

Administrative Process  
for Programs of Study Leading to a Skills Training Certificate

| Steps   | Partners' roles  |
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| <p>1. Identification and estimate of training needs</p> <p>– Issuing of a notice of intent for the development of a program of study</p> <p>– Completion of a study on the need for training</p> <p>– Submission to the Ministère of a funding application for the development of a program</p> | <ul style="list-style-type: none"><li>• School boards<ul style="list-style-type: none"><li>– Submit a notice of intent to the <i>Coordination Group</i></li><li>– Distribute the notice through members of the <i>Coordination Group</i> to their respective networks</li></ul></li><li>• School boards<ul style="list-style-type: none"><li>– Conduct the study on the need for training</li><li>– Coordinate the work</li><li>– Submit a request for a regional opinion to Emploi-Québec</li></ul></li><li>• Emploi-Québec<ul style="list-style-type: none"><li>– Produce an opinion on the study's relevance to the job market</li><li>– Collaborate in producing the study of training needs, if applicable</li></ul></li><li>• Sector-based committees and other job-market partners<ul style="list-style-type: none"><li>– Cooperate in developing the study, if applicable</li><li>– Formulate an opinion, if applicable</li></ul></li><li>• School boards<ul style="list-style-type: none"><li>– Complete a funding application</li><li>– Submit the funding application</li></ul></li></ul> |
| <p>2. Processing of a funding application for the development of a program.</p>   | <ul style="list-style-type: none"><li>• Emploi-Québec (central) and partners in the labour market<ul style="list-style-type: none"><li>– Formulate a complementary opinion on the project, if applicable</li></ul></li><li>• <i>Coordination Group</i><ul style="list-style-type: none"><li>– Formulate an opinion on the project, if applicable</li></ul></li><li>• The Ministère<ul style="list-style-type: none"><li>– Receive the funding application</li><li>– Analyze the project by taking into account the opinions received</li><li>– Make a decision on whether to provide funding for the development of a program</li></ul></li></ul>  |

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| <b>3. Design and development of a program of study</b> <ul style="list-style-type: none"> <li>– Job analysis (or the equivalent)</li> <li>– Determination of the goals of the program and of the competencies</li> <li>– Validation of the training plan</li> <li>– Formulation of operational objectives and writing the program</li> <li>– Development of program analysis tables and tables of specifications</li> </ul> | <ul style="list-style-type: none"> <li>• Workplace and Emploi-Québec <ul style="list-style-type: none"> <li>– Participate in the job analysis (or the equivalent)</li> <li>– Participate in validating the need for the project</li> <li>–</li> </ul> </li> <li>• School boards <ul style="list-style-type: none"> <li>– Coordinate, design, write the program</li> <li>– Validate the coherence, applicability and harmonization of the program together with labour market partners and Emploi-Québec</li> <li>– Submit the completed program to the Ministère</li> </ul> </li> </ul> |
| <b>4. Program accreditation for purposes of STC certification</b>   | <ul style="list-style-type: none"> <li>• Representatives of school boards in the <i>Coordination Group</i> <ul style="list-style-type: none"> <li>– Consider opinions issued by the MELS and Emploi-Québec</li> </ul> </li> </ul>   |
| <b>5. Funding and coding of programs leading to an STC</b>  | <ul style="list-style-type: none"> <li>• School boards <ul style="list-style-type: none"> <li>– Propose funding parameters</li> <li>– Provide training</li> </ul> </li> <li>• Emploi-Québec <ul style="list-style-type: none"> <li>– Code the program</li> <li>– Approve funding parameters</li> </ul> </li> <li>• Workplace and Emploi-Québec <ul style="list-style-type: none"> <li>– Fund training and do follow-up</li> </ul> </li> <li>• MELS <ul style="list-style-type: none"> <li>– Opinion on the funding parameters</li> </ul> </li> </ul>                                    |
| <b>6. Certification of studies, student records, reporting of activities and student population</b>   | <ul style="list-style-type: none"> <li>• School boards <ul style="list-style-type: none"> <li>– Issue attestations</li> <li>– Declare equivalencies to the MELS</li> <li>– Manage student records</li> </ul> </li> <li>• FCSQ <ul style="list-style-type: none"> <li>– Do follow-up and assess completed activities</li> </ul> </li> </ul>  |

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