

British Columbia Settlement and Adaptation Program (BCSAP)

Role Specific Occupational Competencies Project

FINAL REPORT

January 2010

Prepared for the Immigration and WelcomeBC Branch,
Ministry of Advanced Education and Labour Market Development
by, Diane L. Roberts HR Consulting Inc.



Introduction/Context

The Immigration and WelcomeBC Branch of the Ministry of Advanced Education and Labour Market Development (“the Ministry”) oversees the planning, funding, implementation and management of the BC Settlement and Adaptation Program (“BCSAP”).

The primary goal of BCSAP is to support the successful settlement and adaptation of new immigrants and refugees to BC.

BCSAP is delivered, (a) through funding contracts with third-party agencies providing essential settlement services throughout BC; and, (b) in five “streams” of service and service supports:

1. Information and Support Services, and Settlement Workers in Schools (SWIS)
2. Community Bridging Services
3. English Language Services for Adults (ELSA)
4. Information, Support & English Language Services for Multi-barriered Adults
5. Sectoral Support and Delivery Assistance

Background

Since the summer of 2006, when the BCSAP Joint Training Committee was first formed, a number of steps have been taken toward the development of the Training Initiatives Plan.

In order to improve the consistency of settlement service delivery in BC, a training framework (February 2007) and competency framework (August 2008) were created.

The framework recommended a coordinated, competency-based, in-service training and professional development approach for settlement service workers. It supported a process of staff development for improving the performance of workers, designed to strengthen their competencies while they are on the job.

The Occupational Competencies Framework (or common competency profile) was compiled in 2008 for staff providing services to immigrant and multicultural populations.

The primary purpose the 2008 occupational competency framework project was to identify the key competencies of staff¹ that were common to all BCSAP roles. Those competencies would “provide the foundation and priority focus for BCSAP training programs and guide the strategic planning for future training initiatives, including workshops and conferences.”

(Susan Simosko Associates, 2008)

¹ In all cases “staff” in this document means those who are working within the contracted service delivery system of BCSAP.

The final Occupational Competencies Framework was later condensed in the winter of 2009 so that questions on the common competencies (such as levels of competency needed for certain roles and training needs associated with the common competencies) could be asked on the BCSAP Training Needs Assessment Survey (August 2009).

Present

The Training Initiatives Plan (see Appendix C) was developed in the spring of 2009 and outlined key research projects in Phase 1. These projects include:

- **Training Audit** – a database cataloguing training and resources
- **Training Needs Assessment Survey** – a survey of the training needs of 1200+ BCSAP service providers
- **Career Development Practitioner Designation Project** – examined the relevance of the Career Management Association's designation for Career Practitioners
- **Role Specific Competencies Project**

The results of the BCSAP Training Needs Assessment Survey demonstrated that the common competencies were both valid, and relevant to the seven roles which were identified as being fundamental to the five streams of service delivery. Those being:

1. Management
2. Administrative Support
3. Volunteer Coordination
4. Childcare Provision
5. Settlement Support
6. Job Search & Career Planning
7. English Language Instruction

The goal of the 2009/2010 role specific competency project was to identify any additional role specific competencies that would need to be added to the common competency list in order to truly define the work of the various roles under BCSAP. The additional competencies, when combined with the thirty common competencies, would then create complete competency profiles for each of the seven roles.

Development and Organization of Committees

With the assistance of a three members of the BCSAP Training Committee (Timothy Welsh, Brenda Lohrenz and Jean McRae) acting as key resource people, the Ministry was able to draw on the expertise of staff from throughout the sector by having them participate on the committees. A detailed list of attendees is provided as Appendix A.

Overall Approach

A Terms of Reference (Appendix B) for the project was developed and consultants were solicited from the Qualified Vendors List and asked to submit proposals.

Once a consultant was retained, and briefed, a meeting schedule was developed. It provided the seven committees with eighteen different options for a set of 4 meetings scheduled two weeks apart. Each meeting was scheduled for an hour and a half. All of the time-slots were between November 25, 2009 and January 22, 2010. Meetings were scheduled as follows:

Meeting 1	November 25 to 27
Meeting 2	December 9 to 11
Meeting 3	January 6 to 8
Meeting 4	January 20 to 22

The following is an outline of what transpired at each of the meetings.

Week 1

All the committees² were introduced to the project:

1. Joni Rose provided an overview of the training plan and how the current project fit from a strategic perspective. She also discussed the confidential nature of the work.
2. She then led the members through the role-specific results of the BC Stats survey of the thirty common competencies. Again, confidentiality was discussed and all committee members were presented with a Confidentiality Agreement (see Appendix D) which was to be reviewed and signed.
3. The committees were informed of their task, i.e. to identify the additional competencies for the role they represented.
4. Each committee member was provided with a binder, prior to the first meeting. The contents included:
 - Role-specific competency examples (researched and compiled by BC Stats)
 - A copy of the Terms of Reference for the project
 - A copy of the Competency Dictionary (the thirty commons)

² Previous to the project start date, some members of the ELSA Net Assessment and Curriculum Committee reviewed competency documents and started discussions around competencies for service providers in the English Language Instruction role.

5. The committees were then provided with an overview of the process going forward by the consultant.
6. Members were asked to keep in mind the overarching question: *How does their work with immigrants differs from mainstream client work?* Any additional role-specific competencies that were developed also had to be articulated in a way that was specific to work with BCSAP clients (immigrant and refugee newcomers).
7. The first step in the process then began with the groups reviewing the thirty common competencies and identifying and/or discussing how they related to the role they represented and what competencies could be added to more specifically define their role. An open discussion, brainstorm, approach was taken and resulted in some very robust discussions about each of the particular roles.
8. The first meeting ended with the committee having a “homework” assignment, that being, to review the role-specific competency examples provided in the binders, and to make note of any competencies that they feel/believe should be added to the 30 common competencies.
9. Meeting notes of the discussions (feedback obtained from the committee) were taken at all meetings, and shared with all members after each session (send out by email attachment). The feedback was themed into clearly emerging categories that had potential to become competencies. Examples of how these competencies applied to the job were also collected.

Week 2

1. Discussion and review of the thirty common competencies continued in Week 2 meetings.
2. Committee members that “did their homework” and brought feedback from the research materials, presented it to the committee.
3. Meeting notes of the discussions were taken.
4. After the week 2 meetings, all meeting notes were converted into draft competency templates by the consultant, and distributed for discussion at Week 3 meetings.

Week 3

1. The competency templates were reviewed, discussed and edited. The primary task was to develop the competency statements and descriptions, then review them to ensure they:
 - Did not overlap with the thirty common competencies
 - Reflected work with immigrant and refugee newcomers vs. mainstream clients

- Were written in plain language
- Fairly represented the opinions and input of all committee members

Week 4

1. The competency templates had their final review by the committees³ and further edits were made.

The Role-Specific Competency Dictionaries have been further reviewed and edited by both Joni Rose and the consultant and the now form part of this final report. See Appendix E.

Consultant's Observations & Comments

- A number of staff who participated in the process indicated that they felt there were a "large number" of competencies. Their primary concern being that it would be expected that they not only be proficient in the thirty common competencies, but the additional ones as well.
 - ✓ *A recommendation might be to preface future communications to the sector in a way that lets current staff know that it isn't expected they be currently proficient in all competencies for their role, hence the development of the training.*
- The topic "working with, or managing, culturally diverse teams of staff" has been addressed in multiple ways in both the common competencies, as well as the additional competencies created by some role committees, however, every committee brought up (in one form or another) that they believed the staff's own English language skills were, in some cases, seriously lacking (both verbally and in writing, but primarily, in writing).

This concern applied not only to a number of the common competencies, but was indicated to be a problem even with routine day to day tasks such as emails and other scenarios like team meetings.

The question was posed by committee members: Will training be provided to address English language skills of staff?

- ✓ *Primarily, I saw this as a recruitment issue at the organization level. Considering the contractual relationship that exists between the Ministry and the agencies involved, the issue may require further discussion within the Ministry.*
- Although the common competencies clearly address most communication scenarios, multiple groups identified the need to perform marketing, or marketing-like tasks. After a review of the common competencies, the committee members agreed that marketing

³ The Volunteer Coordination Role committee finished their template at the Week 3 meeting and did not require the Week 4 meeting.

(in the way they saw themselves doing it) was not addressed.

- ✓ *It has been added, with higher level wording, as a competency for the Management Role. From there it could be interpreted to be something that management delegates as there are different levels of marketing. It should be noted, however, that junior staff may require training in this area.*
- Event planning also came up and some saw it as similar to marketing. I believe the skill sets are different and therefore did not “roll them together.”
 - ✓ *Event planning is identified in the Settlement Support Role competencies.*

Conclusion

The committees were highly interactive. Those who participated did so with passion and enthusiasm. The role-specific competency templates developed by the committees will serve not only as a basis for training development, but could also be used for recruitment, performance management and, in some cases, business planning exercises.

Informal Feedback

The following are comments I received from committee members after reviews of final templates:

“I would like to thank you so much for handling the work of the committee in such a professional way as you did. You were excellent in ensuring a good flow of discussion while simultaneously crafting into “template” form all the thoughts, ideas, stories, etc. that the members contributed to the conversation. I particularly appreciate your checking with us every now and then how you have written a tentative statement to find out if it reflected consensus. Finally, I enjoyed your bubbly, warm personality that is so important in bringing together a group coming from different lifetimes, life skills, life experiences and lives as immigrants. I do not intend to submit any more suggestions within the day because the committee has done such a fine job!”

-Settlement Support Committee Member

“It is always difficult being in a discussion via teleconference but you made it much easier than it usually is! Your articulate way of communicating and ability to keep everyone going forward in the discussions was much appreciated. I thank you for all your effort and hard work.”

-Child Care Provision Committee Member

“It has been a great experience working on this committee. You have done an amazing job keeping everything and everyone on track.”

-English Language Instruction Committee Member

"I would like to take this opportunity to thank you for facilitating the wonderful discussions for Settlement Support sessions. I have enjoyed your professional, charismatic and yet with delightful personal touch style of facilitation. I look forward to working with you again in the future."

-Settlement Support Committee Member

"Thank, you! It was a pleasure working with you. I learned a lot from you, especially during the discussions. You were very poised, quiet and chose the right time to intervene. Very cleverly done. Good job. I must say I am a snob when it comes to making statements without foundation."

-Settlement Support Committee Member

...You were very respectful of the process, trying to ensure that our words were accurately recorded... Thanks for your work on this!

-Job Search & Career Planning Committee Member

"The Administration Competency Committee was a very productive committee. I found that every comment we made was captured in the templates. I am satisfied with the outcome. Thank you to the organizers."

-Administration Committee Member

"Thanks again for your support through this process, it went better (and much smoother) than I envisioned."

-Childcare Provision Committee Member

Appendix A - Committee Composition

Administration		
Christina Shore	ICA Victoria	Receptionist/Secretary
Barbie Wu	MOSAIC	Executive Assistant
Ella Fong	Vancouver School Board	Secretary, Settlement Workers in Schools
Helen Aqua	ISS of BC	Departmental Coordinator, Settlement Services
Childcare Provision		
Brenda Lohrenz	ELSA Net	Executive Director
Carmen Larsen	ELSA Net	Instructional Resource Coordinator
Jelena Jakovljevic	Language College – ELSA Child Care Centre	E.C.E. Supervisor
Lori DeWet	Inter-Cultural Association, Victoria	Childcare Coordinator
Rabinder Sandhu	Burnaby Family Life	ECE, Supervisor of ELSA Enhanced Childcare
Katalin Camara	Burnaby Family Life	Director of Operations, Services for Children and Families
Sue Luoma	Central Vancouver Island Multicultural Society, Nanaimo	Children's Program Coordinator
Alison Whitmore	Coquitlam Continuing Education	Childcare Coordinator
Julie Pariseau	Chilliwack Community Services	Childcare Coordinator
English Language Instruction		
Colleen Rogan	ELSA Net	Instructional Resource Coordinator
Carmen Larsen	ELSA Net	Instructional Resource Coordinator
Frances Foster	Inter-Cultural Association of Greater Victoria	ELSA Instructor
Todd Kitzler	Inter-Cultural Association of Greater Victoria	ELSA Head Instructor
Sheryl Jenner	Diversecity	ELSA Coordinator
Shelley MacDonald-lin	Burnaby English Language	Instructor/Curriculum Coordinator
Richard Sim	VCC	Department Head, ELSA Department
Lynn Simpson	MOSAIC/North Shore Multicultural Society	Team Leader, ELSA Program MOSAIC/NSMS
Stella Chung	SUCCESS	Program Manager, Language Training
Lisa Herrera	Immigrant Services Society of BC	Instructional Coordinator/Instructor
Nina Miller	MOSAIC	Manager, English Language Centres
Paula Mannington	ELSA Net	Instructor/Coordinator ELSA Blended Program
Settlement Support		
Dorla Harris	NSMS	Manager, Settlement Services
Sandra Pan	SWIS Maple Ridge & Pitt Meadows	Stream 1 Settlement Program Offices & Settlement Worker in Schools
Stella Chen	SWIS Coquitlam	Settlement Worker in Schools
Alex Charlton	SOS	Executive Director
Sadia Ramirez	MOSAIC	Manager, Settlement Program
Rommel Manikan	Vancouver School Board	Settlement Worker in Schools

Sophie Aubugeau	Agence Francophone pour l'Accueil des Immigrants	Project Coordinator
Tully Mtatiro	Lower Mainland Purpose Society	NYCP Coordinator
Jennifer Bricker	Central Vancouver Island Multicultural Society - Nanaimo	Immigrant Settlement Worker
Volunteer Coordination		
Doreen Rosvold	Immigrant Services, Kelowna Community Resources	Family Settlement Worker & Host Program Coordinator
Trilby McGaw	MOSAIC	Manager, Manager, FreeRunning and Volunteer Programs
Liza Wajong	Pacific Immigrant Resources Society	Volunteer Coordinator
Rosy Janze	North Shore Multicultural Society	Manager, Community Bridging Program
Aviva Shtull	VIRCS	Volunteer Coordinator
Job Search and Career Planning		
Carol Wutzke	Vernon & District Immigrant Services Society	Executive Director
Cherry Fernandez	SOICS/PDMS	Research & Program Development/Immigrant Employment Counsellor
Maria Ayala	RMCS	Labour Market Coordinator
Iris Solorzano	OPTIONS	Assistant Manager
Laurie Sing	ISS	Project Manager, Mentoring Connections
Inga Lewerentz	BELC	Head Instructor, ELSA for the Workplace
Management		
Jean McRae	ICA Victoria	Executive Director
Franca Zumpano	Burnaby School District	Program Coordinator, Adult ESL
Elizabeth Jones	North Shore Multicultural Society	Executive Director
Lois Eaton	SWIS Coquitlam	SWIS Coordinator and Principal of COL K-9 School District 43 (Coquitlam)

Appendix B – Terms of Reference

Terms of Reference – Role Specific Competency Project Committee

Revised November 9, 2009

Committee Purpose

In order to develop and identify training that is specific to employees working in seven roles within the BCSAP staff pool, role specific competencies need to be identified. The role specific competencies together with the common competencies (previously identified) complete the competency profiles for workers providing BCSAP services to immigrant clients.

Committee Make-up

A key resource person for each role will identify committee members that are content experts from the field and representatives from the sectoral support agencies.

1. Management of Immigrant Services (Executive Director/Director, Settlement Program Administrator/Manager/Coordinator) – Key Resource Person: Jean McRae
2. Administration support of Immigrant Services (Data Entry Clerk, Admin Assistant, Finance Clerk, Receptionist, Office Coordinator) – Key Resource Person: Jean McRae
3. Language Instruction (ELSA Instructor, ELSA Coordinator, ELSA Team Leader) – Key Resource Person: Brenda Lohrenz
4. Settlement Support (Info & Referral including Settlement Worker, SWIS) – Key Resource Person: Tim Welsh
5. Childcare Provision (ECE/Childcare Worker, Childcare Assistant) – Key Resource Person: Brenda Lohrenz
6. Volunteer Coordination (Volunteer Coordinator, Host/Buddy Program Coordinator/Staff)) – Key Resource Person: Tim Welsh
7. Job Search & Career Planning (Employment Counsellors, Career Practitioners, LM Focused Settlement Workers) - Key Resource Person: Tim Welsh

Committee members will provide a content advisory role to the consultant hired that will manage the project and the Provincial Training Coordinator that oversees the project direction. The expertise provided by committee members will ensure that the competency lists are written to reflect the work performed in the field.

The Process

#	Step	Responsibility	Deadline*
1	Gather existing competency lists for each role by conducting an international search.	The Office of the CIO will be hired to conduct this research for each group and will consult with the Key Resource Person for each committee to see if lists have been identified.	Sep 15
2	Identify what content from the lists gathered is relevant to the work performed by BCSAP staff. Identify additional competencies that are specific to working with immigrant clients (if the existing competency lists are for roles that are targeted to mainstream clients).	Consultant to organize up to 2, 1.5 hour meetings with the Committee Members to gather their feedback. Committee members to review lists gathered in research phase.	Nov 15-Dec 15

3	Draft a list of competencies that includes a definition of top proficiency for each competency. Format the list following the same template as the common competency summary.	Consultant to create initial draft for the first of 3, 1.5 hour meetings (may be less). Committee to provide feedback and come to a consensus on the wording of the final version.	Jan 2-15
4	Draft of Report	Consultant to submit draft of report including all 7 role competency profiles to Provincial Training Coordinator.	Jan 22
5	Final Report	Consultant to submit final report to Provincial Training Coordinator.	Jan 30
6	Final Report to BCSAP Training Committee	Provincial Training Coordinator to present final report to BCSAP Training Committee at Dec or Jan meeting.	Feb or Mar Meeting (depending on meeting schedule)

**the deadline dates and number of meetings are a guideline only. If existing lists can be found that only need slight modifications, the timeline may be substantially condensed for some committees.*

Time Commitments

- **Key Resource Person:** Identify committee members, sitting on committee (optional)
- **Committee Members:** Five (5), 1.5 hour meetings, every other week
- **Consultant:** 41 days from Nov 15 to Jan 30

Compensation

1. Release time or substitute costs will be covered by committee member's organization.
2. Participation via teleconferencing for members who live outside of the lower mainland will be encouraged.

Conflict of Interest

Members must avoid any conflict of interest that might impair or impugn the independence, integrity or impartiality of the committee. There must be no apprehension of bias, based on what a reasonable person might perceive.

Committee members whose organizations, associates or private companies that may be interested in applying for funding, as lead or consortium member (or subcontractor)*, in imminent or outstanding funding solicitation as a result of the BCSAP Training Initiatives Plan posted by the IWBC (e.g. RFI, RFQ, RFP) must disclose their conflict of interest and as soon as possible and consult with the Chair.

Members must also refrain from sharing information, documents or discussion results with possible proponents in upcoming public solicitation processes as a result of the BCSAP Training Initiatives. A confidentiality agreement must be signed and on file.

**There will be a procurement process (type of procurement TBD by the Ministry) to identify a lead proponent or lead consortium from a credential granting institution/organization. As the Ministry wants to encourage active sector involvement in the curriculum development, the lead contractor may hire subcontractors to provide services such as content expertise and/or instruction.*

I, _____ agree to participate as a member of the BCSAP Training Committee and abide by the terms stated in this document.

Signature: _____ Print Name: _____

Date: _____

Appendix C – Training Initiatives Plan & Project Flow



Immigration and WelcomeBC Branch

TRAINING INITIATIVES PLAN 2009-11

October 2009

BCSAP TRAINING COMMITTEE

The Immigration and WelcomeBC Branch in partnership with BCSAP Service Providers is committed to enhancing the skills and knowledge of staff providing settlement services to immigrants across the Province of British Columbia. The purpose of this document is to provide the historic timeline that demonstrates the progress to date towards this important commitment and outline the 2009-11 Training Initiatives Plan.

HISTORIC TIMELINE OF KEY EVENTS

Summer 2006	→ Formation of the BCSAP Training Committee
Winter 2007	→ CB Mercer and Associates hired to research and propose a training framework.
	→ The BCSAP Training Framework: Findings and Recommendations to Support In-Service Training and Professional Development with in BC's Settlement Sector was completed February 2007 (http://www.welcomebc.ca/en/service_providers/programs/settlement_program/training.html)
Fall 2007	→ Discussions on the scope and implications of the framework were held with employer representatives of BCSAP agencies
	→ Main concerns related to the rights and responsibilities of employers to manage the training of staff and budget considerations
	→ Formal endorsement was sought and received from the vast majority of BCSAP agencies by the fall of 2007
Spring 2008	→ Orientation to labour market focused service provision for stream 1 and 3
Fall 2008	→ Created a common competency profile for workers in the sector; Occupational Competencies Framework for Staff Providing Services to Immigrant and Multicultural Populations (http://www.welcomebc.ca/en/service_providers/programs/settlement_program/training.html)
Fall 2008	Funded several targeted training initiatives, including:
	→ An orientation program for Settlement Workers in Schools (SWIS) and new BCSAP Stream 1 staff
	→ ELSA Net Professional Development Day
Winter 2009	→ Training for ESL instructors on language benchmarking
	→ Hired Joni Rose as the BCSAP Provincial Training Coordinator to oversee the implementation of the training framework recommended by CB Mercer and Associates
Winter 2009	→ Created a training funding policy (Training Access Allotment) for BCSAP Service Providers to ensure equal access to existing competency building training for all workers hired by BCSAP Service Providers in the future
Spring 2009	→ Created the 2009-11 Training Initiatives Plan



WelcomeBC

Immigration and WelcomeBC Branch
Ministry of Advanced Education and Labour Market Development
www.WelcomeBC.ca

THE 2009-11 TRAINING INITIATIVES PLAN

The BCSAP Training Committee and the IWBC Provincial Training Coordinator have identified potential training development initiatives for the 2009/10 and 2010/11 contract years to be lead by the Provincial Training Coordinator:

PHASE 1 - Research

- ▶ Needs Assessment – a survey of front-line, supervisory and administrative staff to determine training gaps, demographics of workers, training barriers, priority of training needs and other factors to help prioritize training development and delivery planning.
- ▶ Training Audit – a catalogue of all training offered (internally by service providers and externally through educational institutions, organizations or government departments) that would be applicable for professional development of all BCSAP staff.
- ▶ Role Specific Competencies – the development of competency profiles for each role within the BCSAP service provision. Roles include:
 1. Language instruction
 2. Settlement support (information and referral)
 3. Childcare provision
 4. Volunteer coordination
 5. Job search and career planning
 6. Administration of immigrant services
 7. Management of immigrant Services
- ▶ Career Development Practitioner Designation project - examining the Career Management Association's designation process for career development practitioners and training needs of workers providing labour market services.

PHASE 2 - Development

- ▶ Web Resource Library – a section on the WelcomeBC website for Service Providers to access resources and information on training options.

- ▶ Curriculum Development – training that will provide a foundation in settlement theory and practice for new hires needing orientation training and existing staff requiring refreshers or additional training in key areas. Curriculum will be developed to provide training in common occupational competencies as well as role specific competency training. The results of the needs assessment and training audit will guide the development of the overall framework for the curriculum as well as the content, format and development priorities.

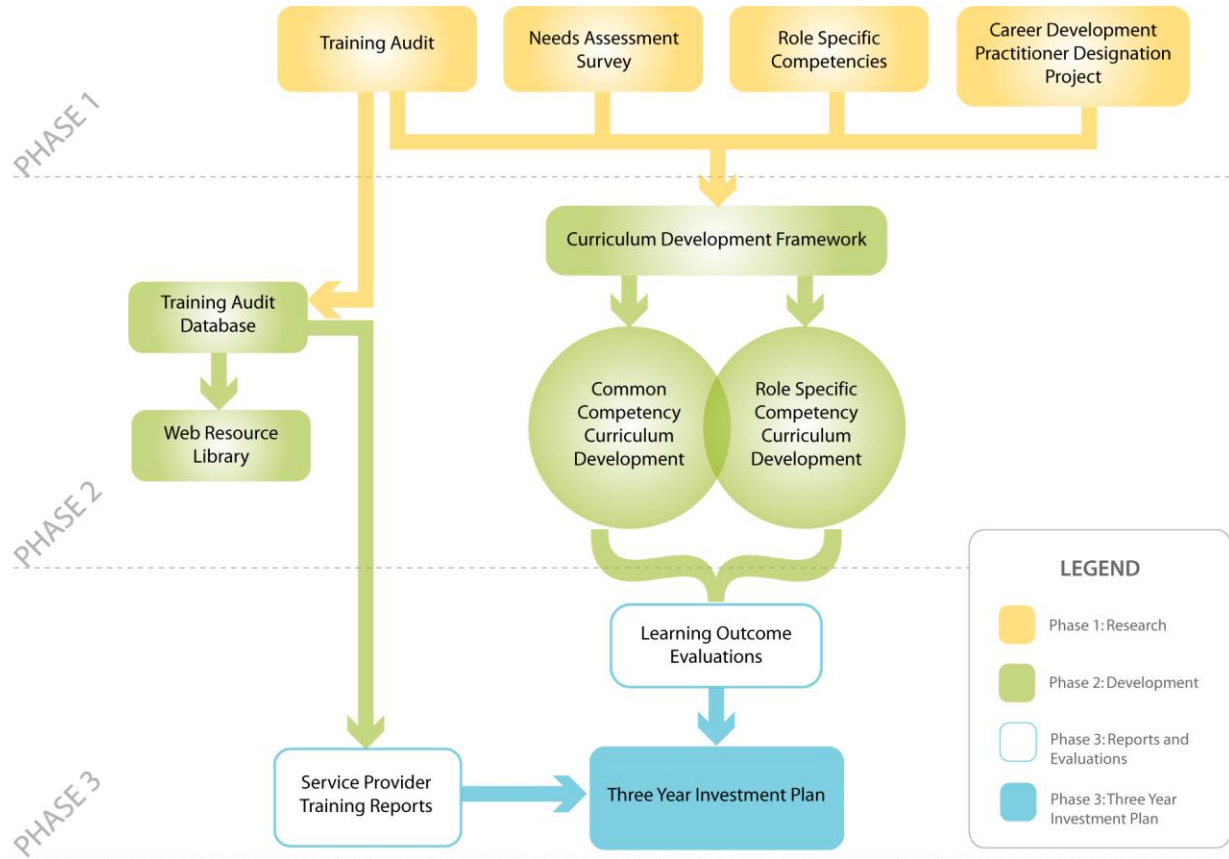
PHASE 3

- ▶ Three Year Training Investment Plan – a strategy for future training initiatives identified through the initial research and development phases. This will include an examination of needs of experienced workers, highly specialized training, competency benchmarking, learning management technology and recommendations for professionalization.

BCSAP Training Committee Members

Norah Boltin	Immigration and WelcomeBC Branch
Alison Dudley	Immigration and WelcomeBC Branch
Nina Miller	MOSAIC
Farah Kotadia	DiverseCity
Hilma LaBelle	South Okanagan Immigrant and Community Services
Jenny Lam	SUCCESS
Brenda Lohrenz	ELSA Net
Marcella Mancilla-Fuller	Collingwood Neighbourhood House
Wendy McCulloch	North Shore Multicultural Society
Jean McRae	ICA - Victoria
Kelly Pollack	Immigrant Employment Council, Vancouver Foundation
Joni Rose (Chair)	Immigration and WelcomeBC Branch
Timothy Welsh	AMSSA
Jerry Wu	Vancouver School Board (SWIS)

BCSAP TRAINING INITIATIVES PLAN > PROJECT FLOW



Appendix D – Confidentiality Agreement

BETWEEN:

HER MAJESTY THE QUEEN IN RIGHT OF THE PROVINCE OF BRITISH COLUMBIA, represented by the Ministry of Advanced Education and Labour Market Development (the “Province”)

AND:

(the “Committee Member”)

WHEREAS:

- A. The Committee Member and the Province have executed a “Terms of Reference” dated November, 2009 for the provision of the development and implementation of a coordinated settlement and language training strategy (the “Agreement”) under the terms of which the Committee Member to whom confidential information is disclosed is required to first execute a confidentiality agreement; and
- B. I, _____, am a Committee Member.

NOW THEREFORE THIS AGREEMENT WITNESSETH that in consideration of \$1.00 and other valuable consideration the receipt and sufficiency of which is acknowledged.

1. The Committee Member acknowledges, confirms and agrees that [s/he] will treat as confidential and will not release or disclose, either before or after the expiration or sooner or which comes to [his/her] knowledge as a result of the Committee except to the extent that such publication, release or disclosure is necessary to enable the Committee to fulfill its obligations under the “Terms of Reference”. Accordingly, the Committee Member covenants and agrees with the Province and the Committee that the Committee Member will not at any time during [his/her] committee term or thereafter:
 - I. divulge any such information to any person or authorize the disclosure of any such information, other than to the Committee Members who has signed a confidentiality agreement in this form; or
 - II. be, directly or indirectly, or cause permit any other person to use any such information except as required in order to provide the services described in the “Terms of Reference”.
2. The Committee Member further covenants and agrees that all documents including all copies and extracts of documents in the Committee Member’s possession or produced by [him/her] which in any way pertain to the “Terms of Reference” will be the exclusive property of the Province and will be delivered up to the Province as required by the Committee Member or as stipulated by the “Terms of Reference”.
3. I hereby affirm and represent to the Province and to the Committee that I am under no obligation to my present or any former employer (including self-employment) or to any other person which is in any way inconsistent with my obligations under this confidentiality agreement.

IN WITNESS WHEREOF I set my hand this _____ day of _____, 2009.

Witness

Committee Member

Appendix E – Role Specific Competency Dictionaries

See attachments.