

**FIELD-TESTING PROJECT FOR THE DEVELOPMENT  
AND IMPLEMENTATION OF  
SHORT PROGRAMS OF STUDY LEADING TO A  
SKILLS TRAINING CERTIFICATE  
(STC)**

**ADMINISTRATION GUIDE**

**Coordination Group for the Development and  
Implementation of Skills Training Certificate**

**2006-12-05**

**English version**

Direction de la production en langue anglaise  
Secteur des services à la communauté anglophone  
Ministère de l'Éducation, du Loisir et du Sport

## FOREWORD

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This Administration Guide is intended as a framework for the current field-testing in secondary schools pertaining to the development and implementation of short programs of study leading to an STC.

This document, which will evolve over time, was developed jointly by representatives from school boards, Emploi-Québec and the Ministère de l'Éducation (MEQ),\* now named the Ministère de l'Éducation, du Loisir et du Sport (MELS), all of whom are members of the *Coordination Group* overseeing this field-testing project.

New versions of this document will be produced and distributed as the field-testing progresses.

This document and its appendixes are available on the Inforoute FPT Web site at the following address: <<http://www.inforoutefpt.org/aep/>>.

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\* On February 18, 2005, under Order in Council 120-2005, the Ministère de l'Éducation became the Ministère de l'Éducation, du Loisir et du Sport. Given that the original document in French makes reference to events prior to this date, the name *Ministère de l'Éducation* has been retained for this document where appropriate.

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## A. INTRODUCTION

In April 2002, the Ministère de l'Éducation (MEQ) and the Fédération des commissions scolaires du Québec (FCSQ) agreed to carry out a field-testing project designed to help school boards develop and implement short programs leading to certification issued by school boards.

Both the government and job-market representatives showed that they were committed to developing and implementing short programs on an experimental basis by including the following measure in the *Action Plan* (document code 49-1601A) of the *Government Policy on Adult Education and Continuing Education and Training*:

Public educational institutions will be given the necessary leeway to meet regional labour training needs quickly and effectively. This action is primarily aimed at:

- the field-testing, starting in 2002-2003, of short qualifying vocational education programs at the secondary level, for people requiring retraining or further training in a high-growth sector or a sector suffering a shortage of skilled labour; these programs will be developed by school boards under the supervision of the MEQ and in cooperation with Emploi-Québec and the players in the world of work.<sup>1</sup>

At both the secondary and college levels, clear guidelines for short training programs will be determined by the Ministère de l'Éducation (MEQ) and these standards will be monitored closely.<sup>2</sup>

Representatives of the Fédération des commissions scolaires and the MEQ agreed to give the *Comité mixte MEQ-FCSQ sur la formation professionnelle* the mandate of supervising the field testing of short secondary-level vocational programs which will lead to this new form of local certification. The MEQ-FCSQ *Comité mixte* designated the *Coordination Group*, which is composed of representatives from school boards, Emploi-Québec and the Ministère. Their mandate is outlined in Appendix A.

## B. LEGISLATIVE FRAMEWORK

Development and implementation of a new type of certification for studies leading to the Skills Training Certificate (STC) fall under the provisions of Section 246.1 of the *Education Act*, which states the following:

A school board may, with the authorization of and subject to the conditions determined by the Minister, develop and offer, in addition to the vocational training programs that it is authorized to organize, programs of studies (sic) leading to an occupation or a profession and award an attestation of qualification for such programs.

The Basic vocational training regulation does not apply to a program of study referred to in the first paragraph.

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1. Québec, Ministère de l'Éducation, *Action Plan for Adult Education and Continuing Education and Training, 2002-2007* (Québec: Gouvernement du Québec, 2002), 20.

2. *Idem*, 21.

The MEQ-FCSQ *Comité mixte sur la formation professionnelle* agreed that:

- “Attestation of qualification” includes the designation “Skills Training Certificate” (STC).
- Use of the designation “Skills Training Certificate” (STC) is reserved for school boards. The FCSQ has undertaken the necessary legal proceedings to guarantee this reserved designation.
- STC accreditation for a program of study is issued by the representatives of school boards and of the Fédération des commissions scolaires du Québec (FCSQ) who are members of the *Coordination Group*.
- The student financial assistance services of the Ministère de l’Éducation du Québec do not apply to these programs.
- In 2002-2003, the Ministère de l’Éducation du Québec provided technical and financial assistance for field testing the STC, in particular, for the development of programs leading to an STC.
- Funding for training under these programs must come from a source other than the Ministère de l’Éducation du Québec: Emploi-Québec, businesses, sector-based manpower committees, other government departments and organizations, or individuals who may or may not be referred by an employer.

## **C. GUIDING PRINCIPLES**

The MEQ-FCSQ *Comité mixte sur la formation professionnelle* and Emploi-Québec agreed that the development of programs leading to the Skills Training Certificate (STC) must comply with the following principles:

### **1. Meet the needs of the job market**

The programs must make it possible to rapidly meet job training needs in sectors where there is a shortage of skilled labour as well as in emerging sectors.

The support of job-market partners and organizations specialized in identifying and estimating labour needs and the needs for labour training is essential to any plan for developing a program of study.

Such specialized organizations include Emploi-Québec and the sector-based labour force committees.

## **2. Promote program standardization through dialogue between the school boards and their partners**

Grouping of school boards into consortiums or projects is highly encouraged during the field-testing project. However, one school board should be designated to ensure project management.

## **3. Offer qualifying and transferable training programs**

The “qualifying” nature of these programs is reflected in the following:

- The fact that program competencies are consistent with the work situation or the tasks to be accomplished at a particular workstation.
- The new certification (STC) associated with the program.
- The recognition of academic and experiential learning.

These programs will provide “transferable” skills training because they will enable graduates to move within a company or from one employer to another in the same sector of activity.

## **4. Reserve this training exclusively for adults**

The general admission requirements for the STC will specify the restrictions governing this type of training (see Section D, below, on the characteristics of the STC).

## **5. Harmonize programs with existing vocational and technical training**

The programs of study must be developed to meet the labour needs which are not currently met through the official programs of the Ministère de l'Éducation, du Loisir et du Sport du Québec.

This does not prevent a school board, for reasons specific to a given region, from meeting job-market needs through customized on-the-job training without official STC certification.

## **6. Use recognized expertise in developing the programs of study**

Only a school board with permanent authorization to issue the Diploma of Vocational Studies (DVS) or the Attestation of Vocational Specialization (AVS) can develop a program of study leading to an STC that is associated with a DVS or an AVS in the same field of training. Without this permanent authorization, the designated school board must sign an agreement with the nearest authorized school board.

In order to solidify the school boards' commitment to adhere to these principles, in March 2004, the school boards adopted a *Code de pratiques* on the following themes: accountability, ongoing dialogue, use of existing expertise, consistency in the quality of the offer of service and equity among the school boards. A copy of the *Code de pratiques* is found in Appendix B of this guide.

Some of the operating procedures agreed upon in the *Code de pratiques* are included in this guide in Section E on the administration of the STC.

## **D. CHARACTERISTICS OF THE SKILLS TRAINING CERTIFICATE (STC)**

### **1. Definition**

A program of study leading to an STC is a short training program that qualifies graduates for a principal trade, a trade related to it, or a specialization. Such a program may also focus on one of the functions of the principal trade (see the glossary at the end of Appendix C of this guide).

The Skills Training Certificate (STC) is a recognition of studies issued by school boards for a program of study accredited by the representatives of school boards and of the Fédération des commissions scolaires du Québec (FCSQ) who are members of the *Coordination Group*.

A program of study leading to the Skills Training Certificate (STC):

- Must allow students to master a range of competencies required to carry out specialized tasks related to a workstation.
- Must be defined by competencies.
- Must usually be composed of training modules taken entirely from programs leading to the DVS (this principle should apply to at least 60% of the competencies concerned).
- May qualify students for studies leading to the DVS.

## 2. Duration of training

Any program of study leading to an STC must generally consist of a minimum of 240 hours and a maximum of 720 hours of training.

A module included in a program of study leading to an STC must involve a minimum of 15 hours and a maximum of 120 hours of training. The time devoted to each module can vary by multiples of 15 hours.

## 3. Eligibility criteria

Those who may be admitted to a program of study leading to an STC must satisfy the following minimal conditions:

- Have obtained at least the credits for Secondary III language of instruction, second language and mathematics or the equivalent thereof  
or  
have obtained an attestation of equivalence for this level of schooling (Attestation of Equivalence of Secondary Studies)  
or  
have passed the General Development Test (GDT) with or without a specific prerequisite.
- Be 18 years of age or older  
or  
meet the eligibility standards of Emploi-Québec's *Mesure de la formation de la main-d'œuvre*.
- Satisfy any admission requirements specific to the program.

## E. ADMINISTRATION PROCESS FOR PROGRAMS OF STUDY LEADING TO AN STC

The *Coordination Group* agreed on an administrative process for programs leading to an STC. The goals of this process are the following:

- To specify the role of the different players in the various stages involved in developing and implementing a program.
- To specify the requirements of the *Coordination Group* with respect to the submission and processing of funding applications for program development as well as the accreditation to be issued for a program of study that has been developed.

The administrative process includes the following stages:

1. Identification and estimate of training needs
2. Processing of a funding application for the development of a program
3. Design and development of a program of study
4. Program accreditation for purposes of STC certification
5. Funding and coding of programs leading to an STC
6. Certification of studies, student records, reporting of activities and student population

Appendix D at the end of this guide shows the steps in the program administration process and the roles of the different partners and government departments involved.

## **1. Identification and estimate of training needs**

For school boards, this first stage of the administrative process involves three steps:

- Transmission to the *Coordination Group* of a notice of intent to develop a program.
- Completion of a study on the need to develop a program of study leading to an STC.
- Submission to the MELS of a funding application for the development of a program of study leading to an STC.

### **1.1 Transmission to the *Coordination Group* of a notice of intent to develop a program**

Consistent with the principles of accountability and cooperation agreed upon by the school boards in the *Code de pratiques*, the notice of intent will allow school boards or partner organizations to convey their interest and comments regarding the development of a program of study in the subject area identified in the notice and their participation in the studies.

A school board wishing to initiate a project must complete the form entitled *Avis d'intention de développement d'un programme d'études* [Notice of intent to develop a program of study] (Appendix E) and send it to the *Coordination Group* at the following address:

Robert Goyer  
FCSQ Consultant  
1100, rue Ducas  
LaSalle (Québec) H8N 3E6  
E-mail: robert.goyer@csmb.qc.ca  
Tel.: 514-855-4500 ext. 7497  
Fax: 514-364-6228

The FCSQ will ensure that this notice of intent is distributed to all school boards, while Emploi-Québec will do the same within its own network.

School boards interested in participating or responding must notify the school board that initiated the notice within ten (10) working days of receiving the notice of intent.

The regional offices of Emploi-Québec are requested to comment on the notice of intent within the same timeframe. These comments should be addressed to the Emploi-Québec regional office located in the territory of the school board that initiated the project. This regional office will serve as a liaison with the school board, when necessary. It will also be asked to inform the head office of Emploi-Québec, which will contact the *Coordination Group*, when necessary.

## **1.2 Completion of a study on the need to develop an STC program**

### **Content of a study on the need for training**

The purpose of studies on the need for training is essentially to provide information and recommendations with respect to the need to develop a program of study leading to an STC. This information must show the need for training related to a trade or job that is the subject of the study.

In terms of operations, the focus of the study on the need for training is more qualitative than quantitative and the study must provide answers to a host of questions on the following main aspects:

- The trade concerned and its definition.
- The job related to this trade.
- The current state of training to prepare people for the trade.
- The correspondences between available types of training and the trade concerned.
- Alternative solutions, the need for training and the probable impact on how this training is organized.

Appendix F of this guide describes the main questions to be addressed with respect to each of the above aspects.

## **Completion of a study on the need for training**

Given the local and regional context in which the school board operates, it cannot be expected to carry out this type of study on its own, especially on the quantitative data that may be required. Also, it is recommended that school boards do the following:

- Join together to form a consortium.
- Carry out the required studies with the cooperation of Emploi-Québec and job-market partners: sector-based committees, companies.
- Become informed and use existing studies and analyses of trades and work situations that are available from the Ministère, Emploi-Québec, labour sector committees, etc.

Any study on the need to develop a program of study must include information on the job market for the targeted trade. This information may derive from an opinion issued by a regional office of Emploi-Québec and, where applicable, by other organizations, such as labour sector committees (and the Commission de la construction du Québec for trades related to those regulated by that Commission).

The school board that initiates a project must request an opinion from a Direction régionale de la planification d'Emploi-Québec by means of the form entitled *Demande d'avis à Emploi-Québec* [Request for an opinion from Emploi-Québec.] This form is included in Appendix G of this guide. Emploi-Québec will produce an opinion with reference to the job market for the trade targeted by the project.

In the event that Emploi-Québec issues a negative opinion, the school board can pursue its intent by submitting a request to the MELS for funding to develop the program. The MELS will take the opinion into account when analyzing the request for funding. The school board may also undertake to self-finance the development of a program of study. However, a negative opinion by Emploi-Québec will be taken into account when a request for program accreditation is being considered.

### **1.3 Submission to the MELS of a funding application for the development of a program of study leading to an STC**

Funding applications for program development submitted to the Ministère by a school board (*designated school board*, if a group of school boards is involved) must contain the following:

- the study on training needs described in the previous section, including information on the job market for the targeted trade

- the regional opinion of Emploi-Québec and any other partner in the job market, where applicable
- a detailed presentation of the anticipated costs of program development
- identification of the project leader and approval of the project by a person in a position of authority at the school board

Furthermore, it is recommended that applications include any other information that facilitates understanding of the project or that is proof of the interest and involvement of companies, such as letters or partnership agreements signed with the management of the companies concerned. These letters or agreements must clearly indicate the following:

- a marked interest on the part of the companies or socioeconomic partners in hiring or retaining people who will meet the program objectives
- the potential spinoffs or advantages for the companies
- the specific involvement of the companies in program development or implementation

All projects submitted for purposes of funding must be submitted to the MELS, by electronic mail only, to the attention of:

Louis Bernier  
 Direction de la formation continue et du soutien  
 Telephone: 418-646-1557  
 E-mail: louis.bernier@mels.gouv.qc.ca

## **2. Processing of a funding application for the development of a program**

The MELS submits the study of the need for training to the head office of Emploi-Québec for a complementary opinion and carries out project analyses on the basis of the following criteria:

- compliance with the administrative framework set out in this guide
- the study of the need for training in a specialized sector of a trade
- the opinions of Emploi-Québec (regional and complementary) and, where applicable, other job-market partners
- the opinions of the MELS departments concerned
- an opinion of the *Coordination Group*, if necessary
- the interest of companies in the project

The Ministère's Direction de la formation continue et du soutien will inform the school board as well as the members of the *Coordination Group* of the decision to accept or refuse a project.

The amount of funding provided by the Ministère for the development of a program of study leading to an STC is established according to the following criteria:

- The analysis of the estimated cost of the project as presented by the school board.
- The scope of the work involved in program development (i.e. whether it is a new program of study or an adaptation of an existing program).
- The number of competencies to be developed and how many of these can come from a DVS or an AVS.
- The number of school boards involved in the project.

The **maximum** amount provided to support the development of a program of study leading to an STC is **\$30 000**. This amount covers the expenses related to the entire administrative process for vocational training programs leading to an STC.

Furthermore, when funding is approved for program development, the Ministère may also provide financial support to cover expenses associated with meetings and joint activities involving the school boards in the same consortium or involved in the same project.

The Ministère will provide a *designated school board* with **maximum** additional funding of **\$5 000** for joint activities involving a **minimum of three school boards**.

For projects that have received the Ministère's funding for the development of a program of study leading to an STC, the products of program development must be submitted to the Direction de la formation continue et du soutien within twelve months following fund allocation by the Ministère. After this time, the Ministère reserves the right to reclaim the funds paid out.

The Ministère may require supporting documents relating to the amounts allocated. If it should turn out that the funding was not used for the intended purpose, the Ministère reserves the right to recover these sums.

### **3. Design and development of a program of study**

See the Development Framework for Programs Leading to a Skills Training Certificate (STC) (Appendix C).

#### **4. Program accreditation for purposes of STC certification**

The objective of program accreditation for the purposes of STC certification is to ensure the following:

- Respect of certain established principles, including the standardization of programs, and the qualifying and transferable nature of such programs.
- Respect of the competency-based approach favoured for the development of these programs.

For the purpose of accreditation, the products of the development of a program of study leading to an STC include:

- The result of the job analysis or the equivalent.
- The program of study, which must include the following:
  - Identification of the trade that is the subject of the program.
  - A brief statement of the program's training objective.
  - General and specific conditions for admission to the program.
  - The list of competencies and their duration.
  - The grid of learning focuses.
  - The program's operational objectives.
  - Harmonization of the program of study with other programs leading to government certification (DVS or AVS). If necessary, this harmonization will take the form of a table specifying, for each of the competencies in the program, those that are identical to competencies in programs leading to the DVS or the AVS and the equivalents provided by the program of study leading to an STC.
  - A validation report from the employment sector on the relevance of the program of study and from the education sector on the coherence, applicability and harmonization of the program.

School boards can obtain templates for writing a program of study from the Ministère. These templates will ensure consistency in the presentation of program-related information. They are in no way prescriptive. These templates may be obtained upon request by contacting Louis Bernier whose contact information is given in Appendix L of this guide.

Documents must be transmitted to Mr Louis Bernier by e-mail for rapid processing of accreditation requests.

School board representatives and members of the FCSQ sitting in the *Coordination Group* are responsible for accrediting the programs for STC certification, with the help of opinions from other partners of the *Coordination Group*.

The FCSQ will inform the school board (*designated school board*, as applicable) and the *Coordination Group* of the decision concerning the request for accreditation of the program.

In the case where the development of a program of study leading to an STC was funded by an organization other than the MELs, it must be submitted for accreditation according to the same rules as those described above (submission of a study of training needs, an AST report, a program of study and a validation report).

## **5. Funding and coding of programs leading to an STC**

### **5.1 Funding parameters for the STC**

In the context of the current field-testing project, it has been agreed that the funding required for dispensing training leading to an STC must come from sources other than the Ministère.

Accordingly, the *Coordination Group* has agreed upon the terms and conditions for funding the STC; these are based on the current ones set out in the *Annexe opérationnelle* of the *Entente MELs-MESS sur le financement des services éducatifs requis par la clientèle d'Emploi-Québec et sur les modalités de collaboration afférentes*.

These terms and conditions are as follows:

- The cost of a given program of study leading to an STC will be the same for each school board that offers it.
- This basic cost is presented in terms of the “*coût par ETP*” (cost per Full-Time Equivalent (FTE) based on 900 teaching hours per year) and comprises the following categories of expenses: human resources (HR) [*ressources humaines (RH)*], support resources (SR) [*ressources de soutien (RS)*], material resources (MR) [*ressources matérielles (RM)*], furniture, equipment and tools (FET) [*meublement, équipement et outillage (MAO)*] and administrative support (ADM) [*encadrement administratif (ADM)*].
- In general, for every program of study leading to an STC, the school board must establish an educational link with a program of study leading to the DVS or the AVS. This link also serves as a reference for

setting funding parameters for the program of study leading to an STC. A detailed organization guide for the MR and FET of the STC should be developed by the school board in case the parameters of the DVS prove to be not relevant or justified.

- It is up to the school board designated to oversee a project to determine the training costs involved in developing a program of study leading to an STC and to submit information in this regard to the *Coordination Group*. The school board must also show the relevance of the funding parameters proposed for a program of study and specify the number of students (average and maximum) involved in the cost proposal.
- In the case of a program of study for which the school board or the *Coordination Group* cannot establish a link with a program leading to the DVS or the AVS, the school board will have to develop and submit a physical organization guide justifying the funding parameters proposed for the program of study with respect to MR and FET as well as reasoning for those proposed for HR and SR.
- All funding proposals from school boards must be presented using the Funding parameters—Proposal form (Appendix H) and sent to the following address:

Robert Goyer  
FCSQ Consultant  
1100, rue Ducas  
LaSalle (Québec) H8N 3E6  
E-mail: robert.goyer@csmb.qc.ca  
Tel.: 514-855-4500 ext. 7497  
Fax: 514-364-6228

- It has been agreed that the Ministère will issue an opinion to Emploi-Québec and the FCSQ on all funding proposals submitted by a school board and more specifically on the parameters associated with material resources (MR) and furniture, equipment and tools (FET).
- After analysis, Emploi-Québec will agree on the funding parameters for each program of study leading to an STC that will be included in its contract management system.
- When a school board purchases training, the cost per FET established for the human resources of a program of study is weighted using an adjustment factor that is specific to each school board. The adjustment factors for individual school boards are presented in Appendix G of the Ministère's budgetary rules for the fiscal period concerned.

- When Emploi-Québec purchases training, the funding allocated for human resources will be established on the basis of the average number of students agreed upon when the STC funding parameters were established. Calculation of funding for the other expense categories (human resources; furniture, equipment and tools; material resources; and administrative resources) will be established based on the actual number of trainees.
- In the case where training is self-funded in whole or in part, each school board is responsible for establishing the cost of the program, based on the parameters defined above. This cost may vary from one school board to another in that each one may have a different HR adjustment factor. When a request for funding of a program of study is submitted to Emploi-Québec, this cost must be analyzed by the MELS and receive interim approval from the central office of Emploi-Québec.

## **5.2 Coding of programs and competencies**

As a distinct coding system for STC programs and competencies appears essential for administration and certification purposes, the *Coordination Group* has agreed on the following coding system:

### **5.2.1 Coding of programs (5 digits):**

A number between 00200 and 00999 will be assigned by the *Coordination Group* to every accredited program.

### **5.2.2 Coding of competencies of a program of study leading to an STC (6 digits):**

Once a number has been assigned to a program, the *Coordination Group* will also assign a number to each competency in the program. These numbers will be assigned as follows:

- The first four (4) digits correspond to the program code (0200 to 00999).
- The last two digits correspond to the sequence number assigned by the school board to each of the competencies at the time the program of study was developed (01, 02, 03, ...).

Example: Soudage des alliages d'aluminium

- Program code: 0200
- Competency: *Se situer au regard du métier et de la formation* - 01
- Competency code: 020001

If the competency to be coded is identical to a competency in a program of study leading to government certification (DVS or AVS), then the existing code for this competency must be used.

## **6. Certification of studies, student records, reporting of activities and student population**

### **6.1 Certification of studies**

Skills Training Certificates are issued by school boards to adults who have achieved the competencies of a program of study leading to an STC. School boards are required to use the official forms provided for this purpose: the *Skills Training Certificate* and the *statement of certified competencies*.

These official forms were developed by the Fédération des commissions scolaires du Québec, which also makes them available to all school boards (anglophone and francophone). Information on requesting forms and issuing *Skills Training Certificates* and *Statements of Competencies* is provided in Appendixes J, K and L of this Administration Guide.

### **6.2 Student records**

The records of students who have earned an Attestation of Vocational Studies (AVS) are administered by the school board that provides the training and are kept in accordance with the *Archives Act* (R.S.Q. A-21-1).

### **6.3 Reporting of activities and student population**

- “Regardless of the source of funding for the training, school boards, in accordance with Part V of the budgetary rules for school boards, shall provide the Ministère de l’Éducation, du Loisir et du Sport (MELS), with information on any person enrolled in activities or courses recognized by the MELS as well as his or her final mark for each course, even if this person is not part of the subsidized school population. In addition, a school board shall report information on people participating in a manpower training program, regardless of whether they are enrolled in courses or activities recognized by the MELS.” (2004-2005 Budgetary Rules for School Boards, transmission of information to the MELS, page 34). [T.N. Free translation.]

- Furthermore, as agreed upon by the school boards in the Code de pratiques (Appendix B), a school board that offers training leading to the Skills Training Certificate (STC), shall transmit to the Coordination Group the balance sheet of activities ending June 30 of every school year. This balance sheet shall be produced using the form provided for this purpose (Appendix I) and transmitted to:

Robert Goyer  
FCSQ Consultant  
1100, rue Ducas  
LaSalle (Québec) H8N 3E6  
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- A consolidated balance sheet will be produced and distributed to all the partners and government departments involved in the development of an STC program.

#### **6.4 Catalogue of programs leading to an STC**

Designated school boards that were involved in the development and accreditation process for programs leading to an STC are responsible for stocking and distributing reference documents for these programs to any school board that requests them.

Reference documents for a program of study leading to an STC should include at least the following:

- An analysis report of the work situation.
- The program of study.
- The program analysis tables and tables of specifications for evaluating the program's training modules.
- Material organization guide, if applicable.

The MELS will ensure that information on the STC and the list of accredited programs is available on the Inforoute FPT Web site at <[www.inforoutefpt.org/aep](http://www.inforoutefpt.org/aep)>. A data sheet will provide a brief description of the program of study and a list of resource persons.

## **F. UPDATING AND REVISION OF PROGRAMS LEADING TO AN STC**

### **Principles**

The development by school boards of programs of study leading to an STC is based on a set of rules and principles designed to do the following:

- Encourage collaboration among school boards and with their partners in government and in the job market.
- Offer qualifying and transferable programs that follow the same methodological approach.
- Encourage graduates to pursue further studies.
- Avoid duplications among programs leading to an STC and with other programs leading to diplomas.
- Respect the recognized expertise of school boards in the field of specific training in a vocational training program of study leading to a DVS or an AVS.

### **Program evaluation**

These rules and principles should also serve as a basis for any updates or revisions of a program of study leading to an STC, and these should follow an evaluation of the program carried out by the school board(s) concerning its relevance, coherence and applicability.

The relevance of a program of study is evaluated with the help of data from the job market on the following topics:

- statutory changes
- organization of work
- technological change
- levels of satisfaction
- training-related jobs
- labour needs and characteristics
- emergence, modification or disappearance of a job function

Coherence and applicability are evaluated based on the following information from the education sector:

- success rates and graduation rates
- perseverance with studies
- access to information
- student characteristics
- development standards

### **Administration process for program updates and revisions**

The administration process applicable to the update or revision of a program of study must be more flexible than the established process applied in the development of a program of study leading to an STC. The steps of the process are as follows:

1. Evaluation of the program of study by the school board (replacing the identification and estimate of training needs).
2. Design and production of changes to be made to the program of study by the school board.
3. Accreditation of the updated or revised program.

### **Funding of the update or revision of a program of study leading to an STC**

To be evaluated.