



Recognition of Acquired Competencies

TRAINING CERTIFICATE FOR A SEMISKILLED TRADE

Administrative Guide

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Table of Contents

| | |
|---|----|
| Introduction..... | 1 |
| 1 Context..... | 2 |
| 1.1 Semiskilled trades..... | 2 |
| 1.2 Training programs leading to a TCST..... | 2 |
| 1.3 The conditions for obtaining a certificate..... | 2 |
| 1.4 The recognition of acquired competencies for a semiskilled trade..... | 3 |
| 1.5 Outcomes..... | 4 |
| 1.6 The target clientele..... | 5 |
| 1.7 The RAC-TST counsellor..... | 6 |
| 2 Administrative procedures..... | 7 |
| 2.1 Admission requirements..... | 7 |
| 2.2 Options for recognition..... | 7 |
| 2.3 Funding..... | 9 |
| 2.4 The issue of the certificate..... | 9 |
| 3 The RAC-TST process..... | 10 |
| 3.1 The steps in the process..... | 10 |
| 3.1.1 Receipt of the request..... | 12 |
| 3.1.2 Meeting with the employer..... | 12 |
| 3.1.3 Welcoming the adult..... | 14 |
| 3.1.4 File preparation..... | 15 |
| 3.1.5 File analysis..... | 15 |
| 3.1.6 Validation interview..... | 17 |
| 3.1.7 Observation of competencies in the workplace..... | 19 |
| 3.1.8 Evaluation..... | 20 |
| 3.2 Resuming the RAC-TST process following a change of situation..... | 21 |
| 3.3 Stakeholders and partners..... | 21 |
| Conclusion..... | 23 |
| Appendix 1 – Sample letter from the employer..... | 24 |
| Appendix 2 – Ways to get the information out in the workplace..... | 25 |
| Appendix 3 – How to plan the RAC process with the employer..... | 26 |
| Bibliography..... | 27 |

Introduction

This administrative guide is an instruction and support tool for the recognition of acquired competencies (RAC) leading to a Training Certificate for a Semiskilled Trade (TCST). It is intended for administrators, professionals, teachers and support staff of school service centres that offer RAC services for semiskilled trades (RAC-TST).

The recognition of acquired competencies (RAC) allows adults to obtain official recognition for their competencies. The right to recognition of prior learning at the secondary level is governed, in part, by section 250 of the *Education Act* and section 28 of the *Basic Adult General Education Regulation*.

With the adoption of the *Government Policy on Adult Education and Continuing Education and Training* in 2002, the Québec government reaffirmed its stance on the recognition of acquired competencies. The following year, the *Policy on the Evaluation of Learning* defined the recognition of prior experiential learning as “a principle according to which the previously developed official, unofficial and informal competencies of an adult deserve to be valued and may be recognized in relation to an education program, a program of study or an approved reference” (section 6.2.5, p. 48). In 2017, the *Policy on Educational Success* identified RAC as an accessible educational service that is adapted to diverse needs (orientation 3.2, p. 48). Finally, Guideline 3 of the *National Workforce Strategy 2018-2023* presented RAC as a means to “improve flexibility and agility in skills development” (p. 18).

Although some framework documents in Adult General Education still use the wording “recognition of prior academic and experiential learning,” the term “recognition of acquired competencies” is preferred in this administrative guide. This is the vocabulary used by school service centres and employers and is consistent with the competency-based approach put forward by the Adult General Education curriculum.

The first section of this guide provides an overview of the recognition of acquired competencies for a semiskilled trade. It consists of seven parts: the definition of semiskilled trades; a description of the training programs leading to the Training Certificate for a Semiskilled Trade; the conditions for obtaining a certificate; the RAC process for a semiskilled trade; the desired outcomes; the target clientele; and a general description of the duties and qualifications of the person in charge of RAC at school service centres.

The second section deals with administrative procedures. It explains the admission requirements and options for recognition and provides information on the funding process and the issue of the certificate.

The third section describes the RAC process, including the steps candidates must take to obtain a TCST, the role played by the RAC-TST counsellor, and the significance of other stakeholders and partners that may be involved in RAC services.

1 Context

1.1 Semiskilled trades

In semiskilled trades, employees perform concrete, repetitive and simple tasks in accordance with a pre-established sequence. These trades are learned in the workplace.¹

The Ministère de l'Éducation et de l'Enseignement supérieur provides school service centres with the [Directory of Semiskilled Trades](#), which contains a brief description of each semiskilled trade, including its field of application, specific competencies, tasks and performance criteria.

1.2 Training programs leading to a TCST

Training programs leading to a Training Certificate for a Semiskilled Trade (TCST) are offered in General Education in the Youth Sector and in Adult General Education. They consist of three components: General Education (Language of instruction, Mathematics and Second language), Preparation for the Job Market, and Preparation for a Semiskilled Trade. The General Education and Preparation for the Job Market components are completed at an educational institution. The Preparation for a Semiskilled Trade component is completed in a workplace, where students become interns who learn under a practicum supervisor.

A person who successfully completes one of these training programs offered in General Education in the Youth Sector or Adult General Education earns a TCST. It should be noted that this is a certificate, which is not the same as a diploma. A person with a TCST is regarded as “qualified,” since a certificate is considered a “qualification.”

1.3 The conditions for obtaining a certificate

The conditions for obtaining a TCST include elements of general education and practical training. They are set forth in section 32.1 of the *Basic Adult General Education Regulation*:

On the recommendation of the school service centre, the Minister shall award a Training Certificate for a Semiskilled Trade, with mention of the trade, to every adult who has completed the training of not less than 900 hours and has successfully completed the practical training component for the semi-skilled trade of not less than 450 hours. That training includes:

1. in general training:
 - a) 200 hours in language of instruction (English or French)
 - b) 100 hours in second language (French or English); and
 - c) 150 hours in mathematics; and
2. in practical training:
 - a) 75 hours in introduction to the world of work; and
 - b) 375 hours in preparation for the semi-skilled trade.

1. <http://www.education.gouv.qc.ca/en/school-boards/references/semiskilled-trades/>

1.4 The recognition of acquired competencies for a semiskilled trade

Some adults who practise a semiskilled trade originally entered the job market without completing a qualifying program offered by the education system. The Recognition of Acquired Competencies for a Semiskilled Trade (RAC-TST) process offers these adults a way to obtain official recognition of skills and competencies that are required for obtaining a TCST. The RAC-TST process consists of a series of steps that need to be completed to obtain a TCST. It draws inspiration from the approach used in vocational training (presented in the document entitled *Recognition of Prior Learning and Competencies in Vocational and Technical Training: General and Technical Frameworks*) and is tailored to the realities of semiskilled trades.

The RAC-TST process respects the three principles for the recognition of learning and competencies contained in the *Government Policy on Adult Education and Continuing Education and Training* (2002, p. 21):

- Individuals have a right to the formal recognition of learning and competencies corresponding to components of qualifying training insofar as they are able to provide evidence that they possess them.
- Individuals should not have to redo in a formal educational setting any learning they may have already acquired in other contexts or other ways. (What is important in the recognition of learning is what a person has learned, not where, when or how it was learned.)
- Individuals should not be obliged to seek recognition again for competencies or prior learning that have been properly evaluated and certified by an official system.

In RAC, adults can never fail the evaluation of the semiskilled trade component. The competencies are either recognized or are identified as to be acquired. There is no time limit to complete the RAC-TST process. Candidates may take the necessary time to demonstrate their competencies, provided that the trade they practise remains listed in the *Directory of Semiskilled Trades*.²

2. Any withdrawal of a trade from the directory is announced in an Info/Sanction bulletin, indicating the date on which the trade will be withdrawn.

1.5 Outcomes

The RAC-TST process has various impacts on the adult, the employer, the school service centre and the Ministère de l'Éducation et de l'Enseignement supérieur.

Desired outcomes for the adult:

- Feel a sense of pride for their academic and professional success
- Receive their first qualification
- Have their professional background officially recognized
- Take a first step toward ongoing professional development
- Gain access to certain vocational training programs by means of the TCST-DVS bridge (if they earned the Secondary II credits in language of instruction, mathematics and second language)

Desired outcomes for the employer:

- Increase the business's competitiveness through qualified personnel
- Gain the benefits of having certified personnel
- Engage the staff
- Identify staff training needs
- Offer training tailored to the needs of the business and the staff
- Get tools for evaluating competencies in the workplace
- Formalize the professional background of their staff by officially recognizing their competencies
- Increase staff loyalty
- Encourage the retention of qualified personnel within the business and in the sector's labour pool

Desired outcomes for school service centres:

- Increase the number of qualified individuals
- Add value to the semiskilled trades
- Enable adults to achieve educational success in the workplace
- Encourage adults to pursue ongoing training
- Incentivize employers to offer workplace training for their staff
- Identify training needs, particularly in basic general education

Desired outcomes for the Ministère de l'Éducation et de l'Enseignement supérieur:

- Improve the range of recognition of experiential learning services in Adult General Education
- Contribute to the 5% increase in the number of annual RAC enrolments in Adult General Education laid out by objective 4.2.2 of the *Plan stratégique 2017-2022*
- Expand accessible educational services adapted to diverse needs, as laid out by orientation 3.2 of the *Policy on Educational Success*
- Increase the qualification rate of the population
- Encourage the return to learning to contribute to enhancing and maintaining literacy skills

1.6 The target clientele

The target clientele of the RAC-TST process is different from that of the regular training process. In RAC, adults have already developed most of the competencies associated with the desired trade, and they must also be employed.

Unemployed individuals who are interested in the RAC-TST process can be referred to the training program for the same trade or to other services, depending on their situation. The following table indicates the differences between the RAC and training clienteles.

Differences between the clienteles with regard to choosing a service

| CLIENTELE | TRAINING | RAC |
|--|----------|-----|
| Adults who have no experience in the trade | X | |
| Adults who are unemployed | X | |
| Adults who began a training process for their current trade | X | |
| Adults who only perform some tasks of a trade | X | |
| Adults who lack autonomy | X | |
| Adults who are in a probationary period | X | |
| Adults who have difficulty staying employed | X | |
| Adults who are capable of performing their work functions autonomously | | X |
| Adults who perform most of the tasks of the trade | | X |

1.7 The RAC-TST counsellor

RAC-TST counsellors are appointed by the school service centre. They are responsible for the RAC-TST process and compliance with its steps. They also supervise the implementation of the process and ensure that the tools are used correctly and efficiently. The person who takes on the role of counsellor may be a development officer, education consultant, academic and vocational information counsellor, training adviser, teacher or any other staff member with a similar function. The task may also be divided between different staff members, provided that one of them oversees the ongoing coordination of the service. However, evaluation tasks must be performed by a teacher.

For a RAC-TST process that takes place in the workplace, it is recommended that the designated person possess certain abilities and show an interest in:

- the regional job market
- the management of human resources in general
- the management of all steps in a project
- the promotion of a service
- the development of a network of internal and external contacts
- the presentation of workplace projects

2 Administrative procedures

2.1 Admission requirements

Applicants for the RAC-TST process must be adults to be eligible, meaning that they must be 16 years of age or older as of June 30 of the previous school year (sections 2 and 14 of the *Education Act*). They must also have a proof of residency in Québec to access educational services and, if applicable, free educational services.

An adult's eligibility for the recognition of acquired competencies process is determined through an analysis of their file. This analysis also evaluates the relevance and feasibility of the RAC process in their situation.

2.2 Options for recognition

Candidates who wish to obtain a TCST must demonstrate that they have acquired the necessary competencies. The assessment options for the recognition of the General Education, Preparation for the Job Market, and Preparation for a Semiskilled Trade components are as follows:

General Education

Language of instruction

- Proof of enrolment under one or more language of instruction course codes equivalent to at least 200 hours of instruction on the report card issued by an educational institution in Québec (General Education in the Youth Sector) or on the achievement record issued by the Ministère de l'Éducation et de l'Enseignement supérieur
- OR
- Successful completion of a recognition of acquired competencies process: Secondary School Equivalency Tests (SSET), Certificate of Equivalence of Secondary Studies (CESS)
- OR
- Secondary School Diploma (SSD) issued in Québec

Mathematics

- Proof of enrolment under one or more mathematics course codes equivalent to at least 150 hours of instruction on the report card issued by an educational institution in Québec (General Education in the Youth Sector) or on the achievement record issued by the Ministère de l'Éducation et de l'Enseignement supérieur
- OR
- Successful completion of a recognition of acquired competencies process: Secondary School Equivalency Tests (SSET), Certificate of Equivalence of Secondary Studies (CESS)
- OR
- Secondary School Diploma (SSD) issued in Québec

Second language

- Proof of enrolment under one or more second language course codes equivalent to at least 100 hours of instruction on the report card issued by an educational institution in Québec (General Education in the Youth Sector) or on the achievement record issued by the Ministère de l'Éducation et de l'Enseignement supérieur
OR
- Successful completion of a recognition of acquired competencies process: Secondary School Equivalency Tests (SSET), comprehensive examination for Français, langue seconde
OR
- Secondary School Diploma (SSD) issued in Québec

Preparation for the Job Market

- Successful completion of the Preparation for the Job Market program in General Education in the Youth Sector
OR
- Successful completion of 75 hours of any course or courses in the Sociovocational Integration program in adult education that covers career choice, entry into the job market, keeping a job or searching for a job
OR
- Inclusion of a CV (résumé) and a letter from the employer confirming the candidate's employment (a sample letter can be found in Appendix 1) in the application file
OR
- Inclusion of a completed job application form and a letter from the employer confirming the candidate's employment (a sample letter can be found in Appendix 1) in the application file

Preparation for a Semiskilled Trade

- Successful completion of tasks associated with the chosen semiskilled trade
- OR
- For adults who already possess a TCST in one trade and wish to obtain a TCST in another trade that shares specific competencies:³
 - Inclusion of a proof, such as the TCST or an achievement record, that indicates which shared specific competencies have already been mastered
 - AND
 - Successful completion of the other tasks associated with the chosen semiskilled trade
- OR
- For adults who started or completed a training program leading to a Diploma of Vocational Studies (DVS) that shares competencies with the chosen TCST:
 - Inclusion of a proof, such as the DVS or an achievement record, that indicates which shared specific competencies have already been acquired
 - AND
 - Successful completion of the other tasks associated with the chosen semiskilled trade

All compulsory specific competencies⁴ must be successfully acquired before a certificate can be awarded.

2.3 Funding

The financial resources allocated by the Ministère to school service centres that carry out the RAC-TST process are described in the school service centre's operating budget rules. The RAC-TST process is funded from the same open budget envelope as the recognition of acquired competencies. Funding allocations consist of two parts that are paid out at the end of each of the two phases of the RAC-TST process:

Phase 1 (Analysis) covers all the steps from the beginning of the process to the end of the validation interview. After the validation interview, the school service centre must enter a declaration in the Charlemagne system, which triggers the first payment.

Phase 2 (Evaluation) covers all the steps following the validation interview up until the request for the issue of the TCST, which triggers the second payment.

2.4 The issue of the certificate

When all requirements for recognition are met, a request for the issue of a TCST is made in accordance with Info/Sanction bulletin no. 13-14-008.⁵

3. Semiskilled trades are broken down into specific competencies. Each trade consists of four to eleven of these competencies.

4. A compulsory specific competency is a competency that is necessary to perform a semiskilled trade, regardless of the workplace.

3 The RAC-TST process

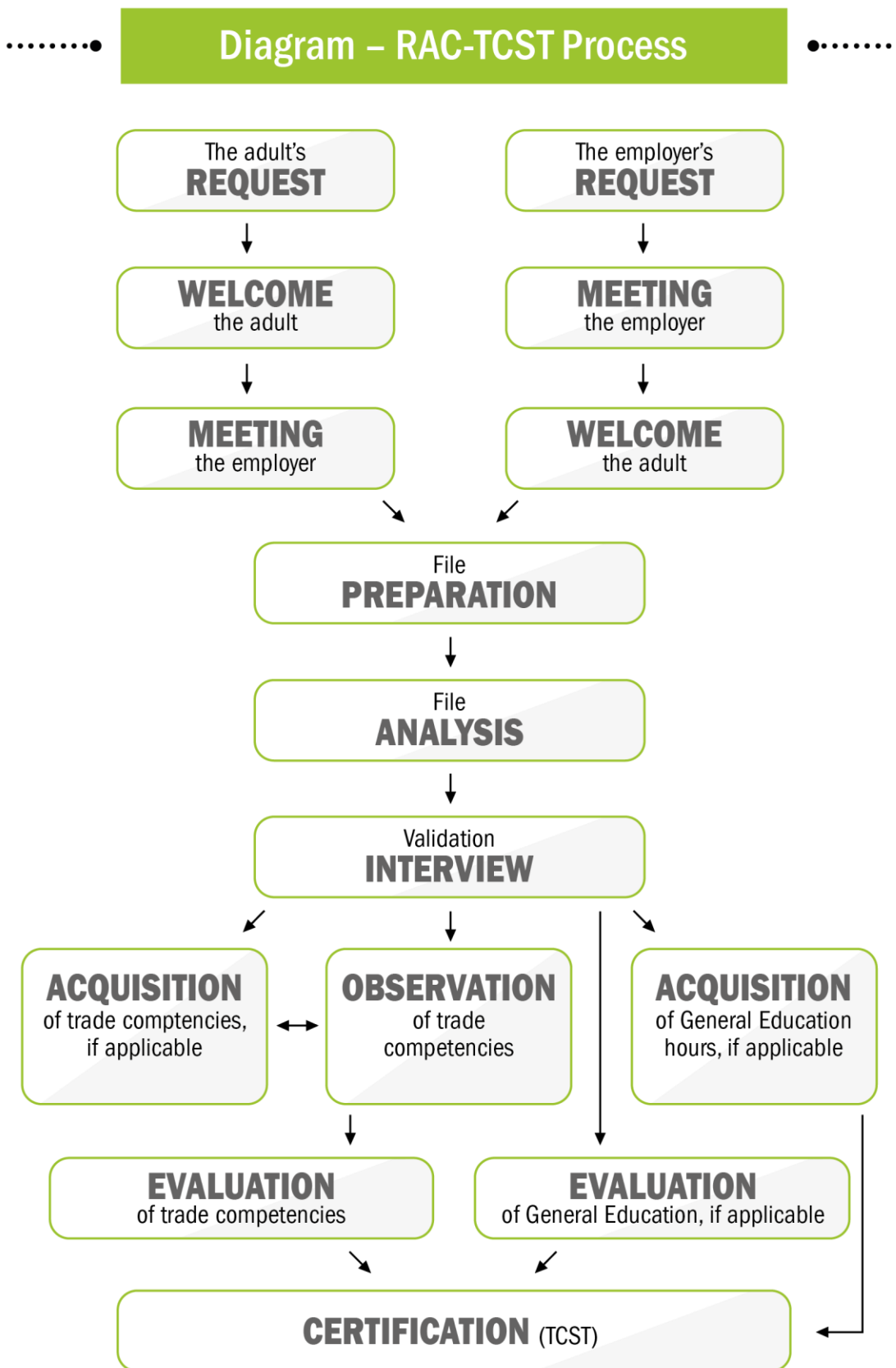
3.1 The steps in the process

This section presents all the steps involved in the recognition of acquired competencies process. It should be noted that, depending on who makes the initial request, the first three steps of the process may take place in a different order. The eight steps are:

1. Receipt of the request
2. Meeting with the employer
3. Welcoming the adult
4. File preparation
5. File analysis
6. Validation interview
7. Observation of competencies in the workplace
8. Evaluation

Competencies specific to the trade must be evaluated in the workplace with the collaboration of the employer. An adult who undertakes a RAC-TST process is called a “RAC-TST candidate.” The diagram on the following page presents the sequence of the RAC-TST process.

5. Info/Sanction no. 13-14-008 (2013), “New procedure for requesting the issue of a Prework Training Certificate (PTC), a Training Certificate for a Semiskilled Trade (TCST), a Certificate in On-the-Job Training in a Recycling Facility and a Training Certificate in Sociovocational Integration of Adults (TCSIA).”



3.1.1 Receipt of the request

Request made by an adult

When the school service centre receives a request from an adult, the RAC-TST counsellor must inform the adult of the eligibility criteria including the characteristics of a candidate. The counsellor must also confirm that the trade practised by the adult is found in the *Directory of Semiskilled Trades*. If all conditions are met, the counsellor proceeds to the welcoming phase. If this is not the case, the candidate is referred to a more appropriate service.

The adult must inform their employer of their desire to undergo a RAC process. This is done to ensure the employer's collaboration.

Request made by an employer

The RAC-TST counsellor may receive a request directly from an employer. There can be various reasons for this, including:

- Promotion of RAC services by the school service centre
- Previous collaboration involving interns in training programs for semiskilled trades
- An employee's request
- Desire to qualify their personnel
- Referral from a partner

When a business intends for its employees to undergo a RAC-TST process, it is responsible for disseminating the information in the workplace, with the help of the RAC-TST counsellor. Possible ways to get the information out can be found in Appendix 2.

3.1.2 Meeting with the employer

During the meeting with the employer, the RAC-TST counsellor verifies that all conditions for an evaluation of competencies in the workplace are met. The counsellor must therefore get to know the employer's specific situation. The following aspects may be addressed on first contact:

- Their challenges with regard to human resources management
- Their values and mission
- Their objectives and priorities
- Organization of their training
- Their recognition programs
- Their organizational chart and structure
- How they organize their work

In addition, the RAC-TST counsellor presents the following information:

1. The targeted semiskilled trades and their specific competencies, using self-evaluation and the *Directory of Semiskilled Trades*
2. The Training Certificate for a Semiskilled Trade and its conditions for certification
3. The recognition of acquired competencies and its values and principles

4. The difference between the training program leading to a TCST and the RAC-TST process
5. The non-disciplinary nature of the process
6. The basic principles of the evaluation of competencies in the workplace, using the *Observation and Evaluation Booklet*
7. The steps in the process
8. The role of the trade specialist in the company
9. The steps involved in planning a workplace project

The trade specialist will collaborate with the teacher during the observation and evaluation of practical competencies. Given that there are over 130 semiskilled trades, teachers rely on the trade specialists' expertise in the tasks associated with a specific semiskilled trade. A person may be a specialist in more than one trade. They may hold a position in management, coordination or training, or be an employee who is recognized for their trade competency.

A person may be designated as a trade specialist if they meet the following criteria:

- Have mastered all the competencies specific to the semiskilled trade
- Communicate with transparency at all times
- Be able to provide feedback
- Be able to use the *Observation and Evaluation Booklet*

The RAC-TST process comes with certain conditions that must be presented to the employer before the process can begin:

- The employer intends to have the competencies of their staff officially recognized.
- The employer intends to be involved in all steps of the process.
- The operation and organization of work allows for the observation and evaluation of all competencies of all semiskilled trades that are practised in the business.
- The organization of work is flexible and allows trade specialists and candidates to attend validation interviews, carry out the observation of competencies and hold evaluation meetings.
- The employer agrees to the non-disciplinary nature of the process and that the outcome is not termination of employment but a learning plan, if required.
- The employer is committed to provide support for the acquisition of practical competencies, if required.
- The employer understands that any missing General Education hours may be acquired through an individual learning process in collaboration with a training centre.

If all these conditions are met, the RAC-TST counsellor and the employer plan the steps in the process concerning the evaluation of specific competencies. A logistical planning of these steps ensures that all potential obstacles are identified. The RAC-TST counsellor must also validate the specific vocabulary used in the workplace to ensure the intelligibility of any documents that will be given to candidates.

A table on how to plan the RAC process with the employer can be found in Appendix 3. It highlights the roles and responsibilities associated with the different steps in the process.

3.1.3 Welcoming the adult

During this meeting, the candidate is presented with the details of the RAC-TST process. It may take place in the workplace or at a training centre, with a group or individually. If the initial request was made by the adult, this meeting takes place at the school service centre.

If the initial request was made by the employer, the meeting is held as a workplace information session. Depending on the number of candidates and the business's geographical situation and work hours, the meeting may also take the form of a phone conversation, a videoconference or any other means of communication that is best suited to the situation. The employer determines when and how the information session is held (e.g. whether it is compulsory or optional, paid or unpaid, during work hours or not).

At the start of the meeting, each participant must receive a candidate's kit, which includes:

1. The *Candidate Guide*
2. The *Self-Evaluation* booklet
3. The registration form

During the meeting, the RAC-TST counsellor must provide the following information:

1. What is the TCST?
 - a) The Preparation for a Semiskilled Trade component
 - b) The certification requirements concerning the General Education hours
 - c) The Preparation for the Job Market component
2. What is RAC? What are its values and principles?
3. What are the steps in the RAC-TST process?
4. The absence of a time limit and a pass/fail system in RAC-TST for the Preparation for a Semiskilled Trade component (a competency is only evaluated once it has been acquired)
5. The necessary elements of an application
6. The application submission date (ideally within two weeks)
7. Where to submit the application

3.1.4 File preparation

The file is prepared by the candidate. To do this, the candidate must complete the *Self-Evaluation* booklet and prepare the following supporting documents:

- Adult education centre registration form
- Birth certificate (if the report card, achievement record or permanent code is missing, long form only)
- Proof of residency in Québec
- Immigration documents, if applicable
- Latest report card, achievement record or any original official school document
- Up-to-date CV (resumé) or completed job application form
- Letter from the employer confirming the candidate's employment
- Completed *Self-Evaluation* booklet
- Training documents other than those sanctioned by the Ministère

3.1.5 File analysis

Analysis of the application makes it possible to understand the adult's educational and career path, to verify the relevance of the RAC process, and to recognize prior academic learning. The following table identifies the elements to be analyzed and to be compiled on the *Candidate Tracking Sheet* and, if applicable, the *Validation Interview Report*.

Analysis of supporting documents

| SUPPORTING DOCUMENT | ELEMENT ANALYZED |
|--|---|
| Adult education centre registration form | <ul style="list-style-type: none"> • Gather sociodemographic information for the declaration in the Charlemagne system |
| Birth certificate (if the report card, achievement record or permanent code is missing, long form only) | <ul style="list-style-type: none"> • Identify the candidate • Validate eligibility for the service • Validate eligibility for free education • Find or ask for the permanent code |
| Proof of residency in Québec | <ul style="list-style-type: none"> • Validate eligibility for the service • Validate eligibility for free education |
| Immigration documents | |

Analysis of supporting documents (cont.)

| SUPPORTING DOCUMENT | ELEMENT ANALYZED |
|--|---|
| Latest report card, achievement record or any original official school document | <ul style="list-style-type: none"> • Identify the candidate using their permanent code • Determine acquired knowledge in General Education • Determine possible acquired knowledge in Preparation for the Job Market • Determine possible acquired specific competencies • Learn about the candidate's educational and career path |
| Up-to-date CV (resumé) or completed job application form | <ul style="list-style-type: none"> • Validate that there is sufficient evidence to presume that the candidate has mastered specific competencies • Validate if one of the options for recognition for the Preparation for the Job Market component is met • Learn about the candidate's educational and career path |
| Letter from the employer confirming the candidate's employment | <ul style="list-style-type: none"> • Validate that there is sufficient evidence to presume that the candidate has mastered specific competencies • Allow the candidate to determine their situation concerning the competencies of the semiskilled trade • Assess the relevance of the RAC process |
| Completed <i>Self-Evaluation</i> booklet | |
| Training documents other than those sanctioned by the Ministère | <ul style="list-style-type: none"> • Learn about the candidate's educational and career path |

Once the application has been analyzed, and if it can be presumed that specific competencies have been mastered, a validation interview is scheduled. The counsellor makes sure to contact the candidate and the employer to schedule the following:

- the location and time of the interview
- a meeting with the trade specialist to explain the role they play during the validation interview

3.1.6 Validation interview

The validation interview is a meeting between the RAC-TST counsellor, the trade specialist and the candidate. As the name suggests, the purpose of the interview is to validate whether there is sufficient evidence to presume that specific competencies have been acquired. The interview allows the candidate's situation to be compared with a program of study. Specifically, it aims to identify the competencies already recognized following the File Analysis, those that are ready for evaluation and, if applicable, those that are still to be acquired. To begin the meeting, the counsellor explains the objectives of the interview: to get to know the candidate, to answer potential questions, and to plan the personalized RAC process.

During the interview, the counsellor asks the candidate questions about each specific competency using the completed *Self-Evaluation* booklet. The trade specialist then confirms the accuracy of the candidate's answers.

Using the *Validation Interview Report*, the counsellor indicates which competencies are ready to be evaluated (EV) and which still need to be acquired (CA). The indication "Success" (SU) is used for competencies that have already been acquired as part of another semiskilled trade. If some competencies are still to be acquired, a training procedure is planned. This training is provided by the employer.

Specifications – Validation Interview Report

| VERDICT | ABBREVIATION | SPECIFICATION |
|---------------------------------|--------------|--|
| Competency ready for evaluation | EV | The indication "Evaluation" is used for competencies that are presumed to have been acquired and which are ready to be evaluated, without the candidate's having to acquire any additional competencies. |
| Competency to be acquired | CA | The indication "Competency to be acquired" is used for competencies that need further development, either in full or only for some tasks (use the "Comments" section to provide details). |
| Success | SU | The indication "Success" is used for competencies that have been evaluated as having been acquired successfully. |

The RAC-TST counsellor also provides the candidate with the analysis results for the General Education and Preparation for the Job Market components.

Assessment of the Preparation for the Job Market component is usually done using the provided supporting documents. The counsellor informs the candidate whether they met all the requirements for completing this component. If any supporting documents are missing, arrangements must be made with the candidate to provide them.

If the General Education component cannot be recognized using supporting documents, the counsellor must discuss this with the candidate and explain the various options available to them. This discussion may take place with or without the trade specialist. Keep in mind that the General Education component is not a prerequisite, but a condition for obtaining the certificate. Nevertheless, if a candidate refuses to make the necessary arrangements to complete the General Education component, the RAC-TST process must come to a halt. The process can only be restarted when the candidate is ready to demonstrate their acquired learning in General Education. Once all documents are gathered and all

requirements have been met, the candidate is informed of the completion of the General Education component.

At the end of the validation interview, the next phase (observation and evaluation of competencies) is planned with the candidate and the trade specialist. A signed copy of the *Validation Interview Report* is given to all parties.

The following two tables present a sequence of questions to be asked, and the specific information to be presented during the validation interview.

Questions to ask during the validation interview

| QUESTION | SPECIFICATIONS |
|--|---|
| 1. What do you know about the RAC process for semiskilled trades? | <ul style="list-style-type: none"> • Verify that the candidate understands the steps involved in the process • Verify that the candidate's expectations are realistic • Reassure the candidate that they can successfully complete the process • Explain that it is not possible to fail a RAC workplace evaluation |
| 2. How did you learn your trade? | <ul style="list-style-type: none"> • Learn about the candidate's educational and career path |
| 3. Why do you want to undertake a RAC process for a semiskilled trade? | <ul style="list-style-type: none"> • Verify the candidate's motivation • Validate the candidate's expectations |
| 4. To ask for each specific competency: How do you perform this task? | <ul style="list-style-type: none"> • Verify that the candidate can describe their work and understand why a given task is performed • With input from the trade specialist, determine whether each specific competency is ready to be evaluated • If applicable, together with the candidate and the trade specialist, determine how the missing competencies are to be acquired |

Information to provide or discuss during the validation interview

| INFORMATION | SPECIFICATIONS |
|--|---|
| 1. General Education component | <ul style="list-style-type: none"> • Share the assessment results for the General Education component • If applicable, discuss the possible steps to take for evaluating or acquiring this component |
| 2. Preparation for the Job Market component | <ul style="list-style-type: none"> • Share the assessment results for the Preparation for the Job Market component • If required, plan how to obtain any missing supporting documents |
| 3. Providing interview results | <ul style="list-style-type: none"> • Provide the candidate with a signed copy of the <i>Validation Interview Report</i> |
| 4. Planning the next steps to take | <ul style="list-style-type: none"> • Plan when the observation of competencies is to take place • Inform both parties of the transparent nature of the observation process • If required, plan the steps to take for evaluating or acquiring the General Education component |

3.1.7 Observation of competencies in the workplace

The observation of competencies takes place during the candidate's regular work hours and not as part of a separate evaluation situation. This is done to ensure that there is as little interference as possible with the production of goods and provision of services by the business.

The observation of competencies is carried out by the trade specialist designated by the employer. Using the *Observation and Evaluation Booklet*, this specialist observes the candidate as each task associated with a specific competency is performed, with the candidate respecting all the performance criteria. During the evaluation meeting, the teacher then uses the same booklet and the specialist's observations to evaluate the candidate's competencies.

The *Observation and Evaluation Booklet* contains all specific competencies associated with the semiskilled trade. Competencies that are not performed in all workplaces are marked as "optional." They are observed and evaluated only if performed in the workplace in question. However, their successful completion is not required for obtaining a certificate. The performance criteria make it possible to judge whether the elements of a competency were met. They must be interpreted by the trade specialist in accordance with the requirements of the business.

3.1.8 Evaluation

Evaluation of the Trade Competencies

During the evaluation meeting, the teacher discusses the observation process with the trade specialist and the candidate. All three parties must be present at this meeting. The teacher asks various questions to ensure that each specific competency was observed and performed successfully.

If the need to acquire a competency was mentioned during the validation interview, the teacher inquires how the candidate developed and performed the competency.

Once the trade specialist and the candidate have demonstrated that all elements of a competency were performed successfully, the teacher checks the “Competency recognized” box next to the competency in the *Observation and Evaluation Booklet*, and signs the booklet. If there is doubt, or if it was mentioned that a competency was not completely acquired, the teacher checks “Competency to be acquired,” and another meeting is scheduled to ensure the acquisition of that competency. If the observation process itself is in doubt, the observation of the competency in question must be repeated and another evaluation meeting must be scheduled once all competencies have been observed correctly. At the end of the evaluation meeting, the teacher finalizes the *Evaluation* sheet and all parties add their signature.

If applicable, a follow-up is performed at the end of the evaluation interview if the candidate is in the process of completing the General Education component.

Evaluation of General Education

In the “Administrative procedures” section of this guide, the different options for recognition of language of instruction, mathematics and second language hours are indicated. Amounts already allocated in the budget rules may be used to fund these options for recognition.

3.2 Resuming the RAC-TST process following a change of situation

A candidate's situation may change for various reasons, causing the RAC-TST process to be disrupted. If the process is resumed in the same business, the file is simply reactivated by completing and signing the most recent registration form. The only change of situation that may alter the continuation of the RAC-TST process are the following:

Case 1: A change in employer on the territory of the same school service centre

The candidate is responsible for informing the new employer of their desire to continue the RAC-TST process. If the employer is interested in supporting the candidate, a meeting with the RAC-TST counsellor is scheduled.

Case 2: A change in employer and school service centre territory

If the geographical distance between the new employer and the initial school service centre makes it impossible to continue the service, the candidate must inform the school service centre of their move and their new workplace. The previous school service centre then transfers the candidate's file to the new school service centre, which resumes the RAC-TST process with the new employer, just like in case 1.

With regard to funding, the allocation payment for phase 1 (Analysis) is made to the school service centre that carried out the validation interview and enters the first declaration in the Charlemagne system. The allocation payment for phase 2 (Evaluation) is made to the school service centre that carries out the evaluation meeting and requests the issue of the certificate (the second declaration).

3.3 Stakeholders and partners

It is vital to put in place a clear communication structure and ensure good collaboration between RAC-TST counsellors, stakeholders at the school service centre and socioeconomic partners. This guarantees that the RAC service is consistent and harmonious for all employers and candidates.

There are numerous school service centre stakeholders who interact with candidates, employers and socioeconomic partners. In particular, this includes staff members in Services to Business, Vocational Training and Adult General Education. These various stakeholders must become familiar with the RAC-TST process so that they can act as ambassadors. They can then provide information, identify needs, and promote and refer the RAC service. The following table indicates the functions of the different stakeholders:

Examples of stakeholders and their functions

| STAKEHOLDER | FUNCTION |
|---|---|
| Reception, referral, counselling and support services (SARCA) staff | Make adults and partners aware of the service. |
| Sociovocational integration teachers | Make employers and employees aware of the service when supervising interns. |
| Administration of adult education centres or vocational training centres | Make employers aware of the service during representation activities. |
| Vocational training teachers | Make employers and employees aware of the service when supervising interns. |
| Vocational training RAC counsellors | Refer adults with a semiskilled trade profile to the service. |
| Education consultants in vocational training | Refer adults with a semiskilled trade profile to the service. |
| Development officers in business services | Identify potential employers who are suitable for a RAC-TST project. |
| Support staff in adult education centres | Make adults aware of the service upon registration at the centre, if relevant to their situation. |

Conclusion

The RAC-TST process can have a significant benefit for many adults in the job market. This is shown by the various impacts the process has on adults, employers and school service centres.

The process meets all three components of the certification requirements for a TCST: General Education, Preparation for the Job Market, and Preparation for a Semiskilled Trade. It consists of different steps: receipt of the request, meeting with the employer, welcoming the adult, preparation of the file, analysis of the file, validation interview, observation of trade competencies, and evaluation of competencies.

Direct involvement of the employer and the workplace in the process ensures that it is flexible and tailored to the family-work-school balance of the adult. It allows employers to be directly involved in the qualification of their staff. The employer and the education network thus share the social responsibility that is education and the recognition of acquired competencies. This particular RAC process helps a wide variety of people to receive acknowledgment and recognition for their competencies and perhaps even earn a first qualification, leading to a feeling of pride and personal and professional fulfillment.

This feeling of accomplishment gained by the adult, and the partnerships established between educational institutions and employers, build a strong foundation for a growing culture of continued training in the workplace.

Appendix 1 – Sample letter from the employer

[Company letterhead]

[Date]

[Name of the person responsible for the recognition of acquired competencies for a semiskilled trade]
[Name of the school service centre or educational institution]
[Address]

Dear [Name of the addressee]:

Subject: Employment confirmation – [name of the candidate]

I hereby confirm that [name of the candidate] has been working for [name of the business] in a [full-time or part-time] position since [date]. [Name of the candidate] has held the position of [name of the semiskilled trade] since [date]. The main tasks [name of candidate] performs are:

- [name of first task]
- [name of second task]
- [etc.]

Yours truly,

[Signature]
[Name of the business's authorized representative]
[Contact information]

Appendix 2 – Ways to get the information out in the workplace

There are several ways to reach potential RAC candidates and invite them to an information session:

- Posting a notice on a bulletin board
- Handing out an information pamphlet
- Providing information during a meeting
- Collaborating with their union
- Targeting specific employees
- Sending out an email invitation
- Posting a message on the digital communications platform of the business

Appendix 3 – How to plan the RAC process with the employer

| STEPS | RAC-TST COUNSELLOR | EMPLOYER | TRADE SPECIALIST | CANDIDATE | TEACHER |
|---|-----------------------|----------|---------------------|-----------|---------|
| 1. Verify that the conditions are favourable. | X | X | | | |
| 2. Set the date for the information session or meetings. | X | X | | | |
| 3. Designate the trade specialist. | | X | | | |
| 4. Inform the employees of the information session, if applicable. | | X | | | |
| 5. Compile a list of interested employees. | | X | | | |
| 6. Hold the workplace information session (hand out the candidate's kit, provide information about the process and when the files needs to be submitted). | X | X | X | X | |
| 7. Receive candidate file(s). | X | X | | | |
| 8. Analyze the files. | X | | | | |
| 9. Equip the trade specialist for the process. | X | | X | | |
| 10. Schedule the validation interview(s). | X | X | X | X | |
| 11. Conduct the validation interview(s). | X | | X | X | |
| 12. Observe the candidate's competencies. | | | X | X | |
| 13. Plan the acquisition of missing competencies, if required. | X | X | X | | |
| 14. Carry out the evaluation(s). | | | X | X | X |

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