Recognition of Learning and Skills (RLS): An Effective Quebec Organizational Model

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Presenters

- **Luc Savard**
  Coordinator, S.F.P.E.A., C.S. de la Capitale (CSC)

- **Roger Arsenault**
  Coordinator, Regional RLS Issue Table, National Capital Region

- **Andree Gauvin**
  RLS Guidance Counsellor, C.S.C
Presentation Objectives

- To identify the principles of recognizing learning and skills (RLS)
- To present an overview of the work carried out at the C.S.C.
- To identify future outlooks.
Presentation Plan

- History
- A few major principles of RLS
- Characteristics
- Service organization
Plan (Cont’d.)

- Funding parameters
- Process
- A few innovative projects
- Outlooks
- Discussion
History

- **Origin**
  - United States, back from Vietnam
  - 1975 Quebec C.S.É.,
  - 1982 Jean Commission
    RAE in C.S. and cegeps

- **1989 to 1991, modest beginnings at the C.E.C.Q.,**
  a few programs…

- **1992 to 1999, major launch, development**
  and partnerships (Emploi Québec, unions, etc.)
History (Cont’d.)

- 1999 to 2005, partnership offers with C.S.

- 2005, MELS takes steps to:
  - promote working cooperation and organization at the regional level
  - develop various ways of acquiring any lacking training
Definition

The RLS is the process through which a person can recognize the learning and skills acquired through work experience or training received in other institutions or otherwise. This recognition is done based on the content of a program leading to a vocational diploma (DEP) or an attestation of vocational specialization (AVS).
Major Principles

- The right to recognition of one’s learning and skills
- A person does not have to re-learn what he already knows
- Strict evaluation activities and adapted methods of evaluation
Characteristics

- Traditional approach
  - referential: table of specifications
  - frequent use of school tests
  - group of tests… therefore cumbersome
  - use of a portfolio

- Harmonized approach
  - referential: skills and parts of skills from selected areas
  - process and tools comparable with that of a professional or technical order
Characteristics (Cont’d.)

- Variety of adapted recognition conditions
- Potential application of a joint school-industry mechanism that meets RLS and professional development needs
C.S.C. Service Organization

- Structure and resources
  - centralized service
  - satellite services
  - team of professionals assigned to sectors to support client throughout the process
  - participation in MELS development work
Organization (Cont’d.)

- Inter-relationship between the C.F.P. and AEC
  - Service offering in more than 30 programs given at seven PT programs.
  - Content specialists designated by administrations are trained and supervised by the RLS Department
  - Referral of clients based on the identified need or step in the process (AEC, E.Q., etc.)
Partnerships and referrals between the C. S. and other organizations
- welcoming and referral of clients based on place of residency and targeted program
- welcoming students who need a DEP
- welcoming clients from E.Q., MICC, National Defence, etc.
- reference to the education level involved
Funding

- Self-funded service
  - study of file, evaluations and training based on MELS budget rules.
- Training lacking
  - completely or partially
- Methods of applying for training
  - trial of models (sharing of training income, funding from C.F.P.)
  - partly supported by organizations (CCQ, EQ)
Process

- Welcoming candidate
  - in person or remotely
    - Internet (http://www2.inforoutefpt.org/rac)
- Preparing the file
  - Internet or self-assessment document
- Analyzing the file
  - professional RLS resources
- Holding validation interview
  - content specialists and candidate
Process (Cont’d.)

- Assessing learning
  - in school or at work
  - based on strategy selected
- Assessment of learning and acquisition plan for any lack in training
  - complete, partial, self-taught, by the S.A.E
  - on-the-job training program from the E.Q. (P.A.M.T.)
  - companies, personal contacts, online…
RLS Integrated Project in Construction Electricity

- Origin and characteristics
  - various requests in a short amount of time
  - a good number came from immigration
  - trade requiring a DEP (C.C.Q.)
  - opening of the administration for the École des métiers et occupations de l’industrie de la construction de Québec (ÉMOICQ) and teachers’ interest for this type of project
The Project (Cont’d.)

- Adapted to the profile of the client
  - day workers or people looking for a job
  - all have started the trade with previous varied training
  - master certain concepts and techniques, but sometimes not adapted to the Quebec context
  - generally have educational prerequisites
  - very motivated, but some need help to integrate
The Project (Cont’d.)

- Welcome and registration (consultant)
  - in groups or individually
  - detailed information on the process and its specificities
  - proposed work schedule
  - handing out of descriptive records and information
  - references for training prerequisites if necessary (AEC or MICC)
The Project (Cont’d.)

- Opening and studying the file (Consultant)
  - collecting documents and, if necessary, proof of immigration and the right to residency
  - returning of completed descriptive records regarding choices of possible recognition conditions
  - receiving training and job training, qualification cards, resumes, etc.
The Project (Cont’d.)

- Validation interview (content specialists)
  - ask the candidate about his skill level to confirm the recognition conditions
  - identify the needs for review and training
  - issue a verdict for certain specific modules
  - prepare the interview evaluation and inform the candidate about the formal evaluation strategy to come
The Project (Cont’d.)

- Evaluation of learning (specialists and consultant)
  - following the synthesis of file assessments, set up the evaluation strategy for each project
  - define the schedule and contact candidates, informing them of the safety equipment and personal tools required
  - carry out evaluations, give results to candidates and send them to the MELS
The Project (Cont’d.)

- Development and implementation of the training plan (specialists, consultant and ÉMOICQ administration)
  - set up a 14-hour schedule (evening and Saturday)
  - register the training based on MELS rules
  - apply the partial training model that has been developed
  - develop or adapt educational tools
The Project (Cont’d.)

- Specificities
  - addition of 30 hours of training
  - focus on team work
  - average length of training is 400 hours out of the 1350 hours of the initial training program
  - all program skills are maintained
The Project (Cont’d.)

- Specificities (Cont’d.)
  - training focused on skills
  - candidate autonomy is a measure of success
  - constructive approach, since no failure is possible with RLS
Specificities (Cont’d.)
- nine candidates received their DEP.
- three candidates withdrew (moved or more demanding than expected)

This type of project requires a lot of flexibility on the part of the C.F.P.
Other Trials

- **Secretarial**
  - Individual training (entry is continuous, exit is variable)
  - Very flexible schedule adapted to candidate needs (evening classes)
  - Learning at the person’s own pace
  - Candidates integrated into an existing group
Other Trials (Cont’d.)

- Building painting
  - Training that is partially lacking given in intensive weekend courses
  - Training offered based on the availability of candidates
  - Obligation of training in a context of regulated trades
Other Trials (Cont’d.)

- Maintenance electricity
  - request coming from employees of an aluminium plant.
  - model comparable to the “missing” training model for construction electricity.
  - training paid for by the company.
  - training given by the S.F.B. du C.F.P. Pavillon technique.
  - 11 candidates received their DEP (vocational diploma).
Other Trials (Cont’d.)

- Sawing
  - workers and owners of a portable mill
  - project developed jointly with the École de foresterie et de technologie du bois de Duchesnay
  - model similar to MELS training
  - six people received their DEP (vocational diploma)
  - five people wanted to improve certain skills for the DEP
Outlooks

- The project for regional cooperation and organization of RLS services.
- Services d’accueil, de référence, de conseil et d’accompagnement (SARCA, Welcoming, Referral, Advice and Support Service)
- MELS reconciliation plan for professional and technical training
References

- Reconnaissance des acquis et des compétences en formation professionnelle et technique
  Cadre général – Cadre technique (Recognition of learning and skills in professional and technical training…
  General and Technical Orientations)

- Precisions on Budget Regulations for RLS, November 2005

- Règlement sur les droits de scolarité exigés des élèves venant de l’extérieur du Québec (Regulation on the educations rights required by students from outside Quebec)

Government of Quebec
## Lexicon

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<tr>
<th>Acronym</th>
<th>Definition</th>
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<tbody>
<tr>
<td>AVS:</td>
<td>Attestation of Vocational Specialization</td>
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<tr>
<td>AEC:</td>
<td>Adult Education Centre</td>
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<tr>
<td>C.E.C.Q.:</td>
<td>Commission des écoles catholiques de Québec (Quebec Catholic School Board)</td>
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<tr>
<td>C.C.Q.:</td>
<td>Commission de la construction du Québec (Quebec Construction Commission)</td>
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<tr>
<td>C.F.P.:</td>
<td>Centre de formation professionnelle (Professional Training Centre)</td>
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<td>C.S.C.:</td>
<td>Commission scolaire de la Capital (Capital School Board)</td>
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<tr>
<td>C.S.É.:</td>
<td>Conseil supérieur de l’éducation (Superior Council of Education)</td>
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<tr>
<td>DEP:</td>
<td>Diplôme d’études professionnelles (Vocational diploma)</td>
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Lexicon (Cont’d.)

ÉMOICQ: École des métiers et occupations de l’industrie de la construction de Québec (Quebec School of Construction Industry Trades and Occupations)

E.Q.: Emploi Québec (Employment Quebec)
P.F.: Professional Training

MELS: Ministère de l’éducation du loisir et du sport du Québec (Quebec Department of Education, Recreation and Sport)

MICC: Ministère de l’immigration et des communautés culturelles (Department of Immigration and Cultural Communities)

P.A.M.T.: Programme d’apprentissage en milieu de travail (Training-on-the-Job Program)
Lexicon (Cont’d.)

R.L.S.: Recognition of Learning and Skills
R.A.E.: Reconnaissance des acquis extrascolaires (Recognition of Extracurricular Prior Learning)
SARCA: Service d’accueil, de référence, de conseils et d’accompagnement (Welcoming, Referral, Advice and Support Service)
S.F.B: Services for Businesses
S.F.P.E.A.: Service de la formation professionnelle et de l’éducation des adultes (Department of Adult Professional Training and Education)