

*Funding measures
for developing programs of study
leading to an Attestation of College Studies
(ACS)*

Administration Guide

April 2009

Introduction

This administration guide presents the administrative and financial measures defined by the Ministère de l'Éducation, du Loisir et du Sport (MELS) to fund the development of programs of study leading to an Attestation of College Studies (ACS).

It is subject to the following:

- the budgetary and financial rules for colleges and private colleges, specifically appendices S015 (CÉGEPs) and 031 (private colleges)
- the *College Education Regulations* (s. 16), which define the conditions under which a college can develop and implement a local program leading to an ACS.

1. Purpose of the measure

The purpose of this funding measure is to provide financial support for colleges to develop programs of study leading to an ACS, with a view to the following results:

- ensuring a closer relationship between the supply and demand of qualified labour in business and industry
- facilitating the adaptation of this labour to the evolution of technology and occupations
- redirecting toward emerging sectors those persons who have already been trained

2. General principles

This funding measure depends on colleges respecting the following principles that foster the attainment of objectives, the validation of ACS certification and its harmonization with the supply of vocational and technical training:

- Meeting the needs of the job market:

The programs of study 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 participation 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.

- Ensuring that programs of study leading to an ACS are defined by competencies and formulated in terms of objectives and training standards

- Promoting program standardization through dialogue between the colleges and their partners in the job market

Where the development of a program of study is funded by MELS, colleges will agree that this program is to be made accessible to all for implementation.

Colleges will be grouped together to foster standardized development for similar training needs.

- Offering 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 certification (ACS) associated with the program

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.

- Harmonizing programs with existing vocational and technical training

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

In addition, the continuation of studies toward the DCS must be encouraged as far as possible through the establishment of equivalencies between the competencies of the ACS programs and their corresponding DCS programs.

3. Characteristics of the ACS

In addition to the stipulations of Section 16 of the *College Education Regulations*, MELS will analyze the requests for funding that meet the following criteria:

“A program of studies leading to an ACS is a short-term training plan leading to the practice of one of the following:

- a sub-occupation
- a related occupation
- an occupation leading to a specialization
- an emerging occupation”

In this respect, a program of study leading to an ACS should cover a coherent set of tasks having the following characteristics:

- They are associated with the exercise of well defined roles.
- They involve clearly defined occupational duties.
- They contribute to shaping the occupational identity of the employee.

To clarify the above, in Appendix 1 you will find an explanatory document entitled “Guidelines for defining the scope of occupations in the development of local programs.”

The term “short-term training plan” means a program of studies containing only the training specific to the exercise of a particular job.

4. Targeted institutions

This funding measure is intended for the subsidized public and private institutions identified in s. 16 of the *College Education Regulations*, and under the same conditions. All allocations granted to a public institution following analysis of the request by the Direction de la formation continue (DFCS) of the Secteur de la formation professionnelle et technique et de la formation continue (SFPTFC) will be transmitted by the DGFE of the Secteur de l’enseignement collégial. In the case of a private institution, the allocations will be transmitted through a trustee CÉGEP.

5. Submission to MELS of a funding application for the development of a program of study leading to an ACS

All requests for funding must be supported by the following:

- a study on the need for training produced by the college and justifying development of a program of study, taking into account the needs of the job market for the targeted occupation.

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 requests for funding must be submitted to MELS, **by electronic mail only**, to the attention of:

Pierre Duchaine
Direction de la formation continue et du soutien
Telephone: 418-646-1536, ext. 2324
E-mail: pierre.duchaine@mels.gouv.qc.ca

6. Completion of a study on the need for training

The purpose of the study on the need for training is essentially to provide data and recommendations related to the relevance of developing a program of study leading to an ACS. These data will specify the training needs related to the practice of the occupation or the position targeted by the study.

In practical terms, the study on the need for training is primarily qualitative rather than quantitative and it must provide answers to a set of questions bearing on the following main points:

- the targeted occupation and its definition
- the job related to this occupation
- the current state of training for preparing students to practise the occupation
- relation between the training available and the targeted occupation
- alternative solutions, the relevance of training and the probable effect on the organization of this training

The appendix to this guide describes the main questions to be covered for each of the points listed above.

7. Funding allocated

The analysis of requests for funding may result in grants, according to the nature of the expenses they cover, up to the maximum amounts listed below:

- a maximum amount of \$35 000 for expenses related to the entire process of developing a program of study leading to an ACS, including an amount of \$5 000 to produce the study on the need for training

- a maximum amount of \$5 000 to support the dialogue activities of at least three colleges collaborating on the same project
- a maximum amount of \$5 000 to develop training framework plans when the project is undertaken by a group of colleges acting together
- a maximum amount of \$10 000 for promotional activities
- a maximum amount of \$30 000 for the purchase of equipment essential to the training and not covered by the physical organization guide for the corresponding DCS

MELS reserves the option to provide special funding, according to needs and priorities, for activities related to the development of an ACS or support for these activities. The grant cannot exceed \$70 000.

A college submitting a project to MELS will agree to return to MELS all the materials used in the development or adaptation of a subsidized ACS should it be accepted. These materials must be forwarded to the Direction de la formation continue et du soutien (DFCS) within twelve months following the official response from MELS. After this period, MELS reserves the right to retrieve the funds granted.

Information must be transmitted to the following person:

Pierre Duchaine
 Direction de la formation continue et du soutien
 Telephone: 418-646-1536, ext. 2324
 E-mail: pierre.duchaine@mels.gouv.qc.ca

Materials resulting from the development or adaptation of a subsidized ACS include the following:

- All documents used in the identification and estimate of the needs for training that the program of study is intended to meet (funding request)
- The results of the job situation analysis or its equivalent
- The program of study adopted by the board of directors of the college, which must include the following elements:
 - The program goals, the admission requirements for the program, the list of competencies, the number of credits and number of teaching hours determined. Competencies taken in their entirety from other DCS or ACS programs, and which authorize granting of an equivalency, must be identified (in a list appended to the program of study).

- The grid of competencies (appended to the program of study)
- The objectives and standards of the program
- All other documents developed with the assistance of the funding allocation

8. Dissemination of information

All information pertaining to this administration guide, its appendices and the identification of funded programs is available to colleges on the Inforoute FPT Web site at the following address: www.inforoutefpt.org/aec.

To obtain the programs of study (objectives and standards) supported by these funding measures, it is recommended that you communicate with the colleges that developed them. If the programs cannot be obtained from the college, then contact MELS.

STUDY ON THE NEED FOR TRAINING – POINTS TO BE INCLUDED

The purpose of the study on the need for training is essentially to provide data and recommendations related to the relevance of developing a program of study leading to an ACS. These data will specify training needs related to the practice of the occupation or the position targeted by the study. The results of this study are mainly transmitted to the following:

- college administrators, who decide on the relevance of the project
- Emploi-Québec regional offices, for an opinion
- different partners directly concerned by the project (sector-based committees, businesses, etc.)
- MELS, for the purpose of funding the development of the program
- the person in charge of developing the program at the college

In practical terms, the study on the need for training is primarily qualitative rather than quantitative and it must provide answers to a set of questions bearing on the following main points:

- the targeted occupation and its definition
- the job related to this occupation
- the current state of training for preparing students to practise the occupation
- relation between the training currently available and the targeted occupation
- alternative solutions, the relevance of training and the probable effect on the organization of this training

1. Occupation

- What is the occupation (main or related occupation) associated with the training project targeted by the study?
- What are its connections to the National Occupational Classification (NOC)?
- How is the occupation defined?
- What is its relation to the main or related occupation?
- What are the job titles used in the workplace?

2. Employment

In the case of a project to be developed by a single college to meet regional needs, the information assembled may be limited to one region, if necessary. However, the size of the potential pool of clients and employers must be large enough to justify the relevance of a program.

- In what sectors of activity is this occupation found?
- What businesses or categories of business are targeted?
- What are the number of workers for the targeted occupation (regional, provincial level)? How is this reflected in the main and related occupations?
- What is the current situation regarding labour supply and demand?
- How is this expected to evolve?
- Are there significant requirements for mobility?
- What are the main responsibilities and tasks associated with the practice of the targeted occupation?
- What are the general conditions for practising the occupation?
- What distinguishes these responsibilities and tasks from the main occupation or the related occupation?
- What are the hiring requirements and the competencies (general or occupational) sought by the employer?
- Are there legal and regulatory requirements? Health and safety requirements?
- Is there a corporation, professional association involved? Are other ministries or organizations concerned? What is the nature of their involvement?

Note that Emploi-Québec and other partners in the job market generally have information that is relevant to these questions.

3. Training

What is the exact state of training leading to the practice of the occupation in question?

- What are the characteristics of the student clientele for existing programs?
- What do employers consider to be lacking in the present training situation?
- What are the requirements of employers? (Academic prerequisites, experience, other)
- What are the characteristics of the student clientele that will be targeted for the projected training?

4. Programs and occupations

- Which programs of study can meet the training needs connected with the targeted occupation? With the main occupation or with the related occupation?
- Is there any overlap between existing programs concerning the targeted occupation? What distinguishes them?

5. Need for training, impact and conclusions

- What are the most appropriate ways of meeting these needs? What alternatives would there be?
- What would be the organizational impact of meeting these needs through the education system? (equipment, human resources, pedagogical organization, etc.)
- When would it be most advantageous to meet these needs?
- If it is decided to proceed with the development of a program, what would be the targeted training objective?
- What is the scope of the occupation targeted for training?