students and government, are fiscally sustainable, and support provincial labour market priorities.

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6. Include the requirement for post-secondary Boards to undertake an institution-wide core review of their programming to ensure student seats are being filled.

- We understand that institutions have already taken steps to manage costs and some institutions have done recent reviews of programs and services.
- While recognizing the progress that has been made, we know more can be done.
- We will work closely with institutions to build on existing initiatives and planning cycles to achieve objectives of the core review.
- This is an opportunity to take a good look at post-secondary programs and focus on those that best serve students' and labour market needs.
- Parameters for the review will be consistent with each institution's mandate.
- We will work to ensure that the role of senates and boards are balanced in this process.

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7. Cooperating with the Ministry of Agriculture, ensure that a Centre of Excellence in Agriculture is created at the University of the Fraser Valley.

- This initiative supports the BC Jobs Plan and BC's Agrifoods Strategy, and recognizes Agriculture as an important sector for the Province of British Columbia.
- I recognize that a range of institutions throughout the province offer agriculture-related programming, responding to local and regional needs.
- Staff from both Ministries are working together with UFV on the establishment of the Centre.
- We are confident UFV will be reaching out to other institutions in its activities.

8. Implement our government's commitment to establish a School of Traditional Chinese Medicine at a publicly funded B.C. post-secondary institution.
- A request for Expressions of Interest to establish a School of Traditional Chinese Medicine was sent to all public post-secondary institutions requesting submission by September 13th.
 - Ministry staff are currently reviewing the Expressions of Interest that were submitted.
 - A recommendation on the host institution will be put forward to the Minister for decision.
 - The timing for this decision is not known at this time.
 - Once a decision on the host institution is finalized, the Deputy Minister, Ministry of Advanced Education and the host public post-secondary institution will establish a Program Advisory Committee to guide the development and implementation of the School.
9. Deliver on the *BC Jobs Plan* targets contained in our International Education Strategy including doubling the number of international students studying in British Columbia by 2016.
- The Government of British Columbia greatly appreciates the support of the education sector, and in particular, our community colleges, in the implementation of the International Education Strategy, which includes a goal to increase the number of international students who choose British Columbia as their study destination by 50 per cent over four years.
 - The 50 per cent target for growth in international students is ambitious. However, the Ministry believes that with the release of the Strategy and the actions outlined it may be achievable.
 - We recognize that institutions face challenges in reaching this goal and therefore, we are committed to working with our sector and the federal government to address these challenges.
 - I appreciate the commitment of the Province's community colleges to delivering quality education to both international and domestic students, and I assure you that our community colleges are valued for their unique contributions to the post-secondary education sector.

Additional Issues

The following issues are not on the agenda but background information has been provided should they be raised.

1) International Education Commitment

Colleges may identify potential challenges they face in meeting government's commitment to increase the number of international students who choose British Columbia as their study destination by 50 per cent over four years.

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UBC School of English Language

In April 2012, UBC announced plans to establish a special college for international students who meet the same academic requirements as other undergraduates, but may have slightly lower English language proficiency.

The college will offer a 12-month program for first-year students who need assistance in meeting the English language requirements of the university. Once completed, successful students will be eligible to transfer into their second year of study as undergraduates.

Suggested Response

- *Many of our public and private colleges offer English language training to international students who do not meet the English language requirements needed to study in British Columbia. Many of these institutions also have pathway or transfer agreements with our public institutions.*
- *The Ministry has a limited role with respect to the authority of a public institution like UBC in creating a separate entity to offer international students entry to undergraduate studies.*

2) Industry Training Authority Review

The Ministry of Jobs, Tourism and Skills Training (JTST) recently appointed Jessica McDonald as Independent Review Lead to review the role and function of the Industry Training Authority (ITA). The reviewer is expected to consult a broad audience, including post-secondary institutions, and provide a final report with recommendations by the end of November.

Suggested Response:

- *Post-secondary institutions are an essential partner within the industry training system.*
- *It is anticipated that the ITA review will provide some guidance as to how best address some of the concerns raised.*

**MINISTRY OF ADVANCED EDUCATION
MEETING NOTE**

Date:	July 24, 2013
Cliff#	95391
File#	280-20/MN
Version #	1

PREPARED FOR: Honourable Amrik Virk, Minister

DATE AND TIME OF MEETING: July 25, 2013 at 5:00pm

ATTENDEES: Jane Thornthwaite, MLA North Vancouver/Seymour;
Honourable Amrik Virk, Minister of Advanced Education;
Joe Thompson, Assistant Deputy Minister, Student Services and
Sector Resource Management Division;
Dawn Minty, Assistant Deputy Minister, Post-Secondary Regions and
Programs Division

ISSUE: Transition of special needs students to post-secondary education.

BACKGROUND:

Ms. Thornthwaite is Parliamentary Secretary for Student Support and Parent Engagement to the Minister of Education. She is also a member of the Cabinet Committee on Secure Tomorrow. In the past, she has served as Trustee and Chair for the North Vancouver Board of Education.

DISCUSSION:

Ms. Thornthwaite may wish to discuss, in general terms, supports provided by post-secondary institutions for students with special needs – students who may have physical disabilities, developmental disabilities, or learning disabilities.

She may also choose to focus on Capilano University's recent decision to suspend its *Access to Work* program for people with developmental and learning disabilities. The *Access to Work* Adult Special Education (ASE) program targeted for elimination is one of two distinct full-time programs that provide students with learning disabilities skill certification, employment related and computer literacy, customer service skills and workplace safety awareness. Both programs – the other is called *Discover Employability* – have historically been over-subscribed and have wait-lists.

The reduction in ASE program delivery was included in the university's strategy to eliminate a projected \$1.3 million shortfall (see Attachment 1). The Ministry of Advanced Education staff have received or been copied on approximately 70 calls or emails from students and their families, as well as from faculty at the university (see Attachment 2). Many letters call for targeted funding for ASE programs.

Supports for Students with Special Needs:

Adult Special Education Programs

The Ministry funds ASE programs at 14 institutions as part of the suite of Developmental Programs, which also include Adult Basic Education (ABE) and English as a Second Language (ESL).

ASE programs are designed for learners who face barriers to success in post-secondary education because of a developmental disability or a combination of learning difficulties. The programs have multiple objectives. The majority focus on developing vocational and employment skills, with an emphasis on employment preparation, job search and work experience. Others focus on academic development and independent living skills. The 14 institutions delivered 794 ASE FTEs in 2012/13.

ASE programs are partially funded through the Labour Market Agreement for People with Disabilities, which also provides support for other disability services at British Columbia's post-secondary institutions, such as adaptive technology, interpreting services and financial aid grants for students with disabilities.

Most institutions charge tuition for ASE programs; however, students with financial need may access the Adult Basic Education Student Assistance Program for tuition, books and transportation needs.

Accommodation for Students with Special Needs

All public post-secondary institutions accommodate students who identify themselves to the registrar's or counselling office as having special needs. At any one institution, reasonable accommodation may include:


- Assistance with admissions and registration and campus orientation tours;
- Development of an education plan;
- Access to financial aid and funding grants, and agency and faculty liaison;
- Exam accommodations, interpreting and captioning services, alternative format textbooks and handouts; and
- Access to adaptive technology; learning strategies support; note-taking; tutoring, physical access.

Suggested Response

The Ministry's commitment to the delivery of Developmental Programs is communicated to each institution on an annual basis through budget letters and the Government Letter of Expectation (www.aved.gov.bc.ca/budget/welcome.htm). While funding for these programs is included in the block grants, institutions are expected to meet annual FTE targets; however they have the latitude to choose how to distribute the FTEs over all three program areas (ABE, ASE and ESL).

Specific to the *Access to Work* program: The Ministry fully understands the concerns of students and their families, who are worried about losing access to a successful program that provides excellent employment and transition outcomes. Capilano University has the authority to make programming decisions and the Ministry expects it will do so in consultation with its academic community, and based on the needs of students and the local community. Ministry staff will continue to have ongoing dialogue with the university.

Attachments: 1. MN – Capilano University Issue
2. Letter – Inclusion BC

Prepared by:	Barbara Binczyk Senior Policy Analyst Vancouver Island/Coast	Reviewed by:	
Phone #: 387-6174		Manager Director	
		Executive Director	VP
		Assistant Deputy Minister	
		Deputy Minister	

**MINISTRY OF ADVANCED EDUCATION
MEETING NOTE**

Date: July 15, 2013 Cliff# 95317 File# 60240-60/9313A/CAP 2013 Version # 1

PREPARED FOR: MLA Jane Thornthwaite, MLA Ralph Sultan, MLA Jordan Sturdy

DATE AND TIME OF MEETING: Friday, July 19, 2013

ATTENDEES: Capilano University Faculty Members;
Capilano University Students; and
Representatives from Federation of Post Secondary Educators

ISSUE(S): Recent issues at Capilano University

BACKGROUND:

MLAs Jane Thornthwaite, Ralph Sultan and Jordan Sturdy will be meeting with Capilano University faculty members, students and representatives from the Federation of Post-Secondary Educators (FPSE) to discuss current issues, including budget impacts on program delivery.

FPSE is a provincial organization which represents over 10,000 faculty and staff in British Columbia's post-secondary institutions.

DISCUSSION:

Capilano University is challenged to continually deliver leading-edge programs and student services, while demonstrating financial stewardship and accountability.

The University has traditionally achieved surplus financial results (5-year average of \$3.5 million annually); however, has ended 2012/13 in a modestly balanced position (\$0.1 million operating surplus). Key drivers of this change include significant capital investments over the last few years, a change in accounting standards in 2012/13 across the post-secondary sector to align with accounting practices used by the Province, and a number of minor renovation projects.

On April 25, 2013, Capilano posted information on its website regarding implications of eliminating a projected \$1.3 million shortfall. The plan was widely criticized by staff and students who expressed public concern at the perceived lack of consultation from the administration on the proposed cuts.

According to FPSE's website, FPSE asked the British Columbia Supreme Court on May 5, 2013 to issue an injunction that would force the Board of Capilano University to re-schedule its May 14, 2013 meeting. The injunction application indicated that the proposed budget cuts would adversely impact Capilano University students and that the University has the financial capacity to consider other options. According to media reports, FPSE's application was adjourned on May 14, 2013. (Note: Ministry staff have not been able to confirm this information.)

At its May 14, 2013 meeting, the University's Board of Governors agreed to postpone any discussion on the fiscal sustainability plan and proposed budget until its meeting on June 11, 2013.

At its June 11th meeting, Capilano University's Board of Governors approved the revised annual operating budget and advised in a media release that:

During the annual budget cycle for 2013-2014, a shortfall of \$3.5 million was originally indicated and was subsequently reduced to \$1.2 million through cuts to maintenance, no increase to services, staffing and equipment and the suspension of some capital projects. This was after a number of cost-saving measures were implemented in previous years, including not filling or eliminating a number of administrative positions."

While the Ministry of Advanced Education provides core funding for Capilano University, the institution operates under the *University Act*, which provides that the governing bodies of the institutions have jurisdiction over all matters relating to the management of their financial affairs and program priorities. Consequently, Government does not intervene in these matters.

As a result of the Board's approval of the budget, the Ministry is aware that there will be service delivery impacts across a number of program areas, including but not limited to: fine and applied arts programming (studio art, foundations in illustration & design), business, computer science, health and developmental programming.

Developmental programming, including Adult Basic Education, Adult Special Education (ASE) and English as a Second Language, is an important part of the total offerings at public post-secondary institutions. Within the public post-secondary system, the Ministry has maintained its expectations for the delivery of developmental programs, and continues to provide funding to post-secondary institutions to support these priority programs.

Specific to the Adult Special Education (Access to Work) program at Capilano, the Ministry has received approximately 70 calls and e-mails related to the reduction of the program. Parents, students, and families are concerned that individuals are being denied access to a successful program that provides excellent employment and transition outcomes.

The Ministry's commitment to the delivery of developmental programs is communicated to each institution on an annual basis through budget letters and the Government Letter of Expectation (www.aved.gov.bc.ca/budget/welcome.htm).

Government operating funding to Capilano University has increased 26.6 percent, from \$29.8 million in 2001/02, to approximately \$37.7 million this year. As well, the number of funded student spaces at Capilano University has increased by 205, or 3.9 percent, since 2003/04.

Government expects Capilano University, and all public post-secondary institutions, to make responsible budget decisions while ensuring a continued high standard of education for students.

Prepared by:	Nell Hodges, Director Lower Mainland Region	Reviewed by:	Executive Director
Phone #:	387-6182	Assistant Deputy Minister	IR
		Deputy Minister	JG

June 7, 2013

Dr. Kris Bulcroft
President, Capilano University

Dr. Robin Brayne
Chair of the Board, Capilano University

Dear Drs. Bulcroft and Brayne,

Inclusion BC, formerly the BC Association for Community Living (BCACL), is a provincial advocacy organization with over 70 member agencies dedicated to building community and enhancing the lives of children and youth with special needs, adults with developmental disabilities, and their families by supporting abilities, promoting action and advancing rights and social justice.

I am writing today on behalf of Inclusion BC and our membership in response to the potential cuts to Capilano University's Access to Work Adult Special Education post-secondary program. These cuts would suspend the program for 2013-2014, and would reduce the program in future years to from the current 25 to 13 students per year.

Cuts to this program will reduce already limited access to post-secondary education for students with disabilities and exclude a whole group of citizens and residents of the North Shore. Capilano's Access to Work program was tuition free, a decision made by the Board ten years ago in order to increase the access of people with disabilities in the community to post-secondary education. A decision now to cut funds to what is a small but essential program would be wrong and inconsistent with the vision of welcome and inclusion of students with diverse backgrounds, including those with disabilities.

We recognize that Capilano University is facing a large deficit and a crisis of underfunding. The decision to cut access to post-secondary education for people with developmental disabilities is unacceptable, placing an undue, fundamentally unfair and discriminatory burden on them. The loss of or reduction to the

Access to Work program closes a doorway that is essential to post-secondary education for students with disabilities.

The Access to Work program also provides skills development, training certification and supported work experience with high correlation to successful employment outcomes. This reflects the benefits other non-labelled students receive from post-secondary education. But for students with disabilities this benefit is far more profound because rates of unemployment and poverty amongst people with disabilities are endemic. The ATW program is the way out of poverty for students and lack of access to it will ensure a life of poverty and unemployment for those students who are denied if the Board of Governors decides to cut funds to it. We call on you to safeguard this program as a lifeline for students with disabilities, as a good economic decision and as a demonstration of respect for the fact that in order for our post-secondary institutions to be healthy and vibrant for all students in all programs, they must welcome and support students with disabilities.

Over 50,000 students will be transitioning from secondary school in the coming year, some of whom have disabilities and will need access to post-secondary education. The K-12 system has made a great deal of progress over the years and we now have a group of young adults who have graduated with an inclusive education for their entire school history. Cutting a program like Access to Work only places these students and their families under yet more stress as they plan to transition from secondary school. It will also sever the important link for Capilano University to students who enrich learning and campus life for all students.

The best practice in education at all levels is inclusion. All students must have access to post-secondary education and to the resources, supports and expertise in their communities, colleges and schools to meet their individual learning needs. Cutting this program would send the message that the University is willing to miss the opportunity for these students to continue to learn in a post-secondary environment.

We view increasing and targeted funding of post-secondary education at a provincial level for students with developmental disabilities as an important commitment from the province to inclusive post-secondary supports as it ensures and secures the right of these students to education is not at risk from budget cuts year after year.



We ask you today to take action and support students with disabilities to be included in the post-secondary environment at Capilano University by protecting the Access to Work program and continuing your and Capilano's commitment to ensuring that your campus is inclusive, supportive and welcoming of all students.

Sincerely,



Faith Bodnar
Executive Director, Inclusion BC

cc: Hon. Christy Clark, Premier, Province of British Columbia
Amrik Virk, Minister of Advanced Education, Province of British Columbia
Jane Thornthwaite, Member of the Legislative Assembly
Kathryn Moscrip, Coordinator, Access Work Experience, Capilano University

MINISTRY OF ADVANCED EDUCATION MEETING NOTE

PREPARED FOR: Honourable Amrik Virk, Minister

DATE AND TIME OF MEETING: Friday September 27, 2013

ATTENDEES: Southern Interior Construction Association

ISSUE: Proposal to fund Essential Skills training in the Workplace

BACKGROUND:

The Southern Interior Construction Association (SICA) is a non-profit organization with over six hundred and twenty members. William E. (Bill) Everitt is the current Chief Operating Officer and Clifford Kshyk is the current VP Operations.

SICA's construction industry members are involved in the Industrial/Commercial/Institutional (ICI) and Multi-Family Residential sectors in the Southern Interior of British Columbia, and are comprised of General Contractors, Trade Contractors, Manufacturers and Suppliers, as well as firms providing Professional Support Services to the construction industry.

SICA is a part of the Provincial (British Columbia Construction Association) and the National Associations (Canadian Construction Association). SICA covers the area south of Williams Lake to the US border and east of Hope to the Alberta border.

DISCUSSION:

SICA has been delivering Essential Skills training through employers in their region on a small scale. They would like to discuss opportunities for the Ministry of Advanced Education to fund an expansion of their program.

Responsibility for Essential Skills training currently resides with the Ministry of Jobs, Tourism and Skills Training (JTST). JTST is currently providing Canada-British Columbia Labour Market Agreement funding to public post-secondary institutions to deliver essentials skills training across the province, through the Essential Skills Workplace Training Program.

Employers seeking information on essential skills training for their employees are encouraged to contact their local public post-secondary institution.

SUGGESTED RESPONSE:

- I congratulate you on the leadership you are demonstrating in engaging employers and employees in skills upgrading.
- Government recognizes the need to provide training in the workplace so that workers can become more productive and move into higher level positions.
- The Ministry of Jobs, Tourism and Skills Training has the lead in this area and is working with employers and public post-secondary institutions across the province. I encourage you to connect with Okanagan College on how you can work together.

s.13, s.17

Prepared by:	Nicola Lemmer/Executive Director	Reviewed by:	
	Vancouver Island Branch	Assistant Deputy Minister	DH for DM
Phone #:	250 387-1950	Deputy Minister	

**MINISTRY OF ADVANCED EDUCATION
MEETING NOTE**

Date:	July 29, 2013
Cliff#	95401
File#	280-20/BN2013
Version #	1

PREPARED FOR: Honourable Amrik Virk, Minister

DATE AND TIME OF MEETING: July 30, 2013 - 10:30 to 11:15

ATTENDEES: Inclusion BC representatives including Annette Delaplace, President.

ISSUE: Special Needs students and post-secondary education

BACKGROUND:

Inclusion BC, formerly the BC Association for Community Living (BCACL), is a provincial advocacy organization with over 70 member agencies dedicated to building community and enhancing the lives of children and youth with special needs, adults with developmental disabilities, and their families by supporting abilities, promoting action and advancing rights and social justice.

In British Columbia, Special Education in the K-12 system is based on an 'inclusive model', in which students with special needs are fully participating members of a community of learners. Additional support may be required by means of additional staff, specialized learning materials, physical accommodations or equipment, and assessments to enable learners to meet their educational and social needs.

In the K-12 system, school districts are provided additional funding for learners designated with special needs. Once learners reach adulthood (19 years of age), school districts are no longer provided these additional funds and are unable to support these learners through continuing education programs. Adults with special needs look to the post-secondary system for further education and training.

Annette Delaplace, President of Inclusion BC wrote a letter to the Minister of Advanced Education on June 13, 2013 requesting a meeting to discuss collaboration opportunities with the Ministry to ensure a strong commitment to inclusive post-secondary education across the province.

DISCUSSION:

In the K-12 system, Special Education is a term used to refer to support for all students with physical, cognitive, and mental health exceptionalities, including students identified as 'gifted'. Accommodations are provided for these learners and many of them, with these necessary supports, will achieve the prescribed learning programs of their peers. Many learners from the K-12 system designated with special needs will transition into regular post-secondary programming (for example: students who are blind, gifted, have mobility or other physical challenges), while others will look to Adult Special Education (ASE) programs to continue their training (for example, a learner with Down Syndrome).

In contrast, in the post-secondary context, we use the term ASE to refer to programming designed for learners that are generally unable to achieve the learning outcomes of post-secondary programming despite accommodations.

Adult Special Education Programs:

The post-secondary system does not have overarching policy or legislation guiding adult special education. Learners with special needs and families transitioning from the well defined, legislated, and funded K-12 education system to the post-secondary system find it challenging.

ASE programs are designed for learners who face barriers to success in post-secondary education because of a developmental disability or a combination of learning difficulties. These programs are delivered at 14 institutions as part of the suite of Developmental Programs, which also includes Adult Basic Education (ABE) and English as a Second Language (ESL).

ASE programs have multiple objectives. The majority focus on developing vocational and employment skills, with an emphasis on employment preparation, job search and work experience. Others focus on academic development and independent living skills. In 2012/13, the 14 institutions delivered 794 FTEs in ASE programming.

s.13, s.17

Additionally, the Ministry has provided targeted funding between 2001 and 2010 to StepsForward, a BC initiative for inclusive post-secondary education that provides people with developmental disabilities the opportunity to participate in an inclusive model of post-secondary education.

Accommodation for Students with Special Needs:

As part of the government block funding transfer to public post-secondary institutions, institutions are expected to allocate funding to 'disability services'. Disability service offices provide a wide range of services and educational accommodations¹ to learners in ASE programming and regular post-secondary programming .

The extent of support from a disability service office is based on institutional policies. Many institutional policies have been developed to reflect common issues emerging from the accommodation of students with disabilities, including: "accommodation must not dilute curriculum or credentials, but will give the student an opportunity to demonstrate their skills and knowledge".

¹ Assistance with admissions and registration and campus orientation tours; exam accommodations, interpreting and captioning services, alternative format textbooks and handouts; and access to adaptive technology; learning strategies support; note-taking; tutoring, physical access.

Government Initiatives: Ministries have come together under two separate initiatives to help address transitions for youth with special needs as well as ensure that we have an integrated system of support for adults with developmental disabilities. These initiatives include:

Services to Adults with Developmental Disabilities Initiative:

On January 19, 2012 Government announced a 12-point plan including \$40M in new base funding, to strengthen supports for British Columbians with developmental disabilities. This initiative is under the leadership of the Ministry of Social Development and Social Innovation.

Key to the review and recommendations is the need to better support transitions for individuals with developmental disabilities across the lifespan, particularly for the youth cohort.

Cross-Ministry Transition Planning Protocol for Youth with Special Needs

In November 2009, the Deputy Minister of Advanced Education and Labour Market Development was one of nine signatories² to a Protocol intended to demonstrate a commitment among partners to work together to support the transition of youth with special needs to adulthood. This agreement was not intended to create new programs or services but to ensure a more coordinated approach to existing policies, programs and services. To date, activity on this file has been limited to 'information sharing' across signatory ministries.

Suggested Response

The Ministry's commitment to the delivery of Developmental Programs is communicated to each institution on an annual basis through budget letters and the Government Letter of Expectation (www.aved.gov.bc.ca/budget/welcome.htm). While funding for these programs is included in the block grants, institutions are expected to meet annual FTE targets; however they have the latitude to choose how to distribute the FTEs over all three program areas (ABE, ASE and ESL).

The Ministry remains engaged on both the Cross-government work to improve support for adults with developmental disabilities as well as the Cross-Ministry Transition Planning Protocol.

Attachments: Letter – Inclusion BC

Prepared by:	Emily Horton Senior Policy Analyst	Reviewed by:	
	Vancouver Island/Coast Region	Director	SR
Phone #:	250-387-6174	A/Executive Director	VP
		Assistant Deputy Minister	DM
		Deputy Minister	

² Advanced Education and Labour Market Development, Children and Family Development, Education, Health Services, Housing and Social Development and the Public Safety and Solicitor General Service delivery partners: BC Housing and Community Living BC; The Public Guardian and Trustee



inclusionBC

Formerly the BC Association for Community Living

June 13, 2013

Honourable Amrik Virk
Minister of Advanced Education
PO BOX 9080, STN PROV GOVT
Victoria, British Columbia
V8W 9E2

Dear Minister Virk,

On behalf of Inclusion BC, I would like to take this opportunity to congratulate you upon your appointment as Minister of Advanced Education. We would like to request a meeting with you to discuss issues of concern for students with special needs in British Columbia.

Inclusion BC, formerly the BC Association for Community Living (BCACL), is a provincial advocacy organization with over 70 member agencies dedicated to building community and enhancing the lives of children and youth with special needs, adults with developmental disabilities, and their families by supporting abilities, promoting action and advancing rights and social justice.

Once students are on the path to transition from high school, it is critical that all ministries fully implement the Cross Ministry Transition Planning Protocol as a policy and practise tool that directs participation of all who have responsibility for supporting students with special needs at all levels. As you are aware, the Ministry of Advanced Education has a central leadership role to play in supporting post-secondary education for students with special needs in inclusive, post-secondary environments. Without mandated participation by all involved this protocol will remain for the most part a good idea.

Additionally, the few Adult Special Education programs available are under increasing threat due to budget cuts. When these programs have faced cuts, no other alternative programs have been offered. Rather, we are seeing an overall aggregate decline in numbers of students able to access these programs. It is imperative to safeguard what we have now, take stock and


develop a plan for the expansion of programs for students with special needs in BC's post-secondary educational institutions.

Increased and targeted funding of post-secondary education at a provincial level for students with developmental disabilities is an important commitment for the provincial Government to make to inclusive post-secondary supports. It ensures and secures the right of students with special needs to education that is not at risk from budget cuts year after year.

We look forward to working with you and the Ministry, together with students with special needs, their families, our partners and service providers to ensure a strong commitment to inclusive post-secondary education throughout British Columbia.

Please contact Pam Ratcliff, Executive Assistant to arrange a meeting at 604-777-9100 ext. 518 pratcliff@inclusionbc.org. Thank you.

Sincerely,



Annette Delaplace
President

**MINISTRY OF ADVANCED EDUCATION
DECISION NOTE**

Date:	July 19, 2013
Cliff#	95259
File#	60530-20/1613A/CALP 2013
Version #	2

PREPARED FOR: Dawn Minty, Assistant Deputy Minister

ISSUE: Allocation of 2013/14 Community Adult Literacy Program Funds

BACKGROUND:

Since 2001, the Government of British Columbia has invested more than \$20.7 million in the Community Adult Literacy Program (CALP), helping more than 75,000 adults improve their reading, writing and numeracy skills. The annual budget for CALP is \$2.4 million. Grants of up to \$40,000 per program are awarded to community literacy organizations working in partnership with public post-secondary institutions to deliver Aboriginal, adult and family literacy programs.

This program supports the BC Jobs Plan's commitment to enhance access to advanced education, skills and training throughout the province, and the government's commitment under the Families First Agenda to support vulnerable families and help all British Columbians share in the benefits as our economy continues to grow.

In 2012/13, 68 CALPs were funded for a total of \$2,270,000 and \$130,000 was allocated to a service contract with Decoda Literacy Solutions to support community adult literacy programming across the province.

DISCUSSION:

This year, the 2013/14 CALP Call for Proposals was launched on April 12, 2013 and closed on May 27, 2013. By the application deadline, the Ministry of Advanced Education (the Ministry) received 82 CALP proposals, six fewer than last year, for a total request of approximately \$3 million, which is 25 percent more than the available CALP budget.

The CALP Adjudication Committee reviewed the proposals from June 18 to 25, 2013, and has made funding recommendations based on criteria outlined in the application guide which was posted on the Ministry's website and distributed to all CALP proponents as part of the application process.

For the first time in the recent history of the CALP, all the proposal submissions that were received by the deadline (82) are recommended for funding. All proposals exceeded the minimum scoring threshold and clearly reflected the goals and objectives of the CALP.

The following are proposed options and analyses for the allocation of the 2013/14 CALP funds.

OPTIONS:

s.13, s.17

s.13, s.17

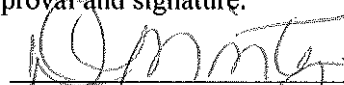
RECOMMENDATION:

Option 1: Maximize the funding to CALP proponents/partners across the Province, which will support all of the 82 CALPs for a total of \$2,333,203.

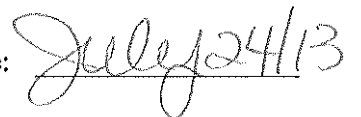
NEXT STEPS:

- If the above recommendation is approved, Ministry staff will forward the 2013/14 CALP funding letters for the Executive Director's approval and signature.

Approved / Not Approved


Dawn Minty/ADM

Date:



Attachments:

- CALP Funding Chart 2013/14

Prepared by:	Tegan N. Tang, Education Officer	Reviewed by:	
	Vancouver Island/Coast Region	Director	SR
Phone #:	250-356-9733	Executive Director	NL

Pages 138 through 140 redacted for the following reasons:

s.17, s.21

MINISTRY OF ADVANCED EDUCATION MEETING NOTE

PREPARED FOR: Dawn Minty, Assistant Deputy Minister

DATE AND TIME OF MEETING: September 16, 2013, YVR Fairmont,
Canvasback Room 2:00 – 4:30 p.m.

ATTENDEES: Trades Training Consortium of British Columbia, Secretary Jim Reed, Chair Ralph Nilson and Directors (see Attachment 1 for Membership List); Dave Byng, Deputy Minister and Sohee Ahn A/Assistant Deputy Minister of Jobs Tourism and Skills Training; Jessica McDonald and Jim Soles, consultants

ISSUE: Attend Trades Training Consortium of British Columbia Directors Meeting and participate in the discussion of current trades training issues.

BACKGROUND:

Trades Training Consortium of British Columbia (TTBC) was established in August 2005 as a not-for-profit corporation under the *Society Act* and is a separate legal entity. It is a consortium of 14 public post-secondary institutions created to promote trades training in British Columbia. On March 29, 2012, the Lieutenant Governor approved an Order in Council which resulted in TTBC being designated as a newly formed Crown Corporation. The responsibility for the TTBC currently rests with the Ministry of Jobs Tourism and Skills Training (JTST).

TTBC's mandate, as stated in its 2013/14-2015/16 Service Plan is as follows:

- produce a system-wide trades training plan;
- promote collaboration between public trades training institutions in British Columbia;
- encourage and support communication and coordination among British Columbia educational institutions and businesses regarding issues related to trades training;
- act as a liaison and representative for the 14 member trades training institutions;
- undertake special projects in connection with trades training, policy funding or public awareness; and
- carry on other activities similar to and not inconsistent with the foregoing as the members decide from time to time.

The TTBC Directors, which include the Presidents of the 14 public post-secondary trades training institutions in the province, meet three times a year to discuss current trades issues.

DISCUSSION:

The items to be discussed at the TTBC Directors meeting are outlined in the agenda provided by the TTBC (see Attachment 2) and cover the following items:

s.13, s.17

s.13, s.17

Background Notes:

- Government currently invests about \$107 million annually in industry training through ITA. This includes both core provincial funding of about \$94 million, and top-up funds through the Canada-British Columbia Labour Market Agreement (about \$13 million in 2013/14).

s.13, s.17

3. Positioning Public Training System as Key to Government achieving Jobs Plan Objectives (raising awareness through common messaging and through website/social media and through marketing trades to youth)

Background Notes:

- Discover Trades BC
 - As part of the broader government campaign to promote the trades, the Discover Trades BC project targeted K-12 youth/influencers (parents and teachers).
 - AVED provided funding to Camosun College as the Project Manager, with TTBC playing a lead role to coordinate with other trades related activities and partners.
 - The project's targeted completion date is March 31, 2014.
- InSPIRE Program
 - SkillsBC, in partnership with TTBC, received AVED funding through the Trades Campaign to develop an in-school presentation program for students in GR 6 - 12.
 - The InSPIRE program (School Presentations: Inform. Relate. Excite) provides students and teachers with an engaging insight into career opportunities in the skilled trades and technologies; the program is meant to get students interested in trades careers through 'fun' activities, mentorship and trades materials.
 - Mentors for the InSPIRE will include apprentices, as well as representatives from industry and education.
 - The InSPIRE program provides an opportunity for Government, the ITA, and others to combine resources with SkillsBC to deliver this promotional program.
 - The InSPIRE program is currently being reviewed by TTBC; it is anticipated that the program outline will be sent to AVED for final approval in late September.

4. Other Issues

- i) Welding and Heavy Duty Mechanic**
- ii) TTBC Crown Corp. Status and 2014/15 Government Letter of Expectations (GLE)**

Background Notes:

s.13, s.17

- TTBC Status as a Crown Corporation and 2014/15 GLE

s.13, s.17

- However, because of a one-time payment made to TTBC in 2010/11, OCG has determined that, under Public Sector Accounting Guidelines, TTBC must be considered as a Crown Corporation and part of Government's Reporting Entity.
- On March 29, 2012, the Lieutenant Governor in Council approved an Order in Council deeming TTBC a Crown Corporation;

s.13, s.17

SUGGESTED RESPONSE:

- Meeting the needs for skilled trades and technical workers is a key priority for the Government.
- Government sees the 14 public post-secondary trades training institutions, which are all TTBC members, as essential partners in British Columbia's skills training system and appreciates their insight into our trades system and their innovative suggestions for training delivery and system improvement.

Attachments: 1. TTBC Current Members
 2. TTBC Directors' meeting Agenda

Prepared by:	Tim Ewanchuk, Education Officer	Reviewed by:	
	Vancouver Island/Coast Region Branch	Director	VP
Phone #:	250-952-6117	Executive Director	NL

Attachment 1 - Trades Training Consortium of British Columbia (TTBC)
Current Members

<i>Institution</i>	<i>Name</i>	<i>Last</i>	<i>Title</i>	<i>Email</i>
<i>BCC (TTBC)</i>	Jim	Reed	TTBC Secretary and BC Colleges President	jimreed@bcccolleges.ca
<i>Vancouver Island University</i>	Ralph	Nilson	TTBC Chair and VIU President	Ralph.Nilson@viu.ca
<i>BCIT</i>	Chris	Golding	President	Chris_Golding@bcit.ca
<i>Camosun College</i>	Katherine	Laurin	President	laurink@camosun.bc.ca
<i>College of New Caledonia</i>	Bryn	Kulmatycki	President	kulmatyckib@cnc.bc.ca
<i>College of the Rockies</i>	David	Walls	President	dwalls@cotr.bc.ca
<i>Kwantlen Polytechnic University</i>	Alan	Davis	President	Alan.Davis@kwantlen.ca
<i>North Island College</i>	John	Bowman	President	john.bowman@nic.bc.ca
<i>Northern Lights College</i>	Laurie	Rancourt	President	lrancourt@nlc.bc.ca
<i>Northwest Community College</i>	Denise	Henning	President	dhenning@nwcc.bc.ca
<i>Okanagan College</i>	Jim	Hamilton	President	jhamilton@okanagan.bc.ca
<i>Selkirk College</i>	Angus	Graeme	President	agraeme@selkirk.ca
<i>Thompson Rivers University</i>	Alan	Shaver	President	president@tru.ca
<i>University of the Fraser Valley</i>	Mark	Evered	President	mark.evered@ufv.ca
<i>Vancouver Community College</i>	Kathy	Kinloch	President	kkinloch@vcc.ca

DIRECTORS' MEETING

Agenda
September 16, 2013
YVR Fairmont – Canvasback Room
2:00– 4:30 pm

2:00 pm	<p>Welcome and Call to Order – <i>Ralph Nilson</i></p> <p>Approval of Agenda</p> <p>Approval of Minutes and Business of Previous Directors' Meeting</p> <p>MOTION: To approve the Minutes of the May 16, 2013 conference call.</p>
2:05 pm	<p>Conversation with Deputy Minister Byng and A/ADM Sohee Ahn</p> <ul style="list-style-type: none"> ➤ JTST priorities in skills training ➤ Aligning public training system with BC Skills Plan ➤ Building capacity in trades training system
3:00 pm	Debrief
3:10 pm	<p>Strategic Discussion</p> <ul style="list-style-type: none"> ➤ Funding Prospects for 2014/15 ➤ The way forward to improving the public trades training system – a review of draft policy paper – <i>Jim Soles</i>
3:45 pm	<p>Positioning public training system as key to government achieving Job Plan objectives (raising awareness through common messaging and through website and social media)</p> <p>Marketing Trades to Youth</p> <ul style="list-style-type: none"> ➤ Discover Trades BC ➤ InSPIRE project
4:15 pm	<p>General Matters/Issues</p> <ul style="list-style-type: none"> ➤ Welding and Heavy Duty Mechanic ➤ Increasing demands on and sustainability of TTBC
4:25pm	Closing Remarks
4:30 pm	Adjournment

2014 Proposed Meeting Dates: Monday January 20th, April 7th, September 15th (from 1:30 to 4:30 pm)

**MINISTRY OF ADVANCED EDUCATION
MEETING NOTE**

Date:	August 1, 2013
Cliff#	95424
File#	280-20/BN 2013
Version #	

PREPARED FOR: Honourable Amrik Virk, Minister of Advanced Education

DATE AND TIME OF MEETING: August 8th, 2013, 2:30-3:30 pm

ATTENDEES: Canadian Manufacturers and Exporters Executive Committee members, including Betty Lou Pacey, Board Chair, BC Division and other Directors.

ISSUE(S): Canadian Manufacturers and Exporters requests a meeting to discuss the challenges of accessing local skilled and trades workers and to encourage Government to consider reallocating funds to technical and trades engineering and service programs.

BACKGROUND:

Founded in 1871, Canadian Manufacturers & Exporters (CME) is Canada's largest trade and industry association, and the voice of manufacturing and global business in Canada.

The Canadian Manufacturing Coalition touches more than 100,000 companies from coast to coast, engaged in manufacturing, international trade, and service-related industries. 85 percent of its membership is made up of small and medium-sized enterprises.

The organization provides its membership with a number of services including advocacy, business intelligence and opportunities and networking.

The manufacturing sector in British Columbia represent more than 12,000 companies, 400,000 direct/indirect jobs, \$8.6 billion in wages, \$13.2 billion in provincial GDP (8.6 per cent of total GDP), 75 percent of all merchandise exports, and 42 percent of all private sector research and development investment (source: CME).

The BC Division of the CME is located in Vancouver – the Chair is Betty Lou Pacey and Mr. Craig Williams serve as the Vice President.

DISCUSSION:

The BC Manufacturers and Exporters asserts that its membership is challenged to access local skilled workforce and would prefer to not rely on foreign workers. The organization would like to see a "larger reallocation of funding to technical trades engineering and service programs, especially at the universities and colleges in rural British Columbia."

The organization is suggesting that a greater focus on manufacturing using models such as the Centre of Excellence in Agriculture at the University of the Fraser Valley could be replicated for the manufacturing sector at colleges in other centers.

The organization is concerned about competition between sectors and the movement of skilled workers from its sector to other industries and mega projects planned or underway in British Columbia; it would like to see a proactive strategy be put in place to mitigate this scenario.

The BC Manufacturers and Exporters is suggesting that the creation of a central registration system for colleges in the province – similar to Ontario’s centralized application system – would make trades and academic marketing simpler, reduce competition between institutions while creating a central database of available seats through a single application process.

In each of the past six years, the Ministry of Advanced Education (AVED) has provided up to \$2 million to public post-secondary trades training institutions to help meet demand and reduce waitlists in priority foundation programs; the estimated 2013/14 budget for the one-time Skills Seats program is \$1.8 million.

In addition, the Ministry, in collaboration with other ministries launched a comprehensive Trades Promotion campaign last year. Efforts to promote trades as a viable and most respectable career are on-going and will continue to target K-12 learners.

Government currently invests more than \$100 million annually in skills training through the Industry Training Authority (ITA) - 39 percent more than when ITA was established in 2004. One of the biggest barriers to having more trades and technical workers enter the workforce is finding an employer that is willing to sponsor and provide on the job training.

In some regions of the Province, trades programs are running under capacity, while in other areas they are running at or near capacity: an apprentice or trainee may be able to access training more quickly if they are willing to take training in another institution and/or community.

SUGGESTED RESPONSE:

IF ASKED ABOUT REALLOCATING FUNDING FOR MORE TECHNICAL TRADES AND SKILLED TRAINING PROGRAMS IN THE REGIONS:

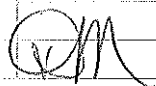
- Taxpayers are contributing \$5 million every day to the post-secondary education sector and that is in addition to significant trades-specific capital investments made last year (i.e. Camosun College & Okanagan College trades building, trades equipment);
- My role is to ensure that our province match the skills needed with the skills we are graduating and I will be working with Boards of our institutions to do so; and
- In addition, the Ministry will be working closely with the Ministries of Tourism and Skills Training and Education to ensure seamless delivery of education and skills training from high school right through to entry in the work place.

IF ASKED ABOUT THE CREATION OF A CENTRE OF EXCELLENCE FOCUSED ON MANUFACTURING:

- The province has established a number of Centres of Excellence in Training in priority sectors which are based on existing institutional strength and expertise; and
- Our fiscal situation is still fragile and all new initiatives must be looked at under that lens; however, ensuring that the right training is available in our post-secondary institutions in different regions of the province is part of the Ministry’s role and I will work with Boards of our institutions to make sure we match training and skills needed.

IF ASKED IF THE PROVINCE WOULD CONSIDER ADOPTING A CENTRAL REGISTRATION SYSTEM FOR ACADEMIC AND TRADES PROGRAM FOR COLLEGES IN THE PROVINCE:

- British Columbia has its own integrated registration system called ApplyBC. ApplyBC is funded by the Ministry and is run through BCcampus and is a voluntary registration program; and
- While ApplyBC may not be as comprehensive as Ontario's, it is also less costly and proving to serve the needs of our students and system well at this point in time.

Prepared by:	Tim Ewanchuk, Education Officer	Reviewed by:	
	Vancouver Island/Coast Region Branch	Director	
Phone #:	250-952-6117	A/Executive Director	VP
		Assistant Deputy Minister	
		Deputy Minister	

MINISTRY OF ADVANCED EDUCATION MEETING NOTE

PREPARED FOR: Honourable Amrik Virk, Minister

DATE AND TIME OF MEETING: November 25, 2013

ATTENDEES: Mike Klassen, BC Director of Provincial Affairs
Laura Jones, Executive Vice – President, Canadian Federation of Independent Business.

ISSUE(S): Meet with BC Director and Executive Vice-President to discuss Canadian Federation of Independent Business' small business priorities in general and the following three topics in particular:

1. Vancouver Island University Truck Driver Training Program
2. Language Schools
3. Esthetics Schools

BACKGROUND:

The Canadian Federation of Independent Business (CFIB) is a non-profit non-partisan business association that seeks to give independent business a greater voice in determining the laws that govern business and the country. According to its website, it currently has over 109,000 small business members across Canada and 10,000 in British Columbia. CFIB describes itself as the largest organization exclusively representing the interests of small and medium-sized businesses to all orders of government in the areas of tax fairness, reasonable labour laws and reduction of regulatory paper burden.

Mike Klassen is the Director of Provincial Affairs for British Columbia with CFIB - he leads the development of legislative, research and communication activities for policy issues affecting CFIB's 10,000 members in British Columbia. Laura Jones is the Executive Vice-President of CFIB - Laura is responsible for the Federation's legislative (Ontario, Atlantic and Western Canada), communications, research, economics and IT functions.

DISCUSSION:

s.17, s.21

Suggested Response:

- Thank you for bringing this to my attention again today.
- The Ministry of Advanced Education recognizes that both public and private post-secondary institutions play a critical role in training skilled workers in the province.
- Providing a grant to an individual firm would conflict with current government no-subsidy to business policy and British Columbia's obligations under internal trade agreement.

If asked about ensuring private training schools have access to the Employment Skills Access Program (ESA) for their clients via a Request for Proposal:

- Encourage CFIB to communicate directly with the Ministry of Jobs, Tourism and Skills Development as that program and accompanying guidelines are managed by that Ministry under the Labour Market Agreement.

2. Language Schools

In the summer of 2013, CFIB sent a letter to the Minister of Advanced Education expressing concerns from CFIB members who operate private language schools. CFIB private language school members are concerned about the lack of consultation around the Quality Assurance Framework; that the Framework will cause duplication of accreditation and increased costs; and that the Federal government regulatory changes to the International Student Program will result in more study visas being only allocated to public institutions.

The Assistant Deputy Minister, Sector Strategy and Quality Assurance, responded to the CFIB letter indicating that consultation with all partners began in the Spring of 2012 and concluded in July 2013. Consultations also involved Languages Canada (an organization that represents some of the same members as CFIB) who participated in two consultations sessions held with private language schools. Languages Canada also submitted written submissions.

The response also clarified that one of the goals of the Quality Assurance Framework is to streamline quality assurance processes to reduce duplication and effort for institutions to meet quality assurance standards while upholding the confidence of students in the post-secondary education system.

The response letter also highlighted that while the Federal government has sole and final authority for issuing study and work permit visas, the province is responsible for ensuring International Student Program integrity and that all post-secondary institutions meet minimum pan-Canadian standards.

Suggested Response:

- Thank you for bringing this to my attention again today.

- The Ministry of Advanced Education recognizes that private language schools and small businesses in general fulfill important employment and educational needs for British Columbians and international students studying in British Columbia.
- Providing quality assurance and protecting the integrity of international education in British Columbia is a priority.
- The Ministry of Advanced Education continues to work with all partners and orders of government to promote and ensure that British Columbia's reputation as a destination of choice for international students is maintained.

3. Estheticians Schools

It is unclear what particular issue the CFIB may raise on behalf of its membership.

Recent requests by the Estheticians and Spa Professionals Association of British Columbia (E-SPABC) include the re-regulation and licensing of esthetics occupations and the designation of Estheticians as an apprenticeable trade, with support from the Industry Training Authority (ITA) to develop training standards.

In 2003, the *Cosmetologists Act*, which covered both Cosmetologists and Estheticians, and the *Barbers Act* were repealed as part of Government's efforts to significantly reduce regulation and red tape, particularly for small businesses. The Acts were seen to be outdated and duplicative of other laws and regulations.

In 2011, E-SPABC was formed to distinguish the issues and concerns of estheticians who perform services like pedicures, spa treatments and skin and body care, from those of hairdressers and cosmetologists.

A key objective for E-SPABC is to lobby for re-regulation of their occupation and to designate Estheticians as an apprenticeable trade. It is possible that the CFIB may be adding its support to the E-SPABC advocacy campaign on behalf of its members.

Suggested Response:

- Thank you for bringing this to my attention today.
- Recommend CFIB continues its discussion with the Ministry of Jobs, Tourism and Skills Training who has responsibilities for the ITA.

Attachment: 1. Biography - Mike Klassen, Laura Jones.

Prepared by:	Vincent Portal	Reviewed by:	
	Vancouver Island/Coast Region Branch	Director	VP
Phone #:	250-516.8439	Executive Director	NL
		Assistant Deputy Minister	DH for DM
		Deputy Minister	

Mike Klassen, BC Director of Provincial Affairs, Canadian Federation of Independent Business

Mike Klassen is the Director of Provincial Affairs for British Columbia with the Canadian Federation of Independent Business (CFIB). In this role, he leads the development of legislative, research and communication activities for policy issues affecting CFIB's 10,000 members in B.C.

Before joining CFIB, Mike was a consultant in public affairs and government relations advocating for private and non-profit seniors care providers. Over the past decade, Mike has served as a trusted advisor to the private and public sectors in marketing, communications and social media. He harnessed the power of YouTube in its early days, for example, to promote a major policy initiative at the City of Vancouver.

Mike earned a reputation as one of Vancouver city hall's most effective watchdogs, becoming a frequent commentator in the media on public policy issues and the role of local government.

Mike is actively involved in various community organizations as a board member and trustee. As Vice-Chair on the Vancouver City Planning Commission he collaborated on initiatives to make cities more sustainable and economically vibrant.

Matching his communications skills with a tech savvy streak, Mike worked for Electronic Arts (Canada) in the development of a category-leading sports videogame franchise. A highlight of Mike's EA experience was giving a private technology demonstration to filmmaker and tech innovator Steven Spielberg.

Mike was born and raised in Vancouver, BC, where he currently lives with his wife and daughter. He has a Bachelor of Arts from the University of British Columbia.

MIKE KLASSEN



Director, Provincial Affairs, British Columbia

Laura Jones, Executive Vice –President, Canadian Federation of Independent Business

Laura Jones is the Executive Vice-President of the Canadian Federation of Independent Business (CFIB). In this position, Laura is responsible for the Federation's legislative (Ontario, Atlantic and Western Canada), communications, research, economics and IT functions.

Since joining CFIB in 2003, Laura has held a number of senior positions including, Senior Vice-President and Vice-President for BC and Yukon. She has led high profile CFIB campaigns including 'Park the Tax' in BC and Red Tape Awareness Week in Canada.

Prior to joining CFIB, Laura worked for the Fraser Institute as the Director of Environment and Regulatory Studies, where she authored a number of public policy studies including *Canada's Regulatory Burden* and *Environmental Indicators*. She is the author of a book on fisheries management and has edited five books including, *Safe Enough? Managing Risk and Regulation*.

Laura has launched a number of continuing policy initiatives including the Fraser Institute's annual survey of mining companies, CFIB's annual studies on municipal spending and the Federation's regular updates of the cost of regulation to Canadian businesses.

Laura's work on regulatory reform was recently published by the Organization for Economic Cooperation and Development (OECD).

Laura received her B.A. in Economics from Mount Holyoke College in Massachusetts, and her M.A. in Economics from Simon Fraser University in British Columbia. Laura has taught economics at Coquitlam College and the British Columbia Institute of Technology.

Laura and her husband Fazil live in Vancouver with their three beautiful, rambunctious children, Nicholas, Helen and Laila.

LAURA JONES



Executive Vice President

**MINISTRY OF ADVANCED EDUCATION
MEETING NOTE**

Date:	July 11, 2013
Cliff#	95332
File#	280-20/BN 2013
Version #	1

PREPARED FOR: Honourable Amrik Virk, Minister

DATE AND TIME OF MEETING: July 18, 2013 at 9:30 am

ATTENDEES: Gonzalo Peralta, Executive Director, Languages Canada
Sharon Curl, British Columbia Managing Director, Eurocenters Canada
Dan Tidsbury, Director, Vancouver International College of English
Mike Walkey, British Columbia Managing Director, ELS Language Centers
Ian Rongve, Assistant Deputy Minister, Sector Strategy and Quality Assurance

ISSUE: Introduction of the Languages Canada organization and to discuss the proposed new quality assurance framework.

BACKGROUND:

Languages Canada (LC) is a national, voluntary association for English and French language study that was created in 2008. There are currently 184 members from public and private institutions in Canada. The British Columbia membership is 69 public and private institutions, accounting for 54 percent of the Canadian membership. Of that membership, 16 are public institutions and 53 are private institutions. Forty-two (42) percent of all private Canadian LC members are located in British Columbia.

Table 1: Private Language Schools by Provincial Jurisdiction

Private Members	BC	AB	SK	MN	ON	QC	NB	NS	PEI	NFL
Number	53	6	0	1	47	14	0	5	1	0
Percentage of Canadian Total	42%	5%	0%	0.5%	37%	11%	0%	4%	0.5%	0%

Currently, language schools may voluntarily register with the Private Career Training Institutions Agency (PCTIA). Mandatory regulation of language schools ended as part of the 2001 Core Review, when the regulation of private post-secondary institutions was narrowed to career training. At that time, Language schools were de-regulated to be consistent with other provinces.

DISCUSSION:

In 2008, LC requested to the Federal Provincial Consultative Committee on Education Related International Activities (FPCCERIA) for inclusion in the Imagine Canada Brand (Canadian marketing brand for international education). FPCCERIA determined that LC met the pan-Canadian baseline standards (for marketing purposes) but must also be authorized by each province. Soon after, British Columbia established the Education Quality Assurance (EQA) Brand which provided authorization of eligibility for the Canada Brand.

Private Career Training Institutions Act Review 2008 – (Watson Report)

In 2008, the Watson Report reviewed the *Private Career Training Institutions Act* (PCTIA Act) and provided the following observations regarding the protection of international students.

“My review found the current framework does not adequately protect international students who can be more vulnerable than domestic students, or protect BC’s Education Brand. While this concern is greatest with respect to ESL schools, it is not limited to them, as many private schools attract a large international student market.”¹

The report also indicated that the line between career training and language training is beginning to blur as it was becoming more difficult to draw a distinction between these types of programs.

The Watson Report recommended that all private English as a Second Language institutions come under the PCTIA Act. Since the Watson Report was published, some improvements have been made to the PCTIA Act, but language schools continued to be unregulated in all Canadian provinces.

Education Quality Assurance (EQA) Brand Eligibility

During the creation of the EQA brand (the brand) in 2010, LC argued that PCTIA did not meet their specific sector needs and argued to have LC accreditation recognized for the purposes of EQA eligibility and, therefore, give LC access to the Canada Brand.

As part of the expectation to be recognized for eligibility of EQA, consumer protection was required beyond a commitment of the collective to teach out students affected by a closure of one of their members and the organization established a small student fund. In June 2010 the province and LC signed an agreement for the recognition of LC for the purposes of EQA eligibility. LC was required to do specific reporting outlined in the agreement. Under the agreement with the province, LC was expected to develop outcome-based measures for language training programs, formative and summative assessments of its members and outcome-based measures specific to co-op/practicum/internship program components. As of LC’s most recent report to the Ministry in August 2012, no outcome measures had been developed or implemented.

When EQA was developed, the expectation was that existing accrediting and regulatory structures would be used for eligibility. Soon after the establishment of the brand the Ministry was required to add “Minister’s applicant suitability requirements” due to concerns that both PCTIA and LC standards were not addressing certain public interest requirements. The applicant suitability review focused on issues such as ensuring that the advertising and marketing were done with integrity and ethical expectations. (See Attachment 1 for EQA applicant suitability requirements).

British Columbia has a unique perspective as the only Canadian jurisdiction to have a history of reviewing LC accredited institutions for the purposes of quality assurance and government recognition.

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(See Attachment 2 for information on LC accreditation standards).

¹ Watson, John. *Private Career Training Institutions Act Review*. 2008. Page 19.

² Under the PCTIA Act, all institutions offering career training must register with PCTIA. Career training is defined as programs listed under the National Occupation Code and are over 40 hours of training and tuition is over \$1,000.

The agreement between LC and the Ministry regarding EQA expired on June 1, 2013. The Ministry allowed the agreement to lapse due to the pending changes in the quality assurance framework and the federal *Immigration and Refugee Protection Regulation* changes. Note that LC did not inquire or pursue the renewing of the agreement and may still be unaware that the agreement has lapsed.

Changes to the Federal International Student Program:

The federal *Immigration and Refugee Protection Regulations* are being amended to reduce fraud and increase the integrity of Citizenship and Immigration Canada's (CIC's) International Student Program (ISP), and to improve Canada's standing as a destination for international students. The new regulations are effective on January 1, 2014.

As a result of the new regulations, all provinces must develop a list of institutions eligible to host international students with study permits. Institutions that host international students studying in programs of six months or less (short-term studies) will still be eligible to host international students who come to British Columbia as temporary residents (e.g. on visitor visas), regardless of whether the institution is on the list of eligible institutions.

The changes, although not specific to language schools, have highlighted additional concerns regarding provincially unregulated schools. The Federal government is particularly concerned regarding the use of work visas for co-operative education programs with a work component. Under the new proposed Federal regulations, no language schools will have access to work visas as part of the education program.

The provinces and the federal government have developed minimum requirements necessary to meet quality standards and consumer protection for international students.

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³ In some cases, career training offered by language schools was under the threshold or the advertising of the program implied that it was career training. In other cases, the language school was in contravention of the PCTIA Act. LC institutions are not eligible to be designated for student financial aid funding, so this figure more accurately represents the number of PCTIA institutions where similar quality concerns were raised in the case of LC institutions.

Other provinces are considering recognizing LC for their ISP list for eligibility purposes (Alberta, Ontario Manitoba and Nova Scotia). Should those provinces recognize LC, most are considering adding further requirements and be monitored by government.

Quality Assurance Framework Consultation

The Ministry has provided an opportunity for LC to comment on the proposed direction of the quality assurance framework (see Attachment 2 for a summary of responses received from LC during the Quality Assurance Framework consultations). LC has indicated throughout those discussions that British Columbia should recognize LC for the reasons below. A suggested response follows each point LC has already raised with Ministry staff.

SUGGESTED RESPONSE:

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Attachments: Attachment 1 – EQA Designation Suitability

Attachment 2 – Languages Canada -

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Attachment 3 – Quality Assurance Framework Language School Comments
April 2013

**Prepared
by:**

Dorothy Rogers
Director, Quality Assurance
Governance and Quality Assurance Branch
Phone #: (250) 387-6298

Reviewed by:

Director	DR
Executive Director	VB
Assistant Deputy Minister	IR
Deputy Minister	JG

EQA Designation Suitability

In addition to the Eligibility Requirements set out above, the Minister will determine, on an individual case basis, whether the applicant¹ or designated institution is considered suitable to hold the EQA designation. In assessing designation suitability, the Minister may consider anything that might indicate the institution may fail to comply with the terms and conditions of the EQA designation. The Minister will give consideration to several factors, which may include, but are not limited to, the following:

- the reputation and character of the institution;
- alleged involvement in any criminal activities;
- association with any person or entity involved in criminal activities or activities that contravene a statute;
- history of any suspensions, concerns or actions taken by quality assurance bodies, regulatory bodies or governments, that have authority to review or make determinations about the institution, its programs or students attending its programs;
- any current or past practices of the applicant that demonstrate the organizational culture is not conducive to operating a high-quality educational enterprise;
- student complaints made about the institution to the Ministry, quality assurance bodies, regulatory bodies, human rights tribunal, legal system, etc. that have been upheld/ by the quality assurance body, through tribunals/legal means (or a body of appropriate authority);
- student loan default rates at levels which trigger a review of an institution's StudentAid BC designation renewal, and/or situations of previous non-renewal of StudentAid BC designation of the institution;
- the financial integrity of the institution, including its sources of funding;
- integrity and ethical conduct through the availability of full, accurate and truthful material regarding its operations, regulatory authority, program offerings and policies affecting prospective and current students;
- any outstanding, related, civil judgments against the institution;
- any ongoing legal proceedings involving the institution;
- any false or misleading statements made by the institution and its representatives during the EQA designation process;
- such other factors as may be relevant in the public interest.

¹ For the purposes of this section, in the case of a private institution, the words "applicant" and "institution" means the applicant institution, legal entity, and/or its owner(s).

Languages Canada -

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1. Purpose and Mission

Purpose: *To be the voice of the Canadian language training sector.*

Mission: *To promote quality, accredited English and French language training in Canada, both nationally and internationally.*

Vision Statement: *To be internationally recognized as the symbol of excellence, representing Canada as the number one destination for quality English and French language training.¹*

2. Governance and mandate of the organization

LC indicates that the purpose and mandate of the organization is to be “the voice of Canadian language sector”.

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The United States Department of Education articulates well the unique separation of the role of independent accrediting bodies from membership associations.

In order for accrediting bodies, such as the US accrediting body for language training, Commission on English Language (CEL) to be recognized, the USDE has requirements for the organization to ensure there is no inherent conflict of interest within the organization, the focus is accreditation and the public is represented in the organization:

An accrediting agency:

- i) Has a voluntary membership of institutions of higher education;*
- (ii) Has as a principal purpose the accrediting of institutions of higher education and that accreditation is a required element in enabling those institutions to participate in HEA programs; and*
- (iii) Satisfies the separate and independent requirements.*

Separate and independent means that--

(1) The members of the agency's decision-making body--who decide the accreditation or preaccreditation status of institutions or programs, establish the agency's accreditation policies, or both--are not elected or selected by the board or chief executive officer of any related, associated, or affiliated trade association or membership organization;

¹ <http://www.languagescanada.ca/>

- (2) At least one member of the agency's decision-making body is a representative of the public, and at least one-seventh of that body consists of representatives of the public;*
- (3) The agency has established and implemented guidelines for each member of the decision-making body to avoid conflicts of interest in making decisions;*
- (4) The agency's dues are paid separately from any dues paid to any related, associated, or affiliated trade association or membership organization; and*
- (5) The agency develops and determines its own budget, with no review by or consultation with any other entity or organization.²*

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4. Measurable Standards

The Council of Higher Education Accreditation (CHEA) is the US body charged with the national coordination institutional and programmatic accreditation. As part of its recognition standards, accreditors need to have a clear description of the academic quality and clear expectations that the institutions or programs they accredit, and processes to determine whether quality standards are being met. Accreditors must also demonstrate that standards provide consistent, reliable information about academic quality and student achievement to foster continuing public confidence and investment⁴.

² http://www.ed.gov/admins/finaid/accred/accreditation_pg14.html#RecognitionCriteria

³ George Tillman, A Review of the Accreditation System of Languages Canada, Commissioned by the Department of Foreign Affairs, Trade and Investment (2008).

⁴ Peter T Ewell, US Accreditation and the Future of Quality Assurance, A Tenth Anniversary Report from the Council for Higher Education Accreditation, (2008), pg 103

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5. Precedent

Currently there are post secondary accrediting bodies in Canada, some are established in legislation for the purposes of accrediting private post secondary institutions (e.g. British Columbia's Private Career Training Institutions Agency). Others such as US accrediting bodies recognized by CHEA and the USDE for the purposes of accrediting religious organizations (e.g. The Association of Theological Schools in the United States and Canada which accredits 33 Graduate theological schools in 9 provinces in Canada; and the Association for Higher Biblical Education which accredits 20 colleges in 6 provinces).

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6. Consumer protection

With government recognition comes the expectation by students and the public, should an institution close, the student will be protected through other mechanisms such as the ability to receive compensation through a fund or bond. Although the LC institutions have a policy to teach out students of another member's organization, and has created a small Student Education Assurance Fund, which is currently approximately \$200,000. The fund has been expanded to all LC members across Canada.

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⁵ http://www.languagescanada.ca/pdf/clc_standards_and_specifications.pdf

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Quality Assurance Framework – Language schools Comments April 2013

LANGUAGE SCHOOLS (King George International College, Vancouver International College, Eurocentres Canada, ILSC Education Group, ESL Language Centres)

Pros:

- thank the Ministry for the opportunity to review the Green Paper and provide feedback
- fully support goals and stated objectives of proposed framework

Comments:

- commendable initiative that does not fit all segments of the BC's educational landscape
- no category for integration of national / international quality assurance schemes or best practices
- communication is crucial to the transition
- What does 'governance structure and processes to enable the provision of quality education' entail?
- How does the formatting of an accounting department directly correlate with quality assurance?
- What is the plan if the QAF fails?
- Close attention should be paid to "bylaws and codes of ethics" and "standards and accreditation"
- Will the QAF increase student populations or damage them? Are other provinces/countries following a similar framework? Will the QAF allow BC private schools to remain competitive within Canada and globally?
- Regulatory framework must not favour large institutions with a long history over newer or smaller institutions
- Terminology used in the objectives is very broad in definition
- Definition of external stakeholders needs to be clearly defined
- What constitutes a governance structure appropriate for the provision of quality education?
- Essential to provide a reasonable transition period and support to educational institutions
- Consideration should be given to institutions with long-term good standing
- Financial aspect of the transition should be considered
- Concern about 'sliding scale' fees
- It is unclear how long it would take ELS Vancouver to apply for Level 3 status
- Customer service could be an additional indicator under sustainability (nothing shuts a language school down faster than negative feedback)
- Institutions should be given a reasonable grace period and extra support while they adjust (the US gave a 2-year grace period when they changed private schools standards)

- No consideration is being given to marketing and promotional practices

Languages Canada

- Make Languages Canada the primary body to implement and oversee the Ministry's new QAF measures for the sector because of their experience as top providers of language education
- Ministry should consider what Languages Canada looks at when accrediting language schools and make use of Languages Canada's industry-specific expertise and national/international recognition of standards and accreditation procedures
- Establish or expand on current agreement with Languages Canada
- Modification and expansion of the Languages Canada role to address concerns at the government level are not only possible but would be welcomed by institutions in the language sector
- Only schools that care about quality join Languages Canada
- Languages Canada member schools provide their students with superior level of protection

ISP/CIC/Study Permits:

- Languages Canada should work with the Ministry to ensure schools achieve designation under the federal government's new ISP
- Ministry and Languages Canada need to discuss as soon as possible the CIC January 2014 date for provinces to designate schools to register international students with student permits
- the QAF proposes that institutions be at maturity level 3 to be included on the CIC designated list
- international marketplace needs immediate reassurance that individuals attending private language schools in BC will have continued access to Study Permits
- Ministry should immediately add Languages Canada member schools to the list of schools designated to accept students on Study Permits.
- ELS would lose 42% of their FTE enrolments if they are unable to host students on Study Permits.

International Considerations:

- Publication of the Green Paper and federal changes are confusing to international students;
- explicit information needs to be provided quickly to assure the international marketplace that language education is continuing in Canada. There is already talk in the global marketplace that Canada will turn away thousands of international students.

- To avoid further financial loss to the language sector in BC and long-term damage to our international reputation as a study destination, a clear and functional transition plan is critical
- Ministry could place the industry at a serious competitive disadvantage
- BC already an expensive education destination
- Government must seriously consider cost competitiveness as well as quality in the broader Canadian and international context
- The framework must consider and function in the broader Canadian/international landscape
- Ministry must understand all the global international education realities
- The proposed QAF as set out in the Green Paper would negatively impact language school margins which are already tight in a highly competitive international market.
- If not enough time is given, students who plan up to 2 years in advance, will go elsewhere

Student Protection:

- A financial refund does nothing to address a student's loss in terms of time and opportunity, nor does it safeguard Canada's reputation as a study destination
- QAF does not acknowledge that Languages Canada has an existing Education Completion Assurance Program (eCAP) and Student Education Assurance Fund (SEAF). eCAP assures that every student registered at a Languages Canada member program will be able to complete their studies. In case of closure, students are transferred to another program.
- Green Paper currently refers to the language sector as unregulated without regard to the accreditation program that protects the interests of most students in language programs in BC
- PCTIA would deliver an inferior level of student protection at a higher cost

PCTIA:

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Sector-Specific:

- Language schools differ from other schools (i.e., student outcomes difficult to track)

- More time and consultation is needed to properly address needs of BC's language sector
- The language education sector spans the breadth of post-secondary education and deserves a separate scheme.
- Language sector does not have the uniformity of purpose of other sectors
- Language sector has developed specific standards and accreditation procedures
- What works in the public sector may not work in the private sector and may not work for language schools to recruit students
- Unlike private career colleges, 99% of students in the language sector are international
- Any future framework needs to take into account work at both governmental and language sector levels to develop a regulatory regime that has delivered quality education and successfully managed risk in partnership with the ministry for a number of years.

**MINISTRY OF ADVANCED EDUCATION
MEETING NOTE**

Date: July 16, 2013 Cliff# 95245 File# Version #3
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PREPARED FOR: Honourable Amrik Virk
Minister of Advanced Education

DATE AND TIME OF MEETING: July 23, 2013 at 9:00 a.m.

ATTENDEES: Karin Kirkpatrick, CEO and Registrar of Private Career Training Institutions Agency
James Gorman, Deputy Minister of Advanced Education

BACKGROUND:

Ms. Karin Kirkpatrick, CEO and Registrar of the Private Career Training Institutions Agency (PCTIA), has requested a meeting of introduction with the Minister and Deputy Minister related to the roles and responsibilities of PCTIA (see Attachment 1: Karin Kirkpatrick Biography). PCTIA is a not-for-profit agency which operates in an arm's length capacity from government. It was established under the *Private Career Training Institutions Act* (the Act), which came into force in November 2004. In July 2008, PCTIA was designated as a Crown Corporation under the *Budget Transparency and Accountability Act*. It is governed by a Board of ten Directors (see Attachment 2: PCTIA Board and Responsibilities).

PCTIA has responsibility for the registration of private post-secondary institutions offering career-related training of 40 hours or more in length and \$1000 or more in tuition, and also offers voluntary accreditation to registered institutions wishing to meet the quality standards set by PCTIA¹. The mandate of PCTIA, as set out in legislation is:

- to establish basic education standards for registered institutions and provide consumer protection to current and prospective students of registered institutions;
- to establish standards of quality that must be met by accredited institutions; and
- to carry out, in the public interest, its powers, duties and functions under the Act.

PCTIA also has responsibility for administering the Student Training Completion Fund (STCF). The STCF is used to compensate students in the event of an institutional closure (voluntary or enacted by PCTIA for cause) or students being misled by an institution. Registered institutions make monthly contributions to the STCF, as set out in Regulation.

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¹ As of July 8, 2013, there are 315 registered institutions with PCTIA, with more than 51,000 enrollments; 159 of these institutions are also accredited.

DISCUSSION:

Issues of discussion may include:

Quality Assurance Framework Changes –Sector Discussions

- As outlined in the *BC Jobs Plan* and British Columbia's International Education Strategy, the Ministry has been consulting with stakeholders regarding expanding and strengthening British Columbia's quality assurance system.
- The Ministry held a series of forums and discussion workshops for all post-secondary sectors, including the career college sector. One workshop was held specifically for PCTIA staff.
-

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Suggested Response: The Ministry will work closely with PCTIA to ensure that any changes to the existing Quality Assurance model builds on what works well, and improves upon what does not. The Ministry appreciates PCTIA's advice and suggestions on how to improve the quality of the career college sector.

Reporting Requirements

- In the last Crown Agency reporting cycle (April 2012 to March 2013) PCTIA fulfilled 14 reporting requirements, several of which were complex and multifaceted.

Suggested Response: Corporate reporting is a requirement of all public bodies, including Crown agencies. The Ministry will continue to work with PCTIA to ensure the reporting process is as streamlined as possible.

Financial Issues

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Awareness of PCTIA and its Role

- In 2012/13, PCTIA improved its public communication strategy and outreach programming, including advertising on the Canada Line. This advertising was so effective that PCTIA could not manage the number of calls from students.
- Despite these efforts, there is still a lack of public awareness of the student protection and private career training regulatory functions which PCTIA provides.

Suggested Response: The Ministry is committed to strong regulation of the private career training sector and to ensuring student protection. The Ministry encourages PCTIA to continue its concentrated efforts and public awareness campaign.

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Prepared by:	Kevin Wilson, Senior Policy Analyst	Reviewed by:	
	Governance and Quality Assurance Branch	Director	TJR
Phone #:	(250) 387-6195	Executive Director	VB
		Assistant Deputy Minister	IR
		Deputy Minister	

Attachment 1: Karin Kirkpatrick Biography

In January of 2011, Ms. Karin Kirkpatrick was appointed the Registrar and CEO of the Private Career Training Institutions Agency, a British Columbia provincial Crown Agency regulating the private post-secondary career training sector. Previously, as CEO of the Real Estate Foundation of British Columbia, Ms. Kirkpatrick worked with senior provincial ministries officials on housing issues, and key members and organizations in the real estate industry. For six years Ms. Kirkpatrick was Assistant Dean at the Sauder School of Business and Director of the Centre for CEO Leadership at the University of British Columbia. Ms. Kirkpatrick continues to be regularly featured in Canadian media on issues related to business management, employment issues and women in business.

Currently, she sits on the Board of the British Columbia Council for International Education and is an ex-officio Board member with the provincial Degree Quality Assessment Board. She is a professional member of the Certified Management Accountants Society of British Columbia, the Real Estate Institute of British Columbia, and the British Columbia Human Resource Management of Association. Following in the footsteps of her entrepreneurial family, she was President of the Kirkpatrick Staffing Group, a company she founded in 1994 and sold in 2001. Ms. Kirkpatrick holds a Master of Business Administration degree in Human Resources as well as being a Certified Management Accountant and a Certified Human Resource Professional. The non-traditional start to her business career was as a musician and song-writer.

Attachment 2: Roles, Authority and Composition of the Private Career Training Institutions Agency (PCTIA) Board

Composition - PCTIA is governed by a ten-member Board of Directors, three of which are appointed by the Minister of Advanced Education and seven elected by the member institutions.

Officers – The two Officers of the Board are the Chairperson and the Vice Chairperson. Each committee elects a Committee Chair and the Chair of the Finance Committee acts as Treasurer.

Terms of Office – With the exception of the March 2012, where terms were for two years, elected directors serve three year terms, once renewable. Directors appointed by the Ministry of Advanced Education serve an open-ended term.

Role of the Board

- Appointing the Registrar and establishing the functions and duties of the Registrar;
- Governing the affairs of the PCTIA in accordance with the *Act*, the Regulations and the Bylaws;
- Establishing and maintaining Bylaws in accordance with the *Act*;
- Setting strategic direction for PCTIA;
- Being accountable for defined performance results;
- Ensuring effective use of PCTIA's resources; and
- Reporting to government, shareholders and the public at large.

The Board has three standing committees. They include: the Student Complaints Committee, the Bylaw, Policy and Quality Assurance Committee, and the Finance and Student Training Completion Fund Committee. The Board may establish additional committees from time to time. The Nominating Committee is struck in election years and the Planning and Review Committee is established annually and consists of the Chair of the Board and the Chairs of the various committees.

Authority and Accountability - The Board is accountable to the provincial government of British Columbia through the Ministry of Advanced Education, to carry out the mandate set in the *Private Career Training Institutions Act* (the *Act*). It is responsible for the stewardship of the Agency, setting its strategic direction within the framework of the legislated mandate, establishing strategic priorities, and, for approving, upholding and supporting the mission and core organizational values.

The Board frames policies and functions in accordance with the *Act*, regulation and bylaws. The Board has the authority to set the Basic Education Standards and quality standards through its bylaws.

The Board has adopted a policy governance model in which the Board governs through policies and committees, delegating the management of the organization to the Registrar and CEO. It provides oversight to the management of the organization, ensuring that the Registrar and CEO has the resources, policies and support he /she needs to function effectively. It ensures the annual evaluation of the competence, integrity and performance of the Registrar and CEO delegating this evaluation to the Planning and Review Committee.

The 2012/13 PCTIA Board members are:

NAME	BOARD POSITIONS AND COMMITTEE	TERMS
David Wells Academic Dean, NEC Native Education College	<ul style="list-style-type: none"> • Chair Board of Directors • Planning and Review 	Elected First Term: April 2, 2012 – April 1, 2014 (Elected Chair of the Board May 23, 2013)
Richard Novek Director of Operations, Greystone College of Business & Technology, and International Language Institutions of Canada	<ul style="list-style-type: none"> • Vice Chair Board of Directors • Student Complaint Committee • Planning and Review Committee • Bylaw Review Committee • Appeals Panel 	Elected Second Term: April 2, 2012 – March 31, 2014 (Resigned as Board Chair May 23, 2013) (Elected Vice Board Chair May 23, 2013)
Bev Reid President, MTI Community College	<ul style="list-style-type: none"> • Bylaw Review Committee • Student Complaint Committee 	Elected Second Term: Oct 1, 2012 – October 2, 2015
Gwen Donaldson President, Vancouver Campus Canadian Tourism College	<ul style="list-style-type: none"> • Bylaw Review Committee • Student Complaint 	Elected First Term: April 2, 2012 – April 1, 2014
Ian Rongve Assistant Deputy Minister, Sector Strategy and Quality Assurance Division, Ministry of Advanced Education	<ul style="list-style-type: none"> • Finance and STCF Committee • Planning and Review Committee 	Appointed: March 27th, 2012. No expiry.
Jim Miller Director, Canadian Outdoor Leadership Training (COLT)	<ul style="list-style-type: none"> • Finance and STCF Committee • Appeals Panel 	Elected First Term: Oct 1, 2012 – October 2, 2015
Mark Hilton Partner, Bernard & Partners	<ul style="list-style-type: none"> • Finance and STCF Committee • Student Complaint Committee • Appeals Panel 	Ministerial Appointment: June 1, 2012 Expires May 30, 2015
Patricia (Pat) Kennedy Chief Operating Officer, Pacific Flying Club	<ul style="list-style-type: none"> • Chair Finance and STCF Committee • Appeals Panel • Planning and Review Committee 	Elected First Term: April 2, 2012 – April 1, 2014
Robert (Bob) Kitching President and Managing Associate, Western Maritime Institute	<ul style="list-style-type: none"> • Bylaw Review Committee • Finance and STCF Committee 	Elected First Term: Oct 1, 2012 – October 2, 2015
Vacant Ministerial Appointment	<ul style="list-style-type: none"> • Appointment Pending 	Appointment Pending

**MINISTRY OF ADVANCED EDUCATION
MEETING NOTE**

Date: July 19 Cliff# 95350 File# Version # 5

PREPARED FOR: Honourable Amrik Virk
Minister of Advanced Education

DATE AND TIME OF MEETING: Wednesday July 24, 2013 at 2:30 p.m.

ATTENDEES: Honourable Amrik Virk; Honourable John Rustad; Ms. Susan Brown, Acting Assistant Deputy Minister, Sector Strategy and Quality Assurance Division; and, Ms. Valarie Bakowski, Executive Director, Governance and Quality Assurance Branch.

ISSUE(S): Minister Virk and Minister Rustad meeting regarding flight training.

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BACKGROUND:

Private career training institutions in the Province are regulated by the Private Career Training Institutions Agency (PCTIA or the Agency) under the authority of the *Private Career Training Institutions Act* (the Act), as well as through the Act's Regulations and PCTIA Bylaws. The Act's Regulations state the following definition of occupation: "A program of training or instruction is "career training" if: (a) the tuition charged for the program is greater than or equal to \$1,000; and (b) the time devoted to training or instruction by the program is greater than or equal to 40 hours." This requirement applies to flight training.

In early 2010,

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s.21 contacted the Ministry to request PCTIA deregulation. These schools expressed concern about excessive PCTIA regulatory requirements, noting that flight schools are regulated by Transport Canada. (As an example, they cite driver training schools that were exempted from the Regulations in 2008 after it was determined they were dually regulated by PCTIA and the Insurance Corporation of British Columbia.)

The ministry completed, in consultation with Transport Canada, a gap analysis between federal and PCTIA regulations, particularly in relation to consumer protection. The conclusion identified gaps in Transport Canada regulations that did not support the removal of flight schools from PCTIA regulations (see Attachment 1). On January 21, 2011, the decision was made to continue to regulate flight schools under the Act (see Attachment 2). On April 1, 2011, s.21 sent in a formal proposal for deregulation from PCTIA. As no new evidence was provided, the proposal was not granted.

In 2011, s.21 had several discussions with PCTIA and with Government requesting exemption from registration with PCTIA. The Agency responded that PCTIA did not have the authority to exempt s.21 from the Act and its Regulations. On September 26, 2011, PCTIA advised in a letter that s.21 register with PCTIA or cease providing or offering to provide career training. As early as October 19, 2011, Ministry staff were informed that s.21 with PCTIA.

DISCUSSION:

On April 11, 2013, litigation counsel for PCTIA contacted

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Flight school professional associations have not indicated to the Ministry any issues regarding PCTIA regulating flight schools and Transport Canada agrees that their regulations do not cover consumer protection or a number of educational standards. Over the last two years, PCTIA has undertaken a number of initiatives to address flight schools' concerns:

- Through March and April 2011, PCTIA worked with flight schools, Transport Canada and the Ministry to identify areas of regulatory duplication. Areas identified as duplicative are no longer being reviewed by PCTIA.
- In the summer of 2011, PCTIA explicitly invited all flight schools to take part in working group sessions to review the PCTIA Bylaws, resulting in reduced administrative burdens.
- Through 2012 and 2013, flight schools have been invited to take part in consultations regarding government's proposed Quality Assurance Framework, allowing them the opportunity to provide input into a new regulatory system.

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SUGGESTED RESPONSE:

- Ministry analysis has concluded that flight schools should remain provincially regulated as there are gaps in Transport Canada regulations. PCTIA has worked with Transport Canada to minimize duplication between the two sets of regulations.
- Through its continuous improvement process and yearly review of its bylaws, PCTIA will continue to fine tune its processes with a view of minimizing administrative burdens while still protecting students.
- There is no mechanism by which either the Ministry or PCTIA can chose to exempt an individual institution that meets the requirements for PCTIA regulation.
- The continued regulation of flight schools at a provincial level is in keeping with the quality assurance and consumer protection goals of government.
- Guardian Aerospace is no longer offering career training and is not required to register with PCTIA.

Attachments:

1. Transport Canada vs. PCTIA Regulations
2. CLIFF 78338
3. Letter – PCTIA Legal Counsel

Prepared by: Kevin Wilson
Governance and Quality Assurance Branch
Phone #: (250) 387-6195

Reviewed by:
Director
Executive Director
Assistant Deputy Minister
Deputy Minister

DR 
VB



BACKGROUND ANALYSIS: REVIEW OF REGULATION OF FLIGHT SCHOOLS IN BRITISH COLUMBIA

(FALL, 2010).

THE ISSUE

s.21 have expressed concerns to the Ministry of Advanced Education and Labour Market Development regarding the amount of paperwork, fees, and regulatory requirements they face under the Private Career Training Institutions Agency (PCTIA). These institutions feel that they are dually regulated by PCTIA and Transport Canada, and posit that regulation under Transport Canada should be sufficient. They have likened their situation to driver training schools, which were regulated by two bodies in British Columbia: the Insurance Corporation of British Columbia (ICBC), and PCTIA. In 2007, several driver training schools developed a proposal asking to be deregulated from PCTIA. A comprehensive review of PCTIA and ICBC regulations showed ICBC regulations met or exceeded PCTIA requirements in all areas except consumer protection, an issue addressed by driver training schools and ICBC agreeing to increase the amount of the bond they posted under ICBC. Driver training schools were subsequently exempted from PCTIA regulatory requirements.

As the driver training schools did in 2007, flight schools that have approached the Ministry have been asked to develop a proposal indicating their rationale for their request to be exempt from PCTIA regulations.

SCAN OF SECTOR

Provincially, flight schools operating in British Columbia that offer career training programs over 40 hours and \$1,000 in tuition are required to register with PCTIA. PCTIA is a provincial crown agency with a mandate to establish basic education standards - such as instructor qualifications, curriculum and learning resources - and to provide consumer protection for students¹. Part of PCTIA's vision is to "protect the interests of students and uphold the credibility of the private training sector". PCTIA institutions are regulated through the *Private Career Training Institutions Act (PCTI Act)*, Regulations and By-Laws. The PCTIA mandate is specific to those schools training individuals to be employed as pilots.

Federally, flight schools operating anywhere in Canada must be regulated under Transport Canada, the department within the federal government which is responsible for developing regulations, services, and policies of transportation. Transport Canada's stated mission is, "to

¹ Students attending registered private career training institutions in British Columbia have their tuition protected by the Student Training Completion Fund (STCF). The STCF provides tuition train-out funding in the case of the closure of a private career training institution, or when the PCTIA Board determines that a student has been misled by an institution.

serve the public interest through the promotion of a safe and secure, efficient and environmentally responsible transportation system”². Their mission does not include consumer protection for students or establishing educational standards for flight training schools, though regulations meant to ensure a safe system - such as ensuring minimum instructor qualifications and appropriate program outlines – address some educational components. Transport Canada institutions are regulated through Canadian Aviation Regulations (CAR) and the Aeronautics Act. Transport Canada’s mandate extends to all flight schools, including those training individuals pursuing a pilot’s license for purely recreational purposes.

Despite differences in mandate, there is recognition that there are areas of common oversight between these two regulatory bodies. Based on consultation with representatives of Transport Canada, and with two flight training member organizations, the PCTIA has determined that flight schools meeting Transport Canada requirements will be deemed by the Agency as meeting the standards in the Agency’s Bylaws in the following three areas:

1. **PCTIA Basic Education Standards - Section 20(1)(c)(iii) – Organization:** *“The institution shall provide evidence that there is adequate administrative capacity to effectively deliver the programs offered by the institution including an appropriately qualified senior educational administrator who is responsible for maintaining programs and evaluating instructors.”*

A Transport Canada designation as Chief Flying Instructor will be deemed to have met this PCTIA Basic Education Standard.

2. **PCTIA Basic Education Standards – Section 20(1) (f) (ii) – Instructors:** *“Instructors should be appropriately qualified (education and related work experience) to teach the subject matter assigned.”*

Transport Canada designation as holding a Class IV, III, II or I Instructor license as detailed in the Canadian Aeronautical Regulations (CARs) will be deemed to have met this PCTIA Basic Education Standard.

3. **PCTIA Accreditation Standards of Quality – Section 38(6) (f) (1) – Program Advisory Committees:** *“Each institution must have an independent Program Advisory Committee for each occupational program or each group of related occupational programs.”*

Transport Canada’s review and requirements relating to curriculum of the program, instruction related materials, equipment and facilities, minimum instructor qualifications and student achievement outcomes is deemed to meet this PCTIA Accreditation Standard of Quality.

In order to find where there may be other areas of overlap, as well as to show where there are gaps in regulation, Ministry staff – in consultation with Transport Canada - have done a comparative analysis of PCTIA registration standards and Transport Canada regulation in key areas. The following table gives a side by side comparison of the regulations for both organizations in the areas of Consumer Protection, Educational Standards, Capacity to offer

² Transport Canada Organization, <http://www.tc.gc.ca/eng/aboutus-department-overview.htm>

Educational Programs, Regulatory Fees, and Academic Support. The Conclusion following the table provides overall recommendations to the Minister based on the evidence.

PCTIA Registration <i>(PCTI Act, Regulations and Bylaws)</i>	Transport Canada <i>Canadian Aviation Regulations (CAR)</i>
CONSUMER PROTECTION	
<p><u>Student Financial Protection</u> Establishment and administration of Student Training Completion Fund PCTI Act 13 (1) The Student Training Completion Fund is established.</p> <p>Payments to fund by institutions PCTI Act 14 (1) A registered institution must make payments to the fund through the board at the times and in the amounts required by the regulations.</p> <p>PCTI Act 15 (a). Payments may be made from the Student Training Completion Fund for the following purposes:</p> <ul style="list-style-type: none"> • refunding a portion of the tuition fees a student has paid to a registered institution that ceases to operate ... • refunding a portion of the tuition fees a student has paid to a registered institution that, in the opinion of the board, has misled a student. 	<p>Transport Canada has no student training/tuition fund or related bond requirements.</p>
<p><u>Advertising</u> PCTIA Bylaw 29. 1) An institution must not engage in advertising or make a representation that is false, deceptive or misleading.</p>	<p>Transport Canada has no regulations regarding misleading advertising.</p>
<p><u>Teach-out Plan</u> PCTIA Bylaw 30. (11) An institution that intends to close or that, in the Agency's judgment, may lack sufficient financial resources for the proper operation of the institution and the discharge of obligations to students, may be required to submit a comprehensive teach-out plan.</p>	<p>Transport Canada has no regulations regarding teach-out plans.</p>

<p><u>Tuition Regulation</u> PCTIA Bylaw 21. (2) Contracts for students enrolling in full career training programs ...must contain the total amount of tuition due, an itemized list of all other fees, a refund policy, and all institutions must have their Tuition and Fees Refund Policy described in full within the student enrolment contract.</p>	<p>Transport Canada has no regulations regarding oversight of tuition or student fees.</p>
<p><u>Public Listing of cancellations and suspensions</u> PCTIA Bylaw 33. (4) If the Registrar suspends or cancels the registration of a registered institution ...the institution's name, date of and reason for the suspension or cancellation shall be published on the Agency's website for a period of 5 years.</p>	<p>Transport Canada does not list suspended or cancelled institutions.</p>
<p><u>Student Complaint or Dispute Resolution</u> PCTIA Bylaw 20 (1) (j) i The institution shall have a student dispute resolution policy and be able to demonstrate to the Agency that it has adequate procedures for addressing student complaints and grade appeals...</p>	<p>Transport Canada has no regulations regarding student complaints or dispute resolution.</p>

CONSUMER PROTECTION SUMMARY

Consumer protection covers regulations that ensure flight school students are properly informed about the training they will receive from the school they choose, that they do in fact receive the training they paid for, and that there are mechanisms to address any shortfalls. This is the area with the most gaps between PCTIA and Transport Canada regulations. As the table shows, Transport Canada has no regulations covering:

- Student financial protection.
- Teach-out plans.
- Advertising.
- Student complaints or dispute resolution.
- Tuition regulation.
- Public listing of suspended or cancelled institutions.

A few flight schools have indicated that they operate on a system where the student does not pay in advance, but rather for each lesson as they fly. However, payment structure is a matter of choice for individual flight schools, and PCTIA has indicated that in some cases schools set up an account that the student puts money into that the school then draws from on a pay as you go basis, leaving a liability. Unlike PCTIA, Transport Canada does not

have student or consumer protection as part of its governing mandate / mission / vision or requirements. A student attending a flight school regulated solely by Transport Canada would need to rely on their own due diligence in checking the reputation and comparing tuition costs of flight schools, and would rely on avenues such as the courts to ensure their financial protection in the event of a school closure or being misled by an institution.

EDUCATIONAL STANDARDS	
<p><u>Instructor Qualifications</u> PCTIA Bylaw 20. (1) f) Bylaw notes the minimum requirements for full- and part-time instructors teaching in subject areas.</p> <p>Faculty Qualifications, including minimum standards evidence by way of an annual performance review that all regular instructors have adequate instructional skills</p>	<p>CAR 425.21 (1) A person who acts as a flight instructor shall be the holder of a pilot permit or pilot licence for the category, class and type of aircraft, as appropriate, on which the flight training is conducted (each level indicated).</p> <p>Note: As previously indicated, PCTIA has indicated that a Transport Canada designation as holding a Class IV, III, II or I Instructor license will satisfy PCTIA's requirements in this area</p> <p>Transport Canada has no formal evaluation of flight instructors for aeroplane, helicopter Glider, Balloon, Gyroplane or Ultra-Light Aeroplane flight training units. Transport Canada uses the pass rate of students on flight exams as the measure of instructor performance.</p>
<p><u>Program and Curriculum</u> PCTIA Bylaw 20. (1) g) (i) The institution has clearly stated educational program objectives and offers up-to-date curriculum that is supported by appropriate instructional materials and appropriate technology. ii) Educational programs shall evidence a well-organized sequence of subjects leading to an occupational objective. There shall be a detailed syllabus on file...</p>	<p>CAR 405.13 A person who conducts flight training using an aeroplane or helicopter shall provide to each trainee, at the time of commencing a flight training program referred to in Section 405.11, a flight training program outline that meets the personnel licensing standards (these standards outline the basic specifications that apply to the issuance of flight crew permits, licences and ratings).</p>
<p><u>Program Advisory Committee</u> PCTIA Bylaw 38 (6) f) Each institution must have an independent Program Advisory Committee for each occupational program or each group of related occupational programs... to review the established curriculum of the program, instructional-related program materials,</p>	<p>As previously noted, though Transport Canada regulations do not indicate a need for program advisory committees, PCTIA has indicated that Transport Canada's review and requirements relating to curriculum of the program, instruction related materials, equipment and facilities, minimum instructor qualifications and student achievement outcomes is deemed to meet this</p>

equipment and facilities, minimum instructor qualification requirements, and student achievement outcomes....	PCTIA Accreditation Standard of Quality.
<u>Admissions and Recruiting</u> PCTIA Bylaw 20 (1) e) (i) ...admission policies ...shall conform to the institution's mission [and] shall be publicly stated... ii) Minimum program admission requirements ...may not be waived by either the institution or the student. iii) An institution shall ensure that any person or entity engaged in admissions or recruitment activities on its behalf is communicating current and accurate information....	Transport Canada does not have regulations covering schools' admissions and recruiting practices, except: CAR 406.76 The flight training unit shall ensure that an applicant, before being admitted to an integrated course, has a secondary school diploma or equivalent in accordance with the personnel licensing standards.

EDUCATIONAL STANDARDS SUMMARY³

These standards ensure the quality of the training programs being offered at flight schools. For educational standards there are areas where PCTIA and Transport Canada have similar regulations; as indicated, in the areas of instructor qualifications and program advisory committee equivalency, PCTIA has accepted Transport Canada standards as matching its own. However, there are also educational standard areas where there are gaps based on flight school type, and some overall general gaps between the two regulators. For example, PCTIA's annual performance review is a more formal evaluation structure than the pass rate of students used by Transport Canada as a measure of instructor performance. For admissions and recruiting, the detailed standards of PCTIA are not matched by Transport Canada regulations. In the program and curriculum area, under Transport Canada regulations aeroplane and helicopter flight training schools must provide their students a program outline, but there is no requirement for glider, balloon, gyroplane or ultra-light aeroplane training units to do so. **Note:** Transport Canada has indicated that students taking glider, balloon, gyroplane or ultra-light aeroplane training are likely to be doing so for recreational purposes, but that such training can be geared towards a future career in flight.

There is not the same absence of regulations for educational standards as there is in that of consumer protection. However, any consideration of deregulating flight schools from PCTIA would need to consider whether government is comfortable with regulation for educational standards such as instructional performance reviews, program outlines for all types of flight training, and admission and recruiting standards being at a lower level than with PCTIA regulated institutions.

³ This category is not identical to the 'basic education standards' set out in the PCTIA bylaws. While some basic education standards, such as 'Admissions and Recruiting' and 'Faculty Qualifications' are covered here, others fit more easily into other categories in this review, e.g. the PCTIA basic education standards 'Financial Stability', 'Records', and 'Organization' are all discussed under the category 'Capacity to offer Educational Programs'.

CAPACITY TO OFFER EDUCATIONAL PROGRAMS

<p><u>Facilities</u> PCTIA By-Law: 20. (1) i) The institution shall provide:</p> <ul style="list-style-type: none"> • A description of the physical plant and facilities, including any branch campus, learning site, or satellite operations; • Evidence that the facilities are appropriate to support its program offerings and delivery methods; 	<p>Transport Canada – How to start a flight School: Chapter 1 http://www.tc.gc.ca/eng/civilaviation/publications/tpl2862-chapter1_2007-1654.htm</p> <p>Aeroplane and Helicopters: Suitable classrooms or other facilities are required for ground school instruction and preparatory ground instruction....</p> <p><u>Aerodrome Requirements:</u> You must specify a main base for the intended training.</p> <p>Glider, Balloon, Gyroplane or an Ultra-Light Aeroplane: No mention of general facility needs.</p> <p><u>Aerodrome Requirements:</u> The aerodrome for your operations must be suitable for your aircraft to be operated safely within the operating limitations and operational performance data specified in the aircraft flight manual (CAR section 405.24).</p>
<p><u>Inspections</u> PCTI Act 12, Inspectors may be appointed by the Registrar to determine if a person has failed to comply with this Act, the regulations, the bylaws or the terms and conditions attached to a suspension.</p>	<p>CAR 103.02 (1) The owner or operator of an aircraft shall, on reasonable notice given by the Minister, make the aircraft available for inspection in accordance with the notice.</p> <p>Transport Canada has also indicated that the inspection schedule for flight training units is once per year, but due to workload issues they may not meet this schedule for all units (a risk management model is used to determine which schools most need to be inspected). Areas inspected are: management; key and operational personnel; operational control; documentation of training programs; student training records; aircraft documentation and equipment.</p>
<p><u>Penalties</u> PCTI ACT 8 Registrar may deny, suspend or cancel registration if the Registrar determines that the registration of the institution would not be in the best interest of</p>	<p>Transport Canada staff have indicated that infractions of Transport Canada regulations fall into two main categories. The first are infractions which have a Designated Provision, which are dealt with administratively through fines. Offences of a more</p>

<p>students.</p> <p>PCTIA Bylaw 33.</p> <p>1) The Registrar may have an institution inspected and may appoint inspectors for the purposes of determining whether:</p> <p>a) It is appropriate to suspend or cancel a registration or change the terms and conditions attached to a suspension; or</p> <p>b) An institution has failed to comply with the Act, the Regulation, the Bylaws or the terms and conditions attached to a suspension.</p>	<p>serious nature (usually involving safety) are handled through the Aeronautics Act. Transport Canada has indicated that unless serious safety issues are involved, if they are having regulation compliance issues with a flight school their first avenue is to coach them into compliance. If they decide to proceed with actions against the school it will be via a Designated Provision, a charge under the Aeronautics Act, or a Notice of Suspension of the Flight Training Unit Operator Certificate. A Notice of Suspension can be for 30 days one which gives the company time to correct the issue or an Immediate Notice of Suspension. The latter is normally used for safety issues.</p>
<p><u>Financial Stability</u></p> <p>PCTIA By-Law: 20. i) Through the provision of annual financial statements provided to Agency, the institution shall demonstrate it has adequate revenues and assets to meet its responsibilities, to ensure continuity of service, and to accomplish its mission.</p>	<p>Transport Canada has no regulations regarding school financial statements and does not have the authority/ability to require a school to put forward a plan if they appear to be having financial issues</p>
<p><u>Safety</u></p> <p>PCTIA By-Law: 20.</p> <p>i) Facilities and Institutional Resources</p> <p>A safety policy that demonstrates a commitment to ensuring a safe environment for students, instructors and employees.</p>	<p>CAR 107.02 The applicant for, or the holder of, a certificate referred to in section 107.01 shall establish, maintain and adhere to a safety management system.</p> <p>CAR 107.03 A safety management system shall include ... [a number of procedures are outlines].</p>
<p><u>Organization (set up)</u></p> <p>PCTIA By-Law: 20. (c) i)</p> <p>Each institution shall: 1) have an organizational chart; 2) have a qualified on-site administrator at the main campus and at all branches; 3) provide evidence that there is adequate administrative capacity- including an appropriately qualified senior educational administrator; 4) have on file appropriate evidence of qualifications of all educational staff in the form of copies of degrees, diplomas, certificates or transcripts.</p>	<p>CAR 106.02 (1) The applicant for, or the holder of, a certificate referred to in section 106.01 shall</p> <p>(a) appoint an individual as accountable executive to be responsible for operations or activities authorized under the certificate ...</p> <p>CAR 406.21 (1) The flight training unit must appoint a chief flight instructor. As previously stated, PCTIA has indicated that this instructor will be considered as equivalent to the PCTIA noted ‘senior educational administrator’.</p>
<p><u>Records</u></p> <p>PCTIA Bylaw 23 (1) A registered</p>	<p>CAR 402.16 The manager of an ATC unit shall:</p>

<p>institution is required to maintain a student file for each student enrolled in a full career-training program as described in section 21.2).</p> <p>8) Registered institutions must be able to provide a copy of a signed contract with a vendor ...providing secure redundant off-site storage of the institution's student records for students in full career-training programs... for a period of 55 years.</p>	<p>(a) maintain, on a form provided by the Minister, a training record for each person undergoing training at the ATC unit ...</p> <p>(c) at the request of any person who is undergoing or has undergone training at the ATC unit, provide a copy of the person's training record to the person; and</p> <p>(d) at the request of the Minister, provide the Minister with a copy of the training record of any person who is undergoing or has undergone training at the ATC unit and who holds an air traffic controller license.</p> <p><u>Note:</u> - the only mention of length of retention is for training units offering aircraft maintenance courses – records to be maintained for 5 years.</p>
<p><u>Substantial Changes</u></p> <p>PCTIA Bylaw 30. (1) An institution must apply to the Agency for and receive prior approval before implementing a “substantive change” including changes to: mission or educational goals, ownership, curriculum content, time required for the successful completion of a program, location, name, program delivery method, and location....</p>	<p>Transport Canada has no regulations regarding implementing these substantive changes.</p>

CAPACITY TO OFFER EDUCATIONAL PROGRAMS

These regulations ensure that the standards institutions adhere to are of sufficient rigour to assure government, students and the public as to the quality and ongoing viability of the institution. As with Educational Standards there are areas where PCTIA and Transport Canada have similar regulations, areas where there are gaps based on flight school type, and some overall general gaps between the two regulators.

For gaps, unlike PCTIA, Transport Canada has no regulations aimed at guaranteeing the financial stability of an institution, nor regulations indicating that institutions must receive prior approval for substantial changes such as a change of ownership. As well, Transport Canada's regulations are less stringent than PCTIA's in the areas of record keeping (not requiring that students' records be maintained for 55 years) and organizational set-up (not focussing on ensuring the maintenance of an organizational chart, or on-file qualifications of educational staff).

In the area of facilities, all flight schools regulated under Transport Canada must have a main aerodrome that is suitable for the aircraft to be operated safely; however, only aeroplane and helicopter training schools (not glider, balloon, gyroplane or ultra-light aeroplane) have regulations requiring suitable classrooms or other facilities for ground school instruction. **Note:** As previously indicated, instruction for glider, balloon, gyroplane or ultra-light aeroplane will likely be for recreational purposes.

Inspections and penalties are two areas of quality assurance that Transport Canada does cover through its regulations. However, as noted in the table, Transport Canada inspection does not focus on exactly the same subjects as PCTIA inspections (noted regulatory gaps would not be covered) and because of workload issues may not happen on a yearly basis as scheduled (a risk management model is used to determine inspection need). As for penalties, Transport Canada has indicated that suspension and cancellation are usually reserved for safety violations and that for other infractions the first avenue is to coach institutions into compliance. Thus, areas of infraction that would lead to suspension or even cancellation under PCTIA may not under Transport Canada.

In the area of safety, Transport Canada regulations are at least equal and likely surpass PCTIA's.

There are sufficient gaps between PCTIA and Transport Canada regulations in the area of capacity to offer educational programs to question how flight schools could be deregulated from PCTIA while maintaining public confidence in the viability and quality of these institutions.

REGULATORY FEES	
<p>PCTIA Bylaw 51. The Registration Fee for a main campus is \$2,000; for a branch campus \$1,000.</p> <p>Annual Fees (not including Student Training Completion fund fees) range from \$1,294 to \$87,500 depending on tuition revenue generated and whether the institution is in good standing.</p>	<p>CAR 104 Schedule IV</p> <p>While a flight training school would be assessed various fees for additional activities (such as aircraft maintenance engineer training), the fee for the issuance of a flight training unit operator certificate, is \$600.00 (which is relevant for flight training schools). This is a one-time fee, with no annual renewal charge.</p>

REGULATORY FEES SUMMARY

As indicated in the table, regulatory fees are much lower for Transport Canada than for PCTIA. This has been cited by some flight schools as one of the factors driving the push for deregulation from PCTIA. It should be noted, however, that PCTIA is a cost-recovery organization and Transport Canada is not, thus explaining the difference in the two bodies' regulatory fees and what the fees cover, and making any direct comparison between the two difficult.

ACADEMIC SUPPORT	
<u>Student Aid</u> Accreditation is required in order for institutions to seek StudentAid BC designation, which makes their students to be eligible to apply for student loan funding.	Registration under Transport Canada does not meet requirements for StudentAid BC designation.
<u>Tuition Receipts</u> PCTIA Registered institutions are eligible to apply to Human Resources and Skills Development Canada to have their institution certified for student tuition tax receipts.	Registration under Transport Canada does not make BC flight schools eligible to apply for certification.

ACADEMIC SUPPORT

s.21 that have contacted the Ministry have indicated that with PCTIA deregulation they want their students to be able to receive tuition tax receipts and one school has indicated that with deregulation they want their students to still be eligible for student loans. For the former, it is the Ministry's understanding that eligibility for a career training institution to apply for certification under Human Resources and Skills Development Canada to grant tuition tax receipts is tied to conforming to provincial regulatory standards; if there are no set provincial standards - as there wouldn't be were flight schools to be exempted from PCTIA - then British Columbia flight school would still be conforming to the provincial regulatory requirements asked of them (in that case none) and thus would still be eligible to apply for certification. As this area is under federal government policy however, flight schools would need to confirm eligibility standards with the Canada Revenue Agency.

For student aid, as with driver training schools under ICBC, an agreement would have to be reached with StudentAidBC (SABC) that deregulated flight schools that are under Transport Canada would be eligible for student aid. As ICBC and Transport Canada are very different entities, it is uncertain if SABC would reach the same accommodation for flight schools as they did for driver training schools. SABC currently requires PCTIA institutions to be accredited not just registered, accreditation guaranteeing a higher level of quality assurance. The SABC designation option would likely not be an option for flight schools were they to be deregulated, and thus not even held to PCTIA registration standards.

CONCLUSION

Through regulations in areas such as admissions and recruiting, substantial changes, institutional financial stability, student complaints or dispute resolution, teach-out plans, student financial protection, and instructor evaluation and upgrading (among many others), PCTIA focuses on ensuring student protection, educational standards, and the capacity of an institution to offer educational programs. Transport Canada regulations do not focus on student protection and while they do touch on some elements of educational standards and institutional capacity, that is accomplished through regulations focussed on maintaining a safe, efficient, and environmentally responsible system. Transport Canada's regulations are not less stringent than PCTIA's, merely stringent in (largely) different areas.

To use an example of the type of risk that PCTIA registration mitigates, in 2008 ^{s.21} based flight school using questionable student recruiting tactics closed, leaving 2000 students unable to complete their education and forced to pursue compensation through the court system. Such an institution operating in British Columbia under PCTIA would have had to submit annual financial statements to ensure its financial stability, would have had its advertising and recruiting practices monitored to ensure potential students were getting accurate information about the school and the program(s) they would be taking, would have had to have had a teach-out plan to ensure students were placed in event of closure and would have had to follow policies regarding the amount of tuition they could charge, mitigating the impact on students. If the school had closed, there would have been financial protection for the students under the Student Training Completion Fund⁴.

The school in this example was not based in Canada, so it is difficult to know what would have happened had this school been under Transport Canada regulations. What is known is that under PCTIA regulations specific measures would have been utilized to ensure student protection.

For areas that PCTIA and Transport Canada have some duplication, PCTIA has already agreed to recognize some Transport Canada regulations as sufficient to meet their own. This ensures that institutions don't have to prove compliance in an area twice. Potential areas to be explored further could include: safety; facilities (particularly for helicopters and Aeroplanes) and inspections.

The information noted indicates a number of gaps between PCTIA and Transport Canada regulations and a number of risks to deregulating flight schools from PCTIA. No flight school proposal has yet been submitted addressing these gaps or making a case for the benefit to the system for deregulation. Moreover, as only ^{s.21} of thirty-three PCTIA regulated flight schools have raised issues with the Ministry, there is not yet evidence that flight schools in British Columbia as a whole are in consensus on PCTIA deregulation. Concerns regarding paperwork and fees may not be as much of an issue for larger flight schools with the staffing and overall resources to accommodate PCTIA requirements.

⁴ PCTIA has indicated that they haven't had an instance of a flight school closure that resulted in claims on the Student Training Completion Fund. However, the Private Post Secondary Education commission, the regulatory regime that operated before PCTIA (from 1991 to Nov. 2004) had an instance where they had to make claim against a surety bond on behalf of students from a flight school.

Small flight schools may have issues more in common with other small PCTIA regulated institutions than with large flight schools.

Even if several flight schools emulate the driver training schools example and submit a proposal for PCTIA deregulation, the situations are not identical. Driver training schools are regulated by ICBC, a provincial crown corporation. In all cases other than consumer protection, ICBC requirements for driver training schools met or exceeded PCTIAs. A key factor in deregulating driver training schools from PCTIA was the ability of the Ministry to work with this crown corporation to address this one area – having ICBC raise their already existing bond rate to ensure student financial protection. The case is not the same for flight schools, operating under a federal body without any bond rate system in place.

s.13, s.17

Similarly, as indicated under the Academic Support section, unlike driver training schools under ICBC, it is unlikely that StudentAidBC (SABC) would recognize students attending deregulated flight schools under Transport Canada for student aid eligibility.

As well, having a federal organization such as Transport Canada assume sole regulation for all aspects of educational quality in flight schools could raise jurisdictional issues, given the fact that education is a provincial responsibility. The Governance Branch of the Ministry has indicated that a legal opinion would be necessary on this question, should government decide to consider PCTIA deregulation.

Finally, it should be noted that PCTIA has formed a committee to advise the PCTIA Board on possible bylaw and policy changes. The Ministry will be providing input into this initiative, recommending that PCTIA look into ways to lessen regulatory burden for institutions, but also at ways to better ensure institutional quality – with the aim of strengthening public and student confidence in the private career system. Deregulating flight schools at this time would remove them from any of the benefits that arise from the Review – both for the institutions and for their students.

Recommendation: The evidence does not support moving forward on deregulation of flight schools from PCTIA at this time. However, there are two steps underway that may address flight schools concerns:

- As noted, a Ministry review of the PCTIA Bylaws is in progress. Recommendations made under this Review will likely address many of the issues that the flight schools

have raised (particularly around paperwork, fees, and the regulatory burden on small institutions). Additionally, PCTIA will be asked to examine whether there are any additional areas where Transport Canada regulations can be deemed as sufficient to meet PCTIA's regulations.

- ^{s.21} have been invited to submit may indicate further areas where PCTIA's regulatory oversight could be amended. The Ministry will consider any arguments put forward by flight schools if and when they are received.

**MINISTRY OF REGIONAL ECONOMIC AND
SKILLS DEVELOPMENT
DECISION NOTE**

Date: Jan 21, 2011
Cliff# 78338
File# 200-20/PCTIA

PREPARED FOR: Honourable Ida Chong
Minister of Regional Economic and Skills Development

ISSUE: Regulation of flight schools by Transport Canada and the Private Career Training Institutions Agency (PCTIA) – case for PCTIA deregulation.

BACKGROUND:

The *Private Career Training Institutions Act* gives PCTIA responsibility for mandatory registration of private career training institutions in the Province of British Columbia. As with all other private career training institutions, flight schools that offer programs charging over \$1,000 in tuition and that are over 40 hours in duration, are required to be registered with PCTIA. Thirty-Four flight schools are currently registered with PCTIA (23 of the 34 are also accredited), with enrolments totalling 978 students.

s.17, s.21

s.17, s.21

s.17, s.21 have cited the example of driver training schools, which were exempted from PCTIA regulations in 2008 as it was determined that they were dually regulated by both PCTIA and the Insurance Corporation of British Columbia (ICBC). As done by the driver training schools, Ministry staff has asked s.17, s.21 to work together on a sector proposal in order to examine their specific concerns in more detail. No proposal has been received to date. Ministry staff, in consultation with Transport Canada staff, has completed an analysis of areas where PCTIA may be able to rely on Transport Canada rather than require separate documentation to show compliance – the Ministry will need to discuss this potential with PCTIA. The analysis also shows areas where gaps identified Transport Canada regulations to be less or significantly less stringent than PCTIA's (Attachment 1).

DISCUSSION:

The analysis outlines: the basic mandate and mission of PCTIA and Transport Canada; a side-by-side comparison of the regulations for both organizations in the areas of Consumer Protection, Educational Standards, Capacity to offer Educational Programs, Regulatory Fees, and Academic Support.

s.13, s.17, s.21

... /2

paperwork, fee levels and the regulatory burden on small institutions. While these issues apply to the career training sector broadly and are not specific to flight schools, the recommendations relating to small and rural schools highlight many similar issues to those raised by flight schools. Additionally, PCTIA will be asked to examine whether there are any additional areas where Transport Canada regulations can be deemed as sufficient to meet PCTIA's regulations.

OPTIONS:

s.13, s.17, s.21

Approved / Not Approved


Honourable Ida Chong

Date: Feb. 28 / 11

Attachment

Prepared by: Kevin Wilson, Policy Analyst
Phone #: 250-387-6195

Approved by:	
Director	DA
Executive Director	DM
Assistant Deputy Minister	JD
Deputy Minister	ADS.

Page 195 redacted for the following reason:

s.14

MINISTRY OF ADVANCED EDUCATION DECISION NOTE

PREPARED FOR: Honourable Amrik Virk
Minister of Advanced Education

ISSUE: Designation standard for institutions eligible to host international students

BACKGROUND:

The federal *Immigration and Refugee Protection Regulations* are being amended to reduce fraud and increase the integrity of Citizenship and Immigration Canada's (CIC's) International Student Program (ISP). The new regulations will be in force in spring 2014, subject to federal Cabinet approval of the final regulatory package (Attachment A). The federal changes require jurisdictions to develop a list of institutions eligible to host international students with study permits (studying in programs longer than six months). Institutions not on the 'list' can still host students studying in Canada for periods of six months or less. The changes apply only to post-secondary institutions at present.

CIC and provinces/territories developed a pan-Canadian Eligibility Framework that sets out "Common Elements" as minimum standards institutions must meet to host international students (Attachment B). Individual jurisdictions can add further requirements for their 'list' (Attachment C).

British Columbia must now determine a quality assurance standard by which to define the list of institutions eligible to host international students. In this regard, the Ministry has explored a range of options.

DISCUSSION:

Page 197 redacted for the following reason:

s.13, s.17

OPTIONS:

s.13, s.17

RECOMMENDATION:

Option 1: s.13, s.17

Approved / Not Approved


Honourable Amrik Virk

Date: July 30, 2013

NEXT STEPS:

- s.13
- Finalize implementation plan, including development of communications materials
- Negotiation of CIC-BC bilateral MOU specific to ISP changes

Attachments:

Attachment A – CIC Overview of Changes

Attachment B – Eligibility Framework – “Common Elements”

Attachment C – Summary of proposed designation strategies of other provinces

Attachment D – EQA Eligibility Requirements

Attachment E – EQA Standard Transition Implementation

Prepared by:	Laurie Brucker/Senior Policy Advisor, International Education	Reviewed by:	
	Fraser Valley/Interior Region		
Phone #:	250-356-5432	Director	KM
		Executive Director	DS
		Assistant Deputy Minister	DM
		Deputy Minister	JG

Overview of Proposed Changes to Canada's International Student Program

January 2013



Citizenship and Immigration Canada



Overview of Proposed Changes to Canada's International Student Program

Regulatory Amendment to Require Study after Arrival in Canada

Currently, foreign nationals destined to Canada for the purpose of study must only demonstrate intent to study. Under the current *Immigration and Refugee Protection Regulations* (IRPR), there is no requirement for students to be registered at an institution to attend classes after arrival in Canada. Students who have not registered, or attended classes for extended periods of time, but who still hold valid Study Permits, cannot currently be reported under the *Immigration and Refugee Protection Act* (IRPA) for misrepresentation, and can remain in Canada legally until the expiration of their Study Permit.

To ensure that foreign nationals entering Canada for the purpose of study are genuine students, CIC will introduce new Study Permit conditions in the IRPR which will require all Study Permit holders to be enrolled and actively pursuing a course or program of study at a designated educational institution after arrival in Canada, in order to maintain legal status. In support of proposed regulations, CIC is proposing to establish an electronic system that would, with support from provinces/territories, require educational institutions to report to CIC on the status of international students' compliance with Study Permit conditions.

CIC and CBSA officers would have the authority to take enforcement actions against Study Permit holders who fail to meet conditions after arrival in Canada. Enforcement actions could include desk investigations undertaken by CIC or field investigations undertaken by the CBSA regarding student compliance with Study Permit conditions. CIC or CBSA would issue a removal order in circumstances where students do not comply with their study permit conditions.

Regulatory Amendment to Limit Issuance of Study Permits to Foreign Nationals Destined to Designated Educational Institutions

In Canada, there are currently no limitations on the types of educational institutions allowed to host international students. While provinces/territories have jurisdiction over education, and may set quality assessment standards for certain education sectors within their jurisdictions, some education providers are not overseen by education ministries. There is, therefore, a wide variation in the types of accountability and/or quality assurance measures that may be in place for different types of institutions across provinces/territories. The proposed amendments to the IRPR will only allow a foreign national to apply for a Study Permit if he/she has been accepted to a designated educational institution.

Designation of educational institutions would be guided by the "Educational Institution Eligibility Policy Framework" developed by provincial governments in consultation with CIC, which sets out to identify minimum common standards that educational institutions must meet to host international students, including agreeing to report to provinces/territories and CIC on international student enrolment and good standing status. The Framework also outlines both CIC and provincial/territorial roles in the administration of the Framework.

The Framework is designed to establish a common approach to the designation policies that would be developed and implemented in each jurisdiction across Canada. It is also recognized that jurisdictions will have flexibility in the specific measures implemented to address these principles. The common approach outlined in the Framework document provides the basis for bilateral agreements to be concluded between CIC and each province/territory. Building upon this basis, provinces/territories will further tailor these bilateral agreements according to jurisdictional requirements.

In the event that a province/territory does not sign an agreement with CIC agreeing to designate educational institutions, under proposed regulations CIC would limit issuance of Study Permits to foreign nationals attending only the following types of institutions:

- a public post-secondary learning institution in Canada that is recognized by the province;
- in the case of Quebec, a private post-secondary learning institution in Quebec that operates under the same rules and regulations as public post-secondary learning institutions in Quebec;
- a private post-secondary learning institution in Canada that is recognized by the province and that is authorized by the province to confer degrees, but only in the case where the foreign national in question is enrolled in a program of study that leads to a degree as authorized by the province;
- a learning institution within a public school board or district that is funded by and accountable to the province; or
- an independent or private learning institution in Canada that delivers provincial curricula.

Although they are not required to do so, foreign nationals would continue to be authorized to apply for a Study Permit for a program of six months or less, as is currently the case, but only if they are destined to a designated institution.

Non-Designated Educational Institutions

Those foreign nationals who wish to attend an institution that has not been designated would be permitted to undertake a course or program of study lasting six months or less (short-term studies) as a temporary resident (assuming all other requirements are met). At the end of the period of authorized stay, the foreign national would be required to leave Canada, as is currently the case.

Foreign nationals at non-designated institutions would not be eligible for Work Permit programs designed for international students – e.g. Co-op/Internship Work Permit Program, Off-Campus Work Permit Program, Post-Graduation Work Permit Program.

Work Permit Programs

Proposed Regulations would limit access to Work Permit programs to only those students attending designated educational institutions. Further, Work Permit programs would be limited to full-time students who are enrolled in and actively pursuing an academic, professional or vocational training program leading to a degree, diploma or certificate; those students

undertaking English or French as a Second Language (ESL/FSL) programs, general interest courses or preparatory courses would, therefore, be excluded from all Work Permit programs.

The proposed amendments would also authorize full-time international students to work off-campus for a maximum of 20 hours per week without a work permit, provided they hold a valid Study Permit and their program of study is at least six months in duration at the post-secondary level. International students would, consequently, no longer be required to apply for an Off-Campus Work Permit.

In-Canada Study Permit Application

Certain foreign nationals who wish to apply for a study permit to attend a designated institution after they have entered Canada as a temporary resident, including those studying at the pre-school, primary or secondary level, or those who have completed a course or program of study that is a condition for acceptance at a designated institution, would be authorized under the proposed Regulations to apply for a study permit from within Canada instead of being required to leave the country to apply from abroad. This change would further facilitate the transition from visitor to study permit holder for minor students once they reach the age of majority, as well as for those students who wish to transition from a short-term preparatory program to a longer-term college or university program.

Implementation of Regulatory Amendments

Once finally published, these regulations would come into force in January 2014. Upon the coming into force of these proposed Regulations, those students who already hold a study permit and are studying at a non-designated institution would be permitted to complete the program of study in which they were enrolled, or obtain an extension for this purpose for the duration of their program of study or three years after the day on which the proposed Regulations come into force, whichever is shorter. The condition of actively pursuing studies would immediately be effective at the coming into force of the Regulations, and therefore, the option to issue a removal order for not actively pursuing studies would also be in place immediately.

PROPOSED INTERNATIONAL STUDENT PROGRAM CHANGES: SUMMARY TABLE

CURRENT	PROPOSED
STUDY PERMITS	
Conditions on study permit holders (Ref. Proposed Regulation 220.1)	
None	<ul style="list-style-type: none"> - Must be enrolled at a designated institution - Must actively pursue their program of study
Short-term studies (Ref. IRPR, 188 (1)(c), (2); Operational Manual, Overseas Processing 12 - Students 5.11)	
<p>A foreign national may study in Canada without a study permit if the duration of their course or program of studies is six months or less and will be completed within the period for their stay authorized upon entry into Canada</p> <p>A foreign national may, however, apply for study permit before entering Canada for a course or program of studies of a duration of six months or less</p>	No change
WORK PROGRAMS	
On-Campus (Ref. IRPR, 186(f); Operational Manual, Overseas Processing 12 – Students, s. 5.20– Proposed Regulation 186 (f) (i) and (ii))	
A foreign national may work in Canada without a work permit if they are a full-time student, on the campus of the university or college at which they are a full-time student, for the period for which they hold a study permit to study at that university or college	No change
Off-Campus (Ref. IRPR 205(c)(ii); Operational Manual, Overseas Processing 12 – Students, s. 5.23)	
To be eligible to work off-campus you must:	No change
Have a valid study permit	
Have a valid work permit	<ul style="list-style-type: none"> - Authorization to work made part of the study permit when certain conditions are met (in particular full-time studies) - Requirement for work permit itself has been removed
Study at a participating institution	Study at a <i>designated</i> institution
Have been a full-time student for at least six of the 12 months preceding the date of your work permit application	<ul style="list-style-type: none"> - Be a full-time student and enrolled in a program of at least six months in duration - Six month wait period preceding work permit application removed
Be in satisfactory academic standing	Be enrolled and actively pursuing a course or program of study, as per study permit

	conditions
NOT be registered in general interest courses or programs that consist primarily in English or French as a second language (ESL/FSL) instruction	No change
20 hour limit to employment off-campus during the year, and ability to work full time during scheduled breaks	No change
Co-op: Work related to a research, educational or training program (Ref. IRPR 205(c)(i); Proposed Regulation 205(c)(i) and (i1); Operational Manual, Temporary Foreign Workers Guidelines – FW 1, s. 5.37)	
Have a valid work permit (fee exempt)	No change (a co-op work permit is still required)
Applies to foreign students whose intended employment forms an essential and integral part of their course of study in Canada	No change
The employment has been certified by a responsible academic official of the training institution as forming an essential and integral part of the student's course of study in Canada	No change
The employment practicum does not form more than 50% of the total program of study	No change
Applies to any program offered by a university, college, or school, and the school does not have to have degree granting authority; for example, a private language school offering a co-op program	Applies to an <i>academic, vocational or professional training program</i> offered by a <i>designated, post-secondary</i> institution; private language schools are no longer eligible
Post-Graduation (Ref. IRPR 205(c)(ii); Operational Manual, Overseas Processing 12 – Students, s. 5.24)	
<i>No changes to educational institution eligibility at this time.</i>	

Canada's International Student Program

Educational Institution Eligibility Policy Framework

**Prepared by Citizenship and Immigration Canada for consideration by the
Federal-Provincial-Territorial Working Group on International Students**

Draft version: June 2012

"DRAFT FOR DISCUSSION PURPOSES ONLY"

Educational Institution Eligibility Policy Framework

Context

On 15 June 2010, federal, provincial and territorial (FPT) Ministers responsible for immigration agreed to work together to improve Canada's standing as a destination of choice for international students. Since this time, Citizenship and Immigration Canada (CIC) has worked with provincial/territorial ministries of immigration and education— through the Federal-Provincial/Territorial Working Group on International Students – to discuss a number of proposed reforms to the International Student Program (ISP), which will assist Ministers in meeting this commitment. The key reforms proposed include the introduction of new conditions that would require international students in Canada to study, and that this study takes place at an educational institution designated by provinces/territories for the purpose of hosting international students with study permits. These new requirements will be put in place through amendments to the *Immigration and Refugee Protection Regulations* (IRPR).

The designation of educational institutions across Canada involves an important new role for provinces/territories given their jurisdiction over education. In fact, in order to be able to host international students with study permits, educational institutions will be required to first obtain designation from their respective ministry of education or advanced education. To support this new requirement, the following “Educational Institution Eligibility Framework” will outline common elements educational institutions will be required to meet in order to obtain designation, and identify the roles and responsibilities of provinces/territories and CIC in the administration of the Framework.

Objective

The “Educational Institution Eligibility Policy Framework” outlines a pan-Canadian approach to guide jurisdictions in the designation of educational institutions based on common elements. The Framework takes into account that provinces/territories have common levers over educational institutions, both formal and informal, which enable them to provide varying degrees of oversight over education institutions. It also recognizes that the specifics of these mechanisms are varied both within and across jurisdictions.

This Framework gives assurance that a suitable basis exists for the purpose of designating educational institutions for the purpose of hosting international students with study permits in both the public and private education sectors. It also supports cooperation and coordination between federal and provincial/territorial governments in meeting common goals to improve the integrity of Canada's ISP, enhance accountability to international students as well as to Canadians, and improve Canada's standing as a destination of choice for international students seeking a quality education.

This Framework is intended to structure subsequent bilateral arrangements between CIC and provinces/territories, and between provinces/territories and educational institutions in their respective jurisdictions. The objective of the arrangements is to outline roles and responsibilities with respect to administering the ISP, and to facilitate information-sharing, based on the provisions outlined in this Framework.

It is recognized that while the denial of designation and/or revocation of designation status could potentially affect an institution's revenue or reputation, protecting the interests of international students, the Canadian public, and Canada's reputation abroad are the paramount considerations under this Framework.

Scope

This Framework will outline common elements educational institutions must meet in order to be eligible to host international students with study permits, as well as the roles and responsibilities of CIC and provinces/territories regarding designation and revocation of designation.

Given the active role played by educational institutions in the promotion, recruitment and admission of foreign nationals, educational institutions have an important role to play with respect to maintaining the integrity of the ISP. Educational institutions are also a key source for up-to-date information on the status of international students after their arrival to Canada, such as enrolment status. As such, educational institutions are central to efforts by both levels of government to effectively manage the risks inherent in admitting foreign nationals to Canada for the purposes of study, work, and potential immigration.

For this reason, designated educational institutions will be asked to report on the status of international students with study permits after arrival in Canada, to determine whether or not international students are meeting the conditions of their study permit. This requirement will be a condition for hosting international students with study permits, and will form part of the common elements for designation. To support this work, CIC will be responsible for developing a compliance reporting system for educational institutions.

Access to international student work permit programs will be limited to eligible study permit holders attending a designated institution. Any decisions concerning expanding access to CIC's work-permit programs will not be considered as part of this framework.

Approach

This framework is premised on the establishment of common elements to be used when designating educational institutions for the purpose of hosting international students with study permits. These common elements should apply across all education sub-sectors, both public and private, in recognition of the need to accommodate the diversity of purposes of Canadian education.

The common elements should be reflected in the designation policies of each jurisdiction across Canada. It is recognized that jurisdictions will require flexibility in the specific measures implemented under the Framework. Each jurisdiction will therefore implement designation policies that are responsive to their own particular needs while being consistent with the Framework.

Federal and provincial/territorial governments will ensure that the decisions they make in implementing this Framework apply their respective legislative, regulatory and/or policy frameworks, and are consistent with this Framework. Implementation will be formalized through bilateral CIC-provincial/territorial arrangements, which will outline respective provincial/territorial designation

policies, formalize CIC and provincial/territorial roles and responsibilities with respect to the designation and enforcement of designation, and facilitate information sharing.

Provinces/Territories will subsequently establish bilateral arrangements with designated educational institutions outlining the provincial/territorial designation policy, which shall include the common elements established under this Framework, and may include additional provincial/territorial requirements over and above those identified in this Framework.

Common Elements for Designation

All jurisdictions agree to the development of common elements or minimum standards for developing designation criteria in order to assure the integrity of Canada's ISP, enhance accountability to international students as well as to Canadians, and assure Canada's standing as a destination of choice for international students seeking a quality education. Designation criteria will include the following minimum common elements:

1. In order to be eligible for designation by a province or territory, an institution must be deemed by the province/territory in which it is located to be in good standing with respect to any applicable provincial/territorial legislation, regulations, and/or policies governing education, and/or with bylaws, standards, and policies respecting the delivery of education or training programs set by accrediting or standard-setting bodies recognized by the provincial/territorial government.
2. That the educational institution agrees to and is accountable for meeting the following terms and conditions:
 - a. has adopted policies and put procedures in place that provide for the protection of international students with study permits, including a transparent tuition-fee refund policy which is made available to all incoming international students upon offer of admission;
 - b. has established policies and procedures related to language proficiency and credential assessment and recognition for international students, and disseminates accurate and transparent information regarding those policies to prospective students;
 - c. has sufficient administrative capacity to provide services to meet the unique needs of international students;
 - d. undertakes promotional initiatives that are, where applicable, in compliance with existing provincial or territorial regulations or policies on advertising, including compliance with the Imagine Education au/in Canada brand-eligibility framework;
 - e. has a published policy that outlines the elements that constitute a student's good standing at the institution and, where applicable, demonstrates that that policy is consistent with provincial/territorial requirements.
 - f. is capable of maintaining the following enrolment-reporting requirements and has designated an individual who will be responsible for:
 - i. confirming the initial enrolment of each international student with a study permit;
 - ii. reporting on the ongoing enrolment status of all international students with student permits attending that institution;

3. meeting such other criteria as may be specified in the terms and conditions of the institution's bilateral agreement with the province/territory in which it is located.

s.13, s.16, s.17

Pages 210 through 213 redacted for the following reasons:

s.13, s.16, s.17

94591 – Attachment C

Summary of proposed designation strategies of other provinces

To date, only Ontario has publicly announced its final strategy and/or criteria for “designating” institutions with respect to the federal regulation changes to the International Student Program (ISP). s.16

Alberta

s.16

Manitoba

- Introduced the *International Education Act* in May 2013

s.16

Nova Scotia

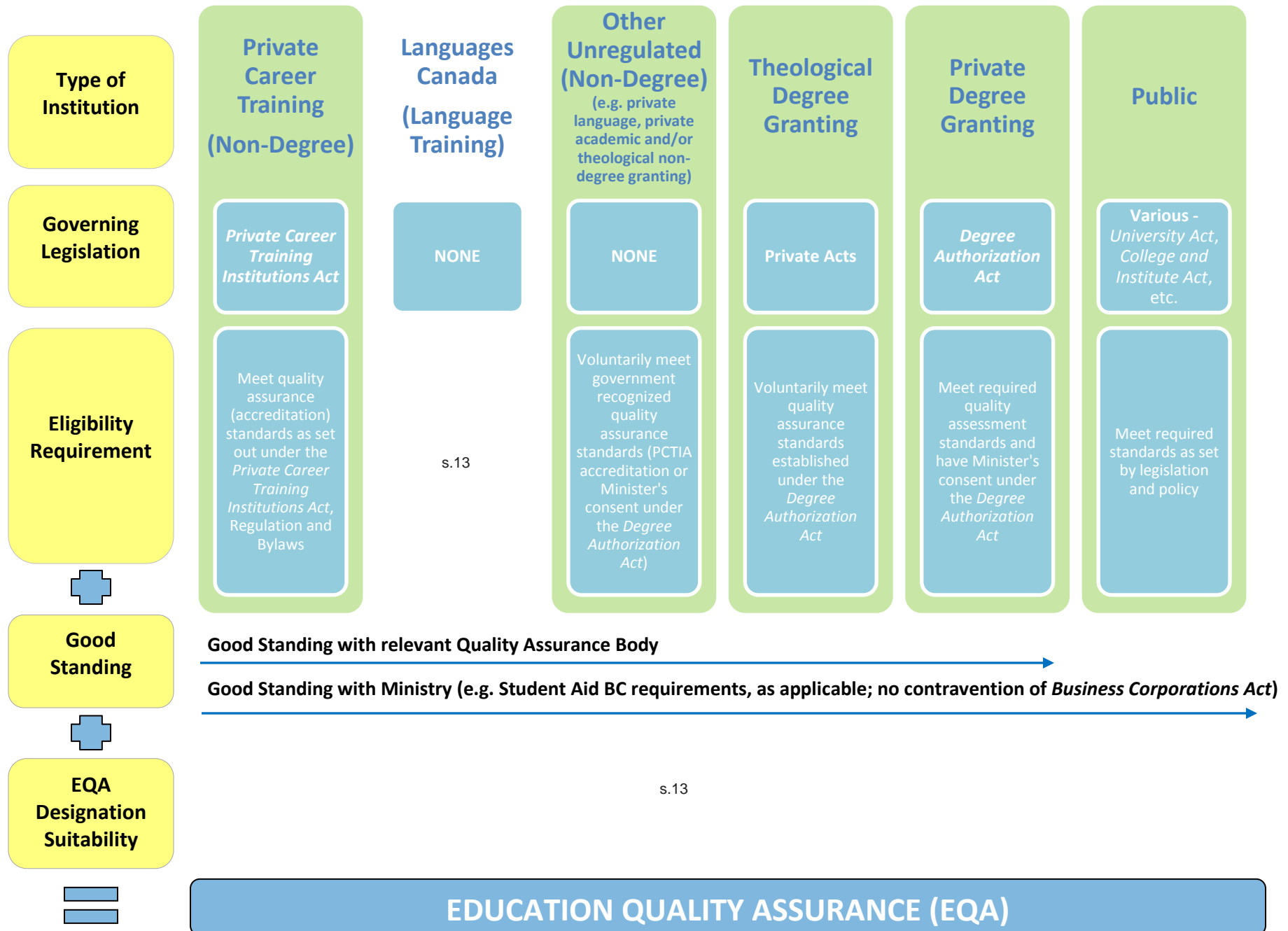
- Introduced *The Language Schools Act* in April 2013, to regulate language schools

s.16

Ontario

- As of early July, has distributed Implementation Guidelines and application forms for institutions to apply for designation for the purpose of the ISP changes, including pathways by institution type
- Provides pathway for private language schools to achieve designation, noting separate requirements for “unregulated” institutions, including three years in operation; also notes Languages Canada is “Recognized Quality Assurance Organization for Language Programs”, from which some accrediting requirements will be acceptable for specific pieces of the ISP designation process
- Guidelines identify sixteen criteria for designation of institutions under the ISP, against which the Ministry of Training, Colleges and Universities will assess each institution
 - The criteria incorporate the pan-Canadian Common Elements, and include elements related to student supports, financial capacity, reporting requirements, ethical recruitment practices and minimum requirement of three years in operation
- Requires Designation Agreements between the Ministry and participating institutions

Education Quality Assurance (EQA) Eligibility Requirements



Page 216 redacted for the following reason:

s.13

**MINISTRY OF ADVANCED EDUCATION
BRIEFING NOTE**

PREPARED FOR: Honourable Amrik Virk
Minister of Advanced Education

DATE AND TIME OF MEETING: July 30, 2013, 3:15 pm

ATTENDEES: Mary Ellen Turpel-Lafond, Representative for Children and Youth and
John Greschner, Deputy Representative for Children and Youth
Dawn Minty, Assistant Deputy Minister, Post-Secondary Regions
and Programs

ISSUE: The purpose of the meeting is to:

- Provide an opportunity for Mary Ellen Turpel-Lafond and John Greschner to have an introductory meeting with the Minister; and
- Discuss the concept of a tuition waiver for youth who are, or were, under a Continuing Custody Order (CCO), and wish to pursue post-secondary education.

BACKGROUND:

In November 2006, Mary Ellen Turpel-Lafond was appointed British Columbia's Representative for Children and Youth.

The Representative for Children and Youth serves British Columbians under the age of 19 with a focus of ensuring that young people in government care (e.g. foster homes, group homes or youth custody) do well. Children and youth in government care face greater challenges than those in the general population in a number of areas including education.

In 2007, the Representative for Children and Youth wrote a joint special report entitled, *Health and Well-Being of Children in Care in British Columbia: Educational Experience and Outcomes* with Dr. Perry Kendall, the Provincial Health Officer.

According to the report very few former children in care arrive in post-secondary programs and, of those who do graduate from high school, few are in the academic stream and eligible for university-level post-secondary education.

DISCUSSION:

On average, nearly 4,500 children and youth are in the long term care of the Province at any one time – i.e., under a CCO. Approximately 55 percent of children and youth in care are Aboriginal. Of these, approximately 1,700 are taking secondary school level courses (grades 9-12). There are also a significant number of former children in care between the ages of 19 and 24.

The provincial graduation rate (defined as completing grade 12 with a Dogwood certificate within six years of entering grade 8) in British Columbia high schools is 82 percent, but only 58 percent for Aboriginal students. For children under a CCO, the graduation rate is only about half that of other students and transition rates to post-secondary education are considerably less than the average student population. The graduation and transition numbers for Aboriginal children under a CCO are even lower.

To help close the educational gap between youth in care (and specifically Aboriginal youth in care) and the general population, and better equip them to participate fully in the economy, the Representative has recommended a youth in care tuition waiver.

s.13, s.17

YEAF is for former youth in care who have been in full custody of the Ministry and provides grants to 19 to 24 year olds attending a post-secondary institution. The grant amount varies each year; for the current school year the grant is \$5,500, and is intended to be used for tuition, books or living expenses.

AYA is a \$5 million program supporting young people aged 19 to 24 transitioning out of care and into adulthood. AYA provides financial assistance and support services to finish high school, learn job and life skills, attend college or university, and/or complete a rehabilitation program. Financial assistance includes living expenses, child care, tuition fees, and health care.


Vancouver Island University has indicated an interest in implementing a tuition waiver initiative based on discussions they have had with the Representative's office and the Delegated Aboriginal Agency, Kw'umut Lelum,

SUGGESTED RESPONSE POINTS:

- I appreciate the opportunity to meet with you today.
- My Ministry is always looking for different approaches to make higher education more accessible and affordable.
- We recognize there are unique challenges faced by youth in care and former youth in care.
- Increasing access to post-secondary education and training, especially for Aboriginal people, continues to be a key priority for government.
- I appreciate the insights you shared on tuition fee waivers.
- As we move forward, there will be consultation with the Representative's office.

Attachments: Appendix A – Youth in Care Tuition Waivers in Other Provinces.
Appendix B - Biography for Mary Ellen Turpel-Lafond, Representative for Children and Youth.
Appendix C - Biography for John Greschner, Deputy Representative for Children and Youth.

Prepared by: Sandra Cavallin
Policy Analyst
Strategic Policy and Planning
Branch
Phone #: (250) 387-6168

Reviewed by:
Director AB
Executive Director
Assistant Deputy Minister
Deputy Minister 

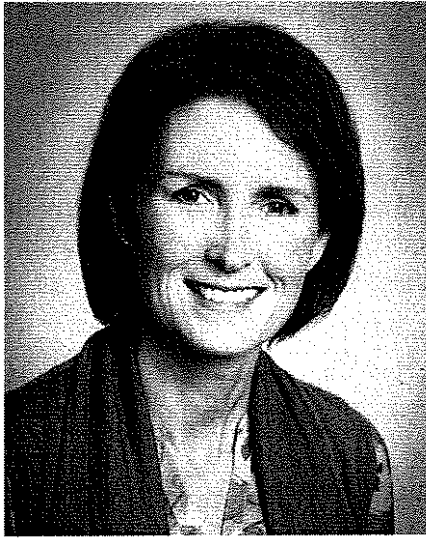
Youth in Care Tuition Waivers in Other Provinces

Ontario and Manitoba have both recently announced similar tuition waiver programs.

Ontario is partnering with its universities and colleges to help former Crown wards and youth in and leaving care to pay for their post-secondary education. Starting September 2013, Ontario is providing a grant of \$500 per month to help cover living costs as well as covering 100 percent of tuition fees to a maximum of \$6,000 per year. The Ontario Government will cover 50 percent of tuition costs for 850 eligible students, and participating post-secondary institutions will cover the remaining cost of tuition for up to four years.

In Manitoba, the University of Winnipeg and Brandon University have both introduced Youth in Care Tuition Waiver Programs. Both universities are partnering with the Manitoba Child and Family Services Authority which provides support for living expenses including housing, textbooks and meal plans while they are attending university.

Mary Ellen Turpel-Lafond



Mary Ellen Turpel-Lafond was appointed B.C.'s first Representative for Children and Youth in November 2006. The Representative is an Independent Officer of the Legislature.

Ms Turpel-Lafond is on leave from the Saskatchewan Provincial Court, where she was the Administrative Judge for Saskatoon.

She was appointed to the bench in 1998, and was actively involved in projects relating to access to justice, judicial independence, and public outreach.

She has also worked as a criminal law judge in youth and adult courts, with an emphasis on developing partnerships to better serve the needs of young people in the justice system, particularly sexually exploited children and youth, and children and youth with disabilities, such as those who suffer from fetal alcohol spectrum disorder.

Ms Turpel-Lafond was a tenured law professor at Dalhousie University Faculty of Law, and taught law at the University of Toronto, the University of Notre Dame and other universities. She has been a visiting professor at University of British Columbia and University of Victoria law schools.

She holds a doctorate of law from Harvard Law School, a master's degree in international law from Cambridge University, a law degree from Osgoode Hall, and a bachelor of arts degree from Carleton University. She also holds a certificate in the international and comparative law of human rights from the University of Strasbourg in France. The Representative received honorary doctorate degrees from Ontario's Brock University in 2010 and from B.C.'s Thompson Rivers University in 2009.

In 2007, the Indigenous Bar Association awarded her the distinction of 'Indigenous Peoples' Counsel'. As well, Time Magazine has twice bestowed honours upon Ms Turpel-Lafond, naming her one of the '100 Global Leaders of Tomorrow' in 1994, and one of the 'Top 20 Canadian Leaders for the 21st Century' in 1999

In 2009, Ms Turpel-Lafond was awarded the Bill McFarland Award from the Parent Support Services Society of B.C. This award recognizes her outstanding commitment to the prevention of

child abuse and her many efforts, as B.C.'s Representative for Children and Youth and previously as a judge and a lawyer, through which she has made a lasting mark in child welfare.

In November 2010, Ms Turpel-Lafond was awarded the Perry Shawana Award for the leadership she has provided and her work as a champion for the voices and rights of children, as well as, her advocacy on their behalf and her outstanding commitment to their well-being. Also in November 2010, the Vancouver Sun recognized Ms Turpel-Lafond as one of B.C.'s top 100 most influential women.

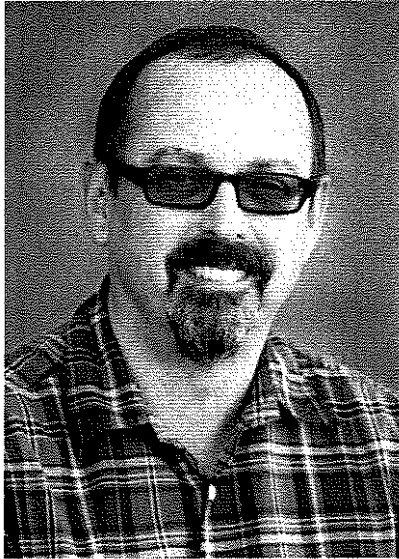
In February 2011, the Trudeau Foundation named Ms Turpel-Lafond as one of their 10 new Trudeau Mentors. Trudeau Mentors are selected from the most eminent Canadian practitioners in all sectors of public life. Ms Turpel-Lafond will assist her assigned Scholar in research and work contributing to strong social-serving systems that support the vulnerable in society.

Ms Turpel-Lafond is the elected President of the Canadian Council of Child and Youth Advocates, an alliance of provincial children's advocates from across the country who champion the voice and rights of children in their respective provinces and territories. She also serves on the Board of Directors of UNICEF Canada.

A member of the Muskeg Lake Cree Nation, she is active in her First Nations community and published a book on the history of the Muskeg Lake Cree Nation that was short-listed for a Saskatchewan Book Award.

Ms Turpel-Lafond, her husband George Lafond, their son and three daughters, (including twins), live in Victoria, B.C.

John Greschner



John Greschner was appointed Deputy Representative for Children and Youth in February 2013.

Formerly the Chief Investigator and Associate Deputy, Greschner joined the Representative's office in July 2007.

Prior to that, he served as Deputy Minister Health and Social Services, Government of Yukon. He has also previously served in various positions in the Government of British Columbia, including: Deputy Child and Youth Officer; Deputy Commissioner, Chief Investigator and Chair of the Tribunal Division of the Children's Commission; and in a number of roles in the Ministry of Health, including Assistant Deputy Minister.

He began his career as a psychologist in rural and northern Saskatchewan, and managed community health and social services programs and mental health programs in a variety of hospital and community health organizations in Saskatchewan, Ontario and British Columbia.

Mr. Greschner and his wife Carrie live in Victoria, and have five grown children, and are proud grandparents.

**MINISTRY OF ADVANCED EDUCATION
BRIEFING NOTE**

Date:	September 10, 2013
Cliff#	95677
File#	280-20

PREPARED FOR: Honourable Amrik Virk
Minister of Advanced Education

ISSUE: Private Career Training Institutions Agency's cancellation of Royal
Canadian Institute of Technology's registration and closure of institution

BACKGROUND:

Mr. Michael Khan, founder of the Royal Canadian Institute of Technology (RCIT) wrote to the Premier on November 27, 2012 requesting intervention into the matter of cancellation of RCIT's registration and accreditation by the Private Career Training Institutions Agency (PCTIA) on October 5, 2012.

While the Province of British Columbia is responsible for the legislation that governs private career training in British Columbia, Government does not directly oversee private career training institutions. These institutions are regulated by PCTIA, a Crown agency created by the Province under the authority of the *Private Career Training Institutions Act*.

PCTIA's Investigation

s.13, s.17

Pages 225 through 227 redacted for the following reasons:

s.13, s.17