

**Ministry of
Advanced Education
and Skills Training**

**2022/23 – 2024/25
SERVICE PLAN**

February 2022



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Minister's Accountability Statement



The *Ministry of Advanced Education and Skills Training 2022/23 – 2024/25 Service Plan* was prepared under my direction in accordance with the *Budget Transparency and Accountability Act*. I am accountable for the basis on which the plan has been prepared.

A handwritten signature in black ink that reads "Anne Kang". The signature is fluid and cursive.

Honourable Anne Kang
Minister of Advanced Education and Skills Training
January 26, 2022

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Purpose of the Ministry

The Ministry of Advanced Education and Skills Training provides leadership and direction for post-secondary education and skills training across the province to help British Columbians succeed and reach their full potential. The ministry plays a key role in promoting a collaborative approach for our education and skills training partners to contribute to the prosperity of all British Columbians and the resiliency of our post-secondary education and skills training system.

Underlying our work is the recognition that an inclusive, accessible, responsive, and future-focused post-secondary, skills and trades training system provides pathways into good-paying, high-opportunity jobs and supports economic recovery.

The ministry remains committed to the development of lasting and meaningful partnerships with Indigenous peoples in BC as they move towards self-determination in accordance with British Columbia's ongoing reconciliation and recognition commitments as reflected in the *Declaration on the Rights of Indigenous Peoples (Declaration) Act*. This commitment is demonstrated through the Ministry's collaborative work with Indigenous partners to implement the First Nations Children and Youth in Care Protocol.

To support inclusive and affordable access, the ministry provides targeted supports and programs for underrepresented groups, such as former youth in care, Indigenous people, those with disabilities, older workers, youth, and women in the trades. The ministry reduces financial barriers with a suite of needs-based student financial assistance programs available through [StudentAid BC](#). The ministry is also making it easier for students to navigate British Columbia's post-secondary system through [EducationPlannerBC](#).

The ministry makes capital investments in education and training facilities and equipment throughout the province, to give learners the modern tools and spaces they need to prepare for 21st century careers.

To prepare British Columbians for current career opportunities and high opportunity jobs, we work with post-secondary partners, employers, industry, social service providers, and Indigenous communities throughout BC to align and deliver relevant education and training programs and services. The ministry also provides information and resources, including [WorkBC.ca](#) and the [Labour Market Outlook](#), so British Columbians can make informed decisions about their career planning and skills training opportunities.

The ministry provides oversight for the following Crown corporations: the [Industry Training Authority](#) (ITA) and the [British Columbia Council for International Education](#) (BCCIE).

Strategic Direction

In 2022/2023, the Government of British Columbia will continue its whole-of-government response to the COVID-19 pandemic with a focus on protecting the health, social and economic well-being of British Columbians. Building on our economic, environmental, and social strengths while looking to seize opportunities to improve outcomes for all British Columbians will be an important aspect of each ministry's work as we respond to COVID-19 and recover

from devastating floods and wildfires. The policies, programs and projects developed over the course of this service plan period will align with the five foundational principles established by Government in 2020: putting people first; working toward lasting and meaningful reconciliation; supporting equity and anti-racism; ensuring a better future through fighting climate change and meeting our greenhouse gas reduction targets; and supporting a strong, sustainable economy that works for everyone.

This 2022/23 service plan outlines how the Ministry of Advanced Education and Skills Training will support the government's priorities including the foundational principles listed above and selected action items identified in the [November 2020 Minister's Mandate Letter](#).

Performance Planning

Goal 1: British Columbians have access to inclusive, responsive, and relevant post-secondary education and training to reach their full potential

This goal reflects Government's commitment to putting people first by making life more affordable and enhancing the services British Columbians depend on. Accessible, high-quality post-secondary education and skills training that leads to good paying jobs provides numerous benefits and is critical to our successful economic recovery.

Objective 1.1: Improve affordability and reduce barriers to ensure post-secondary education and training is accessible for all British Columbians

Key Strategies

- Enable learners to access and complete post-secondary education and skills training by providing a range of student financial assistance programs, including the BC Access Grant.
- Keep student fee increases low by working towards strengthening the existing Tuition Fee Limit Policy.
- Improve student access to affordable housing, while prioritising Indigenous learners and current and former youth in care, by working with public post-secondary institutions to continue to build 8,000 new student housing units as part of [Homes for BC](#), our government's 10-year housing plan.
- Work with partners to continue to improve access to post-secondary education and workforce opportunities for former youth in government care, including expanding the Tuition Waiver Program, and through the First Nations Children and Youth in Care Protocol to improve the educational outcomes and well-being of First Nations youth in care as they transition from K12 to post-secondary education and/or into the workforce.
- Work with the ITA to continue to build a trades training system that is welcoming and inclusive of women, Indigenous peoples, youth, and underrepresented groups so they can achieve certification and access good-paying jobs in the trades.

Performance Measure(s)	2020/21 Actual	2022/23 Target	2023/24 Target	2024/25 Target
1.1 Post-Secondary costs are manageable and in line with household incomes				
Undergraduate tuition and fees as a percent of median household income ¹	7.3%	<8.6%	<8.6%	<8.6%
Average percent of income recent grads used to repay education-related debt ²				
Diploma, Associate Degree & Certificate Students	3.1%	<8.0%	<8.0%	<8.0%
Baccalaureate Graduates	6.0%	<8.0%	<8.0%	<8.0%

Data source: Statistics Canada and BC Student Outcomes Surveys, 2020³

¹Results are based on data available through Statistics Canada via the Tuition and Living Accommodation Survey and the T1 Family File from the Canadian Revenue Agency.

² Results are based on an annual survey of public post-secondary students eight months to two years after they complete their programs.

³ Efforts are made to contact all eligible public post-secondary graduates (over 55,000 each year), and a response rate of ~50% is consistently achieved. The margin of error for these measures is currently between +/- 0.7% and 1% (19 times out of 20). 2021 survey results will be available in the Spring of 2022 and will be reported in the 2021/22 Service Plan Report.

Linking Performance Measure to Objective

This measure represents the Ministry’s commitment to making life more affordable for learners by ensuring post-secondary costs are manageable and in line with household incomes. Results reflect the average domestic undergraduate tuition and compulsory fees as a percent of provincial median household income, as well as the estimated median monthly loan repayment as a percentage of median monthly income for employed students with education-related debt at the time of leaving their institution. This measure is part of the [Accountability Framework](#), which is a set of planning and reporting processes for British Columbia’s public post-secondary education system.

Discussion

As part of this objective the [Ministry’s 2021/22 Service Plan](#) reported on increasing on-campus housing at public post-secondary institutions. Through the broader [Provincial Housing Strategy](#), Government continues to increase student housing stock in regions throughout the province. The ministry will also continue to explore options to improve how the sector responds to the housing needs of Indigenous students and former youth in care. New student housing will be more energy efficient and meet the highest standards consistent with the Province’s long-term climate strategy, [CleanBC](#).

Objective 1.2: Lead a sustainable, high-quality post-secondary and skills training system that is relevant and responds to the changing needs of learners

Key Strategies

- Continue to work with post-secondary institutions and our partners to support students to succeed in the context of the COVID-19 pandemic recovery and other public emergencies. This will include working with the First Nations Education Steering Committee (FNESC), the Indigenous Adult Higher Learning Association (IAHLA) and Métis Nation British Columbia (MNBC) to ensure the unique needs of Indigenous learners, communities and institutions are being met.
- Work with system partners to conduct a funding review of post-secondary education operating grants to make sure public post-secondary institutions have the resources they need to support economic recovery and student success.
- Refresh BC’s international education strategy to retain our share of international students and ensure BC offers quality international education aligned with government’s values and priorities.
- Provide more tuition-free adult basic education and English language learning pathways so that learners can pursue further education leading to sustainable employment.

Performance Measure(s)	2020 Actual	2021 Target	2022 Target	2023 Target	2024 Target
1.2 Graduates reporting their knowledge and skills developed through post-secondary education are useful in their employment ¹	88.1%	≥ 90%	≥ 90%	≥ 90%	≥ 90%

Data source: BC Student Outcomes Surveys, 2020²

¹Results are based on an annual survey of public post-secondary students eight months to two years after they complete their programs and reflect the percent of employed graduates who indicated the knowledge and skills they acquired through their education was *very useful* or *somewhat useful* in performing their job.

²Efforts are made to contact all eligible public post-secondary graduates (over 55,000 each year), and a response rate of ~50% is consistently achieved. The margin of error for these measures is currently between +/- 0.3% and 0.4% (19 times out of 20). 2021 survey results will be available in the Spring of 2022 and will be reported in the 2021/22 Service Plan Report.

Linking Performance Measure to Objective

This measure reflects assessment by graduates of the relevance of their post-secondary educational experience and indicates how well programs at public post-secondary institutions meet the needs of students and the labour market. This measure is also part of the [Accountability Framework](#), which is a set of planning and reporting processes for British Columbia’s public post-secondary education system.

Goal 2: British Columbians have workforce connections, training, supports and information to be job-ready and prepared for opportunities in BC’s economy

This goal reflects Government’s commitment to investing in a strong, sustainable economy that works for everyone. The ministry works with partners to support the delivery of post-secondary education and skills training programs, services and supports to ensure all British Columbians remain connected to the labour market and career opportunities.

Objective 2.1: Equip British Columbians to be job-ready with post-secondary education, training, and workforce opportunities

Key Strategies

- Address BC's workforce challenges and support the workforce objectives of the [CleanBC Roadmap to 2030](#) and BC's economic plan by implementing a workforce readiness framework.
- Continue to work with the ITA to develop and implement policy and program options for skilled trades certification so more learners benefit from increased skill levels and trade certification, and British Columbia benefits from a highly skilled trades workforce.
- Increase priority programming at public post-secondary institutions, such as:
 - Continue supporting the Early Care and Learning Recruitment and Retention Strategy through ongoing expansion of early childhood educator training seats at public post-secondary institutions.
 - Finalize implementation of the 2,900 student spaces technology programming expansion at public post-secondary institutions and continue planning for an additional 2,000 tech-relevant spaces.
 - Address training-related health workforce needs by expanding and regionally distributing existing health programs, launching new health programs, and implementing health education policy improvements towards inclusive and supportive experiences with an emphasis on addressing anti-Indigenous racism.
- Continue to expand micro-credentials across BC’s post-secondary education sector to create opportunities for British Columbians to quickly up-skill and re-skill.
- Partner with communities, sectors, and employers to deliver flexible and responsive skills training programs, funded under the Canada-BC Workforce Development Agreement (WDA), to unemployed and underemployed people so they can obtain skills, retrain, and upgrade their skills for sustainable employment.

Performance Measure(s)	2019/20 Baseline	2021/22 Forecast	2022/23 Target	2023/24 Target	2024/25 Target
2.1 The percentage of individuals employed or in further education and training three months after completing a WDA skills training program ¹	67%	73% ²	>70%	>70%	>70%

Data source: BC WDA 3-month Participant Outcomes Survey, Workforce Development and Division Responsible for Skills Training, Ministry of Advanced Education and Skills Training.

¹This measure looks at outcomes for participants three months after completing a program by measuring the number of participants that became employed or moved on to further education and training.

²This outcome measure does not include people who participated in the BC Employer Training Grant (ETG) who were mostly employed before and during training. By excluding these participants, the measure focuses on people who are unemployed, the majority of whom are from vulnerable or underrepresented groups.

Linking Performance Measure to Objective

This measure represents the ministry’s commitment to empowering and preparing British Columbians to participate in the labour force and take advantage of opportunities generated during BC’s economic recovery. This measure tracks the success of the ministry’s WDA skills training programs in moving British Columbians along the employment continuum by measuring outcomes three months after completing WDA skills training programs.

Objective 2.2: Provide British Columbians with the best information available to make informed decisions about their education, training, and career opportunities

Key Strategies

- Connect all British Columbians to information on high-opportunity occupations through innovative tools on WorkBC.ca, and provide future labour market trends through the annual [BC Labour Market Outlook](#).
- Help all learners make informed post-secondary education and career decisions, and search and apply for public post-secondary education in BC using EducationPlannerBC.ca.
- Develop an integrated digital gateway that provides British Columbians with personalized and responsive career pathways linking labour market opportunities to relevant education and training programs.
- Engage British Columbians through in-person, written, and online engagement sessions to raise awareness of education, training, and career opportunities, including information tailored for Indigenous learners.

Performance Measure(s)	2020/21 Baseline	2021/22 Forecast	2022/23 Target	2023/24 Target	2024/25 Target
2.2 Number of online and in-person engagements with ministry-provided labour market, career planning and education information ^{1,2}	6.43M	7.83M	Increase	Maintain or increase	Maintain or increase

Data source: Workforce Development and Skills Training Division, and Post-Secondary Policy and Programs Division Responsible for Learner Supports, Ministry of Advanced Education and Skills Training.

¹ Number of times labour market information, career planning resources and career opportunities, as well as information on education choices are accessed through all available Ministry sources, including the EducationPlannerBC website and WorkBC.ca

² To provide a measure that includes all ministry-provided career information and labour market information the baseline and forecast have been updated to represent the entire WorkBC.ca website and all related tools, including the WorkBC job board.

Linking Performance Measure to Objective

This measure reflects ministry efforts to engage and connect British Columbians in all regions of the province with a variety of relevant and accessible platforms (online, in person, in print and social media) that provide education, labour market and career planning information, products and tools. Students, parents and those impacted by the pandemic who are in need of reskilling or upskilling to find their place in the post-COVID-19 economy can rely on a variety of ministry resources, including [EducationPlannerBC.ca](https://www.educationplannerbc.ca) and [WorkBC.ca](https://www.workbc.ca) to help make decisions about their career and education. Educators, large and small businesses, and industry can use the ministry's labour market information in their planning, and government uses it to make informed decisions about new services, investments, policy, and programs.

Goal 3: Lasting and meaningful reconciliation with Indigenous Peoples in BC through post-secondary education and skills training

This goal reflects Government's commitment through the *Declaration on the Rights of Indigenous Peoples Act* to create opportunities for Indigenous peoples as full partners on a clear and sustainable path toward lasting reconciliation. Meaningful reconciliation requires recognition of the rights of Indigenous Peoples to participate in joint decision-making regarding post-secondary education policies, programs, and services for First Nations, Métis, and Inuit learners. These systemic shifts supporting self-determination in the post-secondary education and training system will help Indigenous learners have access to a range of culturally responsive and relevant programs.

Objective 3.1: Implement the United Nations Declaration on the Rights of Indigenous Peoples and the Calls to Action of the Truth and Reconciliation Commission

Key Strategies

- Co-develop and implement with First Nations, Métis and Indigenous post-secondary education and training partners¹ a revised policy framework to guide the transformation of BC's post-secondary education and skills training systems to align with the *Declaration on the Rights of Indigenous Peoples Act* and the Truth and Reconciliation Commission of Canada's Calls to Action. This work includes:
 - Collaborating with Indigenous partners to advance government support for Indigenous-controlled post-secondary institutions, including access to resources and ongoing core and capacity funding;
 - Supporting post-secondary institutions to be more culturally relevant and responsive to the needs of First Nations, Métis and Inuit learners and

¹ The Indigenous Post-Secondary Education and Training Partners includes: FNEESC, IAHLA, MNBC, BCATEAM, BC Colleges, BC Association of Institutes and Universities, Research Universities Council of British Columbia, Association of BC Deans of Education, Ministries of Education, Indigenous Relations and Reconciliation, Advanced Education and Skills Training, Service Canada and Indigenous Services Canada.

communities, including expanding the Aboriginal Service Plan program to all 25 public post-secondary institutions, continuing to implement the Calls to Action of the Truth and Reconciliation Commission and the United Nations Declaration on the Rights of Indigenous Peoples, and working to ensure that Indigenous learners have access to student housing that is safe, inclusive, and enables them to thrive personally, academically, and culturally;

- Supporting revitalization and cultural preservation of BC Indigenous languages; and
- Co-developing and implementing measures to increase the number of Indigenous teachers in the K-12 system.

Performance Measure(s)	2021/22 Forecast	2022/23 Target	2023/24 Target	2024/25 Target
3.1 With First Nations and Metis and Indigenous partners, to co-develop and implement an updated Indigenous Post-Secondary Education and Training Policy Framework ¹	Launch Revised Policy Framework	Framework Implementation –Establish Baseline	Measures TBD	Measures TBD

Data source: Post-Secondary Policy and Programs Division Responsible for Learner Supports, Ministry of Advanced Education and Skills Training.

Linking Performance Measure to Objective

The ministry is engaging Indigenous, post-secondary and skills training partners on a draft comprehensive strategy that implements the United Nations Declaration on the Rights of Indigenous Peoples and responds to the Truth and Reconciliation Commission’s Calls to Action. The ministry will continue to engage and collaborate with Indigenous communities and partners to meet the needs of Indigenous learners with equitable and responsive post-secondary education and training opportunities. This work will also align with the BC Tripartite Post-Secondary Education Model that First Nations are developing.

Discussion

The [ministry’s 2021/22 service plan](#) reported on overall credentials awarded to Indigenous students in the public post-secondary system. This will continue to be reported under the [Accountability Framework](#). As indicated in previous plans and outlined in this new measure, the ministry is co-developing a revised policy framework with First Nations, Métis and Indigenous post-secondary education and training partners. A pivotal part of these collaborative efforts includes co-developing the associated performance measure and baselines to assess progress toward this objective.

Objective 3.2: Support accessible and responsive skills training and post-secondary education programs for Indigenous learners and communities

Key Strategies

- Co-develop approaches to the delivery of in-community Indigenous skills training and post-secondary education programs (including adult basic education) that are flexible, community-led, equitable, responsive, and accessible for Indigenous learners and communities.
- Advance Indigenous self-determination by supporting Indigenous communities to deliver skills training and post-secondary education programs in their communities to assist more Indigenous people to upgrade their skills and access education and employment opportunities.
- Ensure skills training and employment programs are culturally safe and responsive to the needs of Indigenous people and address barriers to participation.
- Enhance working relationships with Indigenous partners, utilize partners' networks to expand programming reach, resulting in more communities served and supporting capacity in communities for skills training and employment.

Performance Measure(s)	2019/20 Baseline	2021/22 Forecast	2022/23 Target	2023/24 Target	2024/25 Target
3.2 Number of First Nations communities, Métis Chartered Communities, and Aboriginal Friendship Centres accessing training ¹	190 (actual)	56 ²	226	237	257

Data source: Workforce Innovation and Division Responsible for Skills Training, Ministry of Advanced Education and Skills Training.

¹These numbers represent the total number of discrete communities served. In some instances, communities may have been funded multiple times.

²The cumulative impacts of the pandemic, wildfires, and flooding has resulted in a lower forecast for 2021/22.

Linking Performance Measure to Objective

The ministry is committed to the co-development of distinction-based approaches to the delivery of community-based skills training and post-secondary programming. This collaboration will support improved socioeconomic outcomes and help unlock the economic potential of lasting meaningful reconciliation with Indigenous peoples. Working with First Nations communities, Métis Chartered Communities and Aboriginal Friendship Centres across the province, the ministry supports Indigenous people to access post-secondary education and skills training in their communities and closer to home. In the context of Indigenous skills training and education programs, funding is provided to First Nations communities (total of 203 in BC), BC Métis Chartered Communities (total of 39 in BC) or Aboriginal Friendship Centres (total of 25 in BC). The ministry plans to support access to skills training and education programming to all of the above.

Discussion

To support the shifting priorities in Indigenous communities over the past year, the 2021/22 forecast for Indigenous communities' skills training and education has been reduced to reflect the reduced capacity to deliver the programs. Priorities taking precedence include the cumulative impacts of the Covid-19 pandemic, significant wildfire season, and unprecedented flooding.

Working with partner organizations and communities as part of B.C.'s economic recovery, the Ministry anticipates higher levels of community-based skills training and education in 2022/23 and beyond.

Financial Summary

Core Business Area	2021/22 Restated Estimates ¹	2022/23 Estimates	2023/24 Plan	2024/25 Plan
Operating Expenses (\$000)				
Educational Institutions and Organizations	2,365,919	2,395,535	2,379,762	2,380,205
Student Services Programs	72,074	72,074	72,074	72,074
Private Training Institutions	1	1	1	1
Workforce Development and Skills Training ²	16,873	17,351	17,311	17,311
Transfers to Crown Corporations and Agencies	98,877	104,476	105,023	105,023
Executive and Support Services	23,197	23,251	23,020	23,020
Total	2,576,941	2,612,688	2,597,191	2,597,634
Ministry Capital Expenditures (Consolidated Revenue Fund) (\$000)				
Executive and Support Services	504	504	504	504
Total	504	504	504	504
Capital Plan (\$000)				
Educational Institutions and Organizations - Post-Secondary Institutions	498,391	547,521	647,163	666,221
Total	498,391	547,521	647,163	666,221

¹ For comparative purposes, amounts shown for 2021/22 have been restated to be consistent with the presentation of the 2022/23 Estimates.

* Further information on program funding and vote recoveries is available in the [Estimates and Supplement to the Estimates](#).

² The Workforce Development and Skills Training (WDST) sub-vote budget is expressed net of Federal funding received under the Workforce Development Agreement (WDA) and Labour Market Development Agreement (LMDA).

Public Post-Secondary Institutions Resource Summary

Public Post-Secondary Institutions	2021/22 Forecast	2022/23 Budget	2023/24 Plan	2024/25 Plan
Combined Income Statement (\$000)				
Total Revenue	7,556,163	7,777,768	8,073,816	8,300,812
Total Expense	7,324,081	7,682,048	7,973,713	8,202,903
Operating Results	232,082	95,720	100,103	97,909
Gain (Loss) on sale of capital assets (if applicable)	0,000	0,000	0,000	0,000
Annual Surplus (Deficit)	232,082	95,720	100,103	97,909

Capital Expenditures

Major Capital Projects (over \$50 million)	Targeted Year of Completion	Project Cost to Dec 31, 2021 (\$m)	Estimated Cost to Complete (\$m)	Approved Anticipated Total Cost (\$m)
Simon Fraser University Sustainable Energy and Environmental Engineering Building	2019	125	1	126
<p>Construction of a five-storey, 15,238 square metre Sustainable Energy Engineering Building at Simon Fraser University's Surrey campus. The project accommodates the University's new Energy Systems Engineering program and existing graduate Mechatronics students and allows the University to expand its research in the energy, hydrogen, and electricity sectors.</p> <p>Construction began in Summer 2016 and completed in Early 2019. Assets have been put into service and only trailing costs remain.</p>				
British Columbia Institute of Technology Health Sciences Centre for Advanced Simulation	2022	61	27	88
<p>Construction of a four-storey 10,355 square metre simulation lab building at British Columbia Institute of Technology's Burnaby Campus. The project will enable British Columbia Institute of Technology to provide simulation-based training for their nursing, health sciences and technology programs.</p> <p>Construction began in Fall 2019 with completion expected by March 2022.</p>				
Simon Fraser University Student Housing	2022	49	55	104
<p>Construction of a new student housing building (386 student housing beds, 30 short term and 2 residence assistant / faculty-in-residence apartments) and renovation and expand the dining commons (800 seat capacity).</p> <p>Construction began in Summer 2019 and is expected to reach occupancy in Fall 2022.</p>				

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Okanagan College Student Housing	2023	0	68	68
<p>Construction of 376 student housing beds across the Kelowna, Salmon Arm and Vernon campuses of Okanagan College.</p> <p>Construction is scheduled to start in Spring 2022 with completion expected by Fall 2023.</p>				
University of Victoria Student Housing	2023	102	127	229
<p>Demolition of the existing Emily Carr Hall, Margaret Newton Hall, and Cadboro Commons to construct two new buildings that include 782 (621 net new) student housing beds, 600 seat dining hall and multi-purpose space. The project is targeting Passive House certification.</p> <p>Construction began in Early 2020 and is expected to achieve occupancy in Fall 2023.</p>				
University of Victoria Engineering & Computer Science Building Expansion	2024	3	87	90
<p>Expansion of the Engineering and Computer Science Building and construction of a stand-alone High-bay lab building.</p> <p>Construction is expected to begin in Summer 2022 with completion expected by Fall 2024.</p>				
British Columbia Institute of Technology Student Housing	2024	2	112	114
<p>Construction of a 469-bed student housing building at British Columbia Institute of Technology's Burnaby Campus.</p> <p>Construction is expected to begin in fall 2022 with completion expected by Fall 2024.</p>				
British Columbia Institute of Technology Trades and Technology Complex	2027	0	163	163
<p>The BCIT Trades & Technology Complex comprises a series of phased projects that will replace and modernize existing functionally inadequate buildings and enhance and expand the Institute's Trades and Technology teaching space. This project will include demolition of space and the construction of a replacement facilities located in the South Campus.</p> <p>Construction is expected to begin in Fall 2022 with completion expected by Fall 2027.</p>				

Significant IT Projects (over \$20 million in total)	Targeted Year of Completion	Project Cost to Dec 31, 2021 (\$m)	Estimated Cost to Complete (\$m)	Approved Anticipated Total Cost (\$m)
Modernizing StudentAidBC	2024	12.7	3.2	15.9
<p>Modernizing StudentAidBC is a multi-year, multi-phased initiative to improve the digital tools, information systems and internal processes, to enhance the experience of financial aid services to students.</p> <p>The current capital investment in the project is \$15.85 million culminating in fiscal year 2023/24.</p> <p>In 2021/22 the project:</p> <ul style="list-style-type: none"> • Partnered with BC Developers Exchange Lab to leverage technical skills and accelerate delivery. • Readied the policy and business rules for the full time and part-time student financial assistance programs, in addition to supporting other funding programs. • Completed technical architecture, conducted user research and stakeholder consultation, and initiated digitization of full time and part time applications. <p>In response to recent legislative changes to the Freedom of Information and Protection of Privacy Act (FOIPPA), the Ministry has engaged with the Office of the Chief Information Officer to move the project from an on-premises to a cloud-based solution. It is anticipated that this shift in the project’s deployment will result in a more efficient and cost-effective total cost of ownership and avoid increased costs of on-premises IT infrastructure and future transition costs.</p>				

Appendix A: Agencies, Boards, Commissions and Tribunals

As of January 2022, the Minister of Advanced Education and Skills Training is responsible and accountable for the following:

[BC Council on Admissions and Transfer](#)

BCCAT has a key coordinating role in facilitating communication and co-operation among post-secondary institutions and in ensuring a well-articulated system of academic course equivalency and academic credit transfer between and among institutions in British Columbia.

[BCcampus](#)

BCcampus provides teaching, learning, educational technology, and open education resources and supports to British Columbia post-secondary institutions.

[BC Council for International Education](#)

BCCIE is a provincial crown corporation that supports the internationalization efforts of BC's public and independent K-12 schools, public and private colleges and universities and language schools. It promotes international education in and for BC., enhancing BC's international reputation for quality education and supporting the international education activities of the provincial government.

[BC Electronic Library Network](#)

BC ELN's purpose is to develop and support system-wide mechanisms that allow post-secondary libraries to meet the expanding information needs of learners, educators, and researchers at the lowest possible cost.

[BC Registered Music Teachers Association](#)

BCRMTA is a non-profit association. The objects of the Association are to raise the standard of the profession, the promotion of the art of music teaching and the maintenance of the honour and interests of the music teaching profession.

[BC Society of Landscape Architects](#)

The British Columbia Society of Landscape Architects Board of Examiners sets and administers the examination necessary for the registration of members in the BC Society of Landscape Architects and reviews all applicants' qualifications to determine acceptability.

[Chartered Professional Accountants of British Columbia](#)

CPABC is the training, governing, and regulatory body for over 36,000 CPA members and 5,000 CPA students and candidates. CPABC carries out its primary mission to protect the public by enforcing the highest professional and ethical standards and contributing to the advancement of public policy.

[Degree Quality Assessment Board](#)

The Degree Quality Assessment Board is an independent advisory board that ensures legislated quality assurance requirements are met for post-secondary education in BC.

[Industry Training Authority](#)

The ITA is established under the *Industry Training Authority Act*, to oversee implementation of BC's new industry training system and to ensure that it is effective, efficient and meets the needs of employers and trainees.

[StudentAid BC Appeal Committee](#)

The Committee reconsiders appeals at the request of StudentAidBC applicants or borrowers. It provides feedback, when requested, to StudentAidBC on proposed changes to key case review processes.