

# REFERENCE DOCUMENT

## EXPLORING ADULTS' PRIOR LEARNING: A LEVER EFFECT

Reception, Referral, Counselling and Support Services (SARCA)





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## INTRODUCTION

This reference document is part of the implementation process for the first Action Plan for the Government Policy on Adult Education and Continuing Education and Training (2002). It presents exploration of prior learning services, which replace the basic general education record of learning offered by school boards since 2006. The proposed change is intended to take into account the appraisals and recommendations that have emerged from the school boards' experience, and suggests an approach that is adjusted to the current social, economic and educational contexts. It also allows for flexibility on the part of both the counsellor and the school board when organizing and carrying out the exploration process.

The aim of exploration of prior learning services is to acknowledge the potential of adult learners, to focus on their academic, experiential and informal learning as elements conducive to lifelong learning, and to provide support in the process of preparing a personal plan that is both meaningful and realistic for the adult concerned. Acknowledgement of an adult's learning is, in itself, a lever that will guide the person throughout the process, and may have an impact on whether or not he or she continues in school and successfully completes the chosen program. These services may be offered to adults who wish to enter adult general education or vocational training.

This document is intended for professional staff members who work directly with adult learners in reception, referral, counselling and support services, known as SARCA (Services d'accueil, de référence, de conseil et d'accompagnement). It sets out the principles and explains the process for exploring prior learning with an adult learner. It is also intended for management personnel who must make decisions concerning the provision of these services.

The first part of the document, which gives an overview of exploration of learning services, is divided into several sections: the guiding principles underlying the process; the target populations; the conditions required for adult learners to embark on the process; the potential impacts for everyone concerned; exploration of learning services as part of SARCA services as a whole; and the co-construction process within which the services are offered.

The second part of the document sets out the steps of the exploration process: analysis of academic learning; analysis of experiential learning; presentation of the general education, vocational training, college and university options; presentation of the possibilities for granting recognition of acquired competencies (RAC) in general education and vocational training; and a summary of the process, including preparation of the comprehensive report. Lastly, the appendices contain a variety of instruments that can be used to explore learning, along with references relating to the recognition of acquired competencies and a comprehensive report on the overall process. There is also a bibliography.



# 1 EXPLORATION OF PRIOR LEARNING SERVICES

Exploration of prior learning services are available to all adults who wish to review their current situation, regardless of whether or not they already have qualifications.<sup>1</sup> In addition, an adult may already have prepared a personal career or training plan, or have begun the process of doing so.

These services allow adults to review their academic and experiential learning, and to fully understand their situation, potential and the opportunities available to them. For adults with uncertified learning and competencies, the possibility for recognition of acquired competencies (RAC) in adult general education and vocational training are also presented in order to shorten the training path required to implement their plans, and also to acknowledge their competencies. The focus is on the adult's prior achievements, learning, competencies and potential as well as on identifying possibilities for recognition.

Exploration of prior learning services are offered by qualified professionals in the field of educational and career information and guidance.

These services offer a number of advantages:

- They are an excellent means of reflecting on a person's current situation and determining the requirements for a future career or training plan.
- They are part of a personalized approach that takes all aspects of the adult learner into account, and treats the person as the core element in the process.
- They serve as an interactive, educational process that enhances adult learners' self-worth, helps to develop their self-esteem and puts them in a better position to choose how they wish to participate in social and economic life.

They allow adults:

- to confirm their academic learning and understand its scope
- to consider their personal and professional progress outside the education community, in order to identify and establish their experiential learning
- to determine their current level of learning (academic and experiential) for adult general education or vocational training
- to assess the feasibility of a future personal career or training plan
- to obtain information on opportunities for recognition of prior learning
- to establish, update or confirm an action plan as part of their personal plan
- to receive a comprehensive report setting out the results of the exploration of prior learning process

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1. An adult may already have a Secondary School Diploma or a Diploma of Vocational Studies, but may wish to return to adult general education to obtain the prerequisites for a technical program or to enrol in a new vocational program.

The aim of exploration of prior learning services is to ascribe value to the adults' past training and experience, help them to acknowledge their strengths, potential and possibilities for recognition, and enable them to decide what they need to do to achieve their goals. Exploration of prior learning services promote a thoughtful approach and help adults to develop a perspective of learning throughout life.

Exploration of prior learning services may raise issues relating to career guidance. It is up to the counsellor to decide whether or not it is appropriate to recommend a guidance process.

## 1.1 The exploration of prior learning process

The exploration of prior learning process is divided into five separate intervention activities. These activities are explained in this document, and the instruments for each activity are presented in the appendices. It is up to counsellors to use their judgment and select both the sequence of the activities and the instruments best suited to each adult's situation. After presenting the process, the counsellor should ensure that the adult understands what is involved and that he or she is interested in and committed to the process.

### 1. Analysis of academic learning

- analysis of the official documents issued by the Ministère de l'Éducation, du Loisir et du Sport or by recognized educational bodies ([Appendix 7](#))
- preparation for a future analysis of the adult's functional level in French, mathematics, English and computer science in adult general education<sup>2</sup>
- analysis of learning in vocational training, where applicable ([Appendix 17](#))

### 2. Analysis of experiential learning

- analysis of attestations obtained outside the education system ([Appendix 17](#))
- analysis of informal learning in four spheres of life:
  - volunteering and community involvement ([Appendix 8](#))
  - work experience ([Appendix 9](#))
  - personal situation and family life ([Appendix 10](#))
  - sports and leisure activities ([Appendix 11](#))

### 3. Presentation of educational services

- adult general education, where applicable
- vocational training, where applicable
- college and university education, where applicable

### 4. Recognition of acquired competencies (RAC)

- presentation of the possibility for recognition of acquired competencies for general education in the adult sector ([Appendix 12](#))

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2. Appendices 1 to 6.

- presentation of the possibility for recognition of acquired competencies in vocational and technical training, where applicable ([Appendix 13](#))

#### **5. Summary of the exploration of prior learning process**

- review of the adult's personal plan and action plan (preparation, updating or confirmation) ([Appendix 16](#))
- preparation of the comprehensive report ([Appendix 17](#))
- declaration in the Charlemagne system
- referral to the appropriate service

## **1.2 Target populations**

Exploration of prior learning services are intended for all adults aged 16 or over, regardless of whether they are enrolled in general education or vocational training, and whether they have a Secondary School Diploma or a Diploma of Vocational Studies, who wish to review their experience and situation and need support in order to prepare a personal career or training plan.

## **1.3 Minimum conditions**

If adults are to be successful in the exploration of prior learning process, they must meet the following three basic conditions:

1. Have a desire to take action and commit.
2. Demonstrate a minimum level of autonomy.
3. Have an understanding of the usefulness and relevance of the process.

Once these three conditions have been met, counsellors can help adults to take stock of and understand their learning, potential and possibilities for recognition.

## **1.4 Impacts of the exploration process**

Exploration of prior learning is one of the levers available to adults as they undertake their personal plans. The process has many different kinds of impacts.

#### **For adults:**

- a realistic, up-to-date picture of their academic achievements and experiential learning
- an awareness of their potential, which enhances their self-worth
- exploration of the possibilities for recognition of acquired competencies in adult general education and vocational training, where applicable
- a clearer vision of their project's feasibility

#### **For school boards:**

- effective use of their other SARCA support activities and other services in adult general education centres, vocational training centres and CEGEPs
- a contribution to student retention and a boost for adult general education

**For education partners:**

- an up-to-date picture of the adult's learning
- a possible decision concerning official recognition of acquired competencies
- a realistic appraisal of the feasibility of the adult's personal plan
- complementarity and continuity of services

**For the Ministère de l'Éducation, du Loisir et du Sport:**

- provision of services in compliance with the Government Policy on Adult Education and Continuing Education and Training, and its action plan (2002)
- a response tailored to the adult's needs and to the socio-economic environment
- an important lever for encouraging adults to return to school and for promoting student retention and academic success
- targeted promotion of recognition of prior learning and competencies in adult general education and vocational training

## 1.5 Exploration of prior learning as part of SARCA services

Reception, referral, counselling and support services (SARCA) consist of an integrated set of services that complement others provided by school boards and their partners. They allow adults, regardless of whether they are enrolled in formal training, to decide on a personal career or training plan, and to receive help in carrying it out.

SARCA services are divided into five separate elements: reception, exploration of prior learning, career guidance, information and support. Reception is the first service offered to adults. It is followed by a second level of reception in cases where adults need an overall picture of their situation in order to decide on the next steps for their personal plans. During this second interview, the counsellor works with the adult to consider whether or not the process should continue with exploration of prior learning, which would mean taking the time to consider the adult's situation and the means available to implement his or her personal plan. The exploration of prior learning follows on from this second level of reception, and can be given prior to or at the same time as career guidance. Owing to their nature, information and support services are offered on an ongoing basis.<sup>3</sup>

## 1.6 The co-construction process

The quality of the relationship between the advisory resource and the adult is a key factor in making the most of the impacts generated by the process. A relationship of trust is created from the outset, and is consolidated at subsequent meetings. It is established within a co-construction dynamic marked by awareness, trust and clarification. The adult is encouraged to develop new perspectives through reflection and comparisons of different views.

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3. For further information, see the reference document Ministère de l'Éducation, du Loisir et du Sport. *Support for Adult Learners Engaged in a Personal Plan*. Québec, 2014.

The co-construction process takes place as follows:

- joint choice of the elements to be considered, based on the adult's situation and aspirations
- joint determination of the adult's potential
- joint assessment of the learning relevant to the adult's personal plan

In other words, the process supports adults as they review their academic and experiential learning in order to identify the possibilities open to them and carry out their personal plans.



## 2 THE EXPLORATION PROCESS

As mentioned, the exploration of prior learning process includes the following steps:

- analysis of academic learning
- analysis of experiential learning
- presentation of educational services
- recognition of acquired competencies (RAC) in adult general education and vocational training
- summary of the exploration of prior learning process

It is up to the counsellor to choose the activities and instruments best suited to each adult's situation. Between two and four meetings may be required to complete the overall process, depending on each adult's needs and situation.

### 2.1 Analysis of academic learning

The first step in the exploration process consists in analyzing officially recognized academic learning to help adults understand what they have achieved. Recognition may be issued by the Ministère de l'Éducation, du Loisir et du Sport or by another recognized educational body.

The counsellor's support will help adults who underestimate their learning as well as those who believe they have achieved more than has been officially recognized. With the support of their counsellor, adults are able to qualify their perceptions of themselves and their situation. The difference between what has been recognized and what is required for an adult's personal plan may also become a decisive factor in whether or not to continue the process.

#### 2.1.1 The value of academic learning

The counsellor's responsibility in this activity is to communicate the value, importance and scope of the adult's academic learning. The analysis can be based on documents such as school reports, grade cards, achievement records or any other form of attestation issued by a recognized body in Québec. A special analysis will be required for studies outside Québec or Canada.<sup>4</sup>

The counsellor records the adult's prior academic learning in the comprehensive report. He will be able to see if the adult has obtained the necessary prerequisites for enrolment in the chosen program, or identify shared competencies with other programs.

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4. For studies outside Québec, counsellors should refer to the *Cahier d'attribution des équivalences pour des acquis scolaires obtenus au Canada, à l'extérieur du Québec*, and for studies outside Canada, to the Ministère de l'Immigration, de la Diversité et de l'Inclusion and the results of the MIDI's comparative assessment.

### 2.1.2 Preparation for analysis of functional level

The second element of this activity is to prepare the adult for an assessment of his or her functional knowledge in four general education subjects: English, French as a second language, mathematics and computer science.

Because the most recent level of education achieved by the adult<sup>5</sup> must be respected, which eliminates the possibility of re-assessing a previous level, it is important to acknowledge the fact that between the time people decide to leave school and the time they decide to go back, their intervening experience may have had an impact on their level of competency in specific areas. Their functional level in the four subjects listed above must therefore be assessed.

Content specialists who are able to assess the functional competency levels of adults are the teachers to whom the adults are referred. SARCA counsellors have the skills needed to prepare adults for the assessment.

The counsellor works with the adult to explore his or her achievements in the four subjects (English, French as a second language, mathematics and computer science), using the dialogue sheets presented in the appendix.<sup>6</sup> Together, the counsellor and the adult discuss the adult's lifestyle habits and past experiences in each of these areas, and the knowledge and competencies he or she would like to acquire.

Based on these discussions, the counsellor will decide whether or not to recommend a more detailed analysis of the adult's achievements by the teachers concerned. Depending on the situation, the counsellor should explain that the adult may upgrade his or her level of achievement through personalized, targeted learning activities or by official recognition at a higher level.<sup>7</sup>

Because there are several ways of integrating adults into training, depending on the situation of each school board, the exploration of prior learning process is important because it offers a quick way to identify a need for upgrading or a potential for recognition of acquired competencies, while facilitating referrals to other services. The dialogue sheet can be used as a tool to communicate with the counsellor or teacher concerned. The counsellor should write down his or her recommendations concerning the adult's functional level in the second section of the comprehensive report.

For an adult with a vocational training background who wishes to enrol in another vocational program of study or to obtain a Secondary School Diploma, the counsellor should discuss the equivalencies that may be granted for the desired training path.

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5. Québec, *Action Plan for Adult Education and Continuing Education and Training* (Québec: Ministère de l'Éducation, 2002), 30.

6. Appendices 1 to 6.

7. Québec, *Government Policy on Adult Education and Continuing Education and Training* (Québec: Ministère de l'Éducation, 2002), 27.

## 2.2 Analysis of experiential learning

The second activity in the process is the exploration of experiential learning. Basically, its aim is to highlight the learning acquired by the adult outside school so that it can be recognized and taken into account where applicable.

Experiential learning can take many different forms, including knowledge, attitudes, skills, competencies and abilities developed or acquired from recurrent experience. By broadening the scope of their achievements, adults become more aware of their full potential and the possibilities available to them, which can only enhance their sense of self-worth. This aspect should not be underestimated, and should be applied according to each adult's development needs. Acknowledgement of experiential learning will have more impact if it is relevant to the adult's personal career or training plan, or to the preparation of that plan. The counsellor should write down the adult's experiential learning in the third section of the comprehensive report.

### 2.2.1 Identification of experiential learning

One of the components of this activity is to explore and list the documents attesting to training completed outside school. Examples would include qualification cards, qualifying documents and recognition documents that allow an adult to perform certain duties at work. Counsellors can use the list of documents in Appendix 7 to help identify the adult's learning accurately in the comprehensive report.

Four dialogue sheets are also available to counsellors to help identify the adult's other experiential learning in four spheres of their lives: volunteering and community involvement, work experience, personal situation and family life, and sports and leisure activities.<sup>8</sup> These sheets are designed to generate dialogue with adults, so that they will talk about their experience and learning, and work with their counsellors to identify areas of significance (the questions can be adjusted to each adult's situation). It will then be possible to decide if the adult is a candidate for recognition of acquired competencies in general education or vocational training.

As was the case in the analysis of academic learning, the exploration of experiential learning in adult general education should focus on English, French as a second language, mathematics and computer science. Some of the adult's work or life experience may have enhanced his or her learning in these areas. For example, adults who have had extensive experience within the French-speaking community may be able to pass the *Épreuve de synthèse*. In addition, if the adult's personal plan is to obtain a Secondary School Diploma, and his or her level of competency in a given subject area has improved significantly, the counsellor may recommend simply taking an examination. A special examination process involving spheres of generic competencies should be recommended for adults who have acquired other types of learning. The use of these measures of learning may help in obtaining credits in optional subjects for a Secondary School Diploma.

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8. Appendices 8 to 11.

Lastly, for adults who wish to take vocational training, counsellors should check whether their experiential learning meets some of the competency requirements of the program in question. If so, the counsellor should present the recognition of acquired competencies process and refer the adult to these services.

## 2.3 Presentation of educational services

The exploration of prior learning process may lead adults to make a training choice. At this stage in the process, the counsellor should present the various possibilities open to the adult, depending on his or her goals.

If the adult seems to be undecided, the counsellor may suggest vocational guidance, a process that will allow the adult to assess, adjust or choose a course of action according to his or her situation, experience, aspirations and socio-professional environment.

### 2.3.1 Adult general education services

Basic general education in the adult sector comprises 10 services:

1. Pedagogical support
2. Literacy services
3. Preparatory services for secondary education
4. Secondary Cycle One education services
5. Secondary Cycle Two education services
6. Social integration services
7. Sociovocational integration services
8. Francization services
9. Vocational training preparation services
10. Preparatory services for postsecondary studies

The publication *Information Document on the Services and Programs of Study Provided Under Adult General Education* (updated annually) gives details on the programs available.

### 2.3.2 Vocational training services

The publication *Services and Programs of Study: Vocational Training*, updated annually, gives details on the programs leading to the Diploma of Vocational Studies, along with conditions for admission and special prerequisites.

The *Guide d'accompagnement pour l'analyse des conditions d'admission en formation professionnelle* (in French only) contains information on admission to vocational training programs. This information can be found on the following Web site: <http://inforoutefpt.org/><sup>9</sup> under the heading "Programmes de formation (secondaire).

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9. Consulted on June 1, 2014.

For adults with special needs, SARCA counsellors should make sure they are fully aware of the types of competencies they will need to acquire and any restrictions in the chosen program.<sup>10</sup> In addition, the adults should be told about any adaptations that may be possible throughout the training process and the resources that are available.

### 2.3.3 College and university education services

There are two types of programs in college-level institutions:

- Pre-university education, the main aim of which is to prepare students for university.
- Technical training, the main aim of which is to prepare students for the labour market. In this category, programs lead to the Diploma of College Studies, a Specialization Diploma in Technical Studies or an Attestation of College Studies.

University education is the second level of higher education in Québec. It is divided into three levels:

- The first level consists in training leading to an attestation of studies, a certificate (30 credits), a diploma (30 to 60 credits) or a Bachelor's degree (90 to 120 credits).
- The second level consists in training leading to an attestation of studies, a certificate (30 credits), a Master's degree (45 to 60 credits) or a diploma (30 to 60 credits).
- The third level consists in training leading to a Doctoral degree, with credits (90 to 120) spread over several study terms.

## 2.4 Recognition of acquired competencies in adult general education and vocational training

In Québec's school boards, SARCA services are both separate from and complementary to RAC services. The action plan for the *Government Policy on Adult Education and Continuing Education and Training* (2002) stipulates that personnel assigned to SARCA services are responsible for informing and advising adults about the possibility of obtaining recognition of their prior learning and competencies. This is the third activity in the learning exploration process.

One of the aims of the exploration process is to support adults as they identify their knowledge, prior learning and competencies and inform them of the possibility of obtaining recognition of acquired competencies, in adult general education or vocational training, depending on their situation.

The *Recognition of Prior Learning and Competencies in Vocational and Technical Training* frameworks document refers to an official process for recognizing acquired competencies based on principles that focus on individuals and their rights. These principles include the following:

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10. Québec, *Administrative Guide for the Certification of Studies and Management of Ministerial Examinations: General Education, Youth Sector; General Education, Adult Sector; Vocational Training* (Québec, Ministère de l'Éducation, du Loisir et du Sport, 2012), 5.2.3.

- Individuals have a right to social recognition of their knowledge or competencies 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.<sup>11</sup>

As mentioned earlier, individuals should not be obliged to seek recognition again for competencies or prior learning that have already been properly assessed and certified by an official system.

### 2.4.1 Recognition of acquired competencies in adult general education

Adults may opt to obtain recognition of acquired competencies for their own personal satisfaction, or to:

- obtain a Secondary School Diploma or its equivalent (Attestation of Equivalence or Certificate of Equivalence for Secondary Studies)
- acquire credits that may help them to obtain a Secondary School Diploma
- meet the prerequisite conditions for admission to vocational training or college education
- meet labour market conditions

School boards and adult general education centres use different types of examinations and assessment tools to recognize acquired competencies for adult general education. SARCA councillors should refer adults to them, depending on local or regional requirements ([Appendix 12](#)).

### 2.4.2 Recognition of acquired competencies in vocational training

Recognition of acquired competencies is a process that takes into account an adult's official academic learning and any experiential learning, regardless of where or how it was acquired. The process makes it possible to determine the content of the training that the adult requires to achieve his or her goals and to reduce the duration of that training. Thus, the process helps the adult to obtain official recognition for his or her learning.

The RAC process in vocational training is divided into several steps:<sup>12</sup> initial contact; preparation of candidate's application; initial screening; validation interview; assessment of competencies; and official recognition of competencies or, if applicable, a plan for any further study required. The general and technical frameworks document for the recognition of acquired competencies<sup>13</sup> describes the proposed model and the instruments (self-assessment forms, assessment options

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11. Québec, Ministère de l'Éducation, du Loisir et du Sport, [Recognition of Prior Learning and Competencies in Vocational and Technical Training: General and Technical Frameworks](#) (Québec, 2005), 5. Please note that although the basic principles of this document still apply, an update is anticipated as the text does not reflect the RAC process and terminology currently in use.

12. See Appendix 13.

13. Québec, Ministère de l'Éducation, du Loisir et du Sport, *Recognition of Prior Learning and Competencies*.

for recognition, assessment forms and companion guide) that have been developed for each program of study concerned, based on the competencies of that program. SARCA counsellors may use the self-assessment forms of a school board that offers the service to help them decide whether or not to refer an individual to RAC services.

The publication *Prior Learning Assessment and Recognition Advisor: Employment Situation Review Report*<sup>14</sup> sets out the tasks and actions to be carried out by RAC counsellors.

### 2.4.3 Other types of recognition

Other bodies also offer competency recognition services. This information can be considered during the adult's exploration process, and during the analysis of his or her vocational or training plan.

#### Public employment system

In 2007, the *Act to foster the development of manpower training* was amended to become the *Act to promote workforce skills development and recognition*, and the Workforce Skills Development and Recognition Framework, adopted in 2001 by the Commission des partenaires du marché du travail, became part of it. The Framework sets out the various parameters for skills development in the workforce and skills recognition in specific trades.

Professional standards are the cornerstone of workforce qualification, and constitute the reference point for competency acquisition and recognition. The sectoral workforce committees are responsible for preparing these standards. Competency development or recognition strategies can lead either to an attestation of competency or a certificate of vocational qualification<sup>15</sup> issued by the Minister of Employment and Social Solidarity.

#### Vocational system for individuals trained abroad

The Office des professions du Québec, the Ministère de l'Immigration, de la Diversité et de l'Inclusion and the professional orders are front line players in the process of recognizing the qualifications and competencies of individuals who have trained abroad. Some of their measures must be taken into account in the exploration of prior learning process; for example, in the case of immigrants who have applied for recognition of acquired competencies, a comparative assessment of studies outside Québec, the availability of training for upgrading purposes and the applicant's knowledge of the French language must all be taken into account. The Ministère de l'Enseignement supérieur, de la Recherche, de la Science et de la Technologie will fund any training required by the professional orders responsible for the recognition of acquired competencies process with respect to individuals trained abroad.

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14. <http://www.mels.gouv.qc.ca/en/references/publications/results/detail/article/english-prior-learning-assessment-and-recognition-advisor-employment-situation-review-report/> (Consulted on March 25, 2014).

15. <http://www.guide-qualification.emploiquebec.gouv.qc.ca/> (Consulted on March 25, 2014).

## Community workforce organizations

A number of community organizations also play a role in the recognition of informal learning. They may become the triggers for an adult's personal career-related or training plan, and can come into play either before or at the same time as the school board's services.<sup>16</sup>

### 2.4.4 Support during file transfer and referral to RAC services

When an adult is referred to RAC services, the SARCA counsellor must ensure that the transition is both efficient and professional. The process of transferring a file to the school board or centre concerned can be facilitated by using a form<sup>17</sup> and the comprehensive report from the exploration of prior learning process. For the adult, this will prevent having to repeat certain steps in the process. The counsellor should make sure the adult knows that he or she may come back at any time for a consultation if necessary, and that the counsellor may continue to provide support even though the file has been transferred. It is important to promote collaboration and exchange between the services to ensure that the adult will benefit fully from them.

## 2.5 Summary of the exploration of prior learning process

The fifth and final intervention activity consists in producing a comprehensive report on the exploration of prior learning process. The counsellor must produce the final comprehensive report ([Appendix 17](#)), work with the adult to review the initial objective and plan, and ensure that he or she is referred to the appropriate services where necessary. The counsellor should select the order in which these activities are carried out, according to each individual's needs.

For the adults concerned, this part of the intervention constitutes a transition toward what is to come, and is a key step in establishing where they are and where they could be. The transition phase, especially for those who are questioning their vocational status, is important in giving them the power to have an influence on their present and on their future, while ensuring that they have all the support they need.

Because the comprehensive report may be used to transfer information to partner organizations or other school board services, it is important that the information it contains be a faithful reflection of the exploration of prior learning process and the adult's progress, in compliance with the *Act respecting the protection of personal information*. The final recommendations in the report should reflect the basic elements agreed upon with the adult concerned, and identify the next steps in achieving his or her plan.

To complete the activity, the adult signs the report, giving permission for it to be placed in his or her file and for the information to be forwarded to a third person (another member of the

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16. Coalition des organismes communautaires pour le développement de la main-d'œuvre, *Reconnaissance des compétences génériques pour les personnes en démarche d'insertion et peu scolarisées – Inventaire des outils des organismes communautaires œuvrant au développement de la main-d'œuvre* (Québec, October 2007), 28-29.

17. See Appendices 14 and 15 for examples.

professional staff, a teacher or a partner organization) for continuation of the process, where applicable.

### 2.5.1 Action plan

When adults are referred to exploration of prior learning services, they usually have an initial idea or objective and sometimes even an action plan. At the end of the process, counsellors work with the adults to modify or prepare their plans, based on the new information available ([Appendix 16](#)). In both cases, the action plan is extremely important since it will ensure that any results are both meaningful and sustainable. An action plan allows adults to identify the various steps in their personal plans as well as their strengths and limitations and what they need to do to achieve their goals.

The actions in the plan may include: an assessment of the adult's file by a RAC counsellor; a meeting with the complementary services staff to assess the adult's need for adaptive services; a career guidance process to clarify the adult's career goal; or enrolment in a training program. The adult's commitment to the process and desire to move forward can be reinforced by establishing a time frame.

The action plan presented in Appendix 16 is given as an example only and may be adjusted to each individual's specific situation.

### 2.5.2 Referral to other services

Exploration of prior learning, through its connection with the adult's personal plan, forms part of a continuum of services. Recognition of acquired competencies has already been mentioned, but it is also important to consider the other services to which adults may be referred.

Within a school board, exploration of prior learning may lead adults to enrol in general education or vocational training, or to seek career guidance services or complementary services.<sup>18</sup> They may also be referred to various partner organizations, depending on their situation and needs. Any such referrals must be in compliance with the *Act respecting access to documents held by public bodies and the protection of personal information*.

In all these cases, the information forwarded to the new service provider must be accurate and clear. In addition, counsellors must focus on the adults and their personal plans, and give the support required to refer them to other services so that the services they need can be provided as efficiently as possible. Counsellors may contact the partners concerned to inform them that files are being transferred, and offer clarification where necessary. They may also invite the adults to come back and consult at any time for follow-up. Where an adult is referred to an external service provider, he or she must sign a form giving permission for information to be exchanged, in compliance with the *Act respecting access to information*.

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18. For further details, see the reference framework *Complementary Educational Services in Adult General Education* (Québec: Ministère de l'Éducation, du Loisir et du Sport, 2009).

### **2.5.3 Comprehensive report**

The comprehensive report<sup>19</sup> documents the administrative process for the school board and serves as evidence to be placed in the adult's file. It also provides the adult with a record of the process and the information that has been gathered.

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19. See Appendix 17.

## CONCLUSION

In the present socio-economic context, adequate basic training, assessment and constant upgrading of competencies are vital for every individual. Although Québec offers a range of training methods and locations that allow adults to acquire academic, experiential and informal learning, the education system must also be able to ascribe value to all this learning and allow adults to obtain official recognition for it, where applicable.

SARCA services, usually offered before other school board services, help to remove obstacles and demystify access to basic training. The exploration process is an important lever in encouraging adults to go back to school, achieve career-related or training goals and carry out personal plans. It may also encourage them to review their academic and experiential learning and to look forward to a future that is both accessible and realistic.

Exploration of prior learning services allow adults to reflect on their potential and interests through intervention activities and instruments and give them an opportunity to talk to and obtain advice from qualified professional resources. This process of reviewing their learning and projecting it into the future serves to strengthen their motivation and determination to persevere by clarifying their current status and their goals. In addition, if their experiential learning can be officially recognized, their training path will become all the more attractive.

Lastly, the Ministère de l'Éducation, du Loisir et du Sport encourages school boards to provide this service to adults, in compliance with the guidelines set out in this document in order to ensure equitable services for all adults.



## Appendix 1 – Dialogue Sheet: Exploration of Learning in French, Language of Instruction

Adult’s name:

Counsellor’s name:

Date:

Recognized level						
Officially recognized level of education:					Date:	
Last year of study:					Date:	
Notes or comments:						
Lifestyle habits relating to French						
Reading habits	Sources	Frequency				Clarification
		Never	Rarely (1 or 2 times per month)	Occasionally (once a week)	Often (every day)	
	Web sites	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Newspapers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Periodicals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Reports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Summaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Novels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Comic strips	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Books	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Other, specify:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Other information:						
Writing habits	Forms	Frequency				Clarification
		Never	Rarely (1 or 2 times per month)	Occasionally (once a week)	Often (every day)	
Notes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

	Forms	Never	Rarely (1 or 2 times per month)	Occasionally (once a week)	Often (every day)	Clarification
	E-mails	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Chatting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Correspondence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Summaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Reports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Poetry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Music	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Other, specify:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Other information:						
Oral communication habits	I can communicate well (listening and speaking) with:		Yes	No	Clarification	
	another person	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
	a group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
	Context:					
Other information:						
<b>Subject-related experience</b>						
<b>Development prospects</b>						
<b>Recommendation (for teachers or complementary services personnel)</b>						

## Appendix 2 – Dialogue Sheet: Exploration of Learning in English as a Second Language

Adult's name:

Counsellor's name:

Date:

Recognized level						
Officially recognized level of education:					Date:	
Last year of study:					Date:	
Notes or comments:						
Lifestyle habits relating to English						
Reading and listening habits	Sources	Frequency				Clarification
		Never	Rarely (1 or 2 times per month)	Occasionally (once a week)	Often (every day)	
	Web sites	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Newspapers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Periodicals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Magazines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Summaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Novels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Comic strips	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Books	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Television	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Cinema	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Music	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Other, specify:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Other information:						
Writing and production habits	Sources	Frequency				Clarification
		Never	Rarely (1 or 2 times per month)	Occasionally (Once a week)	Often (every day)	
	Notes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
E-mails	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

	Forms	Never	Rarely (1 or 2 times per month)	Occasionally (once a week)	Often (every day)	Clarification
	Chatting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Correspondence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Summaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Reports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Poetry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Music	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Forms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Classified ads	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Other, specify:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Other information:						
Oral communication habits	I can communicate well (listening and speaking) with:		Yes	No		Clarification
	another person		<input type="checkbox"/>	<input type="checkbox"/>		
	a group		<input type="checkbox"/>	<input type="checkbox"/>		
	Context:					
Other information:						
Experience in an English-speaking context:						
<b>Subject-related experience</b>						
<b>Development prospects</b>						
<b>Recommendation (for teachers or complementary services personnel)</b>						

## Appendix 3 – Dialogue Sheet: Exploration of Learning in English, Language of Instruction

Adult’s name:

Counsellor’s name:

Date:

Recognized level						
Officially recognized level of education:					Date:	
Last year of study:					Date:	
Notes or comments:						
Lifestyle habits relating to English						
Reading habits	Sources	Frequency				Clarification
		Never	Rarely (1 or 2 times per month)	Occasionally (once a week)	Often (every day)	
	Web sites	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Newspapers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Periodicals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Reports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Summaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Novels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Comic strips	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Books	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Other, specify:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Other information:						
Writing habits	Forms	Frequency				Clarification
		Never	Rarely (1 or 2 times per month)	Occasionally (once a week)	Often (every day)	
	Notes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	E-mails	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Chatting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

	Forms	Never	Rarely (1 or 2 times per month)	Occasionally (once a week)	Often (every day)	Clarification
	Correspondence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Summaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Reports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Poetry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Music	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Other, specify:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Other information:						
Oral communication habits	I can communicate well (listening and speaking) with:		Yes	No	Clarification	
	another person	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
	a group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
	Context:					
Other information:						
<b>Subject-related experience</b>						
<b>Development prospects</b>						
<b>Recommendation (for teachers or complementary services personnel)</b>						

## Appendix 4 – Dialogue Sheet: Exploration of Learning in French as a Second Language

Adult's name:

Counsellor's name:

Date:

Recognized level						
Officially recognized level of education:					Date:	
Last year of study:					Date:	
Notes or comments:						
Lifestyle habits relating to French						
Reading and listening habits	Sources	Frequency				Clarification
		Never	Rarely (1 or 2 times per month)	Occasionally (once a week)	Often (every day)	
	Web sites	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Newspapers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Periodicals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Magazines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Summaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Novels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Comic strips	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Books	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Television	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Cinema	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Music	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Other, specify:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Other information:						
Writing and production habits	Forms	Frequency				Clarification
		Never	Rarely (1 or 2 times per month)	Occasionally (once a week)	Often (every day)	
	Notes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	E-mails	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Chatting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

	Writing and production objects	Never	Rarely (1 or 2 times per month)	Occasionally (once a week)	Often (every day)	Clarification
	Correspondence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Summaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Reports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Poetry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Music	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Forms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Classified ads	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Other, specify:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Other information:						
Oral communication habits	I can communicate well (listening and speaking) with:	Yes	No	Clarification		
	another person	<input type="checkbox"/>	<input type="checkbox"/>			
	a group	<input type="checkbox"/>	<input type="checkbox"/>			
	Context:					
Other information:						
Experience in a French-speaking context:						
<b>Subject-related experience</b>						
<b>Development prospects</b>						
<b>Recommendation (for teachers or complementary services personnel)</b>						

## Appendix 5 – Dialogue Sheet: Exploration of Learning in Mathematics

Adult’s name:

Counsellor’s name:

Date:

<b>Recognized level</b>					
Officially recognized level of education:					Date:
Last year of study:					Date:
Notes or comments:					
<b>Lifestyle habits relating to mathematics</b>					
Use of mathematical operations (arithmetic)	Frequency				Clarification
	Never	Rarely (1 or 2 times per month)	Occasionally (once a week)	Often (every day)	
• Concept of proportion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• Concept of percentage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• Concept of estimation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• Tax calculation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• Four mathematical operations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• Operations on fractions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• Setting a budget	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• Other, specify:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Other information:					
Use of mathematical operations (statistics)	Frequency				Clarification
	Never	Rarely (1 or 2 times per month)	Occasionally (once a week)	Often (every day)	
• Comparison of values	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• Comparison of tables	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• Statistical analysis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• Mathematical averages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Use of mathematical operations (statistics)	Never	Rarely (1 or 2 times per month)	Occasionally (once a week)	Often (every day)	Clarification
• Recognition and interpretation of diagrams	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• Probability calculations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• Other, specify:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Other information:					
Use of geometrical concepts	Frequency				Clarification
	Never	Rarely (1 or 2 times per month)	Occasionally (once a week)	Often (every day)	
• In interior decoration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• In producing objects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• In renovation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• In construction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• Other, specify:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Other information:					
<b>Subject-related experience</b>					
<b>Development prospects</b>					
<b>Recommendation (for teachers or complementary services personnel)</b>					

## Appendix 6 – Dialogue Sheet: Exploration of Learning in Computer Science

Adult’s name:

Counsellor’s name:

Date:

<b>Learning</b>						
Course or training	Title:			Title:		
	Place:			Place:		
	Date:			Date:		
	Content:			Content:		
Notes or comments:						
<b>Lifestyle habits relating to computer science</b>						
Use of a computer or other technological device	Frequency				Clarification	
	Never	Rarely (1 or 2 times per month)	Occasionally (once a week)	Often		
• Computer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
• Printer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
• Scanner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
• Digital tablet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
• Video camera	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
• Camera	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
• Smartphone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
• Graphics tablet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
• Other, specify:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Use of office automation applications	Frequency				Clarification	
	Never	Rarely (1 or 2 times per month)	Occasionally (once a week)	Often		
• Word processing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
• Electronic spreadsheets	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
• Databases	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
• Other, specify:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

Use of graphics applications	Frequency				Clarification
	Never	Rarely (1 or 2 times per month)	Occasionally (once a week)	Often	
• 2D graphics applications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• 3D graphics applications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• Other, specify:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Use of multimedia applications	Frequency				Clarification
	Never	Rarely (1 or 2 times per month)	Occasionally (once a week)	Often	
• Video applications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• Audio applications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Web applications	Frequency				Clarification
	Never	Rarely (1 or 2 times per month)	Occasionally (once a week)	Often	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Other information:					
<b>Computer-related experience</b>					
<b>Development prospects</b>					
<b>Recommendation (for teachers or complementary services personnel)</b>					

## Appendix 7 – Certification Documents

### Certification documents

Title		Date
AESS	Attestation of Equivalence of Secondary V Studies	
AVE	Attestation of Vocational Education (semiskilled trade) (abolished in 2007); program name:	
AVS	Attestation of Vocational Specialization; program name:	
BA, BSc, etc.	Bachelor of Arts, Bachelor of Science, etc; program name:	
CESS	Certificate of Equivalence of Secondary Studies	
SSVC	Secondary School Vocational Certificate (abolished on September 2, 1993); program name:	
COTR	Certificate in On-the-Job Training in a Recycling Facility	
TCSIA	Training Certificate in Sociovocational Integration of Adults	
TCST	Training Certificate for a Semiskilled Trade; program name:	
PTC	Prework Training Certificate	
UC	University Certificate	
DCS	Diploma of College Studies; program name:	
DVS	Diploma of Vocational Studies; program name:	
SSD	Secondary School Diploma	
NHVT	Secondary School Diploma with a non-harmonized vocational training mention (abolished in 1997)	
ISPJ	Certificate in Life Skills and Work Skills Education (transitional)	
GDT	General Development Test, mentioned on the Secondary I, II and III achievement record in adult general education	

### Documents issued by a recognized educational body

Title		Date
ACS	Attestation of College Studies; program name:	
STP	Skills Training Certificate; program name:	
AS	Attestation of Studies	

### Studies outside Québec

	Comparative assessment, completed or underway (clarification), performed by the Ministère de l'Immigration, de la Diversité et de l'Inclusion	Date

**Other documents issued by recognized bodies**

Title	Date
Attestation of Competency issued by Emploi-Québec, leading to a certificate (standardized trades); trade name	
Attestation of Health and Safety (Association paritaire pour la santé et la sécurité du travail du secteur de la construction [ASP construction])	
Attestation of Safety (Association paritaire pour la santé et la sécurité du travail, secteur affaires municipales [APSAM])	
WHMIS Card (Workplace Hazardous Materials Information System)	
Apprentice Competency Certificate: construction	
Journeyman Competency Certificate: construction	
Occupation Competency Certificate: construction	
Interprovincial Certificate of Qualification (Red Seal) — construction, non-construction and optional trades	
Certificate of Vocational Qualification issued by Emploi-Québec for regulated trades; trade name	
First Aid Training Attestation	
Cardiopulmonary Resuscitation (CPR) Training Attestation	
Other, specify:	

**Other training leading to an attestation or other title from a community organization (experiential and informal)**

Training	Date

## Appendix 8 – Dialogue Sheet: Volunteering and Community Involvement

### Volunteering and Community Involvement

Adult's  
name: \_\_\_\_\_

Counsellor's  
name: \_\_\_\_\_

Date: \_\_\_\_\_

1. Have you ever done voluntary work?  Yes  No If yes, specify:  
\_\_\_\_\_
2. Have you ever been involved in community group activities (community kitchen, youth or family centre, scouts, self-help group, board of directors, etc.)?  
 Yes  No If yes, specify:  
\_\_\_\_\_
3. Have you ever been involved in or committed to a social, environmental, religious, political or other cause?  Yes  No If yes, specify:  
\_\_\_\_\_
4. For how long? Since when? In what year?  
\_\_\_\_\_
5. What did you do (duties, projects, mandates)? What skills and knowledge were required?  
\_\_\_\_\_
6. What did you enjoy doing?  
\_\_\_\_\_
7. During your experience, what knowledge or skills did you acquire and develop? What did you learn during your experience?  
\_\_\_\_\_
8. Did you receive training?  Yes  No  
If yes, specify (type and duration, requirements, certification):  
\_\_\_\_\_
9. Comments  
\_\_\_\_\_



## Appendix 9 – Dialogue Sheet: Work Experience

### Work Experience

Adult's name: \_\_\_\_\_

Counsellor's name: \_\_\_\_\_

Date: \_\_\_\_\_

1. Have you ever had a job?  Yes  No  
If yes, specify:

\_\_\_\_\_

2. For how long? Since when? In what year?

\_\_\_\_\_

3. What did you do (duties, projects, mandates)? What skills and knowledge were required?

\_\_\_\_\_

4. What did you enjoy doing?

\_\_\_\_\_

5. During your experience, what knowledge or skills did you acquire and develop? What did you learn during your experience?

\_\_\_\_\_

6. Did you receive training?  Yes  No  
If yes, specify (type and duration, requirements, certification):

\_\_\_\_\_

7. Do you have any qualification cards or other certificates?  Yes  No  
If yes, what are they?

\_\_\_\_\_

8. Comments

\_\_\_\_\_



## Appendix 10 – Dialogue Sheet: Personal Situation and Family Life

### Personal Situation and Family Life

Adult's  
name: \_\_\_\_\_

Counsellor's  
name: \_\_\_\_\_

Date: \_\_\_\_\_

1. What is your family situation (single, couple, co-tenant, with children)?

\_\_\_\_\_

2. What household tasks do you have to do, or what responsibilities do you have toward your family?

\_\_\_\_\_

3. What skills or knowledge do you need to perform these tasks?

\_\_\_\_\_

4. How do you take care of your own health and that of your family?

\_\_\_\_\_

5. Have you ever taken training in connection with these responsibilities?  Yes  No  
If yes, specify (type and duration, requirements, certification):

\_\_\_\_\_

6. Comments

\_\_\_\_\_



## Appendix 11 – Dialogue Sheet: Sports and Leisure Activities

### Sports and Leisure Activities

Adult's name: \_\_\_\_\_ Counsellor's name: \_\_\_\_\_  
Date: \_\_\_\_\_

1. What are your pastimes, leisure activities and personal activities?

---

2. What led you to practise these activities?

---

3. During your experience, what knowledge or skills did you acquire and develop? What did you learn during your experience?

---

4. Have you ever taken training as part of your activities or sports?  Yes  No  
If yes, specify (type and duration, requirements, certification):

---

5. Comments

---



## Appendix 12 – Recognition of Acquired Competencies in Adult General Education: Instruments and Services

Below is a brief description of the instruments and services leading to the recognition of experiential learning in adult general education.<sup>20</sup>

### *Taking examinations without having taken the corresponding course*

The *Basic Adult General Education Regulation* allows adults to register for examinations without having taken the corresponding course (s. 28). Each institution is responsible for deciding the context and terms, and must check to ensure that the adult has the necessary learning to pass the examination. The instruments that may be used for this are:

- the various general education examinations
- the Prior Learning Examination, which offers the advantage of reducing the number of examination sessions and the duration of the recognition of acquired competencies process in English as a second language
- the *Épreuve de synthèse*, which offers the same advantage as the Prior Learning Examination, but for the recognition of acquired competencies in French as a second language

### *The use of equivalency testing for recognition of experiential learning*

These instruments have a weight equivalent to programs of studies, without the subject-specific content. Assessment methods may differ, and may include:

- **Secondary School Equivalency Tests.** These tests are intended for people who do not have a Secondary School Diploma but who have acquired equivalent knowledge. If they pass all the tests, they obtain an Attestation of Equivalence of Secondary V Studies. This attestation is not regarded as being a Secondary School Diploma and does not grant credits, but it does allow the holder to meet the admission requirements for certain vocational training programs, and may also meet hiring requirements in some cases.
- **The tests administered by the General Educational Development Testing Service.** These tests are intended for adults who have not completed their secondary education but who have general knowledge and skills, along with overall understanding. If they pass the tests, they receive a Certificate of Equivalence of Secondary Studies, which gives access to vocational training programs and some college programs that do not have specific requirements. In addition, each successfully completed test from the General Educational Development Testing Service (GEDTS) gives optional Secondary V credits, up to a maximum of 36 credits for the five tests.
- **The Spheres of Generic Competencies.** The spheres target learning derived from personal, family, community and working life. Individuals may obtain four optional Secondary V

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20. Ministère de l'Éducation, du Loisir et du Sport, *Administrative Guide for the Certification of Studies and Management of Ministerial Examinations, General Education, Youth Sector; General Education, Adult Sector; Vocational Training.*

credits per sphere, up to a maximum of eight credits in all. These instruments may be used by adults aged 18 or older who have a Secondary III level of knowledge of the language of instruction and a variety of personal experience.

- **General Development Test.** This test measures the functional prerequisites of adults wishing to enrol in a vocational training program. Individuals who pass the test and have the specific prerequisites will meet vocational training admission requirements in Québec. There are no credits associated with this test.

Recognition through administrative measures and in-house courses developed by educational institutions:

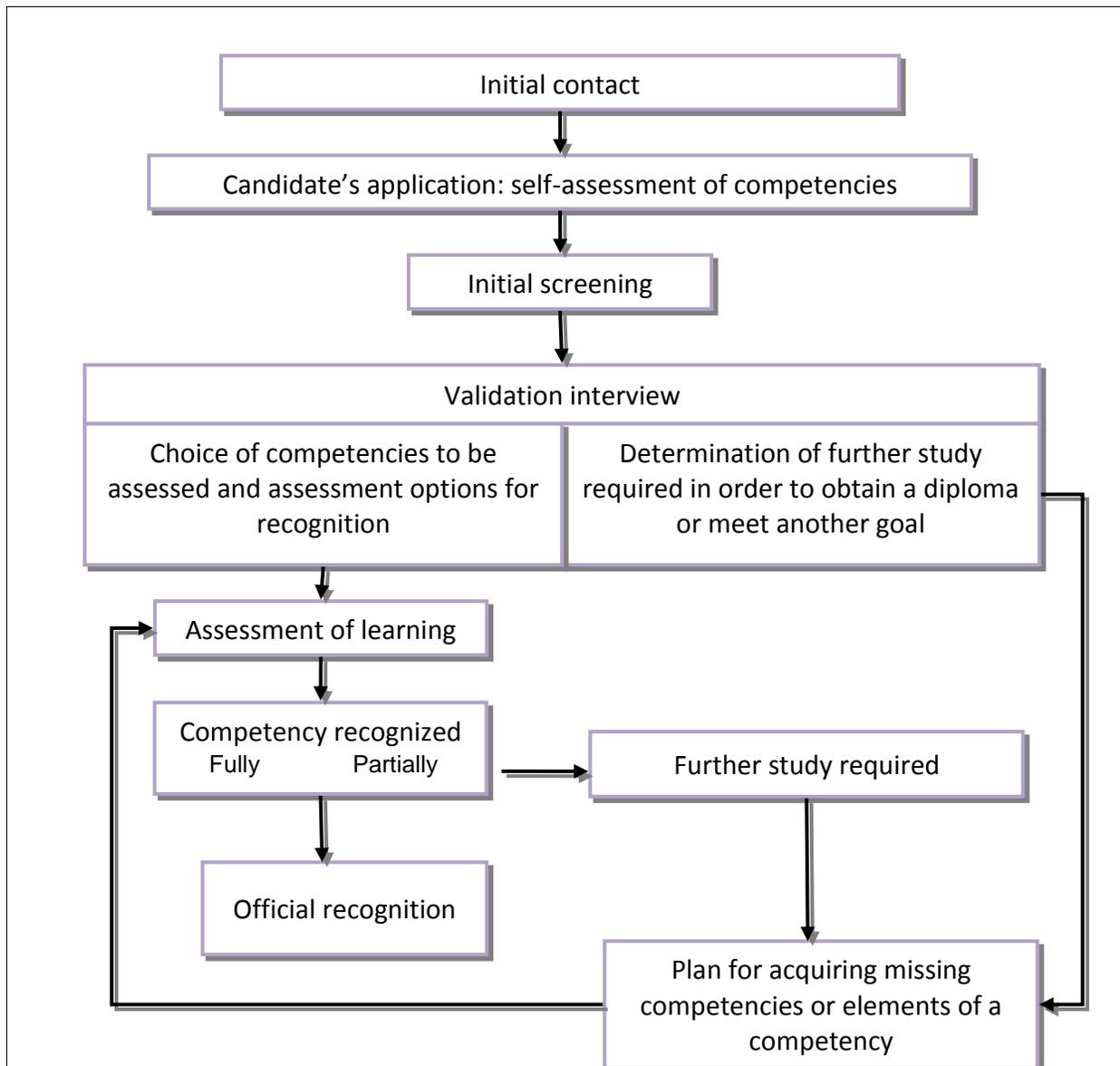
- The certification rules of the Ministère de l'Éducation, du Loisir et du Sport allow for the recognition of equivalency (ACC passes) for certain Secondary IV courses upon successfully completing certain Secondary V courses.
- Lastly, prior training can also be recognized through in-house programs developed by educational institutions (local programs). Educational institutions offer customized training content. These programs, which are optional, allow students to obtain valid credits for the Secondary School Diploma.<sup>21</sup>

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21. Québec, *Les services de reconnaissance des acquis et des compétences pour la formation générale des adultes – Description sommaire*. (Québec: Ministère de l'Éducation, du Loisir et du Sport, 2007), 6.

## Appendix 13 – Recognition of Acquired Competencies in Vocational and Technical Training

### Process for the Recognition of Acquired Competencies in Vocational and Technical Training





## Appendix 14 – Model Form for a RAC Referral for Adult General Education

<b>CANDIDATE’S IDENTITY</b>	
Family name:	Given name:
Address (number, street, apartment):	
City:	Postal code:
Telephone no. 1:	Telephone no. 2:
E-mail:	Date of birth:

<b>Adult’s personal plan</b>
<b>Program of study concerned</b>
<b>Referring organization</b>
Name of institution:
Person referring the adult:
Contact information:
<b>Host service organization</b>
Name of institution:
Person responsible for receiving the application:
Contact information:

<b>RAC services requested</b>	Clarifications
Appendix 12 – Recognition of Acquired Competencies for Adult General Education: Instruments and Services	
<i>Épreuve de synthèse</i> , French as a second language	
Examination only	
Prior Learning Examination	
General Educational Development Testing Service test	
Attestation of Equivalence test	
General Development Test	
Spheres of Generic Competencies	

<b>Attached documents</b>
<input type="checkbox"/> Proof of residence (health insurance card) For immigrants: <input type="checkbox"/> Permanent residence <input type="checkbox"/> Citizenship <input type="checkbox"/> Birth certificate (original or copy) <input type="checkbox"/> Copy of report card <input type="checkbox"/> Québec Selection Certificate <input type="checkbox"/> Copy of attestation <input type="checkbox"/> Copy of achievement record  Other, specify:

<b>Comments or clarifications</b>

<b>Respondent's legal agreement</b>	
<p>I agree that the information entered on this form and on the attached documents may be forwarded to the school board providing the service and to the people responsible for assessment.</p> <p>I authorize the exchange of information concerning my file between the educational institutions concerned.</p>	
Adult's signature:	Date:
Signature of the professional responsible for the transfer:	Date:

## Appendix 15 – Model Form for a RAC Referral for Vocational Training

<b>CANDIDATE’S IDENTITY</b>	
Family name:	Given name:
Address (number, street, apartment):	
City:	Postal code:
Telephone no. 1:	Telephone no. 2:
E-mail:	Date of birth:

<b>Adult’s personal plan</b>
<b>Program of study concerned</b>
<b>Referring organization</b>
Name of institution:
Person referring the adult:
Contact information:
<b>Host service organization</b>
Name of institution:
Person responsible for receiving the application:
Contact information:

<b>Attached documents</b>	
<ul style="list-style-type: none"> <li><input type="checkbox"/> Proof of residence (health insurance card)</li> <li><input type="checkbox"/> Copy of report card</li> <li><input type="checkbox"/> Birth certificate (original or copy)</li> <li><input type="checkbox"/> Copy of attestation</li> <li><input type="checkbox"/> Copy of diploma</li> <li><input type="checkbox"/> Copy of resumé</li> <li><input type="checkbox"/> Copy of achievement record</li> <li><input type="checkbox"/> Copies of letters from employers</li> </ul>	<p>For immigrants:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Québec Selection Certificate</li> </ul> <p>Other, specify:</p>

<b>Comments or clarifications</b>

<b>Respondent's legal agreement</b>	
<p>I agree that the information entered on this form and on the attached documents may be forwarded to the school board providing the service and to the people responsible for assessment.</p> <p>I authorize the exchange of information concerning my file between the educational institutions concerned.</p>	
Adult's signature:	Date:
Signature of the professional responsible for the transfer:	Date:

## Appendix 16 – Model Action Plan for the Adult’s Personal Plan

Information on the Adult			
Adult’s name:			
Permanent code:			
Telephone:			
E-mail:			
Description of Plan (Plan A)			Date:
What is the chosen plan:			
Steps to Take			
Actions to be taken by the adult	Services and resources <sup>22</sup>	Time frame	Actions completed
Description of Plan (Plan B)			Date:
What is the chosen plan:			
Steps to Take			
Actions to be taken by the adult	Services and resources	Time frame	Actions completed
Results of Process			

\_\_\_\_\_  
Adult’s signature

\_\_\_\_\_  
Date of meeting

\_\_\_\_\_  
Counsellor’s signature

\_\_\_\_\_  
Date of meeting

22. See the list of examples of actions and services on page 52 of this document.

Examples (non-exhaustive list, for information only)			
Adult's actions	Services and resources	Time frame	Actions completed
Fill out: <ul style="list-style-type: none"> <li>• an application</li> <li>• an enrolment form</li> <li>• a questionnaire</li> </ul> Consult, search: <ul style="list-style-type: none"> <li>• Web sites</li> </ul> Attend: <ul style="list-style-type: none"> <li>• a workshop</li> <li>• an information meeting</li> </ul> Recover, obtain: <ul style="list-style-type: none"> <li>• official documents</li> <li>• a letter of recommendation</li> <li>• assessments</li> </ul> Meet with: <ul style="list-style-type: none"> <li>• a professional</li> <li>• an employer</li> <li>• a resource person</li> </ul> Visit: <ul style="list-style-type: none"> <li>• a training centre</li> <li>• a company</li> </ul> Other: <ul style="list-style-type: none"> <li>•</li> </ul>	Information: <ul style="list-style-type: none"> <li>• academic and vocational information</li> <li>• financial assistance for education</li> <li>• labour market prospects</li> <li>• entrepreneurship</li> </ul> Admission or enrolment: <ul style="list-style-type: none"> <li>• a training activity (adult general education, vocational training, learning and evaluation situations, etc.)</li> <li>• an activity (student for a day, company visit or internship traineeship)</li> </ul> Career guidance: <ul style="list-style-type: none"> <li>• individual or group process</li> <li>• courses relating to career guidance in basic general education or diversified general education, services for new students, social integration or sociovocational integration</li> <li>• academic and vocational information activity</li> <li>• psychometric tests</li> <li>• employability activity</li> </ul> Exploration of prior learning: <ul style="list-style-type: none"> <li>• analysis of academic learning</li> <li>• analysis of experiential learning</li> <li>• presentation of possibilities regarding the recognition of acquired competencies</li> </ul> Recognition of prior learning: <ul style="list-style-type: none"> <li>• spheres of generic competencies</li> <li>• Prior Learning Examination</li> <li>• Attestation of Equivalence of Secondary Studies</li> <li>• General Educational Development Testing Service</li> <li>• General Development Test</li> <li>• vocational training</li> </ul> Resources: <ul style="list-style-type: none"> <li>• local employment centres</li> <li>• social welfare</li> <li>• Ministère de l'Immigration, de la Diversité et de l'Inclusion/comparative assessment</li> <li>• community organizations</li> <li>• job search assistance</li> <li>• complementary services</li> </ul>	One week  Two weeks  One month  By:  _____	

## Appendix 17 – Comprehensive Report on the Exploration of Prior Learning Process

### COMPREHENSIVE REPORT ON THE EXPLORATION OF THE ADULT’S PRIOR LEARNING

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#### IDENTITY

##### 1. INFORMATION ON THE ADULT

Family name: \_\_\_\_\_ Given name: \_\_\_\_\_  
 Date of birth: \_\_\_\_\_  
 Telephone: \_\_\_\_\_  
 E-mail: \_\_\_\_\_

##### 2. INFORMATION ON THE COUNSELLOR

Family name: \_\_\_\_\_ Given name: \_\_\_\_\_  
 Position: \_\_\_\_\_  
 School board: \_\_\_\_\_  
 Telephone: \_\_\_\_\_  
 E-mail: \_\_\_\_\_

Dates of meetings	Comments

Adult referred by	Clarification
<input type="checkbox"/> School board	
<input type="checkbox"/> Outside partner	
<input type="checkbox"/> Peers	
<input type="checkbox"/> The adult himself/herself	
<input type="checkbox"/> Other	

Initial objective of the exploration of prior learning process	Clarification
<input type="checkbox"/> Review the situation	
<input type="checkbox"/> Examine the possibility for the recognition of acquired competencies	
<input type="checkbox"/> Identify a career or training goal and action plan	
<input type="checkbox"/> Confirm career-related or training goal	
<input type="checkbox"/> Other	

## 1 Academic learning

### 1.1 Attestations, certificates and diplomas issued by the Ministère de l'Éducation, du Loisir et du Sport

Title	Documents issued by the Ministère de l'Éducation, du Loisir et du Sport	Date
AESS	Attestation of Equivalence of Secondary V Studies	
AVE	Attestation of Vocational Education (Semiskilled trade) (abolished in 2007); program name:	
AVS	Attestation of Vocational Specialization; program name:	
BA, BSc, etc.	Bachelor of Arts, Bachelor of Science, etc.; program name:	
CESS	Certificate of Equivalence of Secondary Studies	
SSVC	Secondary School Vocational Certificate (abolished on September 2, 1993); program name:	
COTR	Certificate in On-the-Job Training in a Recycling Facility	
TCSIA	Training Certificate in Sociovocational Integration of Adults	
TCST	Training Certificate for a Semiskilled Trade; Semiskilled Trade's Name:	
PTC	Pework Training Certificate	
UC	University Certificate	
DCS	Diploma of College Studies; program name:	
DVS	Diploma of Vocational Studies; program name:	
SSD	Secondary School Diploma	
NHVT	Secondary School Diploma with a non-harmonized vocational training mention (abolished in 1997)	
ISPJ	Certificate in Life Skills and Work Skills Education (Transitional)	
GDT	General Development Test, mentioned on the Secondary I, II and III achievement record in adult general education	

### 1.2 Attestations issued by an educational body

Title	Documents issued by a school board	Date
ACS	Attestation of College Studies; program name:	
STP	Skills Training Certificate; program name:	
AS	Attestation of Studies	

### 1.3 Comparative assessment – studies outside Québec or Canada

	Comparative assessment obtained or underway (clarification), carried out by the Ministère de l'Immigration, de la Diversité et de l'Inclusion	Date

#### 1.4 Learning acquired in general education

Subject	Last year of general education successfully completed				Date	
	Youth sector (youth general education)		Adult sector (adult general education)		Youth	Adult
Français, langue d'enseignement						
English Language Arts						
Mathematics						
Sciences						
Social Sciences						
Optional Secondary IV credits		Number of credits:		Number of credits:		
Optional Secondary V credits		Number of credits:		Number of credits:		

#### 1.5 Learning acquired in vocational training

Competency statement (no.)	Number of credits	Program of study	Date obtained
Target vocational or technical training program, if known			
Shared competencies or competencies that may be recognized as equivalent (between two programs or as stated in equivalency guide for vocational training)			

#### 2 Functional level in adult general education and vocational training

Subject	Recommendation
English, Language of Instruction	
French, Language of Instruction	
English, Second Language	
French, Second Language	
Mathematics	
Computer Science	
Vocational Training	
Other	
Comments (recognition of acquired competencies, complementary educational services, etc.)	

### 3 Experiential learning

#### 3.1 Attestations obtained outside the education system, issued by recognized bodies

Title	Date
<input type="checkbox"/> Attestation of Competency issued by Emploi-Québec, leading to a certificate (standardized trades); trade name:	
<input type="checkbox"/> Attestation of Health and Safety (Association paritaire pour la santé et la sécurité du travail du secteur de la construction [ASP construction])	
<input type="checkbox"/> Attestation of Safety (Association paritaire pour la santé et la sécurité du travail, secteur affaires municipales [APSAM])	
<input type="checkbox"/> WHMIS Card (Workplace Hazardous Materials Information System)	
<input type="checkbox"/> Apprentice Competency Certificate: construction	
<input type="checkbox"/> Journeyman Competency Certificate: construction	
<input type="checkbox"/> Occupation Competency Certificate: construction	
<input type="checkbox"/> Interprovincial Certificate of Qualification (Red Seal) — construction, non-construction and optional trades	
<input type="checkbox"/> Certificate of Vocational Qualification issued by Emploi-Québec for regulated trades; trade name:	
<input type="checkbox"/> First Aid Training Attestation	
<input type="checkbox"/> Cardiopulmonary Resuscitation (CPR) Training Attestation	
Other, specify:	

#### 3.2 Experiential learning in four spheres of life

Significant spheres of life	Adult's strengths and learning
<input type="checkbox"/> Volunteering and community involvement	
<input type="checkbox"/> Work experience	
<input type="checkbox"/> Personal situation and family life	
<input type="checkbox"/> Sports and leisure activities	

Possibilities for recognition of acquired competencies	Clarification
<input type="checkbox"/> Examination only	
<input type="checkbox"/> Spheres of generic competencies	
<input type="checkbox"/> Prior Learning Examination/ <i>Épreuve de synthèse</i>	
<input type="checkbox"/> Equivalency test	
<input type="checkbox"/> General Educational Development Testing Service	
<input type="checkbox"/> General Development Test	
<input type="checkbox"/> Recognition of acquired competencies in vocational and technical training	
Presentation of recognition of acquired competencies methods to the adult	
In adult general education	<input type="checkbox"/> Yes <input type="checkbox"/> No
In vocational training	<input type="checkbox"/> Yes <input type="checkbox"/> No
Comments:	

#### 4 Action plan

Adult's Personal Plan	Date
Actions to be carried out by the adult	Services and resources

The information you have provided and the information contained in the file put together in the context of the reception, referral, counselling and support services received will be available only to the personnel responsible for managing those services at the school board. None of the said information will be forwarded to another organization without your consent. Under the *Act respecting access to documents held by public bodies and the protection of personal information*, you may consult your file and have it corrected where necessary.

*I certify that I have read and understood the scope of the above paragraph and I declare that the information provided is accurate and complete.*

\_\_\_\_\_  
**Signature of the person  
 (or guardian in the case of a minor)**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Signature of the professional**

\_\_\_\_\_  
**Date**



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