

TRAINING DEVELOPMENT OFFICER

PREAMBLE

This series is intended for positions which:

- Function primarily in an educational consultative, advisory role
- Work with major provincial educational institutions in identifying and addressing training/educational needs and assisting with development of courses, programs and training materials
- Act as an advisor and resource person on current developments within the education field

Exclusions: Positions that provide a consultative, advisory and regulatory role relative to apprenticeship programs. Positions that meet the requirements of other, more applicable classification specifications.

GENERAL INTENT

Positions act as consultants to businesses, industries, and associations in the assessment, development, implementation, and evaluation of new training programs that have a direct impact on the present or future viability of industries by developing essential labour skills and competencies. Positions are responsible for developing and approving certified training programs and for providing leadership in program and instructional module development. Positions conduct research activities, develop and implement policies, develop and negotiate contracts, provide promotion and marketing functions, and provide financial administration for the training programs. Positions are also responsible for evaluating the effectiveness of training programs and determining/implementing changes or enhancements.

OR

Positions are responsible for the planning, development, administration and evaluation of college extension programs, specifically educational programs/courses with post secondary equivalencies and are expected to identify program requirements, develop curricula and course outlines, co-ordinate necessary resources and evaluate results.

FACTORS

COMPLEXITY

Skills/Expertise Required

- Relevant university or post secondary degree along with administrative and/or teaching experience
- Supervisory Experience
- Experience as a teacher/trainer/instructor
- Ability to co-ordinate and design training programs and courses.
- Ability to co-ordinate team efforts in order to accomplish goals, objectives and program deliverables
- Strong research and analytical skills
- Effective project management, organization and negotiation skills
- Demonstrated knowledge of the post secondary educational system, current trends and legislation/regulations
- Strong presentation/facilitation skills
- Knowledge of special needs learners
- Excellent verbal and written communication skills

Guidelines

Work is highly dependent on the policy direction of the government. The position must have the ability to understand and carry out government and departmental directives, legislation, policies and procedures.

Variety

Positions conduct research across industries or jurisdictions and contribute to the development of policies and procedures; assist faculty and interested parties with preliminary feasibility studies, recommendations and submissions on new programs, major program modifications, etc. Positions develop course plans/outlines, liaise and collaborate with community interest groups to identify program needs and opportunities and may be required to assist in the development of education programs for special needs people.

OTHER LEVEL DETERMINANTS

Independence of Action

A Training Development Officer operates with a high level of autonomy regarding developing/enhancing training and educational programs and providing related leadership and advice to both internal and external stakeholders.

Contacts

Contacts include government departments, industry groups/associations/businesses, institutions and educational facilities, administrators, instructors/training providers, etc.

Consequence of Error

If research findings or skills assessments are inaccurate, the result could be mistaken identification of training or educational requirements/programs. Errors in advice provided or training courses/materials developed impact not only the external institutions providing the training, but also the students attending the courses. These types of errors could reflect poorly on the government and negatively affect the integrity of the training consultant function.