Programs of Study Leading to a Semiskilled Occupation

Administration Guide 2003-2004
Programs of Study Leading to a Semiskilled Occupation

Administrative Guide 2003-2004
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1. Introduction

A reference source

This administrative guide is a reference source for secondary schools that would like to offer programs preparing students for semiskilled occupations and leading to an Attestation of Vocational Education (AVE)

Background

On April 6, 1995, the Ministère de l’Éducation (MEQ) launched the Experimental Program for the Diversification of Career Options in Vocational Education (Youth Sector). This program, which comprises five options, aims to increase the number of youth-sector students enrolling in vocational training by offering a wide range of programs leading to the job market or further studies.

On February 4, 1997, the Ministère launched a plan of action for the reform of the education system, entitled A New Direction for Success, and announced that it would continue to set up programs leading to a semiskilled occupation under Option 2 of the Experimental Program.

In 1998-1999, Option 2 was integrated into the draft Basic Vocational Training Regulation on the same basis as the other vocational training paths, namely, those leading to the Diploma of Vocational Studies (DVS) and to the Attestation of Vocational Specialization (AVS).

Programs leading to a semiskilled occupation continue to be set up, and under the annual Vocational Education Directives, certain changes set out in the draft Basic Vocational Training Regulation were implemented in the 1999-2000 school year.

On July 1, 2000, the Basic Vocational Training Regulation came into force. It does not fundamentally change the legislative framework because the draft Regulation was already taken into account in the 1999-2000 Directives, except as regards certification of studies (see section 11 of this document).

Meeting the needs of the job market

The compulsory condition that programs should meet local labour needs is maintained. Thus, every program that prepares students for a semiskilled occupation must meet a labour need identified by a business.

The business itself participates in the part of the students’ training that involves Preparation for an Occupation (PO), which must be carried out in the workplace. School boards may not, after developing a program in partnership with a business, form a group of students for the same program and provide the same training in the school or in a school-based business.

Partnership between the business and the school board is an essential element for the success of programs leading to a semiskilled occupation. For this reason, partners are urged to establish a protocol defining the types of partnership to be established as well as the terms and conditions of these partnerships.
2. **Objectives**

The objectives of programs leading to a semiskilled occupation are:

- to prepare students for a semiskilled occupation
- to enable students to enter the job market
- to meet real local labour needs
- to enable students to continue their studies

AVE programs prepare students for the job market, but can also lead them to reconsider their career choice and continue their general education. Students may then either pursue a Secondary School Diploma (SSD) or embark on vocational training leading to a Diploma of Vocational Studies (DVS) if they meet the admission requirements set out in Appendix I of the Vocational Education Directives.

3. **Admission Requirements**

To be admitted to a program leading to a semiskilled occupation, students must:

- have reached the age of 15 on September 30 of the school year in progress and have successfully completed the Secondary II courses in language of instruction, second language and mathematics or have obtained recognition of equivalent learning under section 250 of the *Education Act*

  or

- have reached the age of 18 when they begin the program and possess the functional prerequisites prescribed by the Minister under section 465 of the *Education Act*

  The functional prerequisite prescribed by the Minister for all programs leading to a semiskilled occupation is passing the General Development Test (GDT).

However, certain rules must be followed where the students’ general education is concerned:

- Students under the age of 16 on September 30 *must* take their general education courses in the youth sector (section 14, *Education Act*).
- Students aged 16 and over may take their general education courses in either the youth sector or the adult sector (section 2, *Education Act*).

A school board may not invoke compulsory school attendance to refuse admission to 15-year-old students, since they will obtain a ministerial diploma at the end of their program. In fact, section 14 of the *Education Act* states:

> Every child resident in Québec shall attend school from the first day of the school calendar in the school year following that in which he attains 6 years of age until the last day of the school calendar in the school year in which he attains 16 years of age or at the end of which he obtains a diploma awarded by the Minister, whichever occurs first.
4. Characteristics of Programs of Study Leading to a Semiskilled Occupation

Programs of study leading to a semiskilled occupation allow students to pursue their vocational training in a business under the supervision of a worker who acts as a sponsor. The school board monitors the student’s progress, runs the program and provides support for the sponsoring worker.

Programs leading to a semiskilled occupation must also meet local labour needs. The validation or confirmation of the need may come from a business or a local or regional body responsible for employment measures and services (e.g. Emploi-Québec, CLE). It is therefore important that businesses show a clear interest, not only in training students, but also in hiring them at the end of their training if their performance has been satisfactory and if the need has not yet been met.

Finally, the content of programs leading to a semiskilled occupation is less complex than that of programs leading to a Diploma of Vocational Studies (DVS).

5. Structure of Programs

Programs leading to a semiskilled occupation have three components: Preparation for the Occupation (PO), Preparation for the Job Market (PJM), and General Education (GE). Each component has a minimum duration that must be respected. The total duration of the program may not exceed 900 hours. The program will serve as a reference guide throughout the student’s practicum for the sponsoring worker in the business, the student and the person in charge of practicums at the school board.

5.1 Preparation for the Occupation

Preparation for the Occupation (PO) must consist of between 350 and 450 hours and must take place entirely in the business. This component should include all the competencies that will be acquired in the workplace. A minimum of three competencies is compulsory for the awarding of an Attestation of Vocational Education (AVE).

5.2 Preparation for the Job Market

Preparation for the Job Market (PJM) must involve activities related to sociovocational integration and the acquisition of specific skills and behaviour. The duration of this component is 75 to 100 hours.

School boards may design programs themselves or use existing MEQ programs. It is important to remember that for any PJM course developed by a school board, no course codes for Secondary IV or V will be available in the SESAME bank. Only codes for Secondary I, II and III will be offered, and only for the mark entered in the student’s report card (see Info-sanction no. 262, May 7, 1998). Successful completion of the PJM course will now be validated through the transmission of a “Pass” result for Examination 332980 or 332990, or 832980 and 832990 for programs taught in English (refer to section 11.1 of this document).

5.3 General Education

General Education (GE) must include the core Secondary III subjects of language of instruction, second language and mathematics, if the student has not already passed them.
The objectives pursued must be those of the official MEQ programs. The teaching methods must be adapted to the students' profile.

The duration of the Secondary III GE component must be at least 300 hours, broken down as follows:

- language of instruction: 100 to 150 hours
- second language: 50 to 100 hours
- mathematics: 100 to 150 hours

The remaining 50 hours may be allotted to a single subject or distributed among the above subjects to make up the required total of 300 hours.

For students who have already passed Secondary III, general education is optional in Secondary Cycle Two, but it is recommended in order to help them reintegrate into general education or vocational training should they decide to continue their studies. For students who were admitted because they passed the General Development Test (GDT), general education is optional but recommended for the same reasons.

Successful completion of the three core Secondary III subjects can now be validated through transmission of a “Pass” result for Examination 332970, or 832970 for programs taught in English (refer to section 11.1 of this document).

6. Program Approval

6.1 Existing Programs

Since the 1999-2000 school year, school boards have not been required to obtain MEQ authorization to offer programs leading to a semiskilled occupation that appear on the List of Semiskilled Occupations (see Appendix I).

6.2 Addition of a Competency to an Existing Program

MEQ authorization is, however, required in order for a competency to be added to a program already listed. The school board must submit the program proposal to the Direction de la planification et du développement for analysis and recommendations before including the new competency in a program already listed. The program proposal form must be completed and a copy sent to the person responsible for vocational training at the appropriate MEQ regional office.

6.3 New Program

MEQ authorization is still mandatory for any program involving new job functions. The program proposal form must be completed and sent to the Direction de la planification et du développement for analysis and recommendations. A copy of the program proposal must also be sent to the person responsible for vocational training at the appropriate MEQ regional office.

New programs are approved by the deputy minister, who informs the school board of his or her decision. The programs are then added to the List of Semiskilled Occupations. A new program
may not be started before the school board receives a letter from the deputy minister confirming MEQ approval.

A program proposal may be refused if it involves an unskilled occupation or requires competencies associated with a skilled trade. Finally, no programs can be authorized in Buildings and Public Works; Health Services; Social, Educational and Legal Services; and Beauty Care because of the distinctive characteristics of these sectors (such as the Code des professions, laws regulating various occupations, and the regulations of the Commission de la construction du Québec).

Once approved, all new programs are translated so that all programs of study leading to a semiskilled occupation can be taught in both French and in English.

7. Student Recruitment

Since the programs leading to an Attestation of Vocational Education (AVE) are relatively new, the public is still not familiar with them. It would therefore be wise to plan information meetings for parents and students. The information provided at these meetings should be clear and precise in order to avoid causing disappointment or raising false hopes.

The admission criteria must be respected during recruitment of students. For students who are minors, parental authorization is required.

Since the programs must meet local labour needs, it may be difficult to reconcile the students’ preferences and interests with the programs offered.

8. Practicum Supervision

Sponsoring workers in a business should be chosen on the basis of their work skills and interest in teaching these skills to students. They must be able to provide explanations, teach the work methods needed to carry out the tasks and have the available time to provide the students with appropriate supervision.

The school board should entrust a teacher with the responsibility of monitoring the student’s progress during the practicum.

9. Evaluation of Learning

The school board must be able to provide the sponsoring worker with the necessary support, not only during the training program, but also, preferably, even before the student’s practicum begins.

Throughout the practicum, the person responsible for the practicum and the sponsoring worker should jointly carry out an evaluation for each competency in the student’s training program. The evaluation instruments created for the student and the sponsoring worker should be remitted to the school board after use.
10. Reporting of Enrollments to the MEQ

On the basis of the school board’s report on enrollments in vocational training, the MEQ opens a file for each student for the year in progress. This report is needed for certification purposes as well as for funding purposes.

Along with the report on enrollments, the school board should provide the code of the program each student is enrolled in and the number of competencies in the training program that the student selected. This number must be between the minimum of three and the total number of competencies in the program.

It is possible for students to be enrolled in a second program leading to a semiskilled occupation, as long as it is different from the first (see section 12 of this document).

The DCFP (Déclaration d’effectif scolaire de la formation professionnelle) system limits the number of programs that may be reported for a single student in the same year to two (see the Guide de la déclaration d’effectif scolaire en formation professionnelle [DCFP], section 2.4.39).

Enrollments of students taking Secondary III general education courses should be reported in the DCFP system only. Enrollments of students taking Secondary IV or V general education courses in the youth sector should be reported in both the DCFP system and the DCS (Déclaration d’effectif scolaire des jeunes en formation générale) system. Having their enrollment reported in the DCS system allows students to take ministerial examinations.

The hours of general education provided in Secondary IV or V must also be reported in the DCFP system, and the student’s presence must be included in the DCS system after September 30 only.

Students who are enrolled in general education courses in the adult sector must be reported in the DCFP system and the SAGE (sanction des études des adultes en formation générale) system.

For further information on the reporting of enrollments, please refer to the Guide de la déclaration d’effectif scolaire en formation professionnelle (DCFP), or contact:

<table>
<thead>
<tr>
<th>Clémence Montminy</th>
<th>Telephone: (418) 644-0216</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direction de la gestion des systèmes de collecte</td>
<td>Fax: (418) 643-3709</td>
</tr>
</tbody>
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11. Certification of Studies

Upon recommendation by the school board, the Minister of Education will issue an Attestation of Vocational Education (AVE) specifying the semiskilled occupation along with a statement of competencies to students who have successfully completed a program that has a total duration of no more than 900 hours and includes:

1) no fewer than 350 hours and no more than 450 hours of training provided exclusively in a business (with the acquisition of at least three competencies) designed to prepare the student to practise the semiskilled occupation

2) no fewer than 75 hours and no more than 100 hours of training in preparation for the job market
3) official Secondary III programs in language of instruction, second language and mathematics, if applicable

11.1 Transmission of Results

The transmission of data on the certification of studies in vocational training is an important procedure in the official recognition of students’ learning by the MEQ. To facilitate the work of those responsible for this operation in educational institutions and to ensure that it runs smoothly, we urge these persons to carefully read the administrative document entitled *Guide pour la transmission des données de sanction de la formation professionnelle au système SESAME*.

Students must acquire all the competencies associated with the program in which they are enrolled; this is the number previously entered in the DCFP system (minimum of three). The code corresponding to each competency acquired is transmitted into the SESAME system.

In the 2002-2003 school year, the MEQ started creating course codes to transmit “Pass” results to confirm that students have successfully completed official Secondary III programs in the three core subjects as well as the training aimed at preparing them for the job market.

Successful completion of official Secondary III programs will be validated by:

- transmission of a “Pass” result for Examination 332970 (832970 for programs taught in English)
  
  or

- successful completion of the General Development Test (GDT)**
  
  or

- an entry in the student’s file that the student has obtained the Secondary School Diploma (SSD), an Attestation of Equivalence of Secondary V Studies (AESS), a Diploma of Vocational Studies (DVS), an Attestation of Vocational Specialization (AVS), an Attestation of Vocational Education (AVE) or recognition of equivalent learning

Successful completion of the Preparation for the Job Market course will be validated by:

- transmission of a “Pass” result for Examination 332980, or 332990 in the case of a second program of study leading to an AVE (832980 and 832990 for programs taught in English)

  For students enrolled in a second program leading to an AVE, the Preparation for the Job Market course remains compulsory and must be different from the course taken in the first program.

Note that enrollments in vocational training must always be reported in the DCFP system before the results are transmitted for the purpose of certification of studies.

** Note that the credits for official Secondary III programs are not compulsory for persons who were admitted as a result of passing a GDT.
11.2 Issuing of an Attestation of Vocational Education (AVE) and a Statement of Competencies

The Minister of Education awards an Attestation of Vocational Education (AVE) upon the joint recommendation of the school board and the business. This recommendation must be placed in the student’s file.

The statement of competencies, which accompanies the AVE, specifies the competencies that have been acquired by students who have completed a program leading to a semiskilled occupation.

The SESAME system limits the number of AVEs that may be issued to a single student to two.

Successful completion of official Secondary III programs and the Preparation for the Job Market course does not appear on statements issued by the MEQ. However, “Pass” results must be recorded in the student’s file.

In the youth sector, the educational institution sends a report card to students who take general education courses in Secondary III or a Preparation for the Job Market course. Those who take general education courses in Secondary IV or V receive a statement of marks from the MEQ (Guide de gestion de formation générale des adultes et de la formation professionnelle, section 2.2.2). In the adult sector, the MEQ issues an achievement record to all students enrolled in general education.

Every month the Direction de la sanction des études publishes the official documents issued by the MEQ (statements of competencies and attestations).

For further information on the transmission of data into the SESAME system or on the granting of AVEs, please contact:

| Jocelyne Laquerre | Telephone: (418) 646-0303 |
| Direction de la sanction des études | Fax: (418) 644-6909 |

12. Second Program of Study Leading to an AVE

Students may be enrolled in a second program of study leading to a semiskilled occupation, as long as this program is different from the first. Preparation for the Occupation must include at least three new competencies.

For the second program, special care must be taken in reporting the number of competencies in the DCFP system: the number of competencies in the second program that the student already acquired in the first program (competencies with the same SESAME code) must be taken into account. Therefore, for the second program, the total number of competencies reported in the DCFP system must equal the number of new competencies targeted (minimum of three) plus the number of competencies in this second program that the student already acquired in the first program.

Students must take a second course, different from the first, to prepare them for the job market. Transmission of the “Pass” result for Examination 332990 (832990 for programs taught in English) will confirm that they passed this second Preparation for the Job Market course and may be granted a second AVE.
General education is optional in Secondary Cycle Two, but it is nonetheless recommended in order to help the student eventually become reintegrated into the general education or vocational training sectors. For students who were admitted because they passed the General Development Test, general education is also optional, but it is recommended for the same reasons.

13. Preparation of Students’ Files

The school board must ensure that the file of every student enrolled in a program leading to a semiskilled occupation contains the following documents:

- confirmation that the student has passed, for admission purposes, the Secondary II ministerial programs in language of instruction, second language and mathematics, or confirmation that the student has passed the General Development Test, or proof of recognition of equivalent learning (see section 11.1 of this document)
- confirmation that a local labour need exists relating to the program concerned
- the address and telephone number of the participating business
- the training program and the competencies associated with it (minimum of three)
- the duration of each component of the program: Preparation for the Occupation (PO), Preparation for the Job Market (PJM) and, where applicable, General Education (GE)
- the joint evaluation by the business and the school board
- the joint recommendation by the business and the school board concerning the granting of an Attestation of Vocational Education (AVE)
- confirmation that the student has passed official Secondary III programs or the General Development Test or has obtained recognition of equivalent learning, and confirmation that the student has passed the Preparation for the Job Market course for the purpose of certification of studies

These documents will be needed for possible verification by the MEQ or a third party within the meaning of the Education Act.

14. Student Remuneration

It is important for both the school board and the business that the matter of remuneration of students be clarified at the outset of their partnership, because they may be required to take specific measures in this regard.

14.1 Commission de la santé et de la sécurité du travail (CSST)

It is understood that during their practicums students are protected by the Act respecting industrial accidents and occupational diseases, whether or not they are remunerated.

The business and the school board agree to comply with the provisions of this Act.

- When the student is not remunerated, the school must ensure that the student is covered by the CSST; it registers the student with the CSST and pays an annual fee.
• When the student receives wages, he or she is considered a worker. The business must then ensure that the student is covered by its agreements with the CSST, and it must pay its contribution for the student. The business must include the student’s earnings in its annual payroll declaration.¹

14.2 Liability Insurance

- When the student is not remunerated, he or she is covered by the school’s public liability insurance for any equipment breakdown as a result of a fault or omission on the student’s part.

- When the student receives wages, he or she is considered a worker and is covered by the business’ public liability insurance for any equipment breakdown as a result of a fault or omission on the student’s part.

Note

Students enrolled in programs leading to a semiskilled occupation must not be left unsupervised in the workplace. A sponsoring worker has been designated to provide training and supervision.

15. Partnership Between the School Board and the Business

Before the program begins, a partnership protocol should be signed between the parties (school, business, and student) to define the nature and extent of each party’s commitments based on the form of collaboration selected.

An example of a partnership protocol is provided in Appendix IV of this document.

16. The Partners’ Responsibilities

16.1 School Board

A school board that wishes to offer programs leading to a semiskilled occupation should determine the extent to which businesses in their area are interested in participating in these programs as well as their labour needs in the short and medium term.

The first step is to visit businesses that have expressed interest in such programs and to present that option to them. Next, the school board should enlist their cooperation in drawing up the program on the basis of data collected in the workplace. Programs that are already included on the List of Semiskilled Occupations may be used after validation of their content.

The program should be drawn up jointly by the business and the school or school board in order to ensure that it meets the needs of the business and is in accordance with the pedagogical objectives (competencies to be acquired).

¹ Act respecting industrial accidents and occupational diseases (R.S.Q., c. A-3.001)
A copy of the final training program is kept by each partner, put into the student’s file and given to the student.

It is up to the school board to have the local labour need validated by a local or regional authority responsible for employment measures and services (e.g. Emploi-Québec, CLE) or the business that will be training the student. Proof of validation should be put into the student’s file.

The school board must assign to a teacher the responsibility of supervising the student’s learning during the practicum. This teacher should be notified, within a reasonable period of time, of any absence of the student from the workplace.

The school board works together with the business to establish the daily and weekly schedule of the program.

The school board must be able to provide support to the sponsoring worker associated with the program.

### 16.2 Business

The business agrees to:

- train the student on its premises for the duration of the practicum and follow the program of study
- designate an employee who will be responsible for the student at the business for the duration of the practicum and who will help the student learn; this employee (referred to as the sponsoring worker) agrees to evaluate the student and to fill out the evaluation checklists according to the terms and conditions established by agreement with the school board
- allow the teacher from the school board to go to the practicum site regularly to hold discussions with the student and the sponsoring worker in order to make any adjustments needed and monitor the student’s progress
- refrain from using the student in any way to replace an employee of the business, but rather allow the student to learn and master the skills involved in carrying out the required tasks by assisting the regular staff
- agree with the school board on the student’s daily and weekly schedule (in the workplace)
- allow the student to experience the reality of the job market by treating him or her as an employee and to ensure that the student can contact the person in charge at the school board if any problems arise
- participate in the evaluation of learning and recommend, jointly with the school board, that the MEQ award the official diploma

The business, together with the school board, may terminate the practicum as a result of exceptional circumstances or injurious conduct by the student. In such an event, the school board notifies the student of the decision.
16.3 Student

The student agrees to:

- follow the program of study and the duration of training
- comply with all regulations, policies and safety measures of which he or she has been informed
- participate actively in the training process by asking for any explanations needed in order to avoid falling behind in the program or errors that could be costly for the business
- respect the work schedule set up jointly by the school board and the business
- notify the practicum supervisor and the employer as soon as possible of any absence or any problems that might arise during the practicum
- notify the business and the school board of any work accident
- show respect toward co-workers, supervisors and any other persons he or she associates with in the context of the training program
- refrain from requesting or demanding, either directly or indirectly, any wages or compensation for work performed during the practicum
- show respect for the property of others and never take anything that does not belong to him or her

17. Training Contract

It is recommended that the school board, the business and the student draft a training contract to define their respective obligations. Appendix V of this document provides a sample training contract.

18. Funding

The school population counted by the MEQ in calculating the basic allocation for educational activities in the youth sector consists of students as defined in section 1 of the Education Act. An amount per student, which is common to all programs, is established for a program with a duration of 900 hours. Funding is based on the percentage of full-time equivalent reported, which includes time spent in Preparation for an Occupation, Preparation for the Job Market and General Education.

The school population counted by the MEQ in calculating the basic allocation for educational activities in the adult sector consists of students as defined in section 2 of the Education Act.

With respect to funding, the only admissible exception to the age limit of 20 on June 30 concerns students who have begun a program before June 30 and return to finish it after July 1.
For additional information on the funding provided to school boards, please consult the 2003-2004 budgetary rules sent to the school boards by the Direction générale du financement et de l’équipement of the MEQ, or contact:

<table>
<thead>
<tr>
<th>Roger Julien</th>
<th>Telephone:</th>
<th>(418) 528-7443</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direction des opérations financières aux réseaux</td>
<td>Fax:</td>
<td>(418) 643-9224</td>
</tr>
</tbody>
</table>

19. Tax Credit for Practicums in the Workplace

This tax credit is applicable to practicums undertaken by students enrolled in programs leading to a semiskilled occupation.

The eligible expenditures for these programs are:

- the basic hourly wage paid to the employee of the business who supervises the practicum, up to a maximum of $30 an hour, for a maximum of 20 hours per trainee per week
- the basic hourly wage paid to a trainee, up to a maximum of $15 an hour
- the travel expenses paid by the business that accepts a trainee if such expenses are paid to company employees other than the trainee

For companies, the maximum assistance is 30% of the eligible expenditures up to a maximum of $625 per trainee per week (or $187.50), while for individuals, it is 15% (or $93.75).

For further information on the tax credit for practicums in the workplace, please consult the administrative guide or the information leaflet, available at the Inforoute FPT Web site (http://inforoutefpt.org/taxcredit/) or contact the person in charge:

<table>
<thead>
<tr>
<th>Sylvie Demers</th>
<th>Telephone:</th>
<th>(418) 643-1168</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direction de la formation continue et du soutien</td>
<td>Fax:</td>
<td>(418) 643-1926</td>
</tr>
</tbody>
</table>

20. List of Semiskilled Occupations

You may consult the List of Semiskilled Occupations in Appendix I of this document and at the Inforoute FPT Web site, where the list is updated after a new program is accepted, at the following address:

http://www2.inforoutefpt.org/guide/anglo/programmes_sec.asp

This list provides the program titles, SESAME codes, competencies and working conditions, as well as the tasks and their requirements.
21. Ministerial Coordination

Ministerial coordination of programs of study leading to a semiskilled occupation is provided by the Direction de la planification et du développement of the Secteur de la formation professionnelle et technique et de la formation continue.

For further information, please contact:

<table>
<thead>
<tr>
<th>Alain Vigneault</th>
<th>Telephone: (418) 646-1560</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direction de la planification et du développement</td>
<td>Fax: (418) 644-0885</td>
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SECTOR 1: ADMINISTRATION, COMMERCE AND COMPUTER TECHNOLOGY

7688 Clerk – construction materials
7548 Clerk – hardware and construction materials
7602 Clerk – used furniture and household appliances
7505 Clerk in a fabric store offering sewing services
7502 Clerk – courier service
7507 Convenience store clerk
7503 Customer service clerk
7603 Delivery driver
7658 Film developer
7509 Fruit and vegetable store clerk
7601 Grocery and supermarket clerk
7600 Inventory clerk
7506 Office clerk
7511 Sales clerk
7514 Storekeeper and parts clerk

SECTOR 2: AGRICULTURE AND FISHERIES

7689 Attendant – care of wild animals
7528 Attendant – pet care
7724 Canine centre attendant
7518 Dairy farm worker
7659 Dog trainer’s helper
7596 Farm worker
7519 Fish farm worker
7521 Florist’s helper
7604 Garden worker
7520 Greenhouse worker
7526 Golf course grounds keeper
7595 Hog farm worker
7660 Indoor plant tender
7606 Labourer on a fruit farm
7517 Labourer – sugar bush
7524 Landscape labourer
7522 Nursery worker
7714 Poultry farm helper
7593 Ranch worker – beef cattle
7594 Ranch worker – sheep
7527 Stable hand
7605 Vineyard worker
7717 Worker – pruning
SECTOR 3: FOOD SERVICES AND TOURISM

7612 Assistant bartender  
7530 Baker’s helper  
7529 Butcher’s helper  
7609 Caterer’s helper  
7608 Cheese-maker’s helper  
7531 Cook’s helper  
7534 Fast food counter attendant  
7535 Food and beverage server  
7613 Food preparation worker  
7614 Food processing worker  
7536 Hotel clerk  
7607 Industrial butcher’s helper  
7690 Labourer – freeze-drying of food products  
7728 Leisure centre attendant  
7611 Outfitting camp worker  
7532 Pastry cook’s helper  
7533 Process control machine operator – pastry  
7716 Recreational tourist centre attendant  
7615 Sports centre attendant  
7541 Sports equipment assembler-repairer  
7610 Tourist camp worker  
7707 Tourist site attendant  
7730 Fish clerk

SECTOR 4: ARTS

7542 Ceramist’s helper  
7709 Decorator’s helper  
7661 Helper – ornamental metal workshop  
7616 Helper – sound recording studio  
7617 Operator – pottery kiln  
7543 Stage hand  
7706 Taxidermist’s helper  
7544 Tombstone cutter and polisher  
7618 Worker – decorative plaster objects  
7708 Worker – neon tube manufacturing  
7720 Worker – stage sets and events

SECTOR 5: WOODWORKING AND FURNITURE MAKING

7552 Assembler – wood products and other materials  
7718 Boat finishing labourer  
7549 Cabinet-maker’s helper
7693 Clerk – covering of orthopaedic devices
7663 Finishing worker – bathtubs and shower stalls
7551 Furniture assembler – wood
7662 Helper-operator, premoulded products
7684 Kitchen cupboard factory worker
7691 Labourer – chair manufacturing workshop
7692 Labourer – stairs manufacturing workshop
7550 Laminator in a lamination shop
7664 Painter-finisher – furniture
7575 Reinforced resin worker
7715 Trophy assembler
7575 Upholsterer’s helper
7619 Wood production worker
7553 Worker in a door and window workshop

SECTOR 6: CHEMISTRY AND BIOLOGY

7621 Chemical processing operator

SECTOR 7: BUILDINGS AND PUBLIC WORKS

Note: Special attention must be given when drafting projects involving this sector because several related occupations are subject to the regulations of the Commission de la construction du Québec (CCQ). Accordingly, no training may be given on construction sites.

7705 Assistant – advertising sign installation
7625 Building maintenance worker
7694 Carpenter’s helper – mining operations
7627 Carpet and furniture cleaner
7623 Finisher’s helper – prefabricated concrete products
7547 Glazier’s helper
7624 Insulation board assembler
7545 Janitor’s helper
7721 Maintenance worker
7622 Maintenance worker – Northern buildings
7626 Municipal maintenance worker
7666 Prefabricated housing production worker
7546 Security guard
7665 Sign installer’s helper
7654 Swimming pool servicer

SECTOR 9: ELECTROTECHNOLOGY

7629 Assembler – simple electrical equipment and appliances
7695 Clerk – audiovisual and film equipment preparation
7669 Computer equipment assembler
7557  Electronic material assembler
7628  Helper – computer and electronic equipment maintenance
7599  Helper – office equipment maintenance
7668  Household appliance assembler
7667  Repairer's helper – household appliances
7670  Shop worker – computer, electronic and electrical equipment

SECTOR 10: MOTORIZED EQUIPMENT MAINTENANCE

7633  Agricultural machinery servicer
7685  Aircraft service employee
7569  Automobile servicer
7725  Automobile upholsterer
7571  Heavy motor vehicle servicer
7562  Muffler installer
7632  Preparer of motor vehicles for sale
7631  Railway maintenance worker
7570  Recreational vehicle servicer
7564  Rental agent and servicer – tools and light motor vehicles
7672  Servicer – tools and light motor vehicles
7656  Tire and leafspring servicer
7632  Tire retreader
7568  Tool and motorized equipment servicer

SECTOR 11: MECHANICAL MANUFACTURING

7674  Bagging and packing machine operator
7698  Blow-forming machine operator
7574  General warehouse worker
7712  Material handler – processing plant
7726  Metal parts finisher
7573  Metal products assembler
7697  Packaging and encapsulating machine operator
7634  Plastic injection-moulding machine operator
7673  Plastic products assembler
7554  Plastic rotomoulding machine operator
7635  Preparer of material for machining
7636  Reconditioner of disk brake rotors
7577  Rubber processing machine operator
7699  Silkscreening machine operator
7696  Sizing/waxing machine operator
7675  Thermoform machine operator
7711  Tow truck parts assembler
7713  Worker – metal parts engraving
SECTOR 12: FORESTRY AND PULP AND PAPER

7704 Assistant sharpener
7683 Converted paper production worker
7678 Forest road system worker
7579 Forestry and pulp and paper worker
7677 Logging machine operator
7637 Pulp and paper worker
7676 Receiving clerk – wood
7580 Sawmill worker

SECTOR 13: COMMUNICATIONS AND DOCUMENTATION

7700 Assistant binder
7679 Bindery worker
7710 Computer graphics helper
7639 Library worker
7555 Printer’s helper
7638 Television production worker

SECTOR 14: MAINTENANCE MECHANICS

7582 Mechanic’s helper – industrial sewing machines
7640 Mechanic’s helper – maintenance
7641 Pump repairer’s helper
7657 Vending machine servicer

SECTOR 15: MINING AND SITE OPERATIONS

7598 Geological drafting technician’s helper
7642 Mine worker
7643 Ore-processing worker

SECTOR 16: METALLURGICAL TECHNOLOGY

7585 Assembler – industrial manufactured products
7701 Foundry assistant
7586 Metal-working machine operator
7646 Painter-coater – metal surfaces
7645 Tinplater’s helper
7584 Welder’s helper
7644 Workshop helper

SECTOR 17: TRANSPORTATION

7729 Delivery helper
7647 Fuel delivery helper
SECTOR 18: FASHION, LEATHER AND TEXTILES

7702  Assistant textile cutter
7680  Awning assembler and installer
7727  Cap maker
7650  Dyer’s helper
7703  Embroidery machine operator
7587  Helper – laundry and drycleaning
7651  Labourer – shoe manufacturing
7649  Leather tailor’s helper
7681  Operator – textile fibre transforming machine
7592  Quality control and finishing agent
7722  Sewing machine operator (commercial production)
7723  Sewing machine operator (custom tailoring and alteration)
7648  Shoemaker’s helper
7682  Tanner
7687  Textile worker
7652  Weaver

SECTOR 19: HEALTH SERVICES

7653  Medical materials clerk

SECTOR 20: SOCIAL, EDUCATIONAL AND LEGAL SERVICES

7719  Recreational centre attendant
APPENDIX II

DESCRIPTION OF A SEMISKILLED JOB
**DESCRIPTION OF A SEMISKILLED JOB**

**Definition**

Carrying out a semiskilled job involves simple, concrete and, for the most part, repetitive tasks. The work involves following detailed but simple verbal or written instructions under direct supervision.

**Complexity**

The tasks specific to a semiskilled job involve concrete objects and are similar to those encountered in everyday situations. The actions usually involve handling of some type. For example, they may consist in handling the tools needed to perform tasks, operate machines or production facilities, or they may be related to providing services.

In practice, people in such occupations have no leeway with respect to the standards to be met, tools to be selected, material to be used and matters on which they are required to take action. The mathematical applications are limited to the four basic operations and focus on whole numbers. Therefore, data processing amounts to comparing, transposing and copying in accordance with instructions and pre-established models.

Normally, to perform a semiskilled job, it is not necessary to interact extensively with other people, only to serve or help customers in a courteous manner or report on operations to co-workers or inform them verbally or in writing, using forms, of what is happening and what people are doing.

Semiskilled jobs are situated on a level between unskilled occupations, which are normally covered by sociovocational integration programs for students, young people and adults, and for which part of the teaching takes place at businesses, and skilled trades, which are covered by programs leading to a Diploma of Vocational Studies (DVS), which is issued by the school system.

Generally, it is estimated that a person can practise a semiskilled job after a three-to-six-month period of on-the-job preparation, i.e. after all training acquired as a beginner or trainee under the supervision of a competent employee for the purpose of performing a specific function. A learning period of 350 to 450 hours in the workplace is therefore sufficient to acquire the occupational skills needed to practise this type of occupation.

**Examples of Semiskilled Jobs**

<table>
<thead>
<tr>
<th>Examples taken from the National Occupational Classification (NOC)</th>
<th>Examples taken from the MEQ list of semiskilled occupations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursery and greenhouse worker</td>
<td>Nursery worker</td>
</tr>
<tr>
<td>General farm worker</td>
<td>Vineyard worker</td>
</tr>
<tr>
<td>Automotive mechanical installer and servicer</td>
<td>Motor vehicle servicer</td>
</tr>
</tbody>
</table>
APPENDIX III

PROGRAM PROPOSAL PRESENTATION FORM
PROGRAM PROPOSAL PRESENTATION FORM

PROGRAMS OF STUDY LEADING
TO A SEMISKILLED OCCUPATION

☐ New program  ☐ New competency(-ies)

### JOB TITLE

___________________________________________________________________________

### THE SCHOOL BOARD

Name: ________________________________________________________________
Address: __________________________________________________________________
City: ___________________________  Postal code: ______________________
Representative: ___________________________  Telephone: __________________

### THE BUSINESS

Name of establishment: _________________________________________________
Address: __________________________________________________________________
City: ___________________________  Postal code: ______________________
Sponsoring worker’s name: ______________________________________________

### THE STUDENT

Name: ___________________________________________________________________
Permanent code: _______________________________________________________
Social insurance number: ________________________________________________
Health insurance number: ________________________________________________

**Note:** The total duration of a program of study may not exceed 900 hours. A program has three components: Preparation for the Occupation (PO), which requires 350 to 450 hours of training, Preparation for the Job Market (PJM), which lasts from 75 to 100 hours, and where applicable, General Education (GE), which must have a minimum duration of 300 hours.
Note: An Attestation of Vocational Education (AVE) is awarded subject to the acquisition of all the competencies specified in the program. A minimum of three competencies is compulsory.
<table>
<thead>
<tr>
<th>Tasks or actions (with description of requirements)</th>
<th>Statement of the competency (with description of working conditions)</th>
<th>SESAME code</th>
</tr>
</thead>
</table>

**Note:** An Attestation of Vocational Education (AVE) is awarded subject to the acquisition of all the competencies specified in the program. A minimum of three competencies is compulsory.
APPENDIX IV

MODEL OF A PARTNERSHIP

BETWEEN A SCHOOL BOARD AND A BUSINESS
MODEL OF A PARTNERSHIP BETWEEN
A SCHOOL BOARD AND A BUSINESS

Aim

The aim specifies the parties covered by the protocol and states its purpose.

Objectives

Objectives specify the results that the educational institution and the business expect from the partnership.

Type of partnership

Partnership between the business and the educational institution can take one or several forms: practicums, a work-study approach, apprenticeship, equipment loan, employee training and development by the educational institution or the business, business services, discussions about new technologies, support for educational success, sharing training facilities or equipment, etc.

The parties specify the forms of collaboration that suit them.

Educational institution’s commitments

The educational institution specifies the nature and extent of its commitments, according to the type of partnership selected.

Business’s commitments

The business specifies the nature and extent of its commitments, according to the type of partnership selected.

Miscellaneous provisions

The parties agree on the duration, the effective date, and the terms and conditions for amending, cancelling or renewing the protocol.

Signature

The protocol is signed by each party.
APPENDIX V

SAMPLE TRAINING CONTRACT
FOR PROGRAMS OF STUDY LEADING TO
A SEMISKILLED OCCUPATION
SAMPLE TRAINING CONTRACT
FOR PROGRAMS OF STUDY LEADING TO
A SEMISKILLED OCCUPATION

Program of study leading to an Attestation of Vocational Education (AVE) with three components:
- preparation to practise the following semiskilled occupation:
  ______________________________________________________________
- preparation for the job market through sociovocational integration activities
- general education in language of instruction, second language and mathematics, where applicable

CONTRACT

BETWEEN the school board _________________________________ (name of school board)

represented by _____________________________________________,
  (school board representative’s name)

hereinafter called THE SCHOOL BOARD,

AND the business ____________________________________________ (name of the business)

represented by _____________________________________________,
  (business representative’s name)

hereinafter called THE BUSINESS,

AND the student ____________________________________________ (student’s name)

hereinafter called THE STUDENT.
In view of their respective obligations, the parties agree as follows:

1. **THE SCHOOL BOARD agrees to:**

   1.1 Teach the student, for the duration of this contract, the subject matter relating to the training program, a precise description of which is provided on page 6 of the contract (*Composition of Programs of Study*).

   1.2 Entrust to a teacher, hereinafter referred to as the SCHOOL BOARD REPRESENTATIVE, whose name and address appear on page 5 of this contract (*Fact Sheet*), the responsibility of monitoring the student’s learning during the practicum. For this reason, any absence of the student from the practicum should be reported to this person within a reasonable time period.

   1.3 Reach an agreement with the business regarding the student’s daily and weekly schedule for the portion of the training that is to be acquired in the workplace.

2. **THE BUSINESS agrees to:**

   2.1 Train the student on its premises, for the duration of the practicum provided for in the training program, and help the student successfully complete said practicum with the objectives of promoting the student’s learning, enabling the student to test or increase his or her knowledge and improving his or her skills in accordance with the training program.

   2.2 Designate an employee, hereinafter referred to as the BUSINESS REPRESENTATIVE, whose name and address appear on page 5 of this contract (*Fact Sheet*), and who is responsible for the student in the workplace for the duration of the practicum, helps the student learn the occupation and agrees to evaluate the student and fill out the evaluation checklists according to the terms and conditions established by agreement with the school board.

   2.3 Allow the SCHOOL BOARD REPRESENTATIVE free access to the practicum site so that he or she can go there regularly to discuss the quality of the training with the student and take any necessary corrective action and ensure better monitoring of the student’s progress.

   2.4 Refrain from using the student in any way to replace an employee of the business, but organize the practicums in such a way that the student can master his or her skills by helping the business’ regular employees carry out the tasks that are the focus of his or her learning.

   2.5 Agree with the school board on the student’s daily and weekly schedule for the portion of the training that will be provided by the business.
3. THE STUDENT agrees to:

3.1 Complete the program of study in accordance with the terms and conditions provided for on page 6 of this contract (Composition of Program of Study).

3.2 Respect the work schedule set up by the school board and the business, as stipulated in sections 1.3 and 2.5.

3.3 Notify the business and the school board of any absence.

3.4 Follow the rules established by the business and the school board in accordance with the policies, instructions and current practices of which he or she was informed prior to the practicum.

3.5 Show respect toward co-workers, supervisors and any other persons he or she associates with in the context of the training program.

3.6 Participate actively in the training process by requesting the explanations needed in order to avoid falling behind in the program or to prevent costly errors for the business because the task at hand was not properly understood.

3.7 Show respect for the property of others and never take anything that does not belong to him or her.

3.8 Enter, in a logbook and on a daily basis, the tasks performed as well as a rough estimate of the time it took to perform each task.

4. Regarding the application of the Act respecting industrial accidents and occupational diseases, it is understood that:

4.1 Throughout the practicum at the business, the student is protected by the Act respecting industrial accidents and occupational diseases under the terms and conditions provided for thereunder, whether or not he or she receives remuneration.

4.2 The business and the school board agree to comply with the provisions of the Act.
5. Final provisions

The business and the school board may jointly terminate the student’s practicum as a result of exceptional circumstances or because of injurious conduct by the student. The decision is communicated to the student by the school board.

IN WITNESS WHEREOF, the parties have signed:

THE SCHOOL BOARD

__________________________________________________  Date _____________________

(name of the school board)

(school board representative’s name and title)

(school board representative’s signature)

THE BUSINESS

__________________________________________________  Date _____________________

(name of the business)

(business representative’s name and title)

(business representative’s signature)

THE STUDENT

__________________________________________________  Date _____________________

(student’s name)

(student’s signature)
To help the practicum run smoothly and to protect each of the parties, the parties agree to comply with the provisions of the contract.
1. Preparation for the Occupation

__________________________________________________________
(code and title of program of study)

Duration (in hours): ____________________________________________

Work schedule: __________________________________________________

Period from ___________________________ to _________________________

2. Preparation for the Job Market

__________________________________________________________
(code and title of course)

Duration (in hours): ____________________________________________

3. General Education

☐ Yes ☐ No

3.1 Language of instruction

Level: ______________________ Duration (in hours): ______________________

3.2 Second language

Level: ______________________ Duration (in hours): ______________________

3.3 Mathematics

Level: ______________________ Duration (in hours): ______________________
I, the undersigned, ________________________________, agree to:

- follow the program of study and the duration of training
- comply with all regulations, policies and safety measures governing the tasks assigned to me
- participate actively in the training process by asking for any explanations needed in order to avoid falling behind in the program or to prevent costly errors for the business because the task at hand was not properly understood
- respect the work schedule set up jointly by the school board and the business
- notify my practicum supervisor and my employer as soon as possible of any absence or any problems that might arise during the practicum
- notify my employer and my practicum supervisor of any work accident
- show respect toward my co-workers, supervisors and anyone else I associate with in the context of my training program
- refrain from requesting, directly or indirectly, wages or compensation for work performed during the practicum
- show respect for the property of others and never take anything that does not belong to me
- act in a way that upholds the school’s reputation

______________________________ Date ________________________
(student’s signature)

______________________________ Date ________________________
(practicum supervisor’s signature)
I authorize ________________________________ to carry out a practicum

(student’s name)

at the business ____________________________________________________________,

(name of the business)

located at ___________________________________________________________________

___________________________________________________________________,

(address of the business)

to learn the occupation of ________________________________________________,

(title of the program of study)

according to the terms and conditions of this document.

________________________________________________

(name of father, mother, or tutor)

________________________________________________ Date _______________________

(signature)
APPENDIX VI

EXAMPLE OF AN ATTESTATION OF VOCATIONAL EDUCATION (AVE)
Ministère de l’Éducation

Attestation de formation professionnelle

Nous soussignés attestons que

SPÉCIMEN

a acquis en 1998 les compétences nécessaires à l’exercice du métier semi-spécialisé :

Aide en aquiculture

Fait à Québec, le 20 MAI 1998


La sous-ministre, Le ministre,

[Signatures]
APPENDIX VII

EXAMPLE OF A STATEMENT OF COMPETENCIES
FOR A SEMISKILLED OCCUPATION
# Relevé de compétences

* Liste des compétences atteintes au secteur professionnel *

<table>
<thead>
<tr>
<th>CODE</th>
<th>COMPÉTENCE DÉVELOPPÉE</th>
<th>ANNÉE</th>
<th>SESSION</th>
</tr>
</thead>
<tbody>
<tr>
<td>333040</td>
<td>Effectuer la réception et l'entreposage des marchandises.</td>
<td>1998</td>
<td>Nov</td>
</tr>
<tr>
<td>333060</td>
<td>Expédier la marchandise.</td>
<td>1998</td>
<td>Nov</td>
</tr>
<tr>
<td>333150</td>
<td>Effectuer l'étalage des produits et la mise en place des comptoirs de promotion.</td>
<td>1998</td>
<td>Nov</td>
</tr>
<tr>
<td>333160</td>
<td>Fournir des services de courtoisie à la clientèle.</td>
<td>1998</td>
<td>Nov</td>
</tr>
<tr>
<td>333210</td>
<td>Effectuer l'entretien des aires de travail et le rangement des produits dans un commerce.</td>
<td>1998</td>
<td>Nov</td>
</tr>
</tbody>
</table>

Inprimé le : 1999-10-07
APPENDIX VIII

GUIDELINES FOR DESIGNING A TRAINING PROGRAM

LEADING TO A SEMISKILLED OCCUPATION
PLAN OF GUIDELINES

1. The complexity of a semiskilled job
2. A competency-based approach
3. The training program
4. Collecting information on the occupation
5. The components of a training program
6. The statement of competencies

Appendix Questions that can facilitate the collection of information

This document was prepared with reference to the following sources:


_________. *Collecte de données – Liste de questions (volet 2)*. Québec: Gouvernement du Québec, 1995.


1. THE COMPLEXITY OF A SEMISKILLED JOB

A semiskilled job involves following detailed but simple written or verbal instructions under direct supervision. The task-related problems are similar to standard cases or apply to everyday situations. They involve only a few concrete variables. In general, mathematical applications, if any, are limited to the four basic operations and focus on whole numbers. The data processing therefore amounts to comparing, transposing and copying in accordance with instructions and pre-established models.

Normally, to perform a semiskilled job, it is not necessary to interact extensively with other people, only to serve or help customers in a courteous manner or report on operations to co-workers or inform them verbally or in writing, using forms, of what is happening and what people are doing. The tasks specific to a semiskilled job often focus on concrete objects. Actions consist in handling the tools used for the tasks or operating machines and production facilities. The tasks may also be associated with providing services. Often, actions are limited to handling objects. In practice, a person practising a semiskilled job has no leeway with respect to the standards to be met, tools to be selected, material to be used and matters on which he or she is required to take action.

Semiskilled jobs are situated on a level between unskilled occupations, which are normally covered by sociovocational integration programs for students, young people and adults, and for which part of the teaching takes place in the workplace, and skilled trades, which are covered by programs leading to a Diploma of Vocational Studies, which is issued by the school system. To confirm the level of complexity of a semiskilled job the employer may be asked how much time a person will need to carry out in a satisfactory manner all the tasks associated with a given occupation. Generally, it is estimated that a person can practise a semiskilled job after a three-to-six-month period of on-the-job preparation, i.e. after all the training acquired on the job as a beginner or trainee under the supervision of a competent employee for the purpose of performing a specific function.

2. A COMPETENCY-BASED APPROACH

In the context of training programs leading to a semiskilled occupation, a competency is defined as follows:

the ability to act successfully and evolve in order to adequately perform work-related tasks or activities based on an organized body of knowledge, skills, perceptions and attitudes.

With the competency-based approach, a training program is defined by the competencies that must be acquired in order to practise a given occupation rather than by subject matters. It therefore has the following advantages:

- it ensures that the structuring is consistent with the presentation of curricula leading to a semiskilled occupation
- it brings these curricula closer to the programs of study offered in vocational training
- it helps build up the province-wide bank of competencies (List of Semiskilled Occupations)
3. THE TRAINING PROGRAM

The training program helps secure the ties between the educational community and the business that takes in the student. It is not based on the statements of competency as such, but on the specific, concrete actions the student must carry out or learn to carry out during the training. It is therefore very closely tied to the reality of the business.

A training program is prepared for each practicum in a business. The business is responsible for helping the trainee acquire competencies in a real work situation; it must play a part in defining, validating and developing the training program.

An essential condition for successful collaboration between the business and school is that the training program be free of ambiguity.

4. COLLECTING INFORMATION ON THE OCCUPATION

Information on the occupation is taken from a variety of sources: documents, interviews with business employees, direct observations made during visits to businesses or a combination of all of these.

Processing this information consists in classifying tasks and actions, specifying the requirements for each task or action, defining in detail the requirements for each task and, finally, deciding on the statement of the competency. The information is processed for the purpose of determining all the parameters of the occupation in question.

The best reference source for preparing to collect information on an occupation is, of course, the List of Semiskilled Occupations published by the Secteur de la formation professionnelle et technique et de la formation continue of the MEQ.

5. THE COMPONENTS OF A TRAINING PROGRAM

TASKS OR ACTIONS

Definition:
Set of coordinated activities designed to carry out a given job. An action is part of a task. Tasks, or the actions they consist of, help determine correctly and concisely what a person is required to do in practising an occupation.

Formulation:
A statement of a task must include a verb describing the action to be carried out and a direct object describing the expected product or result.

Usefulness:
The list of tasks or actions is the essential reference for stating the competencies of a training program.
STATEMENTS OF COMPETENCY

Definition:
Coherent, meaningful groupings of tasks and actions involved in the practice of an occupation.

Formulation:
A statement of a competency must include a verb describing the action to be carried out and a direct object describing the expected product or result. Note that this statement must not include any condition or requirement.

Usefulness:
Statements of competency are useful for certification of training.

WORKING CONDITIONS

Definition:
Specifications concerning what is required or used to carry out an occupational task or action. They are designed to define the context in which the task or action is carried out. They may be concerned with tools, equipment and material, environmental conditions or particular instructions.

Usefulness:
Working conditions are useful for determining the extent and the duration of learning. They also help set out guidelines for the training situation and, if necessary, the evaluation context.

REQUIREMENTS

Definition:
Criteria by which it can be decided whether tasks or actions are carried out correctly.

Usefulness:
Requirements are useful for monitoring training and evaluating learning.
6. THE STATEMENT OF COMPETENCIES

The following few guidelines are designed to facilitate the work of formulating competencies.

Guideline 1

Try to define meaningful competencies that are related to the practice of the occupation, i.e. competencies that correspond to tasks such as they are carried out in the work context.

Guideline 2

Avoid fragmenting competencies or formulating multiple competencies that focus on isolated actions. For example, a semiskilled occupation that takes about 400 hours to learn might include four or five competencies. Accordingly, each competency must have a certain scope and involve a significant learning duration.

Guideline 3

Try to group together actions into coherent sets aimed at the accomplishment of a given job, i.e. tasks.

Guideline 4

Avoid including in a task actions that have nothing to do with the particular job associated with that task.

Guideline 5

The tasks must correspond to the practice of an occupation and have a clearly identifiable beginning and end.

Guideline 6

After the collected information is organized, the statements of competency must match the tasks to be carried out. Remember that each statement consists of a verb describing the action to be carried out and a direct object describing the expected product or result; it must not include any condition or requirement.
## APPENDIX: Questions that can facilitate the collection of information

**JOB:** What is the title of the person who holds the job?

<table>
<thead>
<tr>
<th>Tasks or actions (with description of requirements)</th>
<th>Statement of the competency (with description of working conditions)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tasks or actions:</strong></td>
<td></td>
</tr>
<tr>
<td>• What does this person do? What are his or her tasks?</td>
<td></td>
</tr>
<tr>
<td>• Do the tasks have to be carried out in a certain logical or chronological order? If so, in what order?</td>
<td></td>
</tr>
<tr>
<td>• Are some tasks more complex than others? If so, which ones?</td>
<td></td>
</tr>
<tr>
<td><strong>Requirements:</strong></td>
<td></td>
</tr>
<tr>
<td>• Is this person required to adopt particular attitudes or behaviours, for example, toward customers or other employees or with respect to other aspects of the work?</td>
<td></td>
</tr>
<tr>
<td>• Is this person required to apply particular hygiene, health or safety measures? If so, which ones?</td>
<td></td>
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<tr>
<td>• What requirements are used to decide whether the tasks are properly carried out?</td>
<td></td>
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<tr>
<td><strong>Statement of the competency:</strong></td>
<td></td>
</tr>
<tr>
<td>• Are there different ways in which tasks can be grouped together, based on a beginning and an end, for example? If so, in which ways?</td>
<td></td>
</tr>
<tr>
<td><strong>Working conditions:</strong></td>
<td></td>
</tr>
<tr>
<td>• What is the context in which this person must carry out the work? Is this person supervised? Is the person required to follow special instructions or directives? What is the physical environment in which the person must work?</td>
<td></td>
</tr>
<tr>
<td>• What tools, devices, products or raw materials does this person need to carry out the tasks?</td>
<td></td>
</tr>
</tbody>
</table>