



Training and Retention of Health Professionals Project

LANGUAGE TRAINING PROGRAM – OVERALL PROFILE 2009-2013

<http://www.mcgill.ca/hssaccess/trhpp/m1program>

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TRAINING AND RETENTION OF HEALTH PROFESSIONALS PROJECT 2009-2013

The McGill University Training and Retention of Health Professionals Project (McGill Project) adds to the initiatives of the Government of Québec to give English-speaking Quebecers access to the full range of health and social services in their own language. It is an additional tool for implementing and revising regional programs for access to services in English, as prescribed in the *Act respecting health services and social services*. The McGill Project addresses the recognized needs of English-speaking communities and the challenge that those needs pose for Quebec's health and social services system. Given this, the McGill Project set up various programs to train and promote the hiring and retention of sufficient professionals qualified to deliver health and social services in English. The McGill Project is funded by Health Canada in the amount of \$19 million over four years through its Official Languages Health Contribution Program (OLHCP).

McGILL PROJECT PROGRAMS IN PROFILE

This report is the first in a three-part series to present the data gathered through the McGill Project from 2009 to 2013. The series deals with the three measures of the McGill Project, namely, the Language Training Program, the Retention and Distance Professional and Community Support Program, and the Research Development Program.

The reports are organized to reflect the structure of each program as set out in the reference documents.¹ Each report begins with an introduction of the program, then briefly describes the variables, data sources and sections of the report.

This document reports on Measure 1, the Language Training Program, and is meant to inform Program reframing in Phase 3 (2013-2018).

This document has a companion Discussion Leader's Guide, which highlights the issues stemming from the observations made in Profile 2009-2013. That guide is meant to stimulate thought and discussion through a series of questions about each section of this document. You will find a copy of the guide on the Project website at <http://www.mcgill.ca/hssaccess>.

1. Language Training Program, of Reference 2010-2013, October 2011; Retention and Distance Professional and Community Support Program, Prospectus 2010-2013, December 2011; Research Development Program, Call for Proposals, January 2011.

PROGRAM SUMMARY

The Language Training Program, Measure 1, has three components. The first two pertain to English and French for professional purposes courses offered through the regional language training projects designed and implemented by Quebec's 18 health and social services agencies (the "agencies").² The third covers support activities for the trainers giving language courses in the regions and the learners who take those courses. These activities are developed and offered by the McGill Project team. The Program structure and content were developed by the McGill Project team and are described in *Language Training Program – Frame of Reference 2009-2013*,³ which also describes the target users; the Program objectives, partners and conditions; the parameters of the call for proposals for regional training projects; and regional allocation of the funding envelope. A coordinating mechanism, the MSSS-McGill Joint Committee, implements and monitors the Program, as prescribed in the Implementation Framework that the two organizations signed onto in November 2009.

COMPONENTS 1 AND 2: ENGLISH AND FRENCH FOR PROFESSIONAL PURPOSES COURSES

Components 1 and 2 of the Language Training Program (English and French for professional purposes courses) were implemented in the 18 regions of Quebec using the funding envelope made available to the agencies by McGill University. Regional apportionment of that four-year envelope of \$6 526 996 was done in close collaboration with the ministère de la Santé et des Services sociaux (MSSS) based on the population to be served, i.e. the number of English speakers within the territory. That allocation is detailed in Section 5 of this report. The agencies decided how the budget would be divided between the two components in light of needs in their respective regions.

COMPONENT 3: TRAINER AND LEARNER SUPPORT ACTIVITIES

There are support activities for the training organizations, the trainers and the learners. They include production and distribution of a series of self-study workbooks for French-speaking personnel in targeted professions, the development of linguistic competency profiles and the update and maintenance of a website providing materials for the teaching and learning of a language for professional purposes. A funding envelope of \$1 055 794 was earmarked for these activities and for planning, coordinating, monitoring and reporting for the three components.

2. For the sake of conciseness, the term "agency" means the regional coordinating body for health and social services, in other words, the 15 health and social services agencies, the Centre régional de santé et de services sociaux de la Baie-James, the Nunavik Regional Board of Health and Social Services, and the Cree Board of Health and Social Services of James Bay.

3. Language Training Program – Frame of Reference, Training and Retention of Health Professionals Project, McGill University, Montreal, 2011

<http://www.mcgill.ca/hssaccess/documents/framem1>.

DOCUMENT CONTENTS

The data gathered from 2009 to 2013 are presented for the three components of the Program. The statistics for the first two components, i.e. the English and French for professional purposes courses, are presented in five sections. The first section gives the data on regional planning for language training. The second concerns training activities in the regions, i.e. learner placement, number of groups formed, hours taught and other learning initiatives. The third deals with course participation; the fourth gives the course results. The final section deals with the financial resources allocated to the agencies for carrying out their regional project.

The third component, trainer and learner support activities, is covered in section six where information about the three self-study workbooks, development of the English language competency profiles for nurses and the website is presented

The data in this document are taken from various planning and reporting documents that the agencies submitted to the University between 2009 and 2012.

- Annual Work Plan and Narrative Progress Report 2009-2010
- Annual Work Plan and Narrative Progress Report 2011-2012
- Annual Work Plan and Narrative Progress Report 2012-2013
- Application Form for Regional Language Training Projects 2010-2013
- Annual Statistical Report 2009-2010
- Annual Report on Results 2010-2011
- Annual Report on Results 2011-2012
- Annual Report on Results 2012-2013
- Cashflow Forecasts and Record of Expenditures – Appendix D 2009-2010, 2010-2011, 2011-2012 and 2012-2013

All sources of data and variables are described at the beginning of the section in which they are first mentioned.

Conventional signs used in tables

- .. Data not available*
- ...Not applicable*
- Nil or zero*

COMPONENTS 1 and 2: ENGLISH AND FRENCH FOR PROFESSIONAL PURPOSES COURSES

SECTION 1 REGIONAL PLANNING



1. REGIONAL PLANNING OF LANGUAGE TRAINING 2009-2013

In addition to monitoring and reporting, each health and social services agency planned, coordinated and implemented its regional language training project based on the parameters in the *Frame of Reference*, the regional funding allocation and the specific needs of its region.

The year 2009-2010 was marked by the late signing of the Contribution Agreement between McGill University and Health Canada. It was a transition year typified by uncertainty, as reflected in the 2009-2010 results. Regional planning for that year took the form of an annual work plan in which the agency identified the numbers of individuals to be trained and the projected number of groups.⁴

In November 2010, the MSSS approved putting out a call for proposals for regional language training projects for 2009-2013. The agencies received the project submission form developed by the McGill Project team, the *Application Form for Regional Language Training Projects 2010-2013*.⁵ This MSSS-approved form provided the quantitative and pedagogical information needed for project assessment and approval. Proposals were first submitted to the MSSS, an opinion was issued by the Provincial Committee for the Delivery of Health and Social Services. Next, the MSSS forwarded the proposals deemed eligible to McGill University, which evaluated and then approved them in January and February 2011. A summary of each approved project and the results are found on the McGill Project website (<http://www.mcgill.ca/hssaccess/trhpp/m1program/projects>).

For 2010-2011, the agencies had three months to implement their regional project since the fiscal year ended March 31, 2011. In spring 2011 and spring 2012, the agencies submitted a work plan for 2011-2012 and 2012-2013 to take account of any changes since tabling their three-year language training plan 2010-2013.

This section concerns regional planning of English and French for professional purposes courses. The data are taken from Table 2.8 – Course organization and schedule for 2010-2013 on the *Application Form for Regional Language Training Projects 2010-2013*; Table 1.1 – Projections from the *Annual Work Plan 2009-2010, 2011-2012 and 2012-2013*; the Expected Results column of the *Annual Work Plan 2009-2010*; Table 2, Column 5 – Participants enrolled by session in the *Statistical Report 2009-2010*; and the *Annual Report on Results 2010-2011, 2011-2012 and 2012-2013*.

The variables covered in this section concern

- enrolment projections: number of enrolments indicated in the regional planning documents submitted to McGill University;
- actual enrolments: number of enrolments reported in the annual reports on results;
- regions: health and social services coverage areas;
- regional project implementation: number of learners enrolled in courses compared with numbers projected in regional projects;
- annual work plan implementation: number of learners enrolled in courses compared with numbers projected in annual work plans.

4. Annual Work Plan and Narrative Progress Report 2009-2010, Language Training Program 2010-2013, Training and Retention of Health Professionals Project, McGill University, Montreal 2009.

5. Application Form for Regional Language Training Projects 2010-2013, Language Training Program, Training and Retention of Health Professionals Project, McGill University, Montreal, 2009 (<http://www.mcgill.ca/hssaccess/sites/mcgill.ca.hssaccess/files/formulairePROJETS2010-2013FRFINAL.doc>).

1.1 PARTNERS IN REGIONAL LANGUAGE TRAINING PROJECTS

Table 1.1 lists the health and social services network partners associated with regional language training projects at the time of three-year project planning, by class of institution or organization and by region. One hundred thirty-one health and social services institutions were identified. Fourteen other organizations also planned to offer training for health and social services providers, including seven community organizations, two agencies, four pre-hospital emergency services and one family medicine group (FMG). This list suggests the interest that the project raises in the regions, as well as the scope of planning. The language courses were planned and organized to accommodate learners from 145 different institutions and organizations. The data are taken from Table 1.2 – Project partners from the *Application Form for Regional Language Training Projects*.

Table 1.1: List of regional project partners, by region and category of organization

Regions	Health and social services institutions							Other organizations			
	Health and social service centres (CSSS)	Hospital centres (CH)	Rehabilitation centres (CR)	Youth centres (C-J)	Residential and long-term care centres (CHSLD)	Local community service centres (CLSC)	TOTAL	Community organizations	Health and social services agencies	Pre-hospital emergency services and FMG	TOTAL
01 Bas Saint-Laurent	2	0	0	0	0	0	2	0	0	0	0
02 Saguenay-Lac-Saint-Jean	4	0	0	0	0	0	4	0	0	0	0
03 Capitale-Nationale	3	3	1	1	0	0	8	0	0	0	0
04 Mauricie and Centre-du-Québec	1	0	0	0	0	0	1	0	0	0	0
05 Estrie	7	1	3	1	3	0	15	0	0	0	0
06 Montréal	10	0	0	0	0	0	10	0	0	0	0
07 Outaouais	5	1	3	1	2	0	12	0	0	1	1
08 Abitibi-Témiscamingue	5	0	2	1	1	0	9	0	0	0	0
09 Côte-Nord	5	0	1	0	0	1	7	0	0	0	0
10 Nord-du-Québec	1	0	1	0	0	0	2	0	0	3	3
11 Gaspésie-Îles-de-la-Madeleine	4	0	1	0	0	0	5	0	1	0	1
12 Chaudière-Appalaches	5	1	3	1	0	0	10	0	0	0	0
13 Laval	1	1	2	1	2	0	7	7	0	0	7
14 Lanaudière	2	0	0	1	1	0	4	0	0	0	0
15 Laurentides	7	0	4	1	0	0	12	0	1	0	1
16 Montérégie	10	1	6	1	0	0	18	0	0	1	1
17 Nunavik	2	0	0	0	0	0	2	0	0	0	0
18 Terres-Cries-de-la-Baie-James	0	1	0	0	0	2	3	0	0	0	0
TOTAL	74	9	27	9	9	3	131	7	2	5	14
%	56%	7%	21%	7%	7%	2%	100%	50%	14%	36%	100%



1.2 COURSE ENROLMENTS IN ENGLISH FOR PROFESSIONAL PURPOSES

This section provides information on the planning of English course enrolments. Enrolment projections are provided in two planning documents: *Annual Work Plans* and *Application Form for Regional Language Training Projects*. Between December 2010 and January 2011, 15 regions submitted regional projects for 2010-2013. Three others submitted their regional projects in 2011-2012. As for annual work plans, 15 regions submitted one in 2009-2010 and 2010-2011; 17 regions submitted one in 2011-2012 and 2012-2013. The number of actual enrolments is taken from the *Annual Reports on Results* submitted by the agencies.

Table 1.2 provides an overall picture of projected and actual enrolments for all regions.

1.2.1 Overall picture of projected and actual enrolments

Table 1.2: Numbers for projected and actual enrolments, all regions, 2009-2013

Enrolments																								
2009-2010				2010-2011						2011-2012						2012-2013						2009-2013		
Projected		Actual		Projected			Actual			Projected			Actual			Projected			Actual			Projecte d	Actual	
RP	AW P	No.	Actual / AWP	RP	AWP		No.	Actual / RP	Actual / AWP	RP	AWP		No.	Actual / RP	Actual / AWP	RP	AWP		No.	Actual / RP	Actual / AWP	AWP	No.	Actual / AWP
No.	No.			No.	No.	AWP/RP				No.	No.	AWP/RP				No.	No.	AWP/RP				No.		
...	2262	138 7	61%	176 9	183 7	104%	138 2	78%	75%	220 0	238 6	108%	192 8	88%	81%	253 8	239 2	94%	152 7	60%	64%	8877	622 4	70%

RP – Regional language training project 2010-2013

AWP – Annual work plan

Actual - Enrolments reported in the Annual Reports on Results

We observe that

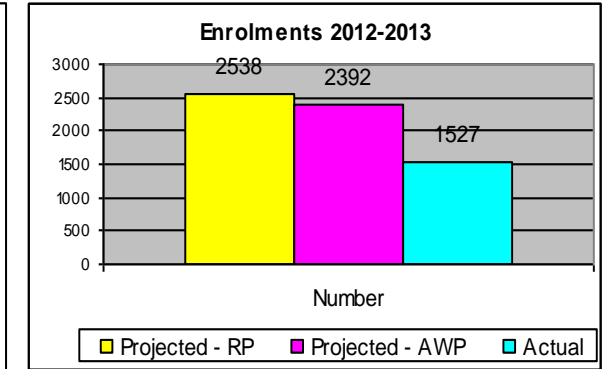
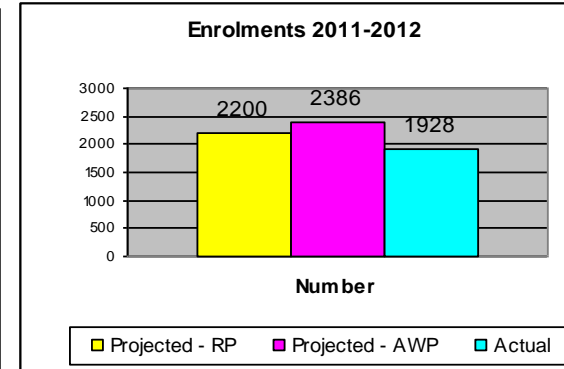
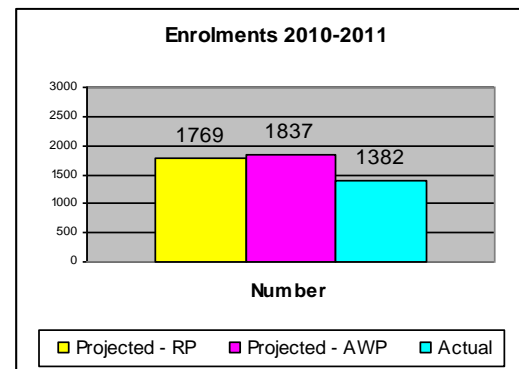
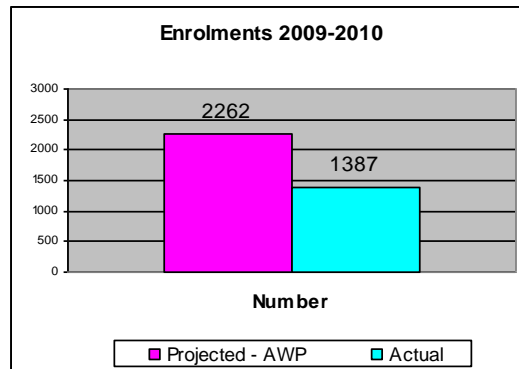
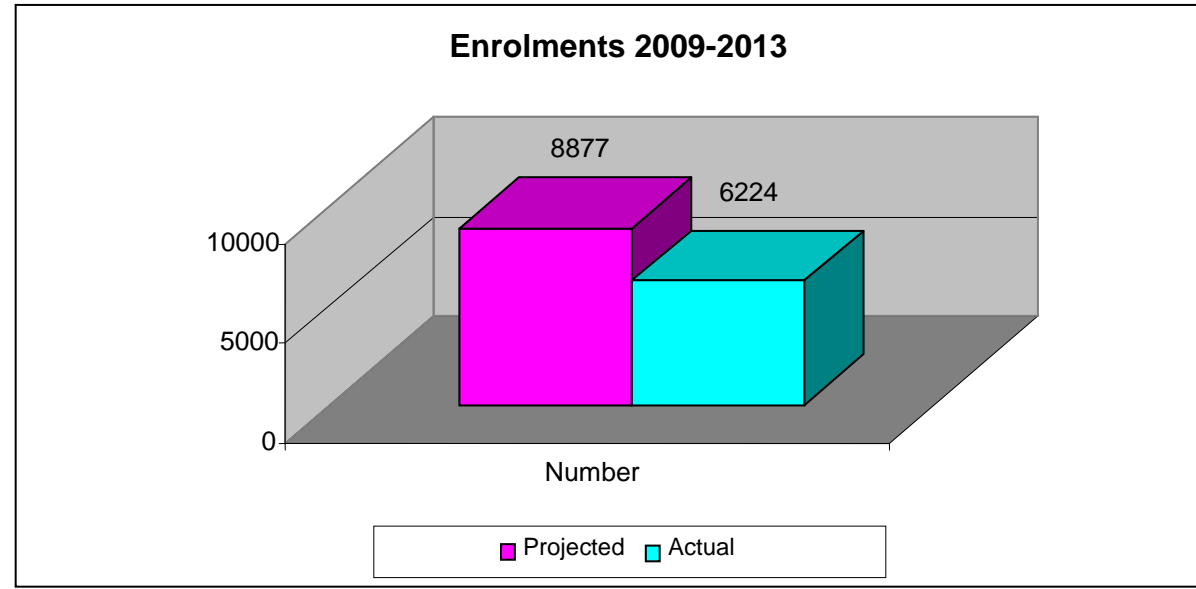
- annual work plans (AWP) projected a total enrolment of 8877 (AWP) for the period 2009-2013;
- actual enrolments reported in the *Annual Reports on Results* totalled 6224, representing a 70% implementation rate for that period;
- the implementation rate rose from 61% in 2009-2010 to 75% in 2010-2011 and 81% in 2011-2012. It dropped to 64% in 2012-2013.

Table 1.2 also gives enrolment projections from the regional language training projects (RP) for 2010-11, 2011-2012 and 2012-2013. The regional project implementation rate (cf. definition on page 7) is 78% for 2010-11, 88% for 2011-2012 and 60% for 2012-2013.



Table 1.2 on the previous page is plotted in the graph below.

Graph 1.1: Number of projected enrolments for English courses and actual enrolments, 2009- 2013



1.3 COURSE ENROLMENTS IN FRENCH FOR PROFESSIONAL PURPOSES

Only seven regions planned to offer French for professional purposes courses. Given that this component concerns just a few regions, the relevant course enrolment data are presented in a single table (Table 1.3, p. 12). The agencies' annual work plans anticipated a total of 146 enrolments for 2009-2013. Actual enrolments reported in the *Annual Reports on Results* come to 163, for a 112% implementation rate for the period. The seven regions that planned to offer French courses, for at least one year, are Estrie, Outaouais, Côte-Nord, Gaspésie-Îles de la Madeleine, Laval, Montérégie and Terres-Cries-de-la Baie-James. We observe that

- Region 05: the 2012-2013 work plan anticipated training one person in French for professional purposes; three providers were trained this year.
- Region 06: no projected enrolment in French for professional purposes, but there were 72 enrolments in 2012-2013.
- Region 07: the 2009-2010 work plan called for offering one course, but that course did not materialize. In 2012-2013, 16 enrolments were anticipated in the annual work plan; there were actually 17. Note that the region combined data from the French and English courses. As a result, we cannot produce a precise profile for this region.
- Since 2010-2011, the Côte-Nord region has planned annual enrolments in French courses as needed. These on-demand courses are for intensive or immersion training in French upon hiring English-speaking personnel wishing to work in Quebec's health and social services network. There were six enrolments in 2011-2012.
- Region 11: the 2011-2012 work plan anticipated training one person in French for professional purposes; that course did not materialize.
- Region 13: the three-year training project anticipated French for professional purposes training for 13 providers in 2011-2012. No courses were offered.
- Region 16: the three-year project projected 15 enrolments per year. There were seven in 2009-2010 and two in 2010-2011. There were none in 2011-2012.
- Region 18: the three-year plan anticipated 60 enrolments a year. There were 55 in 2010-2011. The region discontinued the program in 2011-2012 and 2012-2013.

Table 1.3: Number of projected and actual enrolments, all regions, 2009-2013

Region	Enrolments																								
	2009-2010			2010-2011						2011-2012						2012-2013						2009-2013			
	Projected		Actual	Projected			Actual			Projected			Actual			Projected			Actual			Projected	Actual		
	RP	AWP	Actual / AWP	RP	AWP	AWP/ RP	Actual / RP	Actual / AWP	RP	AWP	AWP/ RP	Actual / RP	Actual / AWP	RP	AWP	AWP/ RP	Actual / RP	Actual / AWP	RP	AWP	AWP/ RP	Actual / RP	Actual / AWP	AWP	Actual / AWP
	No.	No.		No.	%	No.			No.	%	No.			%	%	No.			No.	%	No.			%	
05 Estrie	...	0	0	...	0	0	...	0	...	...	0	0	...	0	...	...	0	1	200%	3	300%	300%	1	3	300%
06 Montréal	...	0	0	...	0	0	...	0	...	...	0	0	...	0	...	...	0	0	...	72	7 200%	7 200%	0	72	7 200%
07 Outaouais	...	8	0	0%	0	0	...	0	...	...	0	0	...	0	...	...	0	16	1 600%	17	1 700%	106%	24	17	71%
09 Côte-Nord	...	0	0	...	1	1	100%	0	0%	0%	2	8	400%	6	300%	75%	2	8	400%	1	50%	13%	17	7	41%
11 Gaspésie-Îles-de-la-Madeleine	...	0	0	...	0	0	...	0	...	...	0	1	%	0	0%	...	0	0	0	0	...	...	1	0	0%
13 Laval	...	0	0	...	0	0	...	0	...	...	13	0	0%	0	0%	...	26	0	0%	0	0%	...	0	0	...
16 Montérégie	...	8	7	88%	15	15	100%	2	13%	13%	15	10	67%	0	0%	0%	15	10	67%	0	0%	0%	43	9	21%
18 Terres-Cries-de-la-Baie-James	...	0	0	...	60	60	100%	55	92%	92%	60	0	0%	0	0%	...	90	0	0%	0	0%	...	60	55	92%
TOTAL	...	16	7	44%	76	76	100%	57	75%	75%	90	19	21%	6	7%	38%	133	35	26%	93	69%	266%	146	163	112%

COMPONENTS 1 and 2: ENGLISH AND FRENCH FOR PROFESSIONAL PURPOSES COURSES

SECTION 2 TRAINING DELIVERY IN THE REGIONS (OUTPUT)

2. REGIONAL DELIVERY OF LANGUAGE TRAINING

This section presents the data on regional language training project outputs. It covers the activities involved in delivering English and French for professional purposes courses, the number of groups formed, hours taught and average hours taught per group. These data are presented in the aggregate, by level. The section includes a regional overview of training organizations chosen by the agencies. There is also information on placement tests, learner evaluation at the start of training and monitoring during the courses. Other regional initiatives to support learning English for professional purposes are presented.

The data in this section are taken from

- *Application Form for Regional Language Training Projects*, Table 1.2 – McGill Project Partners and Table 2.11 – Learner Evaluation;
- Table 1 – Organization – Distribution of groups and hours taught, by level – *Statistical Report 2009-2010* and *Annual Reports on Results 2010-2011, 2011-2012* and 2012-2013 submitted by the agencies.

The variables covered in this section concern

- learners: health and social services providers enrolled in training;
- groups: units of learners formed to receive language training (numbers of learners and hours taught may vary from one group to the next);
- hours taught: number of training hours delivered to groups;
- average hours taught: average number of hours taught per group (number of hours taught divided by number of groups);
- levels: linguistic competency levels (beginner, intermediate, advanced).



2.1 TRAINING ORGANIZATIONS ASSOCIATED WITH REGIONAL LANGUAGE TRAINING PROJECTS

Each agency contracted with the language training organization(s) of its choice, most of them using a tendering process. Local, regional and sometimes outside training suppliers were selected. To help the agencies with the training organization selection process, McGill University suggested criteria for evaluating the quality of training proposals.⁶ These criteria provide a framework for both designing and developing a language teaching program for professional purposes.

Table 2.1 gives a regional breakdown of the number of training organizations chosen by the agencies, by category

Table 2.1: Training organizations, by region and category

Region	School board	Cegep	University	Private	Total
01 Bas Saint-Laurent		1			1
02 Saguenay–Lac-Saint-Jean		1			1
03 Capitale-Nationale			1		1
04 Mauricie and Centre-du-Québec				1	1
05 Estrie	1	1		3	5
06 Montréal		1			1
07 Outaouais		2		1	3
08 Abitibi-Témiscamingue	2	1		1	4
09 Côte-Nord	2	1		1	4
10 Nord-du-Québec				1	1
11 Gaspésie-Îles-de-la-Madeleine		1			1
12 Chaudière-Appalaches	2				2
13 Laval		1			1
14 Lanaudière				2	2
15 Laurentides		1			1
16 Montérégie		1			1
17 Nunavik				1	1
18 Terres-Cries-de-la-Baie-James				2	2
Total	7	12*	1	13*	33

At the time regional language training proposals were submitted, the training suppliers comprised seven school boards, ten Cegeps, one university and 12 private organizations. For the most part, this involves the continuing education departments of the public organizations mentioned. Six regions have more than one supplier.

*Note that Cégep Champlain is the supplier for three regions and is therefore entered three times in the table. The Centre de langue internationale Carpentier (CLIC) is the supplier for two regions and is therefore entered twice.

6. Frame of Reference, p.34 (<http://www.mcgill.ca/hssaccess/documents/framem1>).



2.2 LEARNER PLACEMENT IN ENGLISH FOR PROFESSIONAL PURPOSES COURSES

Placement testing is intended to determine the linguistic competency level of a candidate and assign that candidate to a course that meets the identified needs. It is a key preliminary step in organizing and delivering professional-language courses for professional purposes. Three linguistic competency levels were chosen under the Language Training Program, i.e. beginner, intermediate and advanced:⁷

- *Beginner*: no proficiency in the target professional language or significant difficulty with basic communication (greetings, personal information, instructions, etc.)
- *Intermediate*: ease or little difficulty with basic communication but problems with more complex communication (detailed explanations, opinions, etc.)
- *Advanced*: very little problem communicating other than a few mistakes or requests to repeat what was said.

Table 2.2: Information on learner placement, 2010-2013

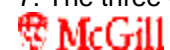
Regions	Placement test planned	Telephone evaluation	Oral test	Written test	Methodology described
01 Bas Saint-Laurent	x	x	x		x
02 Saguenay–Lac-Saint-Jean	x	x	x		x
03 Capitale-Nationale	x	x	x		x
04 Mauricie and Centre-du-Québec	x		x		x
05 Estrie	x	x	x		x
06 Montréal	x	x	x		x
07 Outaouais	x		x	x	x
08 Abitibi-Témiscamingue	x		x	x	x
09 Côte-Nord	x		x	x	x
10 Nord-du-Québec	x				
11 Gaspésie-Îles-de-la-Madeleine	x				
12 Chaudière-Appalaches	x				
13 Laval	x	x	x		x
14 Lanaudière	x		x	x	x
15 Laurentides	x	x	x		x
16 Montérégie	x		x		x
17 Nunavik	x		x	x	x
18 Terres-Cries-de-la-Baie-James	x		x		x
TOTAL	18	7	15	5	15

The agencies were asked to provide information on the placement process for language training candidates when they proposed their language training project, including information on the placement test and methodology.

Eighteen regions planned for placement tests before courses started. Fifteen intended using an oral test and five added a written test. Seven said that their placement test was conducted over the telephone. Three regions did not describe their methodology.

Nine organizations responded to the December 2011 information gathering survey conducted by the McGill Project team, the focus being on linguistic competency assessment scales for placing training candidates in uniform groups. That survey confirmed the present lack of a standardized placement process for all the regions (see page 46).

7. The three course levels were defined for the purposes of reporting indicators in Phase 1 of the Language Training Program.



2.3 GROUPS FORMED, HOURS TAUGHT AND AVERAGE HOURS PER GROUP

2.3.1 Overall profile of groups and hours taught

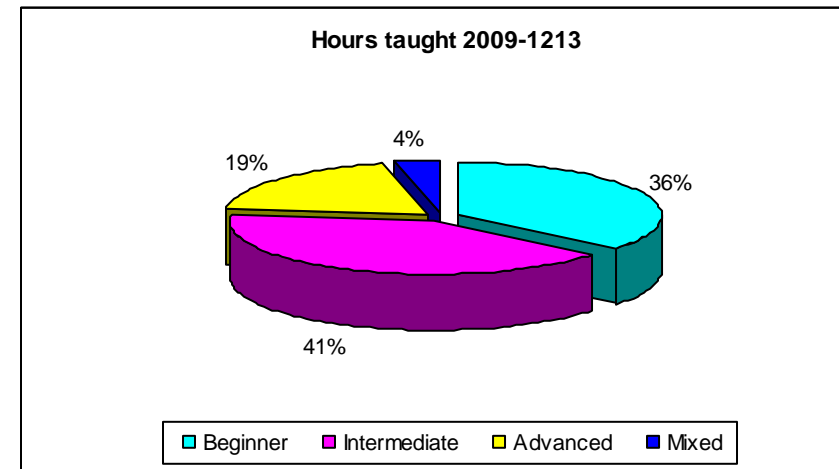
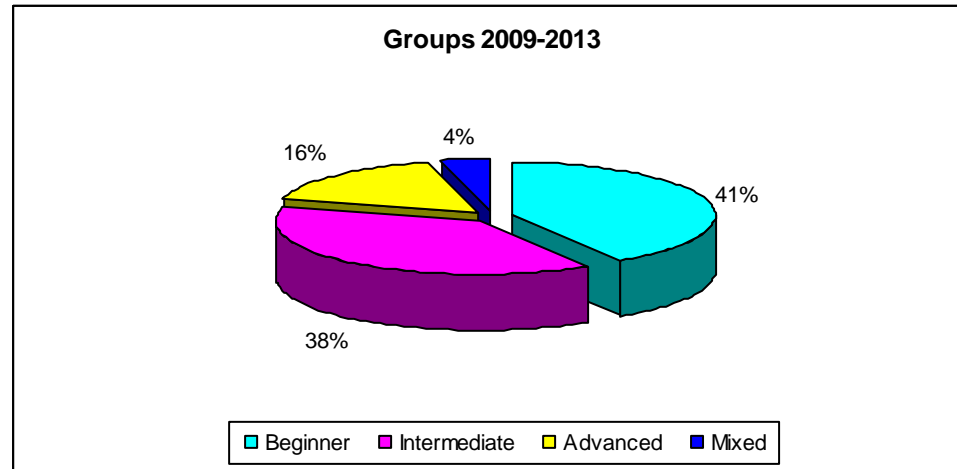
Table 2.3 presents the organization of English courses in terms of number of groups formed and number of hours taught. Out of a total of 897 groups, 41% were beginner level, 38% intermediate level, 16% advanced level and 4% mixed levels. According to the annual distribution of the groups by level, the proportion of beginner groups has remained stable. There has been a slight variation between the intermediate and advanced levels.

Table 2.3: Distribution of groups and hours taught, by level and year, 2009-2013

Level	Groups										Hours by group										Average hours per group				
	No.					%					No.					%					No.				
	2009-10	2010-11	2011-12	2012-13	2009-13	2009-10	2010-11	2011-12	2012-13	2009-13	2009-10	2010-11	2011-12	2012-13	2009-13	2009-10	2010-11	2011-12	2012-13	2009-13	2009-10	2010-11	2011-12	2012-13	2009-12
Beginner	74	74	112	110	370	42%	40%	40%	43%	41%	2 303	2 351	3 462	3 438	11 554	37%	33%	35%	38%	36%	31	32	31	31	31
Intermediate	70	61	119	94	344	40%	33%	42%	37%	38%	2 746	2 639	4 595	3 346	13 326	44%	37%	47%	37%	41%	39	43	39	36	39
Advanced	29	37	42	40	148	16%	20%	15%	16%	16%	1 088	1 689	1 554	1 870	6 201	18%	24%	16%	20%	19%	38	46	37	47	42
Mixed	3	11	8	13	35	2%	6%	3%	5%	4%	59	425	227	496	1 207	1%	6%	2%	5%	4%	20	39	28	38	34
TOTAL	176	183	281	257	897	100%	100%	100%	100%	100%	6 196	7104	9838	9150	32288	100%	100%	100%	100%	100%	35	39	35	36	36

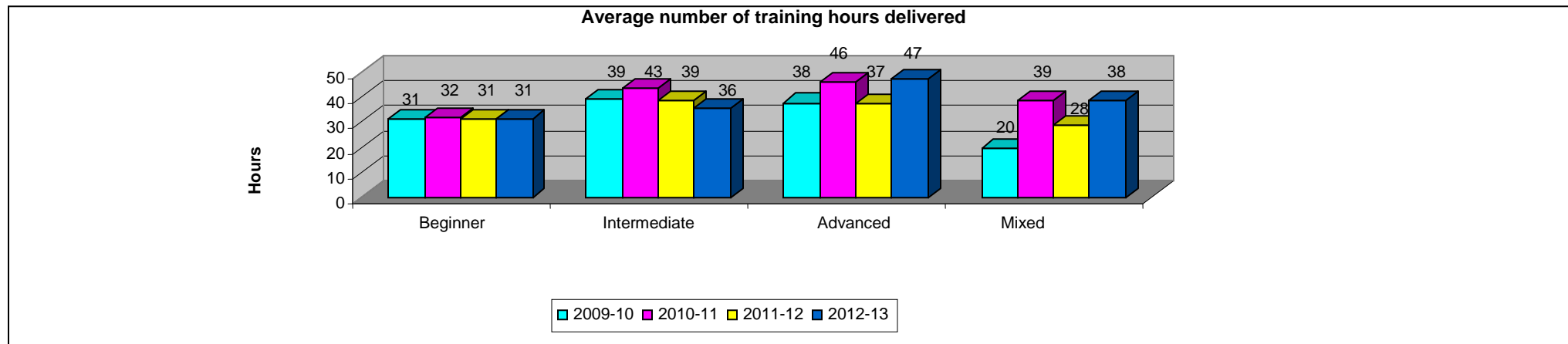
Concerning hours taught, Graph 2.1 on page 18 shows that 41% of the groups are beginner groups, but only 36% of hours taught went to those particular learner groups. The beginner level received 31 hours per group on average, which is five hours less than the average for the groups as a whole. On the other hand, the intermediate groups accounted for 38% of all groups, but received 41% of hours taught. Likewise, 16% of the groups were advanced level, but received 19% of hours taught.

Graph 2.1: Distribution of groups and hours taught, by level, 2009-2013



The graph below plots the average hours taught annually presented in Table 2.3.

Graph 2.2: Average hours taught, by level and year, 2009-2013



The beginner groups received 31 to 32 hours a year, or 8 to 14 fewer hours than the intermediate and advanced groups, which received about the same average number of training hours: 36 to 43 and 37 to 47, respectively. In 2012-2013, there was a 16-hour difference between the average hours taught for beginner groups and the hours received by advanced groups. The mixed groups received 20 to 39 hours per year.

2.4 GROUPS AND HOURS TAUGHT FOR FRENCH FOR PROFESSIONAL PURPOSES COURSES

Table 2.4 shows that 16 groups were formed for French for professional purposes courses. Despite the small number of groups, we observe that 56% were beginner groups, 25% intermediate groups and 13% advanced groups.

Table 2.4: Distribution of groups and hours taught for French courses, by level and year, 2009-2013

Level	Groups										Hours per group										Average hours per group				
	No.					%					No.					%					No.				
	2009-10	2010-11	2011-12	2012-13	2009-13	2009-10	2010-11	2011-12	2012-13	2009-13	2009-10	2010-11	2011-12	2012-13	2009-13	2009-10	2010-11	2011-12	2012-13	2009-13	2009-10	2010-11	2011-12	2012-13	2009-13
Beginner	0	1	0	8	9	0%	25%	0%	89%	56%	0	12	0	165	177	0%	18%	0%	79%	45%	0	12	0	21	20
Intermediate	1	2	0	1	4	50%	50%	0%	11%	25%	48	46	0	45	139	67%	67%	0%	21%	35%	48	23	0	45	35
Advanced	1	1	0	0	2	50%	25%	0%	0%	13%	24	10	0	0	34	33%	15%	0%	0%	9%	24	10	0	0	17
Mixed	0	0	1	0	1	0%	0%	100%	0%	6%	0		45	0	45	0%	0%	100%	0%	11%	0	0	45	0	45
TOTAL	2	4	1	9	16	100%	100%	100%	100%	100%	72	68	45	210	395	100%	100%	100%	100%	100%	36	17	45	23	25

2.5 LEARNER EVALUATION AT START OF TRAINING AND MONITORING DURING TRAINING

In the *Application Form for Regional Language Training Projects* submitted in December 2010, the agencies were asked to share certain information on learner evaluation by trainers. We wanted to know whether a test at the start of the course was planned and whether monitoring was planned during training. We were further interested in knowing the evaluation methodologies used in both cases, i.e. the time when evaluation took place and how that process kept learners abreast of their progress.

Table 2.5: Learner evaluation at start of course and monitoring throughout course

Region	Test at start of course		Monitoring throughout session	
	Test planned	Methodology described	Monitoring planned	Methodology described
01 Bas Saint-Laurent			x	x
02 Saguenay–Lac-Saint-Jean	x		x	
03 Capitale-Nationale	x	x	x	x
04 Mauricie and Centre-du-Québec	x	x	x	x
05 Estrie	x		x	x
06 Montréal	x	x	x	x
07 Outaouais			x	
08 Abitibi-Témiscamingue	x			
09 Côte-Nord	x		x	
10 Nord-du-Québec	x		x	x
11 Gaspésie-Îles-de-la-Madeleine	x	x	x	x
12 Chaudière-Appalaches				
13 Laval	x	x	x	x
14 Lanaudière	x	x	x	x
15 Laurentides			x	
16 Montérégie	x	x	x	x
17 Nunavik			x	x
18 Terres-Cries-de-la-Baie-James			x	x
TOTAL	12	7	16	12

The table on the left shows that 12 regions planned to administer a test at the start of the course to determine learner's specific needs. Seven of those regions were able to describe their test methodology. Sixteen regions provided for monitoring throughout the session, and 12 were able to describe the monitoring process.

2.6 OTHER REGIONAL INITIATIVES FOR LEARNING ENGLISH FOR PROFESSIONAL PURPOSES

The Language Training Program supports initiatives that apply outside of regular training hours or after completion of language training to put learners in dynamic communication situations, either through exchanges organized by members of community organizations or English-speaking communities or through activities set up by institutions or suppliers of language services. Table 2.6 briefly describes these activities and the number of health and social services providers affected, as reported in Table 4.1 of their *Annual Report on Results*. We observe that eight regions mentioned having organized training activities other than teaching per se in order to reinforce and maintain acquired learning or facilitate access to training. We see that 520 providers benefited from these activities.

Table 2.6: Other regional initiatives for learning English for professional purposes

Region	Initiatives	Providers				
		2009-10	2010-11	2011-12	2012-13	Total
02 Saguenay–Lac-Saint-Jean	<ul style="list-style-type: none"> ▪ Development of a course and a specific lexicon guide for Info-Social hotline workers ▪ Professional training by telephone and distance means 	8	26	0	17	51
03 Capitale-Nationale	<ul style="list-style-type: none"> ▪ Telephone coaching for 120 minutes per learner for learners having completed the teaching per se 	0	0	8	0	8
05 Estrie	<ul style="list-style-type: none"> ▪ Total immersion <ul style="list-style-type: none"> - for learners whose job obligations or requirements make regular class attendance a problem - together with regular courses to further promote the participant's' learning and rapid progress 	42	24	24	9	90
06 Montréal	<ul style="list-style-type: none"> ▪ McGill University course for one employee: <i>English Grammar/Writing Techniques and English Oral Communication Techniques</i> 	1	0	0	0	1
11 Gaspésie-Îles-de-la-Madeleine	<ul style="list-style-type: none"> ▪ Activities organized with the English-speaking community, such as board game night, bingo, movie and discussion evening, walk-a-thon, etc. 	19	0	0	0	19
12 Chaudière-Appalaches	<ul style="list-style-type: none"> ▪ Conversation get-togethers led by an English-speaking coach to give CLSC and hospital personnel a basic understanding of English. At the end of the get-togethers, the participant's workbook suggests learning grammar and basic notions specific to health and social services ▪ Non-specific training, including opportunities for social mingling 	40	0	0	0	40
13 Laval	<ul style="list-style-type: none"> ▪ Weekend immersion for learners having reached an intermediate-advanced or advanced level 	0	22	0	0	22
16 Montérégie	<ul style="list-style-type: none"> ▪ Coaching by administrative officers in contact with English-speaking users ▪ Telephone coaching to help Language Training Program participants maintain what they have learned ▪ Small group receiving English courses from a qualified resource person ▪ English conversation among providers, led by an instructor from the training organization ▪ Upgrading to prepare participants for regular courses in 2012-2013 ▪ Purchase of online English courseware licenses for providers unable to attend courses in a classroom 	0	0	115	174	289
TOTAL		110	72	147	200	520

COMPONENTS 1 and 2: ENGLISH AND FRENCH FOR PROFESSIONAL PURPOSES COURSES

SECTION 3 COURSE PARTICIPATION



3. PARTICIPATION IN ENGLISH AND FRENCH FOR PROFESSIONAL PURPOSES COURSES

This third section looks at data on participation in English and French for professional purposes courses. The first tables compare the number of actual enrolments and the number of learners who finished their course. We use this to determine the completion rate. Next, we match projected enrolment figures against the number of learners who completed their course. This allows us to determine the success rate for the regional language training project. These data are presented by linguistic competency level for all of Quebec. Data on the number of learners having completed the course are also given by linguistic competency level and by activity sector. Other information affecting learner performance is provided, i.e. learner evaluation and participation incentives.

Enrolment and completion data are taken from Table 2 of the *Statistical Report 2009-2010* and the *Annual Reports on Results 2010-2011, 2011-2012 and 2012-2013*. Table 3.2 and graphs 3.2 to 3.3, show data taken from Table 4 of those same reports, on learners having completed the course by sectors of activity and level. Table 3.3 gives information on learner evaluation at session-end. Table 3.4 provides information on training incentives. This information is taken from Tables 2.11 and 2.9, respectively, of the *Application Form for Regional Language Training Projects*.

The variables covered in this section concern

- linguistic competency level: defined in section 2, page 15;
- enrolments: number of learners enrolled in an English for professional purposes course; corresponds to actual enrolments;
- learners having completed their course: enrolled learners having completed their course;
- activity sector: sectors in which the learners work; for example
 - the intake sector may include job titles such as receptionist, telephone operator, intake officer, secretary, clerk and administrative technician;
 - the health sector may include job titles such as dietician, occupational therapist, nurse, nursing assistant, doctor, speech therapist, physical therapist, orderly, rehabilitation professional, radiology technician, laboratory technician, medical technologist, etc.;
 - the social sector may include job titles such as human relations officer, homecare worker, social services assistant, educator or psycho-educator, social worker (social worker or social service worker), psychologist, and recreation worker;
- completion rate: proportion of learners having finished their course compared with those enrolled;
- success rate: proportion of learners having finished the course compared with learner enrolments projected in the annual work plans.

3.1 ENROLLED LEARNERS HAVING COMPLETED THEIR ENGLISH COURSE

3.1.1 Overall picture of learners having completed their course

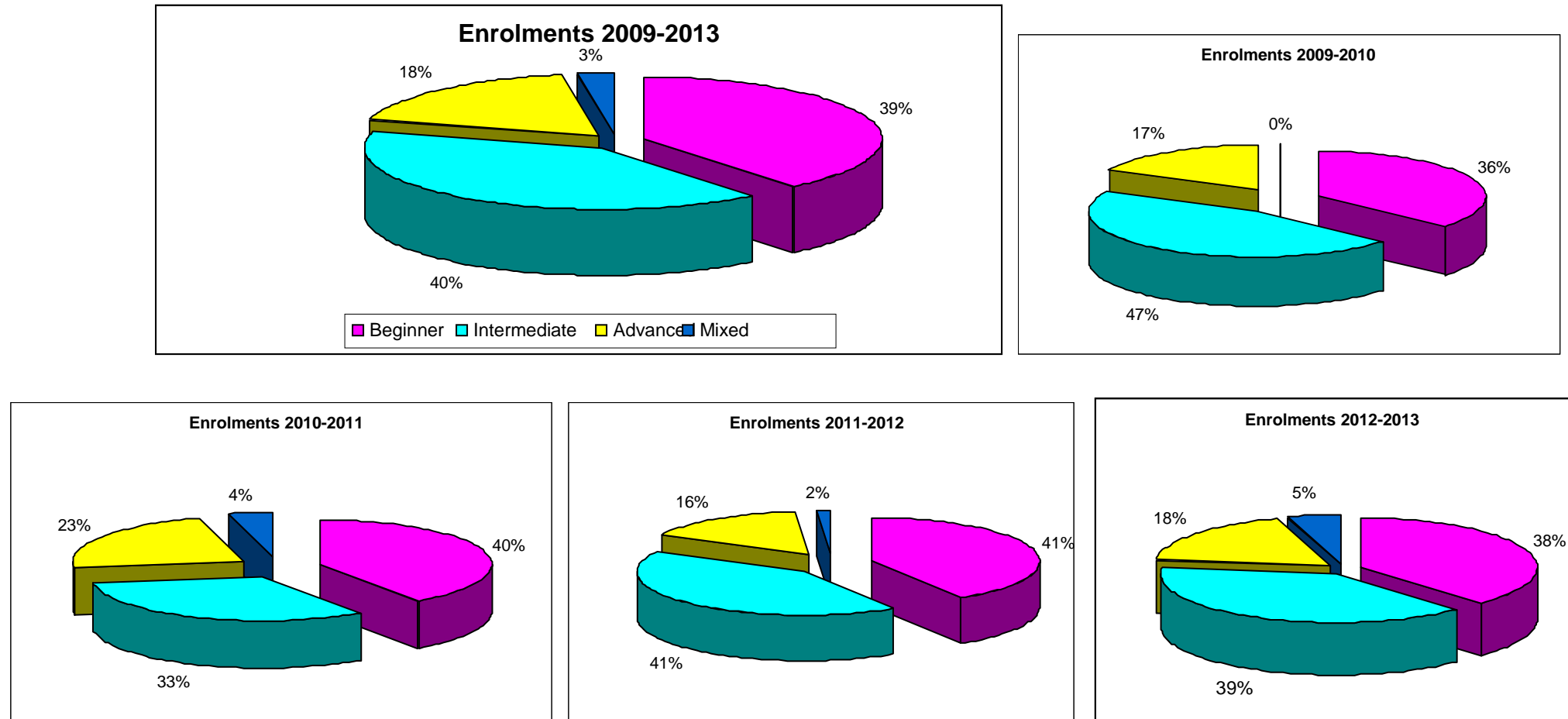
Table 3.1 presents data on learners enrolled in courses. It gives an overall picture, by level, of the number and percentage of learners enrolled in courses, and the number and percentage of learners having finished the course. We observe for 2009-2013 that 6224 learners were enrolled in English courses and 4929 of them (79%) completed their course. The completion rate varies from year to year. It dropped from 83% in 2009-2010 to 75% in 2010-2011 and then rose to 81% in 2012-2013. There is a consistent difference between the levels, however. The beginner level has a higher completion rate than the others. The advanced level, on the other hand, has a lower continuation rate.

Table 3.1: Distribution of learners having completed the course, by linguistic competency level and year, 2009-2013

Level	2009-2010				2010-2011				2011-2012				2012-2013				2009-2013			
	Learners				Learners				Learners				Learners				Learners			
	Enrolled		Completed		Enrolled		Completed		Enrolled		Completed		Enrolled		Completed		I Enrolled		Completed	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Beginner	504	36%	435	86%	555	40%	448	81%	794	41%	640	81%	582	38%	485	83%	2435	39%	2008	82%
Intermediate	641	46%	537	84%	450	33%	324	72%	804	42%	601	75%	595	39%	476	80%	2490	40%	1938	78%
Advanced	242	17%	180	74%	319	23%	203	64%	301	16%	240	80%	273	18%	217	79%	1135	18%	840	74%
Mixed	0	0%	0	0%	58	4%	56	97%	29	2%	24	83%	77	5%	63	82%	164	3%	143	87%
TOTAL	1387	100%	1152	83%	1382	100%	1031	75%	1928	100%	1505	78%	1527	100%	1 241	81%	6224	100%	4 929	79%

Annual enrolments presented in Table 3.1 on the previous page are plotted by linguistic competency level in Graph 3.1.

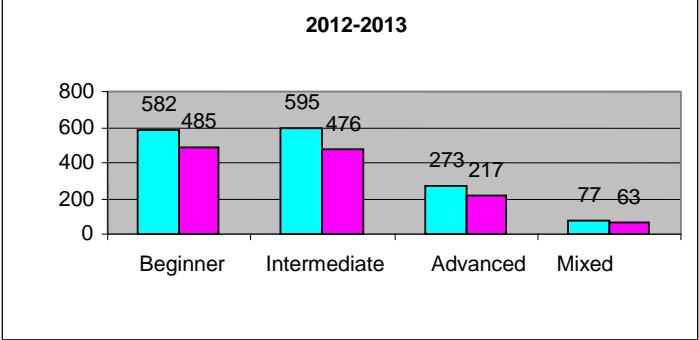
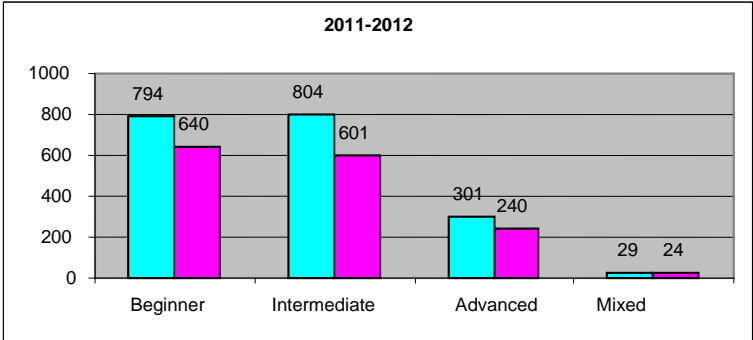
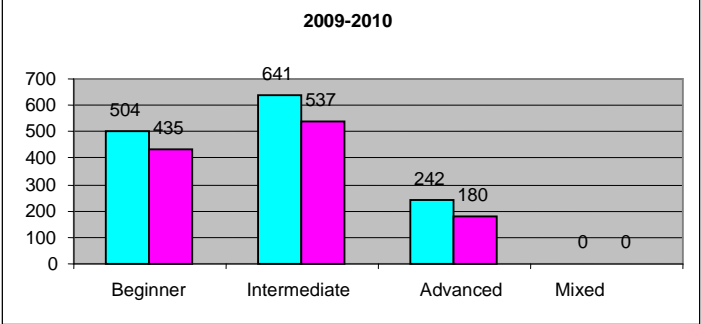
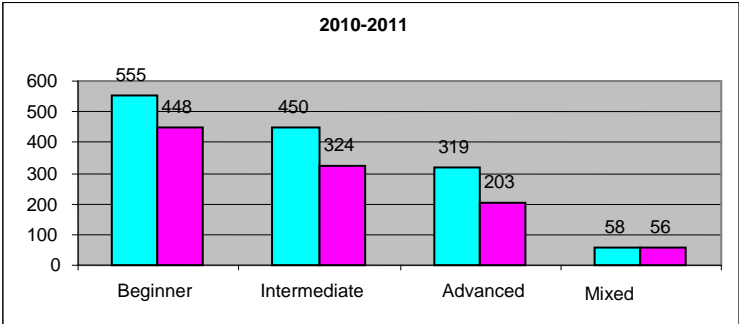
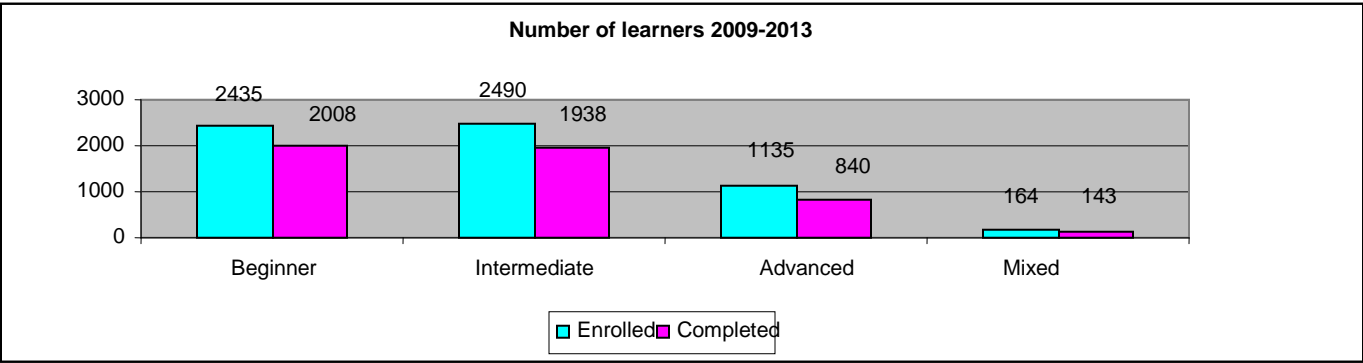
Graph 3.1: Enrolments by level and year, 2009-2013



The annual number of learners having completed their course presented in Table 3.1 is plotted by year and level in Graph 3.2.

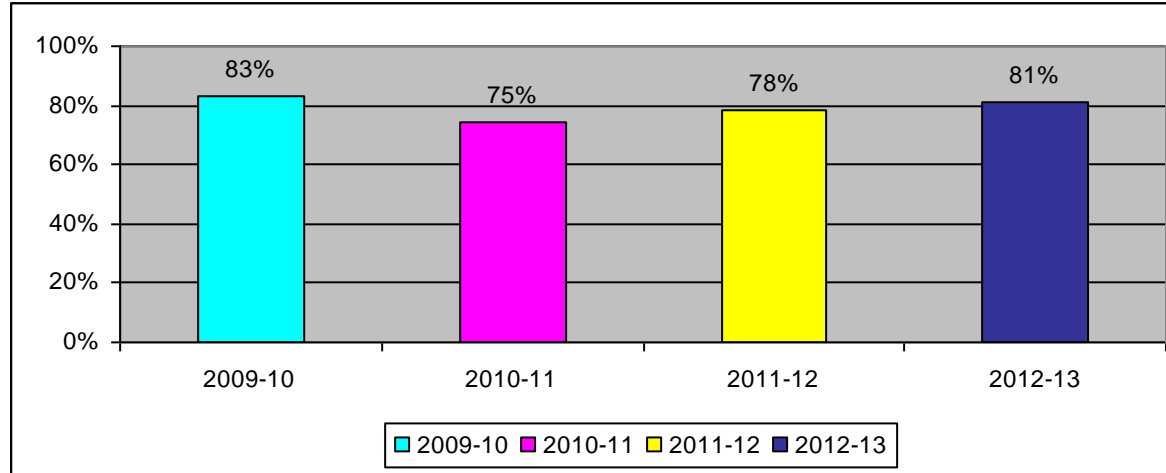
Graph 3.2: Number of enrolled learners having completed the course, by level and year, 2009-2013



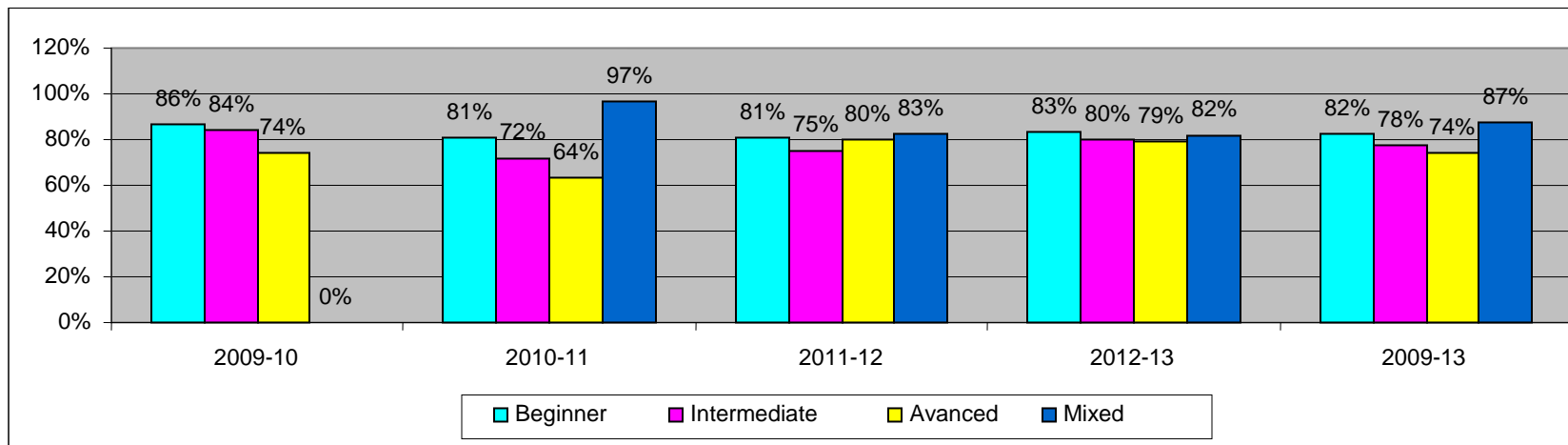


Concerning the annual continuation rate, Table 3.1 can be graphically represented as follows:

Graph 3.3: Overall completion rate by year, 2009-2013



Graph 3.4: Completion rate by linguistic competency level and year, 2009-2013



3.2 LEARNERS BY ACTIVITY SECTORS

The agencies also provided information about the activity sectors for the learners who finished their course. The activities are grouped in three sectors: reception, health and social.

3.2.1 Overall picture of learners by activity sector and linguistic competency level

Table 3.2 provides the numbers and percentages for learners having completed the course, by activity sector and linguistic competency level. Of the 4293 learners who completed an English course between 2009 and 2013, more than half (55%) are from the health sector, 22% from the social sector and 15% from the intake sector. Lastly, 8% are from other sectors. We observe an overrepresentation at the beginner level for the health sector.

Table 3.2: Distribution of learners having completed an English course, by activity sector and linguistic competency level, 2009-2013

Level	Intake	Health	Social	Other	Total	Intake	Health	Social	Other
	No.	No.	No.	No.	No.	%	%	%	%
Beginner	344	1 072	202	184	1802	19%	59%	11%	10%
Intermediate	214	973	477	121	1785	12%	55%	27%	7%
Advanced	81	313	262	50	3587	2%	9%	7%	1%
TOTAL	639	2 358	941	355	4293	15%	55%	22%	8%

Graph 3.5: Learners having completed an English course, by activity sector, 2009-2013

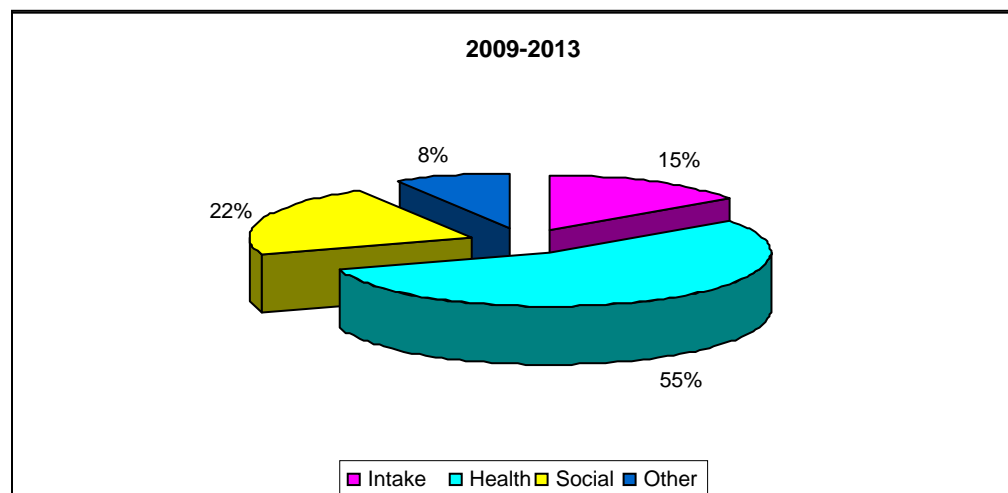
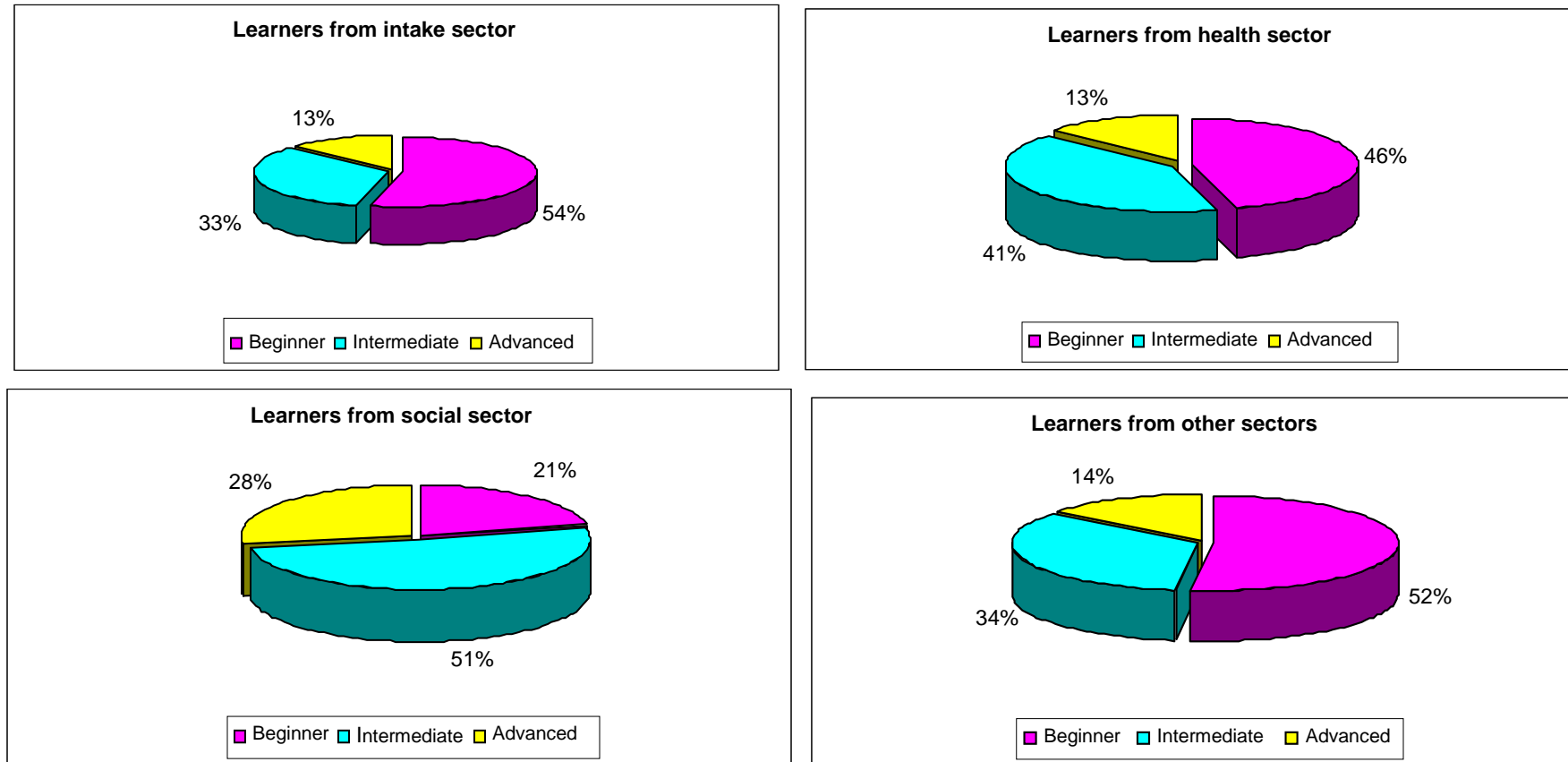


Table 3.2 yields Graph 3.6, a representation of the percentage distribution of learners for each linguistic competency level, by sector of activity. We observe that beginning learners account for more than half of learners from the intake sector having finished a course and slightly less than half of those from the health sector. In the social sector, the proportion of learners at the intermediate level (51%) exceeds those at the beginner level (21%).

Graph 3.6: Learners having completed an English course, by activity sector and linguistic competency level, 2009-2013



3.3 COURSE-END LEARNER EVALUATION

Table 3.3 gives an overview of the course-end learner evaluation process based on information from Table 2.11 of the *Application Form for Regional Language Training Projects* submitted in December 2010. That information was not subsequently validated. We observe that all regions plan a course-end test, 13 regions have an oral test, and 11 of them provide for a written test as well. Two regions have only oral tests, and five provided no information in this regard. Twelve regions said that the course-end evaluation is used to measure the learner's advancement from one level to the next.

Table 3.3: Information on session-end learner evaluation

Region	Session-end test			Advancement through levels
	Test planned	Oral test	Written test	
01 Bas Saint-Laurent	x	x	x	x
02 Saguenay–Lac-Saint-Jean	x			x
03 Capitale-Nationale	x	x	x	x
04 Mauricie and Centre-du-Québec	x	x		
05 Estrie	x	x	x	
06 Montréal	x	x	x	x
07 Outaouais	x	x	x	x
08 Abitibi-Témiscamingue	x			
09 Côte-Nord	x			x
10 Nord-du-Québec	x	x	x	x
11 Gaspésie-Îles-de-la-Madeleine	x	x		x
12 Chaudière-Appalaches	x			
13 Laval	x	x	x	x
14 Lanaudière	x	x	x	x
15 Laurentides	x			
16 Montérégie	x	x	x	x
17 Nunavik	x	x	x	x
18 Terres-Cries-de-la-Baie-James	x	x	x	
TOTAL	18	13	11	12

3.4 INCENTIVES FOR LEARNER PARTICIPATION

The agencies used various means of facilitating and encouraging the participation of health and social services providers in language courses. Table 3.4 gives the incentives described in the regional language training proposals. Thirteen regions offer courses during working hours, and ten of these cover personnel replacement costs. Six regions offer courses outside working hours, three of them providing other incentives such as a participation bonus, time off or payment of parking expenses. Five regions offer no incentives to some or all learners enrolled in language courses.

Table 3.4: Information on participation incentives

Region	Course during working hours		Course outside working hours			Participation expenses				No incentive
	Yes	With replacement costs	Yes	Time off	Participation bonus	Travel	Parking	Child care	Meal	
01 Bas Saint-Laurent			x		x					
02 Saguenay–Lac-Saint-Jean			x							x
03 Capitale-Nationale			x				x			
04 Mauricie and Centre-du-Québec	x	x								
05 Estrie*	x		x			x				x
06 Montréal*	x	x								x
07 Outaouais	x	x			x	x	x	x		
08 Abitibi-Témiscamingue*	x	x	x	x						x
09 Côte-Nord	x	x			x					
10 Nord-du-Québec										
11 Gaspésie-Îles-de-la-Madeleine			x							x
12 Chaudière-Appalaches	x	x							x	
13 Laval	x	x								
14 Lanaudière	x	x								
15 Laurentides	x	x				x	x			
16 Montérégie	x	x			x					
17 Nunavik	x					x				
18 Terres-Cries-de-la-Baie-James	x									
TOTAL	13	10	6	1	4	4	3	1	1	5

*Some regions have used several kinds of incentives based on the specific nature of the institution and learners. For example, the Estrie region planned to train some of its learners during working hours and others after working hours without offering any incentives. The Montréal region planned to train the large majority of learners during working hours. However, ten learners would be trained outside working hours with no incentive other than the courses being free of charge. We observe that the Abitibi-Témiscamingue region chose several incentives based on institutional preference.

COMPONENTS 1 and 2: ENGLISH AND FRENCH FOR PROFESSIONAL PURPOSES COURSES

SECTION 4 COURSE RESULTS



4. LEARNERS PROMOTED TO A HIGHER LINGUISTIC COMPETENCY LEVEL

Section 4 provides statistics on the number of learners moved to a higher linguistic competency level. The number of learners having completed their course is compared to the number moved to a higher level. This yields the promotion rate. The statistics on learners promoted to a higher level are taken from Table 2 column 9 *Statistical Report 2009-2010* and column 7 *Annual Reports on Results for 2010-2011, 2011-2012 and 2012-2013*. The two regions that opted for decentralized management of the regional project submitted incomplete data on learners promoted to a higher level.

The variables covered in this section concern

- linguistic competency level: defined in section 2;
- learners having completed the course;
- promoted learners: learners moved to a higher linguistic competency level based on course-end evaluation;
- promotion rate: percentage of learners having moved to a higher linguistic competence level compared with those having completed the course.

4.1 OVERALL PICTURE FOR LEARNERS PROMOTED TO A HIGHER LEVEL

Table 4.1 profiles promotions for all of Quebec, by levels. The overall promotion rate for 2009-2013 is 75%. There is considerable variance between annual rates, which drop from 82% in 2009-2010 to 60% in 2010-2011, then rise to 75% in 2011-2012 and 83% in 2012-2013. At 83%, the promotion rate for the advanced level of linguistic competency is higher than for the beginner and intermediate levels, at 72% and 75%, respectively.

Table 4.1: Learners promoted to higher level, by level and year, 2009-2013

Level	2009-2010			2010-2011			2011-2012			2012-2013			2009-2013		
	Learners			Learners			Learners			Learners			Learners		
	Completed	Promoted	Promotion rate	Completed	Promoted	Promotion rate	Completed	Promoted	Promotion rate	Completed	Promoted	Promotion rate	Completed	Promoted	Promotion rate
	No.	No.	%	No.	No.	%	No.	No.	%	No.	No.	%	No.	No.	%
Beginner	435	382	88%	448	232	52%	640	444	69%	485	397	82%	2008	1455	72%
Intermediate	537	395	74%	324	227	70%	601	455	76%	476	383	80%	1938	1460	75%
Advanced	180	157	87%	203	145	71%	240	209	87%	217	189	87%	840	700	83%
Mixed	0	0	0%	56	18	32%	24	17	71%	63	45	71%	143	80	56%
TOTAL	1152	934	81%	1 031	622	60%	1505	1125	75%	1 241	1 014	82%	4929	3695	75%

COMPONENTS 1 AND 2: ENGLISH AND FRENCH FOR PROFESSIONAL PURPOSES COURSES

SECTION 5 FINANCIAL ASPECTS



5. FINANCIAL ASPECTS

An overall funding envelope of \$8 528 707 was provided to health and social services agencies for language training in the regions for the 2009-2013 period. The process for the regional apportionment of this budget among is equity-based and takes into account the special concerns of the MSSS about remote and sparsely populated regions. The envelope was divided among Quebec's 18 health and social services regions starting with a base amount calculated according to the size of the English-speaking population in each region, as determined by the first official language spoken. The results of this scenario were adjusted to account for the excessive regional disparities and give regions with remote, vulnerable or sparse populations an allocation sufficient for the Language Training Program to produce concrete results.

The allocation was adjusted based on the percentage of English speakers in the regions. A minimum annual allocation of \$55 000 and a maximum of \$300 000 were established. Three-year envelopes were established for all the regions based on these limits. Modulation has enabled equalization from the more populated regions towards less populated and remote regions. Where the populations of the regions of Nunavik (17) and Terres-Cries-de-la-Baie-James (18) are concerned, the service agreements with the regions of Montréal (06), Abitibi-Témiscamingue (08) and Nord-du-Québec (10) were taken into account.

Tables 5.1 and 5.1a give the annual financial results for the regions from three perspectives: regional allocation announced in the *Frame of Reference for the Language Training Program*, the regional training budget allocated after regional budget approval and actual expenses reported on the *Cashflow Forecasts and Expense Statements* form submitted to the University at each financial year-end.

Tables 5.2 and 5.2a give actual expenses broken down according to the reference items on the *Cashflow Forecasts and Record of Expenditures* form. This breakdown distribution is feasible only for 2010-2011, 2011-2012 and 2012-2013 given that the structure of expenses in 2009-2010 was not described in sufficient detail. The items in question are the allocations to agencies, training organizations and health and social services institutions.

The *Guide for Applicants for Regional Language Training Projects 2010-2013* (<http://www.mcgill.ca/hssaccess/trhpp/m1program/langtrainprops>) provides the guidelines for preparing regional budgets.

Costs attributable to the agencies:

Personnel

- Wages and fees paid to agency personnel assigned to a regional project. Allocations to training organizations for language training services and allocations to institutions for incentives are not recorded under this expense item. This section also includes employee benefits, i.e. the employer's share of employment insurance and Quebec pension plan withholdings and other contributions for salaried employees.

Travel and housing expenses

- Travel expenses for agency personnel carrying out activities mentioned in section 2.14, i.e. activities involved in regional project planning, coordinating, monitoring and reporting.

Leasing and utilities

- Cost of leasing classrooms outside buildings of the health and social services network and training organizations when that amount is not included in the allocation paid to the training organization or Institution.

Materials

- Amount for the purchase and distribution of project-related teaching materials when that amount is not included in the allocation to the training organization. Expenses for printing by a print shop are included in this budget item, as are delivery costs (stamps, transportation, courier service, etc.).

Equipment

- Cost of special equipment acquired by the agency for carrying out project activities.

Performance measurement and dissemination

- Cost for evaluating a regional project, and expenses incurred for printing, photocopies, mail, dissemination of results, etc.

Costs attributable to training organizations:

- Amount earmarked to cover the cost of the agreement(s) with language training organizations (language courses, learner evaluation, development/purchase of materials)

Costs attributable to health and social services Institutions:

- Cost of incentives paid to Institutions (personnel replacement costs, participation bonus, participation expenses)

Table 5.3 gives the breakdown of actual expenditures from the perspective of three indicators:

- Cost per learner: actual expenditure divided by the number of learners who completed the course
- Cost per group: actual expenditure divided by the number of groups
- Cost per hour taught: actual expenditure divided by the number of hours taught.

These results are presented by region according to actual overall expenditures and the actual expenditures attributed to the training organizations.

5.1 REGIONAL FUNDING ALLOCATION AND ACTUAL EXPENSES

Table 5.1 *Regional funding allocation and actual expenses, 2009-2013* and Table 5.1a *Percentage comparison for regional funding allocation and actual expenses, 2009-2013* provide the raw data on regional allocation of the budget and the agencies' actual expenditures for the four Project years.

A four-year funding envelope of \$8,326,996 was earmarked for the language training projects of the 18 health and social services regions. In 2009-2010, the envelope was \$1.8 million. The allocation for the regions during the next three years came to \$6,526,996, broken down as follows:

- 2010-2011: \$2,074,561
- 2011-2012: \$2,061,450
- 2012-2013: \$2,390,985

The *Regional Allocation* column of Table 5.1 gives the proposed funding distribution based on the population approach and taking account of the special needs of sparsely populated northern regions.

Based on the amounts shown on the *Annual Work Plans and Cashflow Forecasts* submitted and approved by McGill, the total budget granted to the regions (*Budget* column) amounted to \$7,330,129 or 87% of the initially projected regional allocation. Some regions did not apply for funding for one or several of the four Program years. This is one explanation for the variance between the regional allocation and the actual envelope granted. The situation evolved over the four years of Program implementation, however. In the first two years, the percentage was slightly under 80%, whereas it topped 90% in the last two years.

Actual expenditures come to \$6,493,369, or 89% of funding granted to the regions and 77% of the initial regional allocation. The four-year change observed in the percentage of actual expenses relative to the funding granted and then to initial regional allocation is similar to the change in the previous ratio. These percentages increased considerably in the last two years by comparison with percentages in the first two years.

Table 5.1: Regional funding allocation, budget granted and actual expenditures, 2009 to 2013

Region	2009-2010			2010-2011			2011-2012			2012-2013			TOTAL 2009-2013		
	Reg. alloc. \$	Budget \$	Act. exp. \$	Reg. alloc. \$	Budget \$	Act. exp. \$	Reg. alloc. \$	Budget \$	Act. exp. \$	Reg. alloc. \$	Budget \$	Act. exp. \$	Reg. alloc. \$	Budget \$	Act. exp. \$
01 Bas-Saint-Laurent	30,000	30,000	30,000	55,000	55,000	41,271	55,000	55,000	55,000	65,000	65,000	64,478	205,000	205,000	190,749
02 Saguenay-Lac-Saint-Jean	30,000	30,000	28,008	55,000	55,000	52,020	55,000	55,000	51,835	65,000	65,000	48,114	205,000	205,000	179,977
03 Capitale-Nationale	90,000	79,604	79,604	85,000	0	0	85,000	85,000	60,561	100,000	100,000	96,913	360,000	264,604	237,078
04 Mauricie and Centre-du-Québec	35,000	0	0	55,000	0	0	55,000	38,086	28,748	65,000	62,374	62,374	210,000	100,460	91,122
05 Estrie	135,000	135,000	89,088	130,000	130,000	113,271	130,000	130,000	115,073	145,000	145,000	81,420	540,000	540,000	398,852
06 Montréal	300,000	300,000	262,366	300,000	300,000	257,218	300,000	300,000	298,719	300,000	300,000	281,501	1 200,000	1,200,000	1,099,804
07 Outaouais	190,000	123,900	89,225	180,000	57,165	30,310	180,000	180,000	172,875	210,000	210,000	140,559	760,000	571,065	432,969
08 Abitibi-Témiscamingue	60,000	60,000	56,304	70,000	70,000	46,637	70,000	70,000	56,640	100,000	100,000	68,202	300,000	300,000	227,783
09 Côte-Nord	60,000	7,921	0	70,000	70,000	45,416	70,000	70,000	61,234	100,000	100,000	62,367	300,000	247,921	169,017
10 Nord-du-Québec	15,000	0	0	70,000	17,500	13,611	70,000	70,000	70,000	100,000	100,000	92,166	255,000	187,500	175,777
11 Gaspésie-Iles-de-la-Madeleine	90,000	90,000	75,856	85,000	85,000	85,000	85,000	85,000	82,936	100,000	100,000	90,000	360,000	360,000	333 792
12 Chaudière-Appalaches	30,000	0	0	55,000	55,000	55,000	55,000	55,000	55,000	65,000	65,000	65,000	205,000	175,000	175,000
13 Laval	190,000	189,160	189,160	180,000	180,000	179,012	180,000	180,000	170,789	210,000	210,000	193,584	760,000	759,160	732,545
14 Lanaudière	60,000	59,700	55,436	85,000	85,000	61,246	85,000	85,000	84,759	100,000	100,000	99,570	330,000	329,700	301,011
15 Laurentides	135,000	0	0	130,000	130,000	130,000	130,000	130,000	127,808	145,000	145,000	144,902	540,000	405,000	402,710
16 Montérégie	300,000	300,000	295,337	300,000	300,000	238,878	300,000	300,000	287,261	300,000	300,000	300,000	1,200,000	1,200,000	1,121,476
17 Nunavik	25,000	0	0	99,561	0	0	91,450	33,696	32,391	115,985	115,985	115,985	331,996	149,681	148,376
18 Terres-Cries Baie-James	25,000	0	0	70,000	53,000	11,880	65,000	0	0	105,000	0	0	265,000	53,000	11,880
SUB-TOTAL	1,800,000	1,405,285	1,250,384	2,074,561	1,642,665	1,360,770	2,061,450	1,921,782	1,811,629	2,390,985	2,283,359	2,007,135	8,326,996	7,253,091	6,429,918
Special projects															
07 Laval					19,080	18,976								19,080	18,976
07 Laval					22,366	17,666								22,366	17,666
08 Abitibi-Témiscamingue								15,092	6,612					15,092	6,612
15 Laurentides					20,500	20,197								20,500	20,197
SUB-TOTAL					61,946	56,839		15,092	6,612					77,038	63,451
TOTAL	1,800,000	1,405,285	1,250,384	2,074,561	1,704,611	1,417,609	2,061,450	1,936,874	1,818,241	2,390,985	2,183,359	1,917,135	8,326,996	7,330,129	6,493,369



Table 5.1a: Percentage comparison of regional funding allocation, budget granted and actual expenses, 2009 to 2013

Region	2009-2010			2010-2011			2011-2012			2012-2013			Total 2009-2013		
	Bud./reg. alloc. %	Act. exp./ bud. %	Act./ reg. alloc. %	Bud./reg. alloc. %	Act. exp./ bud. %	Act./ reg. alloc. %	Bud./reg. alloc. %	Act. exp./ bud. %	Act./ reg. alloc. %	Bud./reg. alloc. %	Act. exp./ bud. %	Act./ reg. alloc. %	Bud./reg. alloc. %	Act. exp./ bud. %	Act./ reg. alloc. \$
01 Bas-Saint-Laurent	100%	100%	100%	100%	75%	75%	100%	100%	100%	100%	99%	99%	100%	93%	93%
02 Saguenay–Lac-Saint-Jean	100%	93%	93%	100%	95%	95%	100%	94%	94%	100%	74%	74%	100%	88%	88%
03 Capitale-Nationale	88%	100%	88%	0%		0%	100%	71%	71%	100%	97%	97%	74%	90%	66%
04 Mauricie and Centre-du-Québec	0%	0%	0%	0%		0%	69%	75%	52%	96%	100%	96%	48%	91%	43%
05 Estrie	100%	66%	66%	100%	87%	87%	100%	89%	89%	100%	56%	56%	100%	74%	74%
06 Montréal	100%	87%	87%	100%	86%	86%	100%	100%	100%	100%	94%	94%	100%	92%	92%
07 Outaouais	65%	72%	47%	32%	53%	17%	100%	96%	96%	100%	67%	67%	75%	76%	57%
08 Abitibi-Témiscamingue	100%	94%	94%	100%	67%	67%	100%	81%	81%	100%	68%	68%	100%	76%	76%
09 Côte-Nord	13%	0%	0%	100%	65%	65%	100%	87%	87%	100%	62%	62%	83%	68%	56%
10 Nord-du-Québec	0%	0%	0%	25%	78%	19%	100%	100%	100%	100%	92%	92%	74%	94%	69%
11 Gaspésie-Iles-de-la-Madeleine	100%	84%	84%	100%	100%	100%	100%	98%	98%	100%	90%	90%	100%	93%	93%
12 Chaudière-Appalaches	0%	0%	0%	100%	100%	100%	100%	100%	100%	100%	100%	100%	85%	100%	85%
13 Laval	100%	100%	100%	100%	99%	99%	100%	95%	95%	100%	92%	92%	100%	96%	96%
14 Lanaudière	100%	93%	92%	100%	72%	72%	100%	100%	100%	100%	100%	100%	100%	91%	91%
15 Laurentides	0%	0%	0%	100%	100%	100%	100%	98%	98%	100%	100%	100%	75%	99%	75%
16 Montérégie	100%	98%	98%	100%	80%	80%	100%	96%	96%	100%	100%	100%	100%	93%	93%
17 Nunavik	0%	0%	0%	0%	0%	0%	37%	96%	35%	100%	100%	100%	45%	99%	45%
18 Terres-Cries-de-la-Baie-James	0%	0%	0%	76%	22%	17%	0%	0%	0%	0%	0%	0%	20%	22%	4%
SUB-TOTAL	78%	89%	69%	79%	83%	66%	93%	94%	88%	95%	88%	84%	87%	89%	77%
Special projects															
07 Laval					99%									99%	
07 Laval					79%									79%	
08 Abitibi-Témiscamingue								44%						44%	
15 Laurentides					99%									99%	
SUB-TOTAL					92%			44%						82%	
TOTAL	78%	89%	69%	79%	83%	68%	93%	94%	88%	95%	88%	84%	87%	89%	78%

5.2 Breakdown of regional expenses

Table 5.2 *Breakdown of regional language training expenses, 2010-2013* and Table 5.2a *Percentage comparison of breakdown of regional language training expenses, 2010-2013* provide raw data on the distribution of regional expenses. The overall regional language training expenses for 2010-3103 total \$5,189,194. Table 5.2 illustrates, for each region, the distribution of expenses between agency, establishments and training organisations, individually and combined for each of the three years for the period 2010-2013. Table 5.2a reports the same data in percentages.

Table 5.2: Breakdown of regional language training expenses, 2010 to 2013*

Region	2010-2011				2011-2012				2012-2013				TOTAL 2010-2013			
	Agency \$	Institution \$	Training organization \$	Total \$	Agency \$	Institution \$	Training organization \$	Total \$	Agency \$	Institution \$	Training organization \$	Total \$	Agency \$	Institution \$	Training organization \$	Total \$
01 Bas-Saint-Laurent	60	25,461	15,750	41,271	0	35,000	20,000	55,000	0	30,878	33,600	64,478	60	91,339	69,350	160,749
02 Saguenay-Lac-Saint-Jean	4,536	0	47,484	52,020	2,437	0	49,398	51,835	5,000	0	43,114	48,114	11,973	0	139,996	151,969
03 Capitale-Nationale	0	0	0	0	0	0	60,561	60,561	0	53,801	43,112	96,913	0	10	103,673	103,683
04 Mauricie and Centre-du-Québec	0	0	0	0	0	23,073	5,675	28,748	0	52,614	9,760	62,374	0	75,687	15,435	91,122
05 Estrie	7,111	2,462	103,698	113,271	15,590	0	99,483	115,073	19,424	0	61,996	81,420	42,125	2,462	265,177	309,764
06 Montréal	43,229	138,720	75,269	257,218	48,655	166,880	83,184	298,719	53,403	144,362	83,736	281,501	145,287	449,962	242,189	837,438
07 Outaouais	30,310	0	0	30,310	34,000	40,000	98,875	172,875	35,000	45,803	59,756	140,559	99,310	85,803	158,631	343,744
08 Abitibi-Témiscamingue	11,275	2,813	32,549	46,637	13,062	0	43,578	56,640	24,046	10,850	33,306	68,202	48,383	13,663	109,433	171,479
09 Côte-Nord	0	25,593	19,823	45,416	0	33,383	27,851	61,234	0	23,598	38,769	62,367	0	82,574	86,443	169,017
10 Nord-du-Québec	0	0	13,611	13,611	0	0	70,000	70,000	0	0	92,166	92,166	0	0	175,777	175,777
11 Gaspésie-Iles-de-la-Madeleine	0	0	85,000	85,000	0	0	82,936	82,936	2,000	0	88,000	90,000	2,000	0	255,936	257,936
12 Chaudière-Appalaches	6,605	34,440	13,955	55,000	4,786	35,350	14,864	55,000	2,959	0	62,041	65,000	14,350	69,790	90,860	175,000
13 Laval	38,802	79,400	60,810	179,012	37,459	77,150	56,180	170,789	55,949	76,550	61,085	193,584	132,210	233,100	178,075	543,385
14 Lanaudière	2,871	32,176	26,199	61,246	0	45,088	39,671	84,759	4,673	58,825	36,072	99,570	7,544	136,089	101,942	245,575
15 Laurentides	0	83,294	46,706	130,000	0	82,069	45,739	127,808	0	96,957	47,945	144,902	0	262,320	140,390	402,710
16 Montérégie	54,588	122,298	61,992	238,878	57,143	110,351	119,767	287,261	88,084	89,000	122,916	300,000	199,815	321,649	304,675	826,139
17 Nunavik	0	0	0	0	12,612	5,319	14,460	32,391	115,985	0	0	115,985	128,597	5,319	14,460	148,376
18 Terres Cries de la Baie-James	11,880	0	0	11,880	0	0	0	0	0	0	0	0	11,880	0	0	11,880
SUB-TOTAL	211,267	546,657	602,846	1,360,770	225,744	653,663	932,222	1,811,629	406,523	683,238	917,374	2,007,135	843,534	1,829,767	2,452,442	5,125,743
Special projects																
07 Laval	0	9,401	9,575	18,976									0	9,401	9,575	18,976
07 Laval	4,610	6,700	6,356	17,666									4,610	6,700	6,356	17,666
08 Abitibi-Témiscamingue					1,520	957	4,135	6,612					1,520	957	4,135	6,612
15 Laurentides	0	17,197	3,000	20,197									0	17,197	3,000	20,197
SUB-TOTAL	4,610	33,298	18,931	56,839	1,520	957	4,135	6,612	0	0	0	0	6,130	34,255	23,066	63,451
TOTAL	215,877	579,955	621,777	1,417,609	227,264	654,620	936,357	1,818,241	406,523	683,238	917,374	2,007,135	849,664	1,917,813	2,475,508	5,189,194

*The 2009-2010 *Quarterly Cashflow Forecast and Record of Expenditures* form does not allow for data to be broken down between agencies, institutions and training organization.



Table 5.2a: Percentage comparison of breakdown of regional language training expenses, 2010 to 2013*

Region	2010-2011				2011-2012				2012-2013				TOTAL 2010-2013			
	Agency %	Institution %	Training organization %	Total %	Agency %	Institution %	Training organization %	Total %	Agency %	Institution %	Training organization %	Total %	Agency %	Institution %	Training organization %	Total %
01 Bas-Saint-Laurent	0%	62%	38%	100%	0%	64%	36%	100%	0%	48%	52%	100%	0%	57%	43%	100%
02 Saguenay-Lac-Saint-Jean	9%	0%	91%	100%	5%	0%	95%	100%	10%	0%	90%	100%	8%	0%	92%	100%
03 Capitale-Nationale	0%	0%	0%	0%	0%	0%	100%	100%	0%	56%	44%	100%	0%	0%	100%	100%
04 Mauricie and Centre-du-Québec	0%	0%	0%	0%	0%	80%	20%	100%	0%	84%	16%	100%	0%	83%	17%	100%
05 Estrie	6%	2%	92%	100%	14%	0%	86%	100%	24%	0%	76%	100%	14%	1%	86%	100%
06 Montréal	17%	54%	29%	100%	16%	56%	28%	100%	19%	51%	30%	100%	17%	54%	29%	100%
07 Outaouais	100%	0%	0%	100%	20%	23%	57%	100%	25%	33%	43%	100%	29%	25%	46%	100%
08 Abitibi-Témiscamingue	24%	6%	70%	100%	23%	0%	77%	100%	35%	16%	49%	100%	28%	8%	64%	100%
09 Côte-Nord	0%	56%	44%	100%	0%	55%	45%	100%	0%	38%	62%	100%	0%	49%	51%	100%
10 Nord-du-Québec	0%	0%	100%	100%	0%	0%	100%	100%	0%	0%	100%	100%	0%	0%	100%	100%
11 Gaspésie-Iles-de-la-Madeleine	0%	0%	100%	100%	0%	0%	100%	100%	2%	0%	98%	100%	1%	0%	99%	100%
12 Chaudière-Appalaches	12%	63%	25%	100%	9%	64%	27%	100%	5%	0%	95%	100%	8%	40%	52%	100%
13 Laval	22%	44%	34%	100%	22%	45%	33%	100%	29%	40%	32%	100%	24%	43%	33%	100%
14 Lanaudière	5%	53%	43%	100%	0%	53%	47%	100%	5%	59%	36%	100%	3%	55%	42%	100%
15 Laurentides	0%	64%	36%	100%	0%	64%	36%	100%	0%	67%	33%	100%	0%	65%	35%	100%
16 Montérégie	23%	51%	26%	100%	20%	38%	42%	100%	29%	30%	41%	100%	24%	39%	37%	100%
17 Nunavik	0%	0%	0%	0%	39%	16%	45%	100%	100%	0%	0%	100%	87%	4%	10%	100%
18 Terres-Cries-de-la-Baie-James	100%	0%	0%	100%	0%	0%	0%	0%	0%	0%	0%	0%	100%	0%	0%	100%
SUB-TOTAL	16%	40%	44%	100%	12%	36%	51%	100%	20%	34%	46%	100%	16%	36%	48%	100%
Special projects																
07 Laval	0%	50%	50%	100%									0%	50%	50%	100%
07 Laval	26%	38%	36%	100%									26%	38%	36%	100%
08 Abitibi-Témiscamingue					23%	14%	63%	100%					23%	14%	63%	100%
15 Laurentides	0%	85%	15%	100%									0%	85%	15%	100%
SUB-TOTAL	8%	59%	33%	100%	23%	14%	63%	100%					10%	54%	36%	100%
TOTAL	15%	41%	44%	100%	12%	36%	51%	100%	20%	34%	46%	100%	16%	37%	47%	100%

*The 2009-2010 Quarterly Cashflow Forecast and Record of Expenditures form does not allow for data to be broken down between agencies, institutions and training organization. .



5.3 Regional expenses, by indicators

Three indicators were retained: cost per participant, cost per group, cost per hour of teaching. For each of these indicators, the breakdown of costs was made by function of the overall budget and of the expenses attributable to the training organizations.

Table 5.3: Breakdown of regional expenses, by indicators, 2010 to 2013

Region	Cost per participant		Cost per group		Cost of hours taught	
	Overall \$	Training organization \$	Overall \$	Training organization \$	Overall \$	Training organization \$
01 Bas-Saint-Laurent	815.17	296.37	3,827.36	1,651.19	223.26	96.32
02 Saguenay–Lac-Saint-Jean	441.12	343.13	2,053.64	1,891.84	66.86	61.59
03 Capitale-Nationale	1,402.83	613.45	6,298.96	4,146.92	209.97	138.23
04 Mauricie and Centre-du-Québec	6,074.80	1,029.00	30,374.00	5,145.00	526.72	89.22
05 Estrie	629.10	418.26	1,960.53	1,678.34	57.09	48.87
06 Montréal	4,601.69	1,013.34	23,262.17	6,727.47	337.00	97.46
07 Outaouais*	2,164.85	793.16	8,593.60	3,965.78	276.99	127.83
08 Abitibi-Témiscamingue	918.48	457.93	3,491.98	2,226.82	136.53	87.06
09 Côte-Nord	1,724.66	882.07	10,563.56	5,402.69	234.75	120.06
10 Nord-du-Québec	5,326.58	5,326.58	3,906.16	3,906.16	133.16	133.16
11 Gaspésie-Iles-de-la-Madeleine	1,097.60	1,089.09	5,998.51	5,952.00	202.78	201.21
12 Chaudière-Appalaches*	1,388.89	228.72	3 235.29	847.62	205.22	53.77
13 Laval	3,227.07	854.65	20,715.25	6,928.79	265.58	88.83
14 Lanaudière	1,527.97	517.47	7,674.22	3,185.69	202.62	84.11
15 Laurentides	579.25	562.31	16,277.31	5,515.00	600.30	203.39
16 Montérégie	2,543.03	690.87	12,908.42	4,760.55	228.72	84.35
17 Nunavik*	8,759.00	2,639.00	8,759.00	2,639.00	259.13	21.11
18 Terres-Cries-de-la-Baie-James	698.82	0.00	3,960.00	0.00	349.41	0.00
TOTAL	1,645.34	628.99	6,988.03	3,330.99	194.00	88.67

* Costs for regions 07, 12, and 17 were adjusted to account for the special projects of those regions other than language courses, for at least one year during the coverage period.



COMPONENT 3: TRAINER AND LEARNER SUPPORT

SECTION 6 SUPPORT ACTIVITIES FOR TRAINERS AND LEARNERS

6. TRAINER AND LEARNER SUPPORT

*The Language Training Program Frame of Reference*⁸ calls for the McGill Project team to design and deliver support activities for training organizations, trainers and learners. These activities include coaching partners in the use of various tools developed and supporting trainers by providing local or distance professional development workshops, evaluating teaching materials and posting resources on the McGill Project website. Other activities aim to make customized teaching materials available to trainers and learners. This section reports on these support activities. It deals with data on the self-study workbooks, the development of linguistic competency profiles for nurses and the website.

6.1 SELF-STUDY WORKBOOKS

One role of the Language Training Program is to develop teaching materials to help learners enrolled in regional language training maintain acquired skills after finishing their courses. In this regard, a team of McGill Project specialists developed a series of three self-study workbooks and DVDs for health and social services providers: Module 1 Receptionists, Module 2 Triage Nurses and Module 3 Psychosocial Service Providers.

The self-study workbooks offer learners a variety of situational scenarios that providers in the target sectors typically experience. They give learners expressions and phrases to help them ask questions of English-speaking clients, broaden their vocabulary and develop communication strategies to avoid misunderstandings. The workbook for triage nurses was developed in close cooperation with the Ordre des infirmières and infirmiers du Québec (OIIQ) to ensure realistic scenarios and proper vocabulary. Seeking to depict authentic situations in the workbook and companion DVDs for psychosocial service providers, we worked with the Ordre des travailleurs sociaux et des thérapeutes conjugaux et familiaux du Québec. Each module comes with a facilitator's guide for discussion group leaders and conversation partners. That guide suggests activities to reinforce vocabulary and grammar that the learners are studying or have studied. Additionally, an online evaluation questionnaire is available to discover what workbook users think about workbook quality and effectiveness in order to produce an improved version later on. The results are examined by an outside expert evaluator.

The workbooks are free of charge to training organizations, health and social services institutions and learners. The order form for the three modules is available on the website (<http://www.mcgill.ca/hssaccess/trainers/resources>).

Table 6.1 provides statistics on the distribution of these workbooks since the printing of Module 1 in 2008. From 2008 to 2013, 1423 workbooks and 249 guides were ordered by 11 regions. Some regions ordered more workbooks than others: Abitibi-Témiscamingue (428), Gaspésie-Îles-de-la-Madeleine (231), Chaudière-Appalaches (157) and Capitale-Nationale (125). Seven regions placed no orders. Over and above orders received, some 100 copies were distributed to the Language Training Program partners upon the launch of each module.

8. Frame of Reference, p.10.



Table 6.1: Distribution of self-study workbooks, 2008 to 2013

REGION	MODULE 1 Receptionists		MODULE 2 Triage nurses		MODULE 3 Psychosocial service providers		TOTAL	
	Workbook	Guide	Workbook	Guide	Workbook	Guide	Workbook	Guide
2008-2010								
01 Bas Saint-Laurent	25	2	S. O		S. O		25	2
03 Capitale-Nationale	43	0					43	0
06 Montréal	1	1					1	1
08 Abitibi-Témiscamingue	92	10					92	10
09 Côte-Nord	15	3					15	3
11 Gaspésie-Îles-de-la-Madeleine	6	3					6	3
12 Chaudière-Appalaches	90	13					90	13
SUB-TOTAL	272	32					272	32
2010-2011								
09 Côte-Nord	1	1	S. O		S. O		1	1
12 Chaudière-Appalaches	30	2					30	2
16 Montérégie	20	10					20	10
SUB-TOTAL	51	13					51	13
2011-2012								
08 Abitibi-Témiscamingue	50	0	S. O		S. O		50	0
11 Gaspésie-Îles-de-la-Madeleine	100	0					100	0
SUB-TOTAL	150	0						
2012-2013								
03 Capitale-Nationale	51	8	54	14	25	0	130	22
05 Estrie	0	0	0	0	30	30	30	30
06 Montréal	0	0	18	2	0	0	18	2
07 Outaouais	3	3	3	3	0	0	6	6
08 Abitibi-Témiscamingue	95	4	122	9	79	5	296	18
09 Côte-Nord	23	3	22	3	4	1	49	7
11 Gaspésie-Îles-de-la-Madeleine	60	5	98	13	38	7	196	25
12 Chaudière-Appalaches	47	18	5	0	0	0	52	18
15 Laurentides	24	1	48	2	30	2	102	5
16 Montérégie	20	20	20	20	20	20	60	60
MSSS	5	5	5	5	0	0	10	10
Other	0	0	1	1	0	0	1	1
SUB-TOTAL	328	67	396	72	226	65	950	204
TOTAL	801	112	396	72	226	65	1423	249

6.2 LINGUISTIC COMPETENCY PROFILES

In the area of trainer support, the Language Training Program administrators agreed to develop linguistic competency profiles geared to health professionals and to provide related tests. The first phase of development, focused on building linguistic competency profiles for nurses in Quebec's health sector. The linguistic competency profiles for nurses consist of a description and level-based classification of the communicative proficiency of nurses when working in English. These profiles will provide benchmarks for evaluating language skills.

Step one was an inventory of the linguistic competency assessment scales for health professionals used by the training organizations participating in the McGill Project Language Training Program. The 28 partner organizations were invited to respond to an information gathering survey about the linguistic competency assessment scales used to place language training candidates in groups as uniform as possible. Nine training organizations replied, and four of them supplied the assessment scale they use for candidate placement. Only one organization uses a scale intended specifically for nurses and one for social workers. All of them, however, use an assessment scale that makes a distinction between oral comprehension and verbal expression. All use an assessment scale that includes "beginner" and "intermediate" competency levels for learners; eight organizations replied that the scale used includes an "advanced" level, and four mentioned a "higher" level.

A working group on linguistic competency assessment scales was established and tasked with (1) analyzing available assessment scales for the data collected and (2) singling out the scale that best describes the linguistic profile for nurses working in English within the health and social services network or else adapting one or more of those scales as needed. The working group comprised three representatives from the McGill Project's Language Training Program team and three representatives from the training organizations associated with the regional language training projects. The group recommended an assessment scale having three levels (elementary, intermediate and advanced) with two sublevels each, for a total of six levels. These do not include complete beginners. The report of the language competency assessment scale working group is posted on the website.

The team also drew up a list of language tasks involving four skills – oral and written comprehension and oral and written expression – for nurses in direct contact with English-speaking users. Through an outside expert evaluator, this list of language tasks is currently being validated (Q1) with a representative sampling of OIIQ members working in institutions included in the regional access programs for health and social services for English speakers. Next, the three levels and each of their sublevels were described, and descriptors for evaluating language tasks were established. We are currently assigning a language competency level to each language task. In this regard, a questionnaire (Q2) has been constructed and will be administered to the trainers who have taught English professional language courses under the McGill Project. More than 80 trainers from 28 training organizations were invited to share in the online electronic validation process, which will become available once the list of validated language tasks is available.



6.3 WEB SITE

Between 2009 and 2013, the McGill Project website was reworked to take Phase 2 into account. The projects resulting from Phase 1, 2004 to 2008, were archived, and the projects associated with Measures 1, 2 and 3 for the period 2009-2013 were emphasized. Measure 1 has a section of the site devoted to regional projects, containing descriptions of the 18 regional language training projects and the results for each of them (<http://www.mcgill.ca/hssaccess/trhpp/mesure-1-programme-de-formation-linguistique/projets>). The Tools Section has three main components: *Self-study Workbooks*, *Resources for Language Learners* and *Resources for Language Trainers*. The self-study workbook page summarizes the contents of the three modules and has audio and video clips, as well as the order form and a link to the online evaluation questionnaire. The trainer resources page has 98 links to teaching materials, teaching methods, teaching presentations and lexicon evaluations (<http://www.mcgill.ca/hssaccess/trainers/resourceteachers>). The learner resources page has 134 links to general resources, exercises pertaining to health and social services and self-evaluation tests, as well as exercises for speaking and pronunciation, listening, vocabulary, grammar, composition, and oral and reading comprehension (<http://www.mcgill.ca/hssaccess/trainers/resources>).

The website pages for learners and trainers provide visitor data for June 2012 to April 2013:

- ✓ hits for Resources for Language Learners: 404;
- ✓ hits for Resources for Language Trainers: 251.



