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# Foundational Learning and Skills Development Program Designation Guidelines



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## **Foundational Learning and Skills Development Program Designation Guidelines**

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Advanced Education, Foundational Learning and Skills Development

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# Foundational Learning and Skills Development Program Designation Guidelines

## Overview

Advanced Education's Foundational Learning Assistance program provides full-time and part-time opportunities for low-income Albertans, who are unemployed or working less than 20 hours per week, to participate in programs of study that increase knowledge and develop skills to prepare them for further education, training, and/or sustainable employment.

Eligible students may receive financial assistance to ensure they have the financial support they need to attend approved programs of study. Approved programs of study include foundational learning and skills development.

Foundational learning program elements include:

- Adult basic education
- Academic upgrading
- English as an additional language (EAL)

Skills development program elements include:

- Integrated skills training.
- Integrated foundational pathways.
- Pre-apprenticeship training.
- Occupational training less than 12 weeks.
- Transitional vocational programs.

The program designation process is a two-part process:

1. Designation of educational institution.
2. Designation of program of study.

This program designation process ensures that:

- The educational institution meets the requirements as outlined in the Foundational Learning Assistance Regulation, Foundational Learning Assistance policy manual, and Foundational Learning and Skills Development Program Designation Guidelines to be considered for new program designation;
- The proposed programs of study aligns with government priorities and policies;
- The proposed programs of study is student-centered and targets students who have limited education, low literacy and essential skills, or limited English language skills that may be a barrier to being successful in a learning environment and/or employment; and
- The proposed programs of study helps to equip Albertans with employable skills, knowledge, and competencies they need to succeed in a rapidly changing economy, and the proposed programs of study provides the intended outcomes.

## Chapter 1: Foundational Learning Programs

Foundational learning programs provide students with the foundational competencies to pursue further education, training, or employment. Program elements include:

- Academic upgrading.
- Adult basic education.
- EAL.

Programs of study may include a work experience component if the following conditions are met:

- Participating employers must not receive any compensation from educational institution's for providing work experience opportunities for students.
- The educational institution must ensure the employers comply with the [Occupational Health and Safety Act](#) and other labour-related codes and regulations.

- Students must comply with work place requirements related to Occupational Health and Safety codes and regulations, and other employer requirements

## Academic Upgrading

Academic upgrading provides students the opportunity to develop academic competencies at grade 10-12 educational levels. Academic upgrading can be any one of the following:

- Academic upgrading programs, including college preparation, must be taught at the grade 10-12 level in accordance with Alberta Education's curriculum or equivalency. This will ensure the programs provide a bridge for adults from a variety of academic backgrounds, to gain prerequisite entrance requirements needed for post-secondary career study.
  - Equivalency courses must be accepted by post-secondary institutions in accordance with the [Alberta Council for Admissions and Transfers'](#) agreement.
- General educational development programs at the grade 10-12 level satisfy minimum academic requirements of a high school education and if approved by the Government of Alberta may be considered under academic upgrading.
- University and college entrance programs are intensive one-year programs that enable students to achieve the necessary matriculation course equivalents for admission to Alberta post-secondary institutions under the non-matriculated applicant requirements.
- Technical entrance preparation programs are intensive upgrading programs designed to provide entrance requirements for programs at one of Alberta's technical institutes. Programs are designed from the point of view of practical application.

Training may also include one supervised, for-credit work experience per grade level.

A single occupational training or post-secondary course may be considered in the last term as one of the three courses the student is enrolled in if all the following conditions apply:

- The course is in the last study period of the student's upgrading;
- The student has met the academic pre-requisites in their upgrading for the course or program;
- The course is a component of further training or employment. If the course is work experience, it must lead to employment;
- Successful completion of the course accelerates or assists students to reach their training or employment goals sooner; and
- The overall costs to the Government of Alberta are reduced as the length of support to the student will be less in the long term.

All programs included in the academic upgrading program element must result in a recognized credential and be offered by a recognized public institution or a designated educational institution. A recognized credential is a credential that is recognized by both the issuing institution and by other receiving institutions. The [Alberta Transfer Guide](#) identifies transfer agreements for academic upgrading programs and courses among post-secondary institutions in Alberta.

## Adult Basic Education

These programs of study provide students with foundational skills that are used for making decisions, learning, and participating in everyday life. Adult basic education programs must include at least one of the following program components:

- Literacy and numeracy (Grades 1-6).
- Adult basic education (Grades 7-9).

Literacy and numeracy (grades 1-6), and adult basic education (grades 7-9) training must result in a grade level that is recognized by Alberta Education.

Literacy and numeracy and adult basic education courses must be in accordance with Alberta Education's curriculum. Equivalency courses must be transferable to further education and training at other educational institutions.

Literacy and numeracy and adult basic education courses must not be used to enhance a student's EAL level.

One work experience course may be included as a part of adult basic education programs per study period.

Adult basic education programs must also meet the following criterion:

- Must result in a recognized certificate of completion. The student must be supported to develop competencies up to and including the grade 9 levels in order to pursue further education and/or achieve sustainable employment.



## English as an Additional Language

EAL programs must include all four language competency areas (listening, writing, speaking and reading) and must be part of the curriculum at the [Canadian Language Benchmark](#) of level 4 or higher. The minimum standard of the required competencies are:

- **Listening:** Understand some simple formal and informal communication and understand conversations about familiar topics. The person speaking will be visible to the student, speak at a slow to normal rate while helping the student understand. The topic will also be familiar to the student.
- **Writing:** Write simple sentences and short, simple paragraphs with capital letters and simple punctuation. The topic and the person being written for is familiar to the students.
- **Speaking:** Communicate information about common everyday activities, experiences, needs and wants. Basic grammar is used to connect ideas. The person communicating with the student will sometimes help them and the student will sometimes use pictures and gestures.
- **Reading:** Understand short and simple paragraphs when the topic is familiar. There may be pictures, charts or diagrams to assist with comprehension. Sometimes, a dictionary in the student's first language may be used.

One work experience course may be included as part of an EAL program. Participating employers must not receive any compensation from an educational institution for providing work experience opportunities for students.

## Chapter 2: Skills Development Programs

Skills development programs provides full-time occupationally focused training opportunities, enabling students to get a job and substantially improve their employment situation, adapt to changing labour market conditions, or gain skills to sustain employment.

Program elements include:

- Integrated skills training.
- Integrated foundational pathways.
- Occupational training.
- Pre-apprenticeship programs.
- Transitional vocational programs.

### Integrated Skills Training

Integrated skills training is a program element under skills development. It is a competency-based occupation-related training program intended to provide students with a unique blend of occupation-related skills, work experience placement(s), employability and/or essential skills and applied academics and/or EAL.

The following components must be incorporated into all integrated skills training programs:

- Occupation-related skills;
- One or more work experience placement(s);
- Employability and/or essential skills and when necessary;
- Academic competencies relevant to the occupation/occupational outcome; and/or
- Workplace EAL.

Integrated skills training cannot replace or duplicate certificate, diploma or degree programs that are delivered through the *Post Secondary Learning Act* or the *Private Vocational Training Act*.

### Integrated Foundational Pathways

Integrated foundational pathways is a program element under skills development. The program targets students to improve their foundational and academic competencies in a supportive and interactive learning environment.

Integrated foundational pathways programs must include the following program components:

- **Essential skills.** Prepares students with the skills needed for learning and enabling people to evolve in their education, jobs and life. Examples of content include reading, writing, document use, numeracy, computer use, thinking, oral communication and working with others.
- **Academic components** in one or more of the following areas:
  - Basic skills provides literacy and numeracy skills at grade 1-6 levels and adult basic education at grade 7-9 levels.

- Academic upgrading programs, including college preparation, must be taught at the grade 10-12 level in accordance with Alberta Education's curriculum or equivalency. This will ensure the programs provide a bridge for adults from a variety of academic backgrounds, to gain prerequisite entrance requirements needed for post-secondary career study.
- Equivalency courses must be accepted by post-secondary institutions in accordance with Alberta Council for Admissions and Transfers Agreement.
- EAL to gain the language skills to be proficient in speaking, reading, writing and listening in English.
- **Applied skills development.** Allows the student to learn and apply theoretical knowledge in practical situations, in the classroom, and/or on the job to build their experience and increase their effectiveness in real circumstances. This component can also include the first period technical training, or courses/training that lead to credit towards a post-secondary program. Safety courses are considered prerequisite.

The essential skills and academic components must make up a minimum of 50% of the Integrated Foundational Pathways program.

## Occupational Training

Occupational training is a program element under skills development. Occupation-specific training provides students the skills required to secure employment.

Occupational training must include the following program components:

- A minimum of 80% occupation-specific training.,
- Not include more than 20% of work experience.

Occupational training programs cannot duplicate a program of study already approved by Student Aid.

Occupational training programs must meet the following additional program requirements:

- Identify the industry-recognized credential that is required for a specific occupation.
- Must be between 3 and 12 weeks in length.

## Pre-Apprenticeship Training

Pre-apprenticeship is a program element under skills development. The program seeks to close the skills gap by creating access to training for individuals interested in apprenticeship education. Students will develop the necessary academic competencies and meet [the minimum entrance requirements](#) in apprenticeship education.

Pre-apprenticeship programs must include one of the following program components:

- The pre-apprenticeship fundamentals component must include:
  - Academic upgrading courses to attain the minimum entrance requirements to pursue apprenticeship education and/or EAL or English for academic purposes to facilitate language acquisition for entry into an apprenticeship program or employment.
  - Exposure to multiple trades and experience in a variety of areas; rotate through different trades and gain hands-on, practical knowledge through theory and on-the-job work experience.
  - Apprenticeship education entrance preparation.
- The pre-apprenticeship advanced component must include:
  - Emphasis on one principal trade. May include exposure to minimally one or more additional related secondary trades.
  - Academic upgrading to attain the minimum entrance requirements into the post-secondary system, including apprenticeship education so that the learner can pursue their educational goals and/or EAL or English for academic purposes to facilitate language acquisition for entry into an apprenticeship program or employment.
  - One work experience placement of minimally 8 weeks or two work experience placements of a maximum 12 weeks combined.
    - Work experience may earn credit towards advanced standing in an apprenticeship program based on work experience placement or classroom training.
    - Work experience placements must be trade appropriate and based on the trade requirements in order for those students choosing a pathway into apprenticeship program.
  - Apprenticeship education entrance preparation.

Pre-Apprenticeship programs must also meet the following criteria:

- Job readiness components according to the needs of the students (e.g.; job search, job readiness, and interview skills).
- Relevant safety training, e.g. WHMIS, Workplace Health and Safety, First Aid. All safety training must take place prior to the work experience placement.

## Transitional Vocational Programs

Transitional vocational is a specialized program under skills development for students with a diagnosed developmental disability.

Transitional vocational programs must include the following components:

- Training in employability skills, transferable occupational skills (such as keyboarding/computer skills, use of tools and equipment, safety, etc.), job search and retention skills, and independent living/life skills.
- Work experience that is consistent with the student's interests, abilities, and their long-range career goals. Work experience in a competitive worksite is desired rather than in a sheltered work or school environment.

Students attending transitional vocational programs meet the following criteria:

- Have a diagnosed developmental disability by a medical professional.
- Experiencing limitation in adaptive skills and require assistance with communication, home living, community use, health and safety, leisure, self-care, social skills, self-direction, functional academics, and work.
- Have the ability to participate within a work setting without the assistance of a full-time job coach.

## Chapter 3: Program Status

### Full Time

For a designated program of study to be considered full time, a student must be registered in at least 60 per cent of a full course load or attending classes minimally 20 hours per week.

For full time status:

- Educational institutions determine what constitutes a full course load in their programs of study.
- No averaging of course loads between semesters is permitted (e.g., student cannot take 80 per cent one semester and 40 per cent in the following semester).

### Part Time

For a designated program of study to be considered part time, a student must be registered in less than 60 per cent of a full course load or attending classes minimally 12 hours per week.

## Chapter 4: Designating Educational Institutions and Programs of Study

Designation is a status assigned to an educational institution that allows eligible students to apply for Foundational Learning Assistance. The designation status is assigned when the educational institution has met all required designation criteria as referenced in the Foundational Learning Assistance Regulation, policies, and program approval guidelines. Designation status is not an endorsement of the educational institution or program quality, and educational institutions cannot advertise their designation status for recruitment purposes.

The educational institution must sign the Educational Institution Designation Agreement and the program of study must be designated.

### Designation of Educational Institution

By signing the Designation Agreement, the educational institution acknowledges adherence to all of the requirements outlined in the *Student Financial Assistance Act*, the *Private Vocational Training Act*, and the privacy legislation and associated regulations, policies and guidelines. Other conditions outlined in the agreement include:

- Providing security, if required, in a form, amount and subject to any terms.
- Standard educational expenses refund policy and withdrawal requirements.
- Any necessary actions required for the effective administration of the program of study.

In addition, the educational institution will agree in regards to advertising to not make reference to the fact that funding has been or may be issued to the Institution's students by the Minister as a recruiting tool.



- Designation status is not an endorsement of institution or program quality. Designated institutions are not permitted to use their designation status for recruitment of students, but may refer to the designation status as information for a student that financial assistance may be available. Designated institutions may refer to government student financial assistance eligibility in course calendars and provide a reference to the Alberta Foundational Learning Assistance program for more detailed information. Institutions may not use Government of Alberta, Alberta Foundational Learning Assistance, or any other related logos in their advertising. Promises or guarantees of student aid funding are prohibited. Alberta Foundational Learning Assistance would be pleased to discuss and/or review proposed advertising to ensure it meets these requirements.
- For the purposes of this section, advertising could include, but is not limited to: television ads, radio ads, newspaper/magazine ads, posters/other signage, online ads, statements made on the IPIs website, emails/texts/social media posts, and statements made by third party recruiters and/or IPI staff.

The Educational Institution Designation Agreement is effective for a two-year period. Advanced Education will contact the educational institution within the last six months of the agreement to determine if a new Designation Agreement is required.

## Designation of Program of Study

Once an Educational Institution Designation Agreement is signed, programs must also be designated. This process ensures that the program:

- is foundational or skills development in nature;
- has standard educational expenses that are similar to comparable programs of study;
- is between 3 and 52 weeks in length;
- leads to a student attending further education or training or to find employment in a related occupation;
- meets the established outcomes for the program of study; and
- addresses a labour market need or skills shortage.

All program designation applications received from educational institutions will be reviewed to ensure they meet the requirements outlined in the *Student Financial Assistance Act*, Foundational Learning Assistance Regulation, Foundational Learning Assistance policy manual, and Foundational Learning and Skills Development Program Designation Guidelines. In addition, the program designation process will consider:

- Is the program foundational or skills development?
- Does the program have standard educational expenses that are similar to comparable programs?
- Is the program between 3 and 52 weeks in length?
- Does the program lead the student to attend further education or training or to find employment in a related occupation?
- Can the program meet the established outcomes?
- Does the program address a labour market need or skills shortage?

Approved programs are designated for up to two years, from April 1 to March 31 the year following the initial program designation. Advanced Education will contact the educational institution within the last six months of the agreement to determine if a new program designation is required. The same considerations used in the initial program designation will be used to determine if a new program designation is warranted.

Program designation does not guarantee that funds are allocated for the designated programs of study and/or that students will attend the program of study.

Program designation and allocation of funds allows eligible students to apply for foundational learning assistance for either a Foundational Learning or Skills Development program of study. Funding for programs is determined through Advanced Education's annual allocation process, which is separate from program designation process.

## Financial Security

Private educational institutions must provide financial security to Advanced Education in the form of a surety bond or irrevocable Letter of Credit upon the designation of a program. The security amount will be based on the projected allocation amount as determined by Advanced Education and the length of the designated programs.

The financial security amount will be reviewed by Advanced Education annually and is subject to change.

If, in the opinion of Advanced Education, an educational institution fails to comply with the *Student Financial Assistance Act*, related regulation, policies or agreements with the Government of Alberta, then the security may be forfeited.

## Chapter 5: Program of Study Application Process and Timelines

## Foundational Learning Programs

Applications for program designation are accepted between May 1 to September 30, or unless otherwise required by Advanced Education through other means.

Educational institutions can contact the Foundational Learning and Skills Development Unit to inquire about the application submission process and to obtain an application form.

## Skills Development Programs

Applications for skills development programs of study designation are accepted once per year through a call for applications process. Applications submitted for program designation consideration are limited to two applications per educational institution.

Unsolicited skills development applications will not be considered for program designation, unless otherwise required by Advanced Education through other means.

## Steps to Submit Application

Step 1. Review of guiding legislation, regulations, and applicable policies and guidelines:

- *Student Financial Assistance Act*.
- Foundational Learning Assistance Regulation for legal obligations of students and educational institutions.
- Foundational Learning Assistance Policy Manual.
- Foundational Learning or Skills Development Program Designation Guidelines to confirm the training program of study meets requirements.

Step 2. Complete the application package.

- Only complete applications submitted in the manner required by Advanced Education will be reviewed. All questions asked on the relevant application form must be addressed.
- Educational institutions should not alter the application template. Applications must be single spaced, use Arial 11 point font, have 1-inch margins, and should not exceed 25 pages.
- Educational institutions must ensure that only persons authorized by the educational institution sign off on the application before it is submitted.

Step 3. Submission of the application package.

- To be eligible for program of study review, applications must meet the following criteria:
  - All sections of the application template are completed.
  - Email submissions are preferred. Title the subject line of the email "[Name of your organization]: Foundational Learning Program or Skills Development Program Designation Submission".
  - Complete applications must be submitted in one email to [AE.foundationallearning@gov.ab.ca](mailto:AE.foundationallearning@gov.ab.ca).
- An acknowledgement email will be sent to the contact identified in the application upon receipt (email Foundational Learning and Skills Development if acknowledgement email is not received).

## Chapter 6: Allocations

The Foundational Learning Assistance annual budget is based on provincial strategic priorities and policy direction, and is allocated between foundational learning and skills development programs. To determine the allocation amount, Advanced Education may also consult with educational institutions to determine the demand for specific programs of study and their capacity to deliver.

Tuition, mandatory fees, and student association fees, if applicable, are paid directly to the educational institution on behalf of a student. This is done through an annual allocation process.

Allocations reflect the projected number of students an educational institution expects in each designated program of study and the tuition, mandatory fees and student association fees for each program. The allocation is approved annually by the Minister for the fiscal year of April 1 to March 31, and cannot be exceeded by the educational institution. The allocation amount also reflects students who started study programs in the previous fiscal year where a second payment for tuition, mandatory fees and student association fees will be made in the new fiscal year.

Educational institutions will be notified on or about April 1 of their annual allocation in writing.

## Allocation Management

Advanced Education will monitor allocations through its Foundational Learning Student Management system throughout the fiscal year and will make adjustments as necessary, in consultation with the educational institutions, to ensure full utilization of the Foundational Learning Assistance budget.

An educational institution will confirm if there is sufficient allocation remaining prior to confirming the enrollment of the student. The tuition, mandatory fee and student association fee amounts will then be debited against the allocation amount. If there is insufficient allocation available, the educational institution will be given the option to add the student to a waitlist and will be notified when sufficient allocations are available. Through active monitoring and management of allocations, waitlists should rarely occur.

If Advanced Education does not receive a Foundational Learning Assistance funding application from a student within 30 days of their enrollment being confirmed, the debited funds will be credited back to the allocation.

If there is any allocation amount outstanding at the end of the fiscal year, it will be retained by Advanced Education.

## Tuition Refunds

Advanced Education must be notified immediately when a student does not attend or withdrawals from their program of study.

In withdrawal situations, educational institutions must apply their tuition refund policy to determine if any tuition, mandatory fees, and student association fees needs to be refunded to Advanced Education. Tuition refund calculations may include tuition, mandatory fees, and student association fees.

In situations where the students does not attend, all tuition, mandatory fees, and student association fees must be repaid to Advanced Education.

If there is a tuition refund owing, the educational institution will enter the amount into the Foundational Learning Student Management system and remit payment to Advanced Education within 30 days. If the payment is not received, Advanced Education will send a notice of amount owing notification to the educational institution's signatory of the Designation Agreement. It will outline that if payment is not received within 30 days from the date of the notification, the educational institution will be considered non-compliant and the [remedial action process](#) will be initiated. Questions regarding tuition refund amounts owing can be emailed to [FLSDCSD@gov.ab.ca](mailto:FLSDCSD@gov.ab.ca).

Tuition refund payments received prior to the end of the fiscal year (March 31) can be credited to the current fiscal year allocation and be reutilized by another student.

## Chapter 7: Monitoring and Reporting of Educational Institutions

Monitoring is the deliberate and organized process of reviewing approved programs of study at a designated educational institution to ensure that programs of study are delivered in accordance with legislation, regulations, policies and the educational institution designation agreement.

Every educational institution will be monitored at least once every four years. In addition, ad hoc monitors may occur. The scope of the monitors may include but are not limited to the following:

- Confirmation of enrollment.
- Attendance records.
- Progress records.
- Accuracy and timeliness of reporting student withdrawals.
- Allocation management.
- Outstanding refunds for standard education expenses.
- Instructor qualifications.
- Performance measure requirements.
- System agreement obligations.
- Maintenance and security of records.

Educational institutions involved in monitoring and reporting:

- Will receive a list of performance expectations that outline specific areas of improvement to move towards compliance.
- Will be responsible to submit a progress report to outline their progress.

Advanced Education will review the progress report to determine if the educational institution is compliant with their obligations.

Advanced Education will create an action plan to identify any required corrective actions and associated timelines the educational institution must complete to address concerns found during the monitoring process.

Educational institutions that do not complete the corrective actions by the required timelines will be considered non-compliant and remedial action will be taken. The remedial action will be determined by Advanced Education and will be dependent on the severity of the non-compliance. Examples of remedial action include restricting the number of students the educational institution can accept or de-designation a program of study or the educational institution. Advanced Education will notify the educational institution of all decisions in writing.

## Chapter 8: Remedial Action Process

The remedial action process will begin when Advanced Education considers an educational institution and/or programs to be non-compliant. An educational institution is in non-compliance when the institution has not complied with the *Student Financial Assistance Act*, the *Private Vocational Training Act*, the *Freedom of Information and Protection of Privacy Act*, the *Foundational Learning Assistance Regulation*, *Foundational Learning Assistance policy manual*, *Foundational Learning and Skills Development Program Designation Guidelines*, and the *Educational Institution Designation Agreement*.

The following are the steps that Advanced Education will take in the remedial action process:

### Notice to Comply

When Advanced Education is of the opinion that the educational institution is non-compliant, the notice to comply letter will be delivered and signed by the Minister's designate.

- The first letter will state the term(s) and/or condition(s) that the educational institution is not complying with and will outline the steps to be taken in the remedial action process.
- The educational institution that has been issued a remedial action will have 30 days to rectify the identified non-compliance issue(s) from the date of notification.
- If the non-compliance issue has been rectified within the 30 days, no further action is required from the educational institution. Advanced Education will issue a letter to the educational institution to confirm no further action is required.
- If Advanced Education does not receive the information within the 30 days, the educational institution will be issued a second notice to comply letter.

### Remedial Action

Advanced Education will issue a remedial action letter if the educational institution has not responded within the 30 days of the first letter.

- The second letter will reiterate the information in the first letter. The educational institution will be given an additional 30 days to respond.
- If the non-compliance issue has been rectified within the additional 30 days, Advanced Education will issue a letter to confirm that no further action is required.
- If the educational institution has not responded to the second notice to comply letter, Advanced Education will start the de-designation process for the educational institution and/or the programs of study.

### Implementation of Remedial Action

In the event Advanced Education is not satisfied with the information provided from the educational institution from the remedial action process, this will activate the de-designation process of either the educational institution and/or the programs of study.

## Chapter 9: De-designation Process

### Programs of Study

De-designation of a program is a remedial action that may occur when an educational institution is considered non-compliant. Examples of when de-designating a program of study may be applied as a remedial action include:

- Educational institution fails to charge comparable standard educational expenses to students enrolled in a program.
- Educational institution fails to meet the employment and educational outcomes of graduates of the program.
- Educational institution fails to meet any or all requirements of their Designation Agreement. Examples include:
  - Does not comply with legislation, regulations, policies governing foundational and skill development programs.
  - Does not secure qualified instructors to deliver the program.

De-designation of a program will also occur if a program has not been offered by the educational institution in two academic years.

### Educational Institution

De-designation of an educational institution is a remedial action that may occur when an educational institution is considered non-compliant. Examples of when de-designating an educational institution may be applied as a remedial action include:

- Educational institution does not maintain any licensing, certification or accreditation required for the program of study.
- Educational institution does not maintain security in the form of amount required.
- Educational institution misappropriates funds.
- Educational institution fails to meet any or all requirements of their Designation Agreement.

The educational institution will be provided written notification of the loss of its designation status and the effective date of de-designation. The programs of study offered by the educational institution may continue to be offered if the appropriate licensing or approvals are in place, until the end of the last student(s) study period.

## Review of Decision

The educational institution will receive written notification of the loss of its designation status for Foundational Learning Assistance and the effective date of de-designation. An educational institution may contact Advanced Education if they wish to request a review of the decision.

The request must be received within 60 days from the de-designation decision date.

Advanced Education will review all of the information submitted and may contact the educational institution if additional information is required.

The educational institution's owner or designated representative will be notified in writing of the de-designation status and be informed the decision is final.

## Re-instatement of Designation

Educational institutions with de-designation status may be re-designated after Advanced Education is satisfied the reason for de-designation has been rectified and their programs of study still meet approval.

Educational institutions may be subject to enhanced monitoring dependent on significance and severity of the reason for de-designation.

Educational institutions de-designated for fraudulent behavior and misappropriation of funds may not re-apply for designation. Their de-designation status is final.

## Further Information and Assistance

Connect with Foundational Learning Assistance about the educational institutional and/or program designation and de-designation processes via email [AE.FoundationalLearning@gov.ab.ca](mailto:AE.FoundationalLearning@gov.ab.ca).