

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

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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, MEELS 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.)

Organization (Cont'd.)

- 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

The Project (Cont'd.)

- 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

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

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)