

Ministry of Post-Secondary Education and Future Skills

2023/24 – 2025/26 Service Plan

February 2023



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Minister's Accountability Statement



The Ministry of Post-Secondary Education and Future Skills 2023/24 – 2025/26 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, appearing to read 'S. Robinson'.

Honourable Selina Robinson
Minister of Post-Secondary Education and Future Skills
February 16, 2023

Minister of State's Accountability Statement



I am the Minister of State for Workforce Development and under the *Balanced Budget and Ministerial Accountability Act*, I am accountable for achieving the following results for 2023/24:

- Work with the Minister of Post-Secondary Education and Future Skills and the Office of the Superintendent for Professional Governance to enhance recognition of foreign credential standards to quickly remove barriers and ensure that new international arrivals can find employment sooner in their field of training;
- Work to advance the expansion of clear, faster career paths for skilled immigrants;
- Work to assess resources for the evaluation of skilled immigrants' credentials, including the Credential Assessment Improvement Fund; and undertake improvements as needed;
- Continue to engage with non-profit organizations, new international arrivals, and community leaders to identify issues and barriers preventing internationally trained workers from working in their fields to the full extent of their abilities, and support the Minister of Post-Secondary Education and Future Skills to address those issues;
- Support the Minister of Municipal Affairs to improve the range of services and supports for new international arrivals; and
- Submit to Cabinet a report on these results on or before March 31, 2024.

A stylized, handwritten signature in black ink, consisting of a large, sweeping initial 'A' followed by a series of connected loops and a long horizontal tail.

Honourable Andrew Mercier
Minister of State for Workforce Development
February 16, 2023

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Strategic Direction

In 2023/24, the Government of British Columbia will continue our work to make life better for people in B.C., improve the services we all rely on, and ensure a sustainable province for future generations. Government will focus on building a secure, clean, and fair economy, and a province where everyone can find a good home – whether in a rural area, in a city, or in an Indigenous community. B.C. will continue working toward true and meaningful reconciliation by supporting opportunities for Indigenous Peoples to be full partners in an inclusive and sustainable province. The policies, programs and projects developed over the course of this service plan period will focus on results that people can see and feel in four key areas: attainable and affordable housing, strengthened health care, safer communities, and a secure, clean and fair economy that can withstand global economic headwinds.

This 2023/24 service plan outlines how the Ministry of Post-Secondary Education and Future Skills will support the government's priorities and selected action items identified in the [December 2022 Minister's Mandate Letter](#) and [Minister of State for Workforce Development's Mandate Letter](#).

Purpose of the Ministry

The Ministry of Post-Secondary Education and Future Skills 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, the resilience of our post-secondary education and skills training system, and to ensure employers can access the talent they need and our skilled workforce continues to grow.

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

The ministry is committed to lasting and meaningful partnerships with Indigenous peoples in B.C. as they move towards self-determination. This commitment is in accordance with British Columbia's ongoing reconciliation and recognition commitments as reflected in the *Declaration on the Rights of Indigenous Peoples Act*.

To support inclusive and affordable access, the ministry provides targeted supports and programs for Indigenous people as well as for underrepresented groups, such as former youth in care, 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](#).

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

To prepare British Columbians for careers and high opportunity occupations, we work with post-secondary partners, employers, industry, social service providers, First Nations, Métis Nation BC, and other Indigenous organizations throughout B.C. to align and deliver relevant education and training programs and services. The ministry also provides digital information, tools and resources through [WorkBC.ca](#), including the [BC Labour Market Outlook](#), so British Columbians can make informed decisions about their career planning and skills training opportunities and employers from across the province can prepare for labour market changes.

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

Operating Environment

The COVID-19 pandemic caused rapid and dramatic impacts to employment across B.C. It also influenced widespread acceleration of technological adoption. British Columbia, like many other jurisdictions across Canada as well as globally, is experiencing an historic shift to a supply-driven labour market, one in which there are more jobs than workers. This shift has been predicted for many years, but has been accelerated by the pandemic and is forecast to continue for at least ten years. B.C.'s workforce and workplaces continue to be shaped and challenged by the unprecedented rapid pace of technological, climate, and shifting demographic and global changes.

Our education and training system and our skilled workforce are the foundation for an innovative, sustainable, and inclusive economy. As we move into the future the proportion of jobs requiring education beyond high school will continue to grow. Nearly 80% of forecasted job openings over the next 10 years will require some level of post-secondary education or skills training. Investing in the skills and talents of people in British Columbia is at the heart of our government's plan for a stronger B.C.

It will take an all of government approach to attract and retain workers by investing in people, solving the problems employers are facing today while providing more opportunities to train for the jobs of the future. The government is making a generational commitment to make education and skills training more affordable and accessible, so that people – whether they live in a rural area, in a city, or in an Indigenous community – can obtain the skills they need to work and thrive here in B.C.

Economic Statement

B.C.'s economy has been resilient to pandemic, geopolitical and climate-related disruptions. However, higher interest rates are expected to weigh on the economy in the coming years. Following a rapid recovery from the economic impacts of the COVID-19 pandemic, high

inflation led to successive interest rate increases from the Bank of Canada in 2022. The impact of higher interest rates has been evident in housing markets and there is uncertainty over its transmission to the rest of the economy in B.C. and among our trading partners. B.C. is heading into this challenging period in relatively strong position, with a low unemployment rate. The Economic Forecast Council (EFC) estimates that B.C. real GDP expanded by 3.0 per cent in 2022 and expects growth of 0.5 per cent in 2023 and 1.6 per cent in 2024. Meanwhile for Canada, the EFC estimates growth of 3.4 per cent in 2022 and projects national real GDP growth of 0.5 per cent in 2023 and 1.5 per cent in 2024. As such, B.C.'s economic growth is expected to be broadly in line with the national average in the coming years. The risks to B.C.'s economic outlook center around interest rates and inflation, such as the risk of further inflationary supply chain disruptions, the potential for more interest rate increases than expected, and uncertainty around the depth and timing of the impact on housing markets. Further risks include ongoing uncertainty regarding global trade policies, the emergence of further COVID-19 variants of concern and lower commodity prices.

Performance Planning

Goal 1: British Columbia's workforce has access to post-secondary education and training to respond to the urgent need for more and new skills

This goal reflects government's commitment to helping with increasing costs by making life more affordable and enhancing the services British Columbians depend on. Accessible and inclusive post-secondary education and skills training that equips British Columbia's workforce for good paying jobs provides numerous benefits and is critical to an economy that works for everyone.

Objective 1.1: Provide more affordable access to skills training and post-secondary education

Making post-secondary education and skills training more affordable and accessible is a priority for the ministry. As the value of post-secondary education continues to increase along with the growing demand for a well-educated, highly-skilled workforce, affordable access to post-secondary education and skills training will be fundamental to ensuring B.C.'s workforce can keep pace.

Key Strategies

- Continue to provide and find opportunities to improve access to affordable training for in-demand jobs and build the highly skilled workforce needed for B.C.'s sustainable economic growth.
- Continue to reduce financial barriers to post-secondary education by providing a range of student financial assistance programs, including the BC Access Grant.
- Expand the Tuition Waiver Program to all former youth in care, regardless of age.
- Improve student access to affordable housing by working with public post-secondary institutions to continue to build more student housing units as part of [Homes for BC Plan](#).
- Continue to provide tuition-free adult basic education and English language learning, and explore new pathways so that learners can pursue further education leading to sustainable employment.

Objective 1.2: Build an inclusive workforce by bringing more people into the workforce who have historically been left behind

Breaking down barriers to get more people into the workforce is a priority for the ministry. To ensure all British Columbians are equipped to participate in our rapidly changing economy

and that our workforce can meet labour market demands, education and training will need to be more inclusive to support a more diverse and well represented skilled workforce.

Key Strategies

- Work with SkilledTradesBC and our post-secondary education and skills training partners to continue to build a trades training system that is welcoming and inclusive of Indigenous peoples as well as women, youth, and underrepresented groups so they can achieve certification and access good-paying jobs in the trades.
- Work to reduce barriers and support career paths for skilled immigrants and services that give immigrants and refugees a strong start.
- Strengthen resources for the evaluation of skilled immigrants' credentials, including the Credential Assessment Improvement Fund.
- Under the Canada-B.C. Workforce Development Agreement (WDA), invest in skills training and employment programs to help people attach or reattach to the labour market, or increase their skills for better opportunities.
- Partner with communities, sectors, employers, First Nations, Métis Nation BC, and Indigenous organizations to deliver flexible and responsive workforce development programs that respond to urgent, immediate labour and skills needs as well as prepare for labour market shifts and jobs of the future.

Discussion

The objectives in this year's Service Plan have been updated and reordered to align with the ministry's current strategic direction, the current [Minister's Mandate Letter](#), and the [Mandate letter for the Minister of State for Workforce Development](#). The objectives for Goal 1 have been grouped to highlight the ministry's commitment to breaking down barriers so more British Columbians can access post-secondary education and training.

The ministry works with our post-secondary education and skills training partners, stakeholder groups, [SkilledTradesBC](#), and across government to ensure post-secondary education and skills training programs, services and supports are more affordable and accessible. In addition to the performance measures in this Plan the ministry will also continue to monitor progress through the [Accountability Framework](#), which is a set of planning and reporting processes for British Columbia's public post-secondary education system.

Performance Measures

Performance Measure	2021/22 Actual	2023/24 Target	2024/25 Target	2025/26 Target
[1 a] Post-Secondary costs are manageable and in line with household incomes				
Undergraduate tuition and fees as a percent of median household income ¹	7.0%	<7.7%	<7.7%	<7.7%
Average percent of income recent grads used to repay education-related debt				
Diploma, Associate Degree & Certificate Students	4.0%	<8.0%	<8.0%	<8.0%
Baccalaureate Graduates	5.9%	<8.0%	<8.0%	<8.0%

Data source: Statistics Canada and BC Student Outcomes Surveys, 2021¹

¹Efforts 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 +/- 0.9% and 1% (19 times out of 20). 2022 survey results will be available in the Spring of 2023 and will be reported in the 2022/23 Annual Service Plan Report.

Discussion

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. Measures and targets from the [Accountability Framework](#) are reviewed within an established performance measurement review cycle.

Undergraduate tuition and fees as a percent of median household income results 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. Average percent of income recent grads used to repay education-related debt results are based on an annual survey of public post-secondary students eight months to two years after they complete their programs. Targets have been established in alignment with nationwide benchmarks for loan affordability in student financial aid literature.

Performance Measure	2019/20 Baseline	2022/23 Forecast	2023/24 Target	2024/25 Target	2025/26 Target
[1b] The percentage of individuals employed or in further education and training three months after completing a WDA skills training program	67%	69% ¹	>70%	>70%	>70%

Data source: BC WDA 3-month Participant Outcomes Survey, Workforce Development and Skills Training Division, Ministry of Post-Secondary Education and Future Skills.

¹ 2022/23 Forecast is based on survey results from February and March 2022.

Discussion

This measure represents the ministry’s commitment to empower British Columbians and prepare them to participate in the labour force. This measure tracks the success of the ministry’s WDA skills training programs in moving British Columbians who are unemployed, along the employment continuum by measuring outcomes three months after completing a program by measuring the number of participants that became employed or moved on to further education and training.

This outcome measure does not include people who participated in the B.C. Employer Training Grant who were mostly employed before and during training. By excluding these participants, the measure focuses on people who are unemployed, the majority of whom face increased systemic barriers. This includes First Nations, Métis and Inuit, as well as immigrants, people with disabilities, visible minorities, and youth-at-risk.

Goal 2: British Columbia’s workforce is built for change with responsive and innovative post-secondary education and training

This goal reflects Government’s commitment to building a strong, secure, and sustainable economy that works for everyone. The ministry works with partners to ensure post-secondary education and skills training programs, services and supports are responsive, relevant and aligned with the labour market and career opportunities.

Objective 2.1: Support a more responsive and relevant post-secondary and skills training system

A responsive and relevant post-secondary education and skills training system is a priority of the ministry, helping workers acquire new skills to meet evolving occupational requirements and labour market demands.

Key Strategies

- Continue to work with SkilledTradesBC 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.
- Continue to advance work to launch B.C.'s new medical school.
- Continue to expand micro-credentials across B.C.'s post-secondary education sector to create opportunities for British Columbians to quickly increase their skills and re-skill.
- Implement B.C.'s International Education Framework to ensure B.C. offers quality international education and that international students have a positive experience and are protected.
- Advance work on a Traditional Chinese Medicine degree program in the province.

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

Ensuring all British Columbians are connected to current and future labour market opportunities by providing accurate, high-quality information on post-secondary education, skills training and workforce development opportunities is a priority of the ministry.

Key Strategies

- Connect all British Columbians to information on high-opportunity occupations through innovative tools on [WorkBC.ca](https://www.workbc.ca), and provide future labour market trends through the annual [BC Labour Market Outlook](#).
- Help all learners make informed decisions about post-secondary education and career opportunities, and to search and apply for public post-secondary education in B.C. using [EducationPlannerBC.ca](https://www.educationplannerbc.ca).
- Develop an integrated digital services hub 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 that raise awareness of education, training, and career opportunities, including information tailored for Indigenous learners.

Discussion

The objectives for Goal 2 have been grouped to highlight the ministry's commitment to an innovative, collaborative, high-quality post-secondary and skills training system that is relevant and responds to the changing needs of learners, employers and industry. The ministry works with our post-secondary education and skills training partners, stakeholder groups,

[SkilledTradesBC](#) and the [British Columbia Council for International Education](#) to ensure post-secondary education and skills training programs, services and supports are responsive, relevant and aligned with the labour market and career opportunities. In addition to the performance measures the ministry will continue to monitor success through the [Accountability Framework](#).

Performance Measures

Performance Measure	2021 Actual	2022 Target	2023 Target	2024 Target	2025 Target
[2a] Graduates reporting their knowledge and skills developed through post-secondary education are useful in their employment ¹	86.4%	≥ 90%	≥ 90%	≥ 90%	≥ 90%

Data source: BC Student Outcomes Surveys, 2021¹

¹Efforts 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). 2022 survey results will be available in the Spring of 2023 and will be reported in the 2022/23 Service Plan Report.

Discussion

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](#). Results 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.

Performance Measure	2020/21 Baseline	2022/23 Forecast	2023/24 Target	2024/25 Target	2025/26 Target
[2b] Number of online and in-person engagements with ministry-provided labour market, career planning and education information	6.43M	6.7M	Maintain or increase	Maintain or increase	Maintain or increase

Data source: labour market information, career planning resources and career opportunities, as well as information on education choices that are accessed through all available ministry sources, including the [EducationPlannerBC](#) website and [WorkBC.ca](#).

Discussion

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. People in need of reskilling or increasing their skills to find their place in the 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. This measure reports the 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 website. 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.

Goal 3: Advance reconciliation and self-determination with First Nations, Métis and Inuit in B.C. through post-secondary education and skills training

This goal reflects Government's commitment to the *Declaration on the Rights of Indigenous Peoples Act* (the Declaration Act). Meaningful reconciliation requires recognizing the rights of Indigenous Peoples to participate in joint decision-making regarding post-secondary education and skills training policies, programs, and services. These systemic shifts, supporting self-determination in the post-secondary education and training systems will help Indigenous learners and Indigenous Peoples access a range of culturally responsive and relevant programs that meet their priorities.

Objective 3.1: Implement the *Declaration on the Rights of Indigenous Peoples Act* and relevant components of the Action Plan

The objectives of the Declaration Act will guide government's work with Indigenous Peoples to advance reconciliation. Self-determined and culturally relevant post-secondary education and skills training are fundamental to meeting these commitments. This year's service plan underscores the ministry's ongoing commitment to reconciliation through the inclusion of Declaration Act Action Plan actions.

Initiatives will be undertaken collaboratively and co-developed with First Nations, Métis and Inuit as outlined in the *Interim Approach to Implement the Requirements of Section 3 of the Declaration Act*.

Key Strategies

- Collaborate with First Nation partners to co-develop legislation to recognize the integral role of First Nations-mandated post-secondary institutes as a pillar of B.C.'s post-secondary system.

- Working with First Nation, Métis and other Indigenous partners, take a distinctions-based approach to finalizing a post-secondary education and training Policy Framework that reflects the unique goals and objectives of First Nations, Métis and other Indigenous populations.
- Ensure all 25 public post-secondary institutions are co-developing plans with First Nations, Métis and other Indigenous partners under the reconceptualized Aboriginal Service Plan program, working to ensure that First Nations, Métis and Inuit play an integral role in public post-secondary institutions' decision-making.
- Strengthen the capacity of the Native Education College to provide culturally relevant post-secondary education opportunities for urban Indigenous learners.

Discussion

The Province acknowledges the importance of consultation and collaboration with First Nations on whose territory public post-secondary institutions are located. The Province is also working to apply a distinctions-based approach in its relationships and engagements with Indigenous Peoples as committed to in the Declaration Act Action Plan. A distinctions-based approach requires that the Province's relationships and engagements with First Nations, Métis, and Inuit may include different approaches or actions that result in different outcomes.

As reflected in the Action Plan, the Province recognizes that social and economic disparities exist in B.C. with particular impacts on Indigenous Peoples. Addressing these disparities while supporting the cultural distinctiveness of First Nations, Métis, and Inuit is fundamental to upholding the human rights of all Indigenous Peoples.

Objective 3.2: Co-develop approaches to the delivery of skills training and post-secondary education programs to meet the needs of Indigenous learners and communities

Building a better B.C. for everyone must be grounded in meaningful reconciliation. Equipping all British Columbians for the jobs of the future includes thoughtful co-development of the approach in consultation and cooperation with Indigenous partners to reflect Indigenous knowledge, values, and culture to ensure the distinct needs and priorities of First Nations, Métis and urban Indigenous communities are met.

Key Strategies

- Co-develop approaches (on a distinctions-basis) for the delivery of Indigenous post-secondary education and skills training programs.
- Continue to support First Nations, First Nations mandated institutes, Métis Nation BC and Indigenous partners to design and deliver Indigenous-led, community-based skills training and post-secondary education programs that meet their education and training priorities.

- Ensure skills training and post-secondary education programs are culturally safe, relevant and responsive to the needs of Indigenous peoples and address barriers to participation.

Discussion

The ministry is committed to the continued co-development of distinctions-based approaches to the delivery of community-based skills training and post-secondary programming. Working with First Nations, Métis Nation BC and Indigenous partner organizations, the ministry supports Indigenous people to access post-secondary education and skills training, and related supports, in their communities. This collaboration supports improved community wellness and ensures self-determined economic, education and skills training priorities are met.

Performance Measures

The ministry is currently working with First Nations and Métis Nation BC to advance a number of key legislative, policy and program initiatives including those identified in the Declaration Act Action Plan. Part of this work involves reviewing existing policy and programs to ensure that the principles identified in the Declaration Act and Action Plan, including taking a distinctions-based approach are implemented. As this work is undertaken, the ministry will collaborate with First Nations and Métis Nation BC to identify performance measures that are meaningful and can demonstrate tangible progress over time. One example is that the ministry is reviewing current Indigenous skills training and post-secondary education programming to ensure funding is directed in a way that is evidence-informed, outcome-focused, and aligned with the Declaration Act Action Plan and the BC First Nations Tripartite PSE Model. As part of this review, the ministry will work with partners to determine appropriate measures of success and what outcomes should be measured and reported on.

Financial Summary

Core Business	2022/23 Restated Estimates¹	2023/24 Estimates	2024/25 Plan	2025/26 Plan
Operating Expenses (\$000)				
Educational Institutions and Organizations	2,395,535	2,518,465	2,563,764	2,585,666
Student Services Programs	73,474	75,901	75,945	75,938
Private Training Institutions	1	1	1	1
Workforce Development and Skills Training ²	17,351	40,310	39,225	39,225
Transfers to Crown Corporations and Agencies	104,476	106,285	106,522	106,522
Executive and Support Services	25,203	29,017	29,573	29,580
Total	2,616,040	2,769,979	2,815,030	2,836,932
Capital Expenditures (\$000)				
Executive and Support Services	504	504	504	504
Total	504	504	504	504
Capital Funding Vote (\$000)				
Educational Institutions and Organizations - Post-Secondary Institutions	547,521	818,635	969,997	848,074
Total	547,521	818,635	969,997	848,074

¹ For comparative purposes, amounts shown for 2022/23 have been restated to be consistent with the presentation of the 2023/24 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 Financial Summary

[Sector Name (e.g., School Districts)]	2022/23 Forecast	2023/24 Budget	2024/25 Plan	2025/26 Plan
Combined Income Statement (\$000)				
Total Revenue	7,821	8,065	8,322	8,559
Total Expense	7,648	7,943	8,190	8,420
Operating Results	173	122	132	139
Annual Surplus (Deficit)	173	122	132	139

Capital Expenditures

Major Capital Projects (over \$50 million)	Targeted Year of Completion	Project Cost to Dec 31, 2022 (\$m)	Estimated Cost to Complete (\$m)	Approved Anticipated Total Cost (\$m)
British Columbia Institute of Technology Health Sciences Centre for Advanced Simulation	2022	82	7	89
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. Construction began in Fall 2019 and completed in Spring 2022.				
British Columbia Institute of Technology Student Housing	2024	14	106	120
Construction of a 469-bed student housing building at British Columbia Institute of Technology's Burnaby Campus. Construction began in Fall 2022 with completion expected by Fall 2024.				
British Columbia Institute of Technology Trades and Technology Complex	2027	-	178	178
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. Construction is expected to begin in Early 2023 with completion by Winter 2027.				

Capilano University Student Housing	2024	3	55	58
New 6-storey, 362-bed wood frame Student Housing building with mass timber Dining Hall. Construction expected to begin in Spring 2023 with completion by Winter 2024.				
Douglas College Academic and Student Housing	2027	-	293	293
A newly constructed 19-storey concrete tower that combines 10 stories of Academic Space and 13 stories of Student Housing to create a living-learning community. Construction is expected to begin in Summer 2023, with completion in Summer 2026.				
North Island College Student Housing	2024	1	77	78
Construction of two new mass timber student housing buildings with a total of 217 beds. This includes a 4-storey mass timber single student building that will provide 157 beds and a 4-storey mass timber family building that will provide 60 beds. Construction began in Late 2022 with completion expected in Summer 2024.				
Okanagan College Student Housing	2024	5	70	75
Construction of 376 student housing beds across the Kelowna, Salmon Arm and Vernon campuses of Okanagan College. Construction began in Summer 2022 with completion expected by Spring 2024.				
Royal Roads Westshore Learning Centre	2024	24	76	100
New 8,904 square metre (m ²), 5-storey West Shore Learning Centre with 4 storeys of mass timber construction above a concrete first level and basement. Includes flexible classrooms, Indigenous spaces, Learning Commons, Innovation Space, academic and student support offices, and staff workspaces. Construction began in Summer 2022, with completion expected in Fall 2024.				
Simon Fraser University Student Housing	2023	110	2	112
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). Construction began in Summer 2019 with completion expected in early 2023.				

University of British Columbia School of Biomedical Engineering	2025	10	129	139
Construction of a 14,520 m ² facility to accommodate the School of Biomedical Engineering. Construction began in Summer 2022 with completed expected in early 2025.				
University of the Fraser Valley Student Housing	2024	-	75	75
Construction of a new six-storey, 398-bed hybrid mass timber student housing facility, with ground floor common areas and five floors of student housing. Construction is expected to begin in Early 2023 with completion by Fall 2024.				
University of Victoria Engineering & Computer Science Building Expansion	2024	5	85	90
Expansion of the Engineering and Computer Science Building and construction of a stand-alone High-bay lab building. Construction is expected to begin in Spring 2023 with completion by Fall 2024.				
University of Victoria Student Housing	2023	143	88	231
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. Construction began in early 2020 with completion Fall 2023.				
Vancouver Island University Student Housing and Dining	2025	-	88	88
266 beds in a new 9,547 m ² building with 7 storeys of mass timber construction above a two-storey concrete podium. Levels 1 & 2: 200-seat dining hall, study rooms, multi-purpose room, teaching kitchen, bike storage, shared laundry, Student Housing Offices. Levels 3 - 9: student housing, lounges & communal kitchens. Construction is expected to begin Spring 2023 with completion Summer 2025.				

Significant IT Projects (over \$20 million in total)	Targeted Year of Completion	Project Cost to Dec 31, 2022 (\$m)	Estimated Cost to Complete (\$m)	Approved Anticipated Total Cost (\$m)
Modernizing StudentAidBC	2024	13.8	2.1	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>In 2022/23 the project:</p> <ul style="list-style-type: none"> • Continued agile system build with expected phase one implementation in Fall 2023. Ongoing enhancements will be delivered incrementally after the initial implementation. • Initiated the Financial Risks and Controls Audit • Completed technical architecture, conducted user research and stakeholder consultation, and initiated digitization of full time and part time applications. <p>The current capital investment in the project is \$15.85 million culminating in fiscal year 2023/24.</p>				

Appendix A: Public Sector Organizations

As of February 2023, the Minister of Post-Secondary Education and Future Skills is responsible and accountable for the following organizations:

[Architectural Institute of BC](#)

The Architectural Institute of British Columbia (AIBC) is established under the Architects Act and is responsible for the regulation of the profession of architecture in British Columbia in the public interest. This mandate includes establishing standards for admission to the profession and enforcing standards of practice and professional conduct. AIBC has almost 5,000 registrants.

[Applied Science Technologists and Technicians of BC](#)

The Applied Science Technologists & Technicians of BC (ASTTBC) was formed under the Society Act in 1958 and incorporated under the Applied Science Technologists and Technicians Act in 1985. ASTTBC have over 7,700 registrants and regulates a large number of different designations, reflecting the broad scope of work of their registrants.

[Association of British Columbia Forest Professionals](#)

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.

[Association of Professional Engineers and Geoscientists of BC \(Engineers and Geoscientists BC\)](#)

Engineers and Geoscientists BC (EGBC) is the business name of the Association of Professional Engineers and Geoscientists of the Province of British Columbia. EGBC was first established under the Engineering Profession Act of 1920. In 1990 the professional regulator expanded to include geoscientists.

[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 Institute of Agrologists](#)

The British Columbia Institute of Agrologists (BCIA) was created in 1947 with the Agrologists Act, and currently has over 1,850 registrants. The practice of agrology includes many areas relating to natural resources and agriculture, including resource economics.

[BC Registered Music Teachers Association](#)

BCRMETA 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.

[College of Applied Biology \(College of Applied Biologists\)](#)

The College of Applied Biologists (CAB) was established in 2002 with the College of Applied Biology Act. They regulate professional biologists, and biology-related technologists and technicians. Information on their fields of practice is available on CAB's website. CAB currently has approximately 3,200 registered registrants.

[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 B.C.

[EducationPlannerBC](#)

EducationPlannerBC (EPBC) is mandated to connect students to post-secondary education opportunities and associated career paths by improving post-secondary planning and application services. Additionally, EPBC's mandate includes establishing and maintaining a

provincial data exchange hub to support the transition of BC students into post-secondary and between institutions within the B.C. post-secondary system.

[SkilledTradesBC \(formerly the Industry Training Authority\)](#)

SkilledTradesBC (STBC) was established in March 2004 as a Crown corporation under the Industry Training Authority Act (ITA Act) and replaced the Industry Training and Apprenticeship Commission (ITAC). The ITA Act was subsequently repealed and replaced with the Skilled Trades BC Act (STBC Act) in March 2022, to manage and support an industry training and apprenticeship system in B.C. and to ensure that the system meets the Province's need for skilled workers.

[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.

